

# JUSTIFICATION FOR HIRING FULL-TIME FACULTY

## Academic Year 2011-2012

### Faculty Hiring Prioritization Committee A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: Accounting Instructor

**ACADEMIC UNIT - Check One**

- |   |   |
|---|---|
| <input type="checkbox"/> Advanced Technology & Applied Science<br><input checked="" type="checkbox"/> Business Science and Economic & Workforce Development<br><input type="checkbox"/> Counseling Services & Special Programs<br><input type="checkbox"/> Emeritus Institute<br><input type="checkbox"/> Fine Arts | <input type="checkbox"/> Health Sciences & Human Services<br><input type="checkbox"/> Learning Resources<br><input type="checkbox"/> Liberal Arts<br><input type="checkbox"/> Mathematics, Science & Engineering<br><input type="checkbox"/> Kinesiology & Athletics<br><input type="checkbox"/> Social & Behavioral Sciences |
|---|---|

Classroom <input checked="" type="checkbox"/>	OR	Library/Counseling/Coaching Instruction <input type="checkbox"/>
Name of Division: Business Science		Name of Department: Accounting
Division Dean Signature Print Name of Dean: Rocky Cifone		Department/Program Chair Signature Print of Name Chair/Program: Anthony Teng
Date: 5/17/11      Phone: x4777		Date: 5/11/11      Phone: x4895

#### STATUS OF POSITION

A. Replacement position  (For information only: Division retains the position automatically)

Name of faculty member who left position: \_\_\_\_\_ Date of Vacancy: \_\_\_\_\_

Divisions are not required to fill out the remaining pages for replacement positions.

OR

B. New position  (Must complete all pages in the packet)

This Justification for Hiring form is composed of three parts.

**Part A: OBJECTIVE DATA**

Requires objective data-driven information and is divided into nine areas:

College Mission	Program/Discipline Limitations
Institutional Need	Census and Contact Data
Supplemental Funding	Capacity Enrollment
Current Program/Discipline Data	Program Wait List
Projected Program/Discipline Data	

**Part B: NARRATIVE**

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

**Part C: JOB DESCRIPTION AND ANNOUNCEMENT**

Requires submission of the text for the job description and announcement in standard format to be used by Human Resources to publish and advertise the position.

**PART A: OBJECTIVE DATA**

**1. COLLEGE MISSION, VISION AND VALUES**

The College Mission is:

Saddleback College enriches its student and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

- 1. Commitment**  
We commit to fulfilling our mission to serve the south Orange County community.
- 2. Excellence**  
We dedicate ourselves to excellence in academics, student support, and community service.
- 3. Collegiality**  
We foster a climate of integrity, honesty, and respect.
- 4. Success**  
We place our highest priority on student learning and delivering comprehensive support for student success.
- 5. Partnership**  
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
- 6. Innovation**  
We anticipate and welcome change by encouraging innovation and creativity.

- 7. **Academic Freedom**  
We endorse academic freedom and the open exchange of ideas.
- 8. **Sustainability**  
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
- 9. **Inclusiveness**  
We cultivate equity and diversity by embracing all culture, ideas, and perspectives.
- 10. **Global Awareness**  
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfill.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

## 2. STRATEGIC PLAN ALIGNMENT

List the Strategic Direction(s) or Strategic Goal(s) from the current Strategic Plan which justifies the hiring of this position.

### I. Improve Student Preparedness

Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and job acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

### II. Excel in College Transfer

Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

### III. Enhance Resources

Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to \$1 million annually.

**III.2** Realize a minimum of \$1 million in savings per year through the implementation of college efficiencies.

**III.3** Meet funding requirements to fulfill the "20-year Facilities and Scheduled Maintenance Plan".

**IV. Foster Innovation**

**IV.1** Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

**IV.2** Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

Approved by Consultation Council 2/9/10

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

I.1, I.2, II.1, II.2, IV.1

**3. INSTITUTIONAL NEED**

Check all appropriate statements explaining the college-wide role of the program or discipline:

- Basic Language Skills:** The program/discipline provides basic language skills necessary for success in all courses.
- Student Support Services:** The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.
- Relevance to General Education Requirements:** The program/discipline provides courses that are required of students as part of the General Education requirement.
- Relevance to Other Certificates or Majors:** Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

- The program/discipline provides courses which are prerequisites to **two or three** certificates and/or majors. List the certificates and/or majors:
- The program/discipline provides courses which are prerequisites for **four or five** certificates and/or majors. List the certificates and/or majors:

- The program/discipline provides courses which are prerequisites for **six or more** certificates and/or majors. List the certificates and/or majors:  
Associates of Arts/Science Degrees - Accounting, Business Administration, Business Management, Marketing;

Certificates - Accountant, Computerized Accounting Specialist, Tax Preparation, Marketing, Entrepreneurship:

Occupational Skills Award - Entrepreneurship

The program/discipline provides services for student retention and success in all areas.

**4. SUPPLEMENTAL FUNDING FOR POSITION**

Full time faculty positions are paid from the college's allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No  Yes

If yes, what is the source: \_\_\_\_\_ What percentage: \_\_\_\_\_

Add further information to the Narrative.

**5. CURRENT PROGRAM/DISCIPLINE DATA**

***For classroom faculty position:***

What is the percentage of full-time load (%FTLD) for the program/discipline in which the position is requested?

Program/Discipline CTR WFCH divided by TOT WFCH:  $46 / 98 = 46.9\%$

What is the WSCH/FTE for the program/discipline? 627

***For faculty assigned to library/counseling/coaching instruction:***

What percentage of direct student contact and services is provided by full-time faculty for load in the program (library, counseling, etc.) for which the position is requested? \_\_\_\_\_

**6. PROJECTED PROGRAM/DISCIPLINE DATA**

***For classroom faculty position:***

If this position is filled, what will be the NEW percentage of full-time load for the program/discipline (%FTLD)?

Formula: (C TR WFCH + 15) divided by TOT WFCH:  $61 / 98 = 62.2\%$

***For faculty assigned to library/counseling/coaching instruction:***

If this position is filled, what will be the NEW percentage of direct student contact and services provided by full-time load in the program (library, counseling, etc.)? \_\_\_\_\_

**7. PROGRAM/DISCIPLINE LIMITATIONS**

A. Mandates

Is the program/discipline *mandated* to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? No

If yes, by whom? \_\_\_\_\_

Is there a *mandated* faculty to student ratio for the program/discipline? No

If yes, by whom? \_\_\_\_\_

What is that ratio? \_\_\_\_\_

B. Recommended

Is there a *recommended* faculty to student ratio for the program/discipline?

If yes, by whom? \_\_\_\_\_

What is that ratio? \_\_\_\_\_

***For faculty assigned to library/counseling/coaching instruction:***

What is the program's faculty/student ratio? \_\_\_\_\_

For ***Counseling***: Does FTEC1/2H - SHCx2 indicate a deficit? \_\_\_\_\_

If yes, what is the deficit? \_\_\_\_\_

For ***Special Services***: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit? \_\_\_\_\_

If yes, what is the deficit? \_\_\_\_\_

## 8. CENSUS AND STUDENT CONTACT

***For classroom faculty positions:***

What is the census enrollment (C1 ENR of the Enrollment Summary Report) for the **program/discipline** in the last three Fall semesters (Census date may be different for late start classes)?

Fall 2008 731

Fall 2009 846

Fall 2010 845

***For faculty assigned to library/counseling/coaching instruction:***

What is the number of service contacts in the last three fall semesters?

Fall 2008 \_\_\_\_\_

Fall 2009 \_\_\_\_\_

Fall 2010 \_\_\_\_\_

Describe the types of contact: \_\_\_\_\_

## 9. CAPACITY ENROLLMENT

Looking at this fall semester's **program/discipline** enrollment statistics, what percentage of capacity enrollment was reached?

Formula: C1 ENR divided by CRS CAP: 845/ 1210 = 69.8%

## Part B: Justification for Hire Narrative

### Justification for Full Time Hiring 2011-2012 Business Science Division Accounting Instructor

#### Overview

The mission of the Accounting Program at Saddleback College is in line with the College mission statement of providing high-quality courses and programs that foster student learning and success in the attainment of degrees and certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. A joint effort of faculty, management, students, and community advisors updated the department's mission in 2010 as follows:

*The Accounting Department of Saddleback College enriches its students and the college community by providing quality instruction and programs that prepare students for transfer, future careers, and lifelong learning.*

The United States Department of Labor estimates that job growth in the accounting profession will grow over 22 percent from 2008-2018. This equates to a national projected job growth of approximately 280,000 new job opportunities nationally (Bureau of Labor Statistics, US Department of Labor, 2011). Regionally, new job opportunities are expected to grow approximately 23 percent between 2010-2011, which will result in just fewer than 29,000 new jobs in our area this year alone (EMSI Complete Employment – 3<sup>rd</sup> Quarter 2010). These job opportunities will require job entrants to have an educational background that will require degrees from both four-year and community colleges. In addition, due to the impact of the CSUs business and accounting programs, many students who have attained a baccalaureate degree or higher in other majors are being turned away by the CSU and UC campuses and are turning to the community colleges for career training and qualification for professional certification (national examinations such as the certified public accountant and certified management accountant exams).

#### Our Student Demographic

The diversity of the students who are participating in the Accounting program are similar to the demographics of the College as a whole. There is an approximate 60 percent male/40 percent female split in the student group. 48 percent of the students are under 21 years of age. Interestingly, nearly 23 percent of the students have enrolled at Saddleback College after receiving a bachelor's degree or equivalent elsewhere. The following table provides additional information about our students.

Student Counts by Educational Goal						
Educational Goal	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Obtain a Bachelor's degree after Assoc.	499	434	434	516	592	600
Obtain a Bachelor's degree w/o Assoc.	168	153	156	162	192	246
Obtain a voc certificate and transfer	146	127	123	129	98	88
Undecided on goal	91	94	102	122	131	150
Advance in current job/career	102	74	71	91	89	113
Prepare for a new career	120	89	75	68	64	100
Personal Development	50	65	50	42	43	54
4 yr col std taking crs to meet 4 yr requirements					64	138
Discover/develop career interests	38	27	25	23	26	23
Obtain two-year voc. degree w/o transfer	28	29	19	20	26	24
Improve basic skills	4	23	21	21	30	33
Obtain a voc certificate w/o transfer	15	9	25	18	30	32
Obtain a non-voc degree w/o transfer	6	3	13	9	14	25
Maintain license	3	3	3	6	5	12
Complete credits for HS diploma or GED		4	3	3	6	7
		1	10			
To move fr NCR coursework to CR coursework						2
<b>Total Students</b>	<b>1,270</b>	<b>1,135</b>	<b>1,130</b>	<b>1,230</b>	<b>1,410</b>	<b>1,647</b>

## **The Accounting Program**

Accounting has been described as the “Language of Business” which takes business activities and communicates them to stakeholders in an organized and logical manner. Every organization requires an understanding of accounting whether they are corporations, partnerships, or individuals. Organizations can be well established to entrepreneurial. In essence, accounting is pervasive and constantly evolving. Our program has been striving to keep up with the world around us.

The Accounting program has been developed to serve four distinct constituencies. These groups are transfer, degree/certificate, lifelong learning, and the needs of other disciplines. A substantial number of our students are transfer bound and will be those professionals pursuing higher education in order meet the advanced education requirements of the profession. Many of these students will not be accounting majors but will use their education in other areas and disciplines. Our other students are enrolled at the College in order to attain degrees, certificates, or to prepare and train for professional certifications and career positions.

In order to meet the academic needs of these constituencies and the workforce needs of our community, the program is constantly evolving. Our core classes, which are offered every semester, are reviewed and modified in order to achieve defined SLOs and to maintain a high level of relevancy for our students who will be competing in a complex global marketplace. Other existing courses are offered on a periodic basis in order to maintain an acceptable fill rate while still meeting the demands of our students. New courses are being developed. However, due to the level of complexity, competent faculty are needed to staff the sections.

Our department advisory committee meets at least annually with our faculty to review our program in order ensure we are maintaining the relevancy needed to meet the needs of our transfer and community partners. Comments from our committee include praise as to the depth and breadth of offerings from a community college. However, they remind us that we need to continue to evolve.

## **Our Challenges and Needs**

Our program continues to be successful by balancing the needs of our students with the staffing resources available to us. Many of our classes have been continuously designated as large lecture classes and, in some cases, sections have enrollments over 100 students (traditional and distance education). Ideally, we need to offer sections at a more effective enrollment level.

The following are some of the reasons why the Accounting program requires additional full time faculty:

1. Demand for more offered sections within the program will require us to staff more faculty. Additional part time faculty assignments will adversely affect our full time/part time ratio, which is currently under 75 percent all ready.
2. Planned new courses under development require faculty expertise that may require continuing faculty training or part time faculty with specific topical experience.
3. In an effort to partner and participate with the College’s priority of development of economic and workforce development, the Department requires full time faculty who can participate in college committees and programs where the Accounting program provides valuable contributions. Part time faculty normally does not serve on College committees and cannot provide the continuity needed for program development.

4. The Department is expanding its cooperative work experience (CWE) efforts. Partnering with community organizations, students are being considered for paid and unpaid internships that require the involvement of full time faculty.
5. Current full time faculty are teaching overloads and cannot cover additional sections. The Department current full time staffing is at the same level as AY 2001-2002 even though C1 Enrollment has increased from 618 to 845 for the Fall 2001 to Fall 2010, respectively. This is a 37 percent enrollment increase using the same amount of full time OSH. The Course Fill Rate has increased from 62.1 percent to 69.8 percent. Current, Maximum Fill Rate has been steady at approximately 97.0 percent.

## **Part C: Job Description and Announcement**

Saddleback College  
Accounting Instructor

### **Minimum Qualifications**

The successful candidate must meet one of the following criteria:

- Master's degree in Accountancy or Business Administration with accounting concentration from an accredited college or university; **OR**
- Bachelor's degree in Business with accounting emphasis; or Business Administration with accounting emphasis; or Economics with an accounting emphasis from an accredited college or university **AND**
- Master's degree in Business, Business Administration, Business Education, Taxation, or Finance; **OR**
- Bachelor's degree in Accountancy or Business Administration with accounting concentration **AND** a Certified Public Accountant; **OR**
- Valid Community College instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990); **OR**
- A combination of education and experience that is at least the equivalent of items 1, 2, and 3 above (candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials).

### **Experience Required**

- A minimum of two (2) years full-time (or part-time equivalent) recent and successful teaching experience in the field of accounting at the community college and/or university level.
- Possess the knowledge and ability to teach and manage accounting courses using various forms of computer technology in and outside the classroom.
- Install, use and maintain electronic instructional course software "shells" such as Blackboard, Web CT or the equivalent in conjunction with publisher provided course "cartridges."
- Hold advanced computer skills, literacy and familiarity combined with experience in on-line, Internet and web-based course delivery systems, in order to offer curriculum and instruction.
- Familiarity in developing and maintaining appropriate lower-division curriculum in accounting.
- Experience in student learning outcomes, program review, and/or matriculation.
- Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

### **Desirable Qualifications**

- Preference will be given to those candidates demonstrating a high level of professional expertise.
- Possess skills as a facilitator of the learning process.
- Understand current and emerging instructional and educational delivery technologies.
- Maintain a strong commitment to quality teaching, student success, and academic excellence.
- Possess understanding of different instructional modalities to match different student learning styles.
- Possess strong interpersonal skills.

### **Summary of Duties and Responsibilities**

Advanced student learning through dedicated, exemplary instruction in accordance with established course outlines for the various courses in the accounting department. Integrate computer technology to offer instruction in the traditional classroom as well as through distance delivery modes. Participate in the

development and revision of curriculum in department and college committees and in professional development activities.

Maintain current knowledge in the subject-matter area for effective teaching/learning strategies; maintain appropriate standards of professional conduct and ethics. Participate in general faculty functions related to the educational program, in-service programs and professional development. Assignment may include evening and weekend hours.



**Enrollment Comparison By Department  
Saddleback College**

**ININSTR0007**

**Comparing Fall Terms (Data for past terms is as of end of term.)  
Excludes Canceled Classes**

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TERM	TOT	CTR	OL	PT	LL	IS	TOT	TOT	TOT	TOT	TOT	C1	CUR	CUR	CEN	CEN	WSCH	WSCH	ENRL	CRS	RM	MAX
	SEC	WFCH	OSH	OSH	OSH	OSH	WFCH	WFCH	FIEF	FIEF	ENR	ENR	ENR	ENR	WSCH	FIES	FIEF	SEC	FILL	FILL	FILL	RATE

**Department: Accounting**

Fa.10	18	46	22	18	12	0	52	98	6.43	1210	1224	871	845	663	3157	4029	130	627	47	69.8	69.0	97.0
Fa.09	19	38	22	23	10	0	55	93	6.22	1175	1433	873	846	665	3141	4000	130	643	45	72.0	59.0	96.9
Fa.08	16	48	14	11	6	0	31	79	5.64	1040	1110	760	731	590	3245	4020	112	713	46	70.3	65.9	96.2



**Enrollment Comparison By Division/School**  
**Saddleback College**  
**Comparing Fall Terms (Data for past terms is as of end of term.)**  
**Excludes Canceled Classes**

**ININSTR0006**

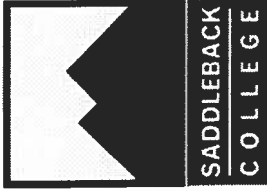
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TERM	TOT SEC		CTR WFCH		OL OSH		PT OSH		LL OSH		IS OSH		TOT OSH		TOT WFCH		TOT FTEF		CRS CAP		RM CAP		MAX ENR		C1 ENR		CUR ENR		CUR WSCH		CEN WSCH		CEN FTES		WSCH FTEF		ENRL SEC		CRS FILL RATE		RM FILL RATE		MAX FILL RATE	
<u>Fa.10</u>	132	332	75	221	23	0	319	651	34.63	7940	7926	7644	4780	3908	16755	20714	494	598	36	60.2	60.3	62.5																						
<u>Fa.09</u>	135	170	50	161	34	0	245	415	32.55	7805	8257	8534	5170	4274	18282	22359	519	687	38	66.2	62.6	60.6																						
<u>Fa.08</u>	135	189	46	131	13	0	190	379	29.92	8060	8438	8495	4414	3765	16572	19478	436	651	33	54.8	52.3	52.0																						

**Division/School: Business Science**



**Program Review**  
**of the**  
**Accounting Program**  
**Business Science Division**

**March 1, 2011**

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## Accounting Department Mission

In conjunction with the update of the Saddleback College Mission Statement, the Accounting Department revised its mission statement with the guidance of its industry advisory committee in the Spring 2010. The College and Department mission statements are recognized as follows:

### *Saddleback College Mission Statement*

*Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.*

### *Accounting Department Mission Statement*

*The Accounting Department of Saddleback College enriches its students and the college community by providing quality instruction and programs that prepare students for transfer, future careers, and lifelong learning.*

The Department mission links with the College Mission Statement, as well as a number of College goals as shown below:

1. The breadth of accounting courses offered to students provides a comprehensive subject curriculum that meets the needs of students attend the College for transfer, career enhancement, and lifelong learning.
2. Accounting courses fulfill the requirements associated with student pursuit of the Associate in Arts, Associate in Science degrees, and occupation certificates in the area of Accountant, Computerized Accounting Specialist, and Tax Preparation.
3. Accounting courses fulfill some of the transfer opportunities for students who are pursuing a 4-year business degree from most degree granting universities. Articulation agreements have been established with area universities.
4. Accounting courses fulfill some of requirements leading to the Associate in Arts degree, Associate in Science degree, occupation certificates, and occupational skills awards in the Business Science Division.
5. Courses offered by the department meet the accounting education requirements for students preparing to sit for the national Uniform Certified Public Accounting Exam which is given by the National Association of State Boards of Accountancy (NASBA) and administered by the State of California, Department of Consumer Affairs. Due to the impact of accounting programs at area universities, students who have previously attained an undergraduate degree have found that our department courses are an effective means to attain the accounting education requirement.

6. Many of our courses are intellectually stimulating and relevant where we attract adult students interested the “life-long learning” opportunities we provide.

### **Historical Background and Unique Characteristics of the Program**

The Accounting department has been long established within the College community providing educational and professional opportunities to students aspiring to enter the accounting profession and/or to enhance their financial knowledge.

The department offers classes and programs that meet the needs of students who look to enter public, private, government, and academia accounting disciplines. Our program enjoys an excellent reputation among the California Community Colleges as having one of the most diverse program offerings that rival courses offered by area 4-year universities. On a rotating basis, we offer course subject areas that prepare students for transfer to the 4-year university, entrance into the private and government sector, and preparation into public accounting. Over the past few years, we have been developing courses similar to the area CSU campuses with the understanding that we are servicing students that cannot be admitted into the CSU programs.

Our industry advisory committee has noted that we are offering the classes needed for our students to be successful in the future. The committee agreed that the department should continue to find way to engage the College community. The department continues to encourage student development through promoting accounting education as the “language of business.”

### **SLOs and the Accounting Program (Appendix 1)**

The department has developed program and course level student learning outcomes in accordance to College guidelines. We have recently completed the first series of assessment activities to determine our progress in meeting the stated SLOs. Assessment results will be posted in CurricUNET during the 2010 – 2011 academic year. The department will evaluate the assessment and use the information from the assessment to improve the program’s approach to meeting the needs of the students and the community.

### **Current Strengths, Opportunities, and Challenges**

The department’s strengths include the academic and practical experience of our full time and part time faculty. The faculty regularly blends a combination of theory and practice into the classroom so that students understand the conceptual framework of accounting while seeing the practical applications. The accounting program includes elements of finance, operations,

management, business decision-making and risk, and entrepreneurship throughout the curriculum.

Our core financial and managerial accounting classes continue to be in high demand since they are required classes for transfer students, required courses for degrees, certificates, and occupational skill awards. At the beginning of the semester all core classes are full and student success and retention is high. There is no sign of decreased demand for these classes and there is room for growth when the College budget allows for department expansion.

Our non-transferable course offerings have been popular with students because of their applicability to their life-long learning pursuits. We are seeing increased student enrollments from within and outside of the District because of the variety of our subject offerings. Due to our current “no growth” status throughout the College, we are rotating our non-transferable courses so that we meet student needs for certificate programs and skills awards. Subject areas for these courses include taxation, cost accounting, intermediate accounting, auditing, basic financial planning, business math, and entrepreneurial accounting.

In order to provide a more comprehensive selection of class offerings, we are in the process of developing three or four new courses that will be phased in over the next two years. These courses will continue our desire to be the college of choice for career enhancement and life-long learning. Our biggest challenge to meet this goal is the current restriction of “no growth.” As we schedule classes, we must satisfy the needs of the transfer students since this is our largest student segment while implementing our other areas of growth.

The department has the opportunity to be the first choice in career preparation and enhancement for future accounting professionals. While our transfer courses are applicable for the transfer and non-transfer pursuits, we can also offer a comprehensive curriculum that also prepares professionals with knowledge and skills that will be able to be used throughout their career. Our curriculum withstands similar rigor to our 4-year university partners while being able to serve students who cannot be admitted into other institutions' programs.

The department continues to face the challenge of attracting and keeping strong part-time faculty to supplement the resources of our full-time faculty. Accounting requires specific expertise and it is difficult to find a generalist faculty member to teach the more advanced classes. Similar to other departments, many of our part-time faculty have either other full-time employment, and do not have flexible hours to meet our staffing needs or are desiring full-time accounting instructor positions which could create a loss of department resources.

#### **Human Resource Needs**

#### **Faculty Positions**

The Department is currently staffed with 3 full-time and 5 part-time faculty. Two of the full-time faculty have enjoyed tenure with

the college in excess of 25 years and may be affected by the current early retirement program being considered by the Board of Trustees. In terms of ideal staffing, we could use one full-time faculty position. Assuming we do not lose any full-time faculty to early retirement, an additional faculty member would provide us with the flexibility to develop innovative accounting instruction to meet the needs of our students. In the short-term, part-time faculty can accommodate some of the needs; however, we need to keep in mind our 75:25 full-time to part-time ratio as defined in Title 5. We anticipate that we may not meet the 75:25 ratio in the next couple of years unless we add one additional full-time faculty member. Since our full-time faculty are teaching their required load, we are planning to supplement our faculty with additional part-time faculty until we can receive approval.

### **Technology Needs**

With the increased use of technology in the classroom, our primary technology and equipment need is the ongoing upkeep and refresh of our existing technology. Our current classroom configuration is adequate but tends to be behind the curve compared to other institutions including facilities within the District (e.g. IVC). As the program evolves and additional technology tools are available for the use in instruction, the department will need access to additional "smart" classrooms.

Working in step with the Business Science Division, the department has been looking at opportunities to enhance our offerings to students through distance education. Several classes have been identified as potential distance education classes that will be implemented by the 2011-2012 academic year. With the support of CIDDE, we can develop our programs well. However, available technology such as document projector/cameras and high quality webcams would enhance our "product."

### **Marketing and Outreach Needs**

At our current level of marketing and outreach, we do not have any additional needs at this time. Marketing literature is coordinated through the Division office. As we continue to develop outreach activities, we will need to develop marketing and outreach materials to promote the activities. We will work with the college's Public Information and Marketing office as well as the Division and our community partners.

We further believe that we can provide a valuable service to the community in conjunction with the college's economic and workforce development efforts. The department has already developed contacts in the neighboring business community and we are working with the division's Economic and Workforce Development program to ensure that our efforts are coordinated.

**Appendix 1**  
**Accounting Department SLOs**

# Accounting Department Fall 2010

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results <i>(to be addressed and updated in AY 2010-2011)</i>
<p><b>Saddleback College Goal:</b></p> <p>Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.</p> <p><b>Accounting Department Mission:</b></p>	<p>1. Students who take the core courses in Accounting (ACCT1A and 1B) will be able to prepare a set of basic financial statements.</p> <p>(Communication, Intellectual and Practical Skills, Breadth of Subject Area Knowledge)</p> <p>2. Students who take the core courses in Accounting (ACCT1A and 1B) will be able to calculate and analyze common</p>	<p>1. 75% of students will be satisfactory or higher on embedded test questions (ACCT1A and 1B)</p> <p>2. 80 % of students will be satisfactory or higher on embedded test questions. (ACCT1A and 1B)</p>	<p>1. During the Fall 2009 semester, all ACCT1A and ACCT1B sections assessed this SLO.</p> <p>Overall, student achievement for this SLO was approximately 77 percent. Assessment results ranged from a low in the mid 60 percentile to a high in the high 80 percentile.</p> <p>2. During the Fall 2009 semester, all ACCT1A and ACCT1B sections assessed this SLO.</p>	

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results <i>(to be addressed and updated in AY 2010-2011)</i>
<p>The Accounting Department of Saddleback College enriches its students and the college community by providing quality instruction and programs that prepare students for transfer, future careers, and lifelong learning.</p>	<p>ratios and numerical relationships that are produced through the accounting cycle.</p> <p>(Intellectual and Practical Skills, Breadth of Subject Area Knowledge)</p>		<p>Overall, student achievement for this SLO was approximately 77 percent.</p> <p>Assessment results ranged from a low in the mid 60 percentile to a high in the high 80 percentile.</p>	
	<p>3. Students who take the core courses in Accounting (ACCT1A and 1B) will be able to demonstrate proficiency in processing the accounting cycle for a business.</p> <p>(Intellectual and Practical Skills, Breadth of Subject Area Knowledge)</p>	<p>3. 80% of students will be satisfactory or higher on embedded test questions (ACCT1A and 1B)</p>	<p>3. During the Fall 2009 semester, all ACCT1A and ACCT1B sections assessed this SLO.</p> <p>Overall, student achievement for this SLO was approximately 77 percent.</p> <p>Assessment results ranged from a low in the mid 60 percentile to a high in the high 80 percentile.</p>	

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results (to be addressed and updated in AY 2010-2011)
	<p>4. Students who take the non-core courses in Accounting will be able to demonstrate proficiency in communicating financial information in the subject area.</p> <p>(Effective Communication Intellectual and Practical Skills, Breadth of Subject Area Knowledge)</p> <p>5. Students in all Accounting classes will be able to present an oral presentation in the designated subject area.</p> <p>(Effective Communication,</p>	<p>4. 80% of students will be satisfactory or higher in assigned semester project/case study.</p> <p>5. 80% of students will have satisfactory or higher presentations.</p>	<p>4. During the Spring 2010 semester, all non-core sections assessed this SLO.</p> <p>Overall, student achievement for this SLO was approximately 85 percent.</p> <p>Assessment results ranged from a low in the mid 80 percentile to a high in the high 90 percentile.</p> <p>5. During the Spring 2010 semester, all non-core sections assessed this SLO.</p> <p>Overall, student achievement for this SLO was approximately 85</p>	

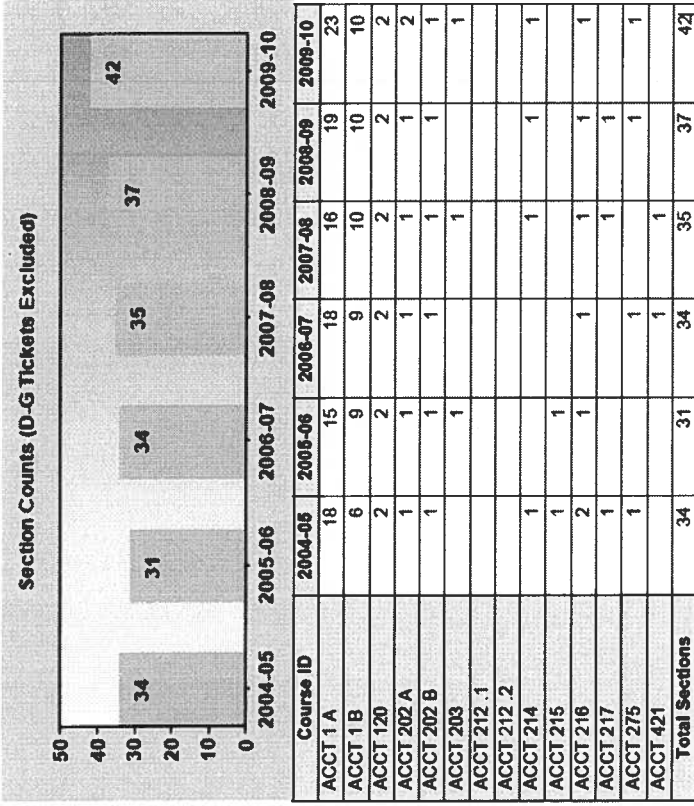
I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results <i>(to be addressed and updated in AY 2010-2011)</i>
	Intellectual and Practical Skills, Community/Global Consciousness and Responsibility, Breadth of Subject Area Knowledge)		percent. Assessment results ranged from a low in the mid 80 percentile to a high in the high 90 percentile.	

## **Appendix 2**

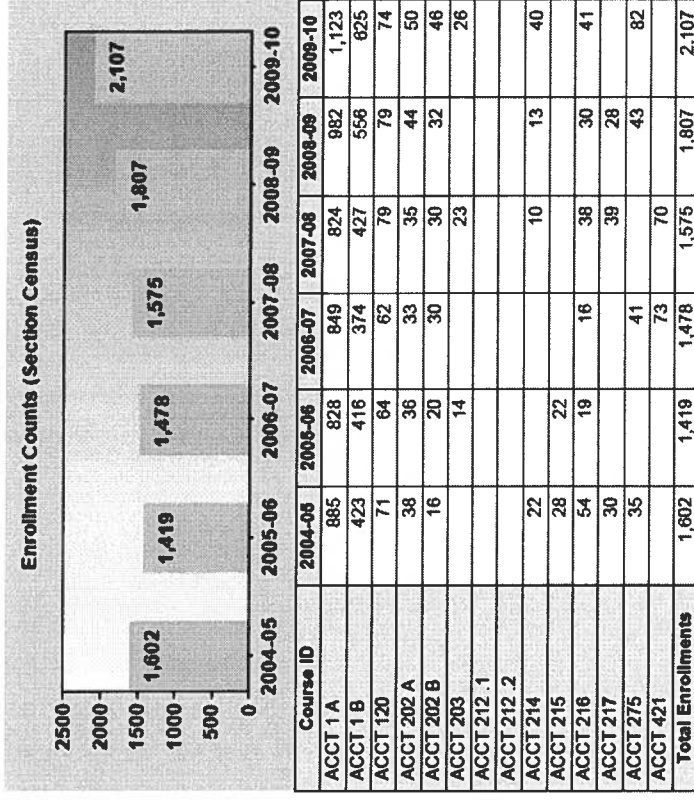
### **Selected Accounting Department Statistics**

*(source: District InForm Data Warehouse)*

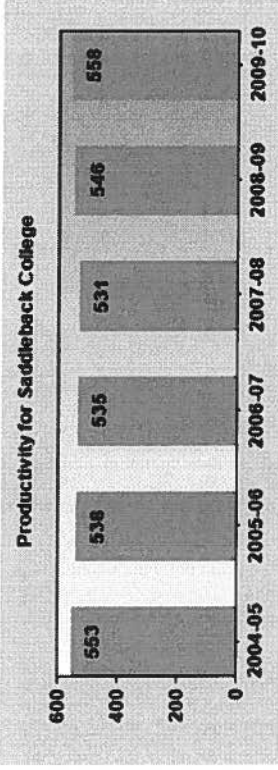
### Section Counts



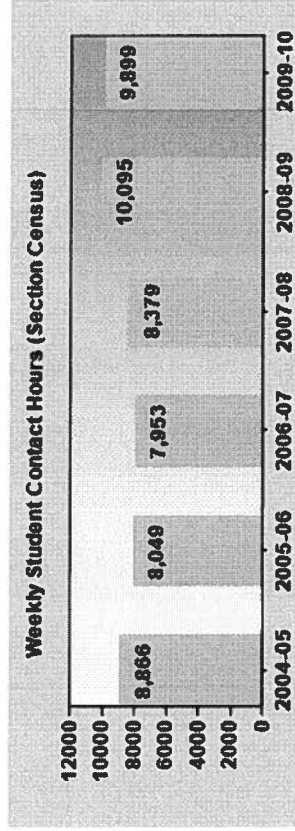
### Enrollment Counts (Section Census)



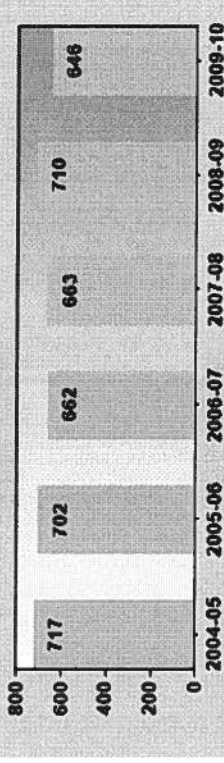
### Productivity (WSCH/FTEF)



### Weekly Student Contact Hours (Section Census)



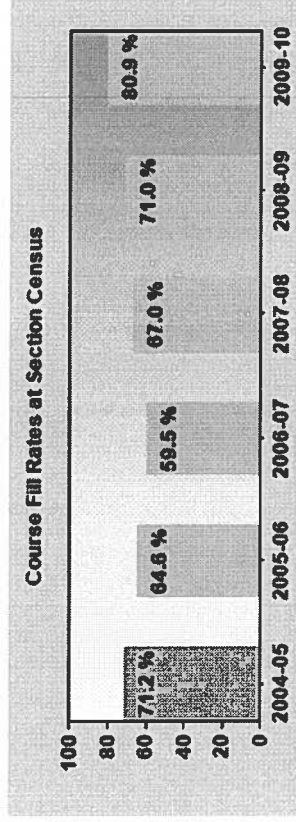
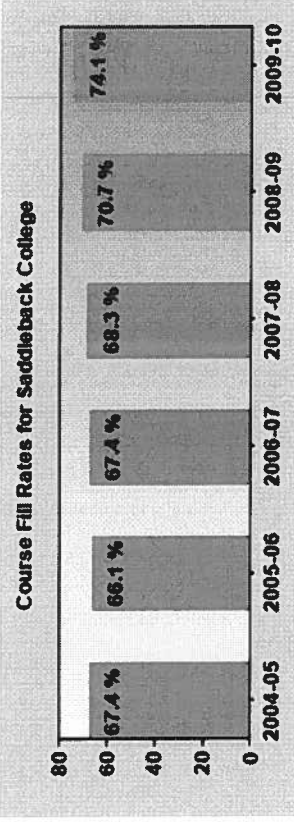
### Productivity (WSCH / FTEF)



Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ACCT 1 A	5,310	4,968	5,094	4,944	5,892	5,615
ACCT 1 B	2,538	2,496	2,244	2,562	3,336	3,125
ACCT 120	213	192	186	237	237	222
ACCT 202 A	114	108	99	105	132	150
ACCT 202 B	48	60	90	90	96	138
ACCT 203		42		69		78
ACCT 212 .1						
ACCT 212 .2				30	38	120
ACCT 214	66					
ACCT 215	112	88				
ACCT 216	270	95	80	190	150	205
ACCT 217	90			117	84	
ACCT 275	105		123		129	246
ACCT 421			37	35		
<b>Total WSCH</b>	<b>8,866</b>	<b>8,049</b>	<b>7,953</b>	<b>8,379</b>	<b>10,095</b>	<b>9,899</b>

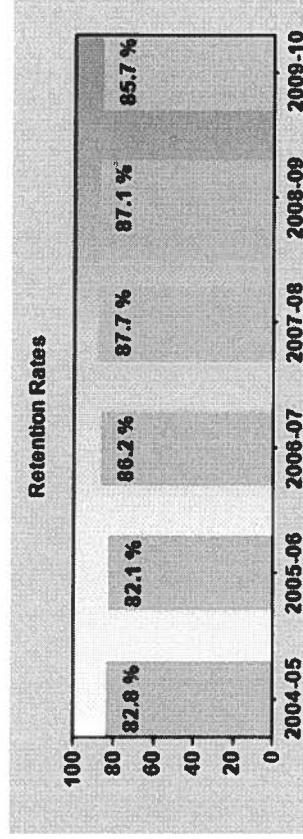
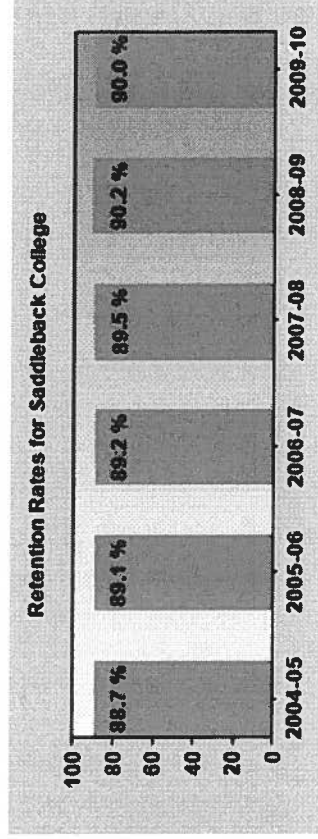
Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ACCT 1 A	738	769	701	724	748	662
ACCT 1 B	846	705	656	641	716	626
ACCT 120	533	480	465	504	593	555
ACCT 202 A	570	540	485	525	660	750
ACCT 202 B	240	300	450	450	480	690
ACCT 203		210		345		390
ACCT 212 .1						
ACCT 212 .2						
ACCT 214	330			150	195	600
ACCT 215	560	440				
ACCT 216	474	352	296	704	556	621
ACCT 217	450			585	420	
ACCT 275	525		615		645	745
ACCT 421			608	583		
<b>Productivity</b>	<b>717</b>	<b>702</b>	<b>662</b>	<b>663</b>	<b>710</b>	<b>646</b>

### Course Fill Rates (Section Census)



Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ACCT 1 A	73.1	77	70.2	85.8	78.2	78.3
ACCT 1 B	120.9	64.5	66.2	61.9	80.6	102.5
ACCT 120	28.4	25.6	24.8	31.6	31.6	29.6
ACCT 202 A	84.4	80	73.3	77.8	97.8	55.6
ACCT 202 B	35.6	44.4	66.7	66.7	71.1	102.2
ACCT 203	31.1	31.1	51.1			57.8
ACCT 212.1						
ACCT 212.2						
ACCT 214	17.6			8	10.4	100
ACCT 215	62.2	48.9				
ACCT 216	60	42.2	35.6	84.4	66.7	91.1
ACCT 217	66.7			86.7	62.2	
ACCT 275	77.8		91.1		95.6	182.2
ACCT 421			73	70		
Course Fill Rates	71.2	64.6	59.5	67.0	71.0	80.9

### Retention Rates



Course ID	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ACCT 1 A	78	77.6	81.7	85.2	83.8	82.7
ACCT 1 B	89.5	88.3	90.3	88.3	89.1	91.7
ACCT 120	85.3	84.7	89.8	86.5	89	94.2
ACCT 202 A	94.6	91.2	90.3	94.1	100	68.8
ACCT 202 B	68.8	100	85.2	96.7	93.5	84.1
ACCT 203		92.9	90.9			92.3
ACCT 214	76.2			80	100	86.1
ACCT 215	85.2	81				
ACCT 216	89.4	88.9	100	97.3	100	92.5
ACCT 217	85.7			92.3	96.2	
ACCT 275	100		100			78.8
ACCT 421			100			
Retention Rate	82.8	82.1	86.2	87.7	87.1	85.7