

Kaua`i Community College

Five Year Comprehensive Program Review (CPR)

Program Name: Accounting
Assessment Period: 2014 to 2018

Program or Unit Mission Statement (UHCCP 5.202)

The Accounting Program utilizes modern, engaging approaches to motivate students with diverse learning styles to reach high with accounting learning, and ultimately contribute responsibly and ethically to our business community.

The accounting program mission aligns with “inspires, engages, and empowers learners to enrich our community” by motivating students to utilize their accounting knowledge and skills to make a positive impact in our community via employment, networking, and service.

College Mission Statement (UHCCP 5.202)

Kaua‘i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua‘i ma ke ‘ano he kahua e
ho‘oulu, ho‘ā, a ho‘oikaika ‘ia ai ka ‘ike a me ka na‘auao o nā
kānaka a‘o aku a a‘o mai no ka ho‘owaiwai ‘ana i ke kaiāulu a
me ka honua.

‘O ke kahua ma mua, ma hope ke kūkulu.
First comes the foundation, then comes the building.
(‘Ōlelo No‘eau, number 2459)

Kaua‘i Community College (KCC) fulfills its mission by incorporating the following practices.
The College:

- Provides open access, affordable education;
- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;

- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.

Part I. Executive Summary of Program Status

Questions for discussion and responses from the previous Comprehensive Program Review (CPR) include the following:

1. *Has scheduling in the evenings been considered?*

“Not at this point” per the previous Accounting Program Coordinator. Considering this type of course scheduling was requested by the VCAA to be postponed until current online grant course offerings completes its full cycle.

2. *What is the difference between account assistant and accounting office assistant?*

Per the previous Coordinator, “Per Advisory members, these certificates are offered as options for meeting back office operational needs versus fulfilling front desk basic accounting responsibilities.”

Describe program or unit changes made as a result of these recommendations.

No changes were made to the program pursuant to stated inquiries.

Part II. Program Description (UHCCP 5.202)

Brief History of Program	In 2012 certificate offerings were developed to provide options to appease student preferences for various accounting areas of study and work, which include Basic Accounting, Accounting Office Assistant, Accounting Assistant, Small Business Accounting, Payroll Preparer, and Individual Income Tax Preparer. Recently, the Individual Income Tax Preparer certificate of competence was fortified with business tax curriculum, desirable in the accounting industry per Advisory Committee members, and has since been appropriately renamed Tax Preparer. Furthermore, in spring 2016 courses dedicated to Business Tax and Using Excel in Accounting were developed and scheduled. The additional classes were vetted by industry partners via Advisory Committee feedback, academic counselors, the Business Education Division, and also align with system-wide community college course offerings. Informal acknowledgements from industry partners also confirm these courses were needed to complete the necessary skills and knowledge of accounting graduates.
Number of Faculty and Staff	Faculty (FT): 2 Faculty (Lecturers): 2 Staff: 1
Date Website Last Reviewed/Updated	Spring 2018
Graduate Occupation or Transfer Options	Efforts to place students in accounting/bookkeeping-related positions and internships in the past have been successful, due in part to demand from a variety of industries including but not limited to agriculture, real estate, small business, independent and fast food restaurants, retail, hotels and resorts, and CPA/bookkeeping firms. Depending on prior experience and

	level of academic knowledge, students are hired into entry-level or middle-level accounting-related positions, which may entail tax, payroll, bookkeeping and/or analytical duties.														
Special Admission Requirements	None														
Credentials Offered	Associate in Applied Science Degree in Accounting, 61 credits Certificate of Achievement in Accounting, 31 credits Certificate of Competence – Accounting Assistant, 21 credits Certificate of Competence – Payroll Preparer, 21 credits Certificate of Competence – Small Business Accounting, 21 credits Certificate of Competence – Tax Preparer, 21 credits Certificate of Competence – Accounting Office Assistant, 18 credits Certificate of Competence – Basic Accounting, 9 credits														
Current Program Articulation Agreements (Institution and Expiration Date)	Institution: UH Community Colleges University of Hawaii System Articulation Agreement - Accounting August 17, 2015 Expiration Date: September 2020 Institution: UH West Oahu University of Hawaii Articulation Agreement – KCC and UHWO June 8, 2016 Expiration Date: Fall 2018														
Distance Education Courses Offered	ACC 124, 125, 128, 132, 134, 193V fast-track online courses ACC 124, 125, 193V regular online courses														
Early College Courses offered	ACC 124: 3 sections (S16, S17, S18) at Kauai High School														
Distance Education Programs offered	N/A														
Current Advisory Board Members/Employer and last meeting date	<table border="0"> <thead> <tr> <th><u>Member Name</u></th> <th><u>Employer</u></th> </tr> </thead> <tbody> <tr> <td>Edward Punua, CPA</td> <td>Edward L. Punua CPA Inc.</td> </tr> <tr> <td>Glen Tamura, CPA</td> <td>Glen H. Tamura CPA</td> </tr> <tr> <td>Erin Tsuda, CPA</td> <td>Department of Taxation – Kauai District</td> </tr> <tr> <td>Alicia Iverson, CFO</td> <td>Koloa Rum Company</td> </tr> <tr> <td>Bryan Miyake, Owner</td> <td>Makena Miyake Inc.</td> </tr> <tr> <td>Greg Anderson, Teacher</td> <td>Kauai High School</td> </tr> </tbody> </table> <p>Last Meeting Date: 8/8/2018</p>	<u>Member Name</u>	<u>Employer</u>	Edward Punua, CPA	Edward L. Punua CPA Inc.	Glen Tamura, CPA	Glen H. Tamura CPA	Erin Tsuda, CPA	Department of Taxation – Kauai District	Alicia Iverson, CFO	Koloa Rum Company	Bryan Miyake, Owner	Makena Miyake Inc.	Greg Anderson, Teacher	Kauai High School
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Employer Internships	Edward L. Punua CPA Inc. Makena Miyake Inc. C&J Financial Services Liberty Tax Service Keala Foundation Kauai Habitat for Humanity DMK & Associates Kauai Vacation Rentals Kaluamoa Farms KCC Bookstore KCC Apiary KCC Financial Aid Edgar’s Yard Service														

	Whiskers Resort The Club at Kukuiula Grove Farm Museum County Department of Water County of Kauai Real Property Tax County of Kauai Motor Vehicle Registration Waimea Plantation Cottages
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Part III. Analysis of Quantitative Indicators

Table 1.1: Accounting Program Quantitative Indicators

Demand Indicators		Program Year				
		13-14	14-15	15-16	16-17	17-18
1	New & Replacement Positions (State)	221	181	109	101	918
2	*New & Replacement Positions (County Prorated)	7	8	7	7	47
3	Number of Majors	81	62	57	41	47
3a	Number of Majors Native Hawaiian	33	22	21	20	20
3b	Fall Full-Time	42%	39%	38%	41%	27%
3c	Fall Part-Time	58%	61%	62%	59%	73%
3d	Fall Part-Time who are Full-Time in System	7%	1%	7%	12%	11%
3e	Spring Full-Time	35%	33%	37%	32%	33%
3f	Spring Part-Time	65%	67%	63%	68%	67%
3g	Spring Part-Time who are Full-Time in System	8%	11%	9%	5%	12%
4	SSH Program Majors in Program Classes	452	424	420	288	322
5	SSH Non-Majors in Program Classes	491	418	354	393	498
6	SSH in All Program Classes	943	842	774	681	820
7	FTE Enrollment in Program Classes	31	28	26	23	27
8	Total Number of Classes Taught	23	28	18	18	18
Efficiency Indicators		Program Year				
		13-14	14-15	15-16	16-17	17-18
9	Average Class Size	13.7	10.2	14.6	12.8	15
10	*Fill Rate	57.2%	46.3%	58.2%	51.4%	66.2%
11	FTE BOR Appointed Faculty	2	2	1	2	2
12	*Majors to FTE BOR Appointed Faculty	40.5	31	58	20	23
13	Majors to Analytic FTE Faculty	32.6	21.5	29	21	24
13a	Analytic FTE Faculty	2.5	2.9	2	2	2
14	Overall Program Budget Allocation	118,625	223,429	99,991	128,042	
14a	General Funded Budget Allocation	116,637	108,452	98,374	123,192	
14b	Special/Federal Budget Allocation	\$0	114,977	0	0	
14c	Tuition and Fees	\$1,988	\$0	\$1,617	\$4,850	
15	Cost per SSH	\$126	\$265	\$129	\$188	
16	Number of Low-Enrolled (<10) Classes	6	14	4	7	4
Effectiveness Indicators		Program Year				
		13-14	14-15	15-16	16-17	17-18
17	Successful Completion (Equivalent C or Higher)	65%	71%	85%	78%	83%
18	Withdrawals (Grade = W)	22	15	14	16	8
19	*Persistence Fall to Spring	72.60%	62.60%	83%	66%	78%
19a	Persistence Fall to Fall	46.00%	42.80%	48%	46%	50%
20	*Unduplicated Degrees/Certificates Awarded	36	43	41	26	25
20a	Degrees Awarded	13	10	16	8	11
20b	Certificates of Achievement Awarded	5	6	9	5	7

20c	Advanced Professional Certificates Awarded	0	0	0	0	0
20d	Other Certificates Awarded	49	81	103	79	56
21	External Licensing Exams Passed	N/A	N/A	N/A	N/A	N/A
22	Transfers to UH 4-yr	4	9	7	6	5
22a	Transfers with credential from program	3	7	4	5	3
22b	Transfers without credential from program	1	2	3	1	2
Distance Education: Completely On-line Classes		Program Year				
		13-14	14-15	15-16	16-17	17-18
23	Number of Distance Education Classes Taught	10	14	2	3	4
24	Enrollments Distance Education Classes	128	68	7	16	29
25	Fill Rate	51%	24%	12%	19%	36%
26	Successful Completion (Equivalent C or Higher)	47%	56%	71%	75%	76%
27	Withdrawals (Grade = W)	8	3	1	0	2
28	Persistence (Fall to Spring Not Limited to Distance Education)	62%	53%	33%	N/A	55%
Perkins IV Core Indicators		Program Year				
		13-14	14-15	15-16	16-17	17-18
29	1P1 Technical Skills Attainment	95.83	92.59	92.86	90.63	95.65
30	2P1 Completion	62.50	51.85	35.71	68.75	39.13
31	3P1 Student Retention or Transfer	84.78	85.71	74.51	61.82	61.29
32	4P1 Student Placement	64.29	51.00	81.48	75.00	75.00
33	5P1 Nontraditional Participation	N/A	N/A	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A	N/A	N/A
Performance Measures		Program Year				
		13-14	14-15	15-16	16-17	17-18
35	Number of Degrees and Certificates	18	16	25	13	18
36	Number of Degrees and Certificates Native Hawaiian	4	10	9	4	8
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients (PY 16-17, 17-18 Pell graduates)	60	46	40	11	16
39	Number of Transfers to UH 4-yr	4	9	7	6	5

Overall Program Health: Program health is Healthy in the current year, however in the past four years overall health was Cautionary due in part to under reporting of demand indicator New & Replacement Positions under the previous position count. Updated information using a new approach improves results in the current year.

Demand Indicators (Healthy): In 2015-2016 there were 109 state positions, which fell to 101 in 2016-2017, but the new the CIP alignment to SOCs for New & Replacement Positions (State) in 2017-2018 adjusted results to 952, 932, and 918 in 2015-2016, 2016-2017, and 2017-2018 respectively, causing a 700 - 800% boost in available positions. County New & Replacement Positions similarly experienced significant increases. These numbers more accurately reflect the accounting industry's numerous employment opportunities and historic high demand for program graduates. In addition to the listed Brokerage Clerks, Payroll Clerks, Statistical Assistants, Bookkeeping, Accounting, and Auditing Clerks, interns and graduates have also been placed in Tax and Budgeting Assistant positions.

Number of Accounting Majors: This category has declined over time from 81 in 2014 to 47 in 2018. Due to additional degree and certificate offerings, students have many more focused study options--the Liberal Arts Program recently added at least four degrees and ten new certificates

and the Business Program added five new certificates and an AS degree. While affording students favorable expanded choices, the possibility of diluting existing program enrollment exists. Furthermore, KCC's traditional student enrollment has been declining since 2013, which further reduces number of majors. Lastly, according to the U.S. Bureau of Labor Statistics the unemployment rate in Hawaii has consistently improved since 2014—a possible indication that eligible workers are seeking employment in lieu of pursuing higher education.

Over time, the accounting program experienced a shift from Fall Full-Time to Part-Time enrollment status. During 2013-2014 Fall Full-Time comprised 42% with a balance of 58% Part-Time students for a 16% difference. However, in 2017-2018 the gap widened to 46%, with 27% Fall Full-Time and 73% Part-Time students. Informally speaking with students reveal many are working while attending school therefore the number of credits taken are limited in order to juggle multiple responsibilities.

Efficiency Indicators (Healthy): Class Size for the past five years averages 13.26 and aligns with the college's practice of providing smaller instruction class sizes. Keeping with this approach affords more one-on-one time to promote student success in the classroom. However, smaller class sizes also prompt lower Fill Rates, which have not been optimal for the past five years, but improved from an average 53.3% for prior years to 66.2% in 2017-2018. With two Appointed Full-Time Faculty for 2016-2017 and 2017-2018, ARPD Majors to FTE BOR Appointed Faculty results in a Healthy Efficiency rating. 2015-2016 was a transition year while the program sought to fill a vacant full-time tenure position. Hiring a new instructor in 2016-2017 returned efficiency indicators back to normal.

Effectiveness Indicators (Cautionary): Despite minor fluctuations, overall Successful Completion results have been climbing over time from 65% in 2013-2014 to 83% in 2017-2018. Stabilizing the program with a new full-time instructor and eliminating previous low performing fast-track online grant-funded courses contribute to this trend. Persistence measures also improved with a 12% increase in fall to spring from 2016-2017 to 2017-2018, and 4% increase in fall to fall. Persistence Fall to Fall has been improving, although slight, over the years from 46% in 2013-2014 to 50% in 2017-2018. However an up/down fluctuation was identified in the past five years, and an inquiry was submitted to the campus Institutional Researcher and system data provider.

Unduplicated Degrees/Certificates Awarded numbers have been decreasing over the past five years, which is in line with overall falling campus, division, and program enrollment, which result in lower number of accounting major completers. Conversely, Transfers to UH 4-year numbers improved from 22 total transfers in the previous five years to 31 total transfer students in the most recent five-year period, despite overall lower number of majors. Providing an articulated pathway to UHWO via the accounting articulation agreement along with an entirely online four-year degree option contributes to the transfer increase. More importantly, accounting faculty uphold a considerable amount of rigor in lessons and provide supplementary tutoring to

promote readiness in students for achieving success at the baccalaureate level. Additionally, the University Center's Distance Learning Coordinator presents information during accounting classes to aid CTE students with making this significant transfer decision.

Distance Education: Online offerings declined from 10 and 14 courses in 2014 and 2015, which include C3T2 fast-track online classes, to four in 2018. Grant funded online sections boosted enrollment to 128 and 68 in 2014 and 2015, but negatively impacted Successful Completion—47% and 56% in the same years. Fast-track courses terminated in 2016, restored Successful Completion rates to an average 74% for the last three years. Persistence Fall to Spring measures reflect improvement over time from a low of 33% in 2015-2016 to the current 55% in 2017-2018, due in part to stabilizing the Accounting Program with two full-time faculty and increased tutoring time with students.

Perkins IV Core Indicators: 1P1 Technical Skills Attainment held steady in the 90% range for the four-year period 2014 through 2017 with the last year topping out at 95.65%--meeting the goal. This increase may in part be attributed to the replacement of ACC 132 Payroll and Hawaii GET with ACC 255 Using Excel in Accounting program course sequencing, which provide students with practical skills to support learning in other courses. Although 3P1 Student Retention or Transfer has remained the same over the last two years, the general trend is declining. 2P1 Completion is also at a low 39% in 2017-2018 and has been trending up and down over the years. This anomaly, addressed with the campus Institutional Researcher, will be a major focus for the next five-year action plan. Going forward, planned actions to improve these indicators include fortifying tutoring sessions for students and increasing student involvement via networking events. On a high note, 4P1 Student Placement favorably reflect in the last two years that 75% of students acquired employment after graduating, which in part is attributed to the successful cooperative education course--providing valuable work experience and professional connections prior to graduation. Employers also find graduates better prepared for industry with the added ACC 255 Excel in Accounting and ACC 137 Business Income Tax knowledge and skills, and are therefore more open to hiring them. Adding to these successful measures, grant funding provide valuable internship opportunities, and increase student/professional networking and training.

A positive force for the Accounting Program will continue to be the numerous accounting-related positions available to graduates. The Bureau of Labor Statistics states, "Because bookkeeping, accounting, and auditing clerks constitute a large occupation, there will be a large number of job openings from workers leaving the occupation. Thus, opportunities to enter the occupation should be plentiful, despite the slight projected decline in employment." Two licensed CPAs with years of industry experience ground the Accounting Program instruction and provide student guidance. Although another active CPA was recently hired as Lecturer, one or two more experienced, reliable, and flexible Lecturers to supplement quality instruction would further stabilize the program.

Despite downward pressure factors affecting enrollment and number of majors, earnest efforts to promote the program have been ongoing and growing via new accounting brochures, a revamped program website, increased interactions with professional partners, ongoing high school connections, and a new professional organization venue for networking. Continuing this work will help maintain existing students and encourage new students to enroll. Going forward, concerted energies will focus on improving accounting student Persistence, and ultimately, Completion of degrees and certificates. Movement toward improving these indicators are already in motion, which include increasing the number of student/professional events, proactively assisting students with obtaining internships and relevant training, and increasing tutoring center and student/instructor tutoring opportunities.

Part IV. Assessment Data (EP 5.202)

PSLOs for the past five years were assessed by incorporating CSLO assessments under the previous process, and are presented accordingly. From 2018-2019 forward, the accounting program will utilize the newly prepared PSLO Assessment Plan, which was requested by and submitted to the Assessment Committee Chair. Results of assessed Accounting PSLOs for the years 2014-2018 are shown in Table 1.2 and Table 1.3 Accounting PSLOs Assessment Plan indicate which PSLOs will be assessed in the next five years based on the plan.

Table 1.2: Accounting PSLOs Assessed

PSLOS		Program Year and Number of Assessments				
		13-14	14-15	15-16	16-17	17-18
1	Convey financial information	272	83	536	404	643
2	Organize, analyze, interpret financial information	256	81	457	352	558
3	Apply accounting principles and techniques	268	83	532	441	664
4	Use standard and emerging technologies	216	82	444	371	573
5	Maintain professional and personal development	168	82	298	584	407
6	Demonstrate attributes that contribute to employability	164	82	320	272	397
7	Use critical thinking skills and ethical standards	400	87	646	521	776
		Met	Met	Met	Met	Met

Table 1.3: Accounting PSLOs Assessment Plan

PSLOS		Program Year and Assessments				
		18-19	19-20	20-21	21-22	22-23
1	Convey financial information	X	X	X	X	X
2	Organize, analyze, interpret financial information	X	X	X	X	X
3	Apply accounting principles and techniques	X	X	X	X	X
4	Use standard and emerging technologies	X	X	X	X	X
5	Maintain professional and personal development	X	X	X	X	X
6	Demonstrate attributes that contribute to employability	X	X	X	X	X
7	Use critical thinking skills and ethical standards	X	X	X	X	X

Assessment findings: Based on results, students performed satisfactorily for each PSLO assessed. The preset benchmark for the Accounting Program is 70%, and at least 70% of students assessed met or exceeded this benchmark for each PSLO.

Changes made: Due to consistently meeting benchmarks for all PSLOs in each of the past five years, improvements to the program were initiated by using other data, which is explained in section VIII Results of Prior Year Action Plans.

Part V. Curriculum Revision and Review

A minimum 20% of existing courses are reviewed each year so that within five years all courses are reviewed and revised as appropriate. Table 1.4 show courses that were assessed from 2014 through 2018, and Table 1.5 reflects the accounting program’s assessment plan for courses in the next five years.

Table 1.4: Accounting Courses Assessed

ACC Courses		Program Year and Courses Assessed				
		13-14	14-15	15-16	16-17	17-18
1	ACC 124	X	X	X	X	X
2	ACC 125	X	X	X	X	X
3	ACC 126	X	X	X	X	X
4	ACC 132	X	X	X	X	X
5	ACC 134	X	X	X	X	X
6	ACC 137	X	X	X	X	X
7	ACC 193V	X	X	X	X	X
8	ACC 201	X	X	X	X	X
9	ACC 202	X	X	X	X	X
10	ACC 252	X	X	X	X	X
11	ACC 255	X	X	X	X	X

Table 1.5: Accounting Course Assessment Plan

ACC Courses		Program Year and Planned Assessments				
		18-19	19-20	20-21	21-22	22-23
1	ACC 124	X		X		X
2	ACC 125	X		X		X
3	ACC 126		X		X	
4	ACC 132	X		X		X
5	ACC 134		X		X	
6	ACC 137		X		X	
7	ACC 193V		X		X	
8	ACC 201	X		X		X
9	ACC 202	X		X		X
10	ACC 252		X		X	
11	ACC 255	X		X		X

Part VI. Survey Results

Data collected from surveys completed by graduating students (Table 1.6) reflect favorable results for the program. Questions 1 through 4 show 100% of students responded Strongly Agree or Agree, question 5 received 95%, and combined results for question 6 came in at 85% favorable. Some students continue to earn a bachelor’s degree, therefore achieving career

objectives (question 6) at the KCC level may not be relevant, which may explain the “neutral” results. Table 1.7 lists a few comments about the program from graduating students.

Table 1.6: Student Survey of Program Data (N = 41)

Survey Question							
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
1	I am satisfied with the Accounting Program	38	3	0	0	0	0
2	The class environment was conducive to learning	35	6	0	0	0	0
3	The textbooks were relevant and reinforced course objectives	38	3	0	0	0	0
4	Grading and evaluations were fair and consistent	36	5	0	0	0	0
5	Instructors were accessible and available when needed	35	4	1	0	0	1
6	The Accounting Program helped me achieve career objectives	26	9	5	0	0	1

Table 1.7: Student Survey of Program Comments

Do you feel the Accounting Program adequately prepared you for work in the industry?	
1	Yes it did prepare me for the work industry because I understand more of accounting and I use my accounting knowledge in a real life working environment.
2	Yes, I have learned a great deal in the articulated accounting program at KCC. I feel the teachers like Kennedy and Nii have a big impact on the program on how they teach.
3	Yes, I do. I feel this way because I am applying everything I learned from the Accounting Program in almost all of my daily tasks.
4	Yes, its helped me to become more organized and clearly explain to patients the reasons for outstanding balances on bills.
5	I think that all the hands-on experience has been good preparation. All of the teaching methods and approaches are great preparations for the work industry.
6	Yes, because everything I learned in this program is used to complete my duties at my current employer.
7	Yes, because classes delivered information that was relevant and very much useful in the work environment.

Part VII. Financials

The following annual budget amounts were awarded to and expended by the program.

Fiscal Year	Budget
2014	0
2015	0
2016	0
2017	2,500
2018	2,500

Prior to fiscal year 2017, spending was restrained for the accounting program due to minimal funding, although division funds were allotted for required items. With appropriated amounts in the last two years, the program has serviced numerous stakeholders including students, faculty, and community members. Purchased items which support program maintenance include, but are not limited to file folders for organizing student work, protective containers and mice for laptops, heavy duty 10-key calculators and mini-calculators for teaching classes, accounting software, desktop textbooks and videos, Advisory Committee meeting supplies, professional accounting

memberships, travel to accounting and accounting-related conferences, and informational posters for the classroom. With the annual \$2,500 budget, the program is able to better serve constituents and maintain operations with proper equipment, supplies and teaching tools, as well as provide limited professional training for instructors.

The following information provides the accounting program’s current resources.

Category	Item	Justification
PERSONNEL		
Positions (Faculty)	2	Number of courses/students, distinct professional knowledge required
Positions (Staff)		
OPERATING		
Supplies	Office supplies, file folders	Supports teaching, efficiency
Equipment	10-key calculators, mini calculators	Necessary industry tools
Space/Facilities	Classroom, 2 office spaces	For teaching classes, to house faculty
TECHNOLOGY		
Hardware	Desktop computers, Lenovo laptops, Elmo and projector	Support modern classroom learning
Software	QuickBooks, Excel, tax software	Necessary to teach software classes

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

The following five-year action plans were built from the previous Comprehensive Program Review and reflect items that are pending and recently achieved.

Hawaii Graduation Initiative	Action Plan Item	Timeline	Anticipated Outcome	PSLO Impacted	Outcome
Goal 1 Increase Graduates	Enhance completion and retention using various classroom student success approaches and improvements	Spring 2019	Successful completion measures increase by 5%	1-7	Ongoing, need to increase strategies—persistence improved but completion needs more work
Increase Graduates	Consider a pre-accounting course, and grant-funded embedded tutors	Spring 2018	Improve persistence and transfer measures	1, 2, 3	Achieved via other approaches. Students already meet CSLO and PSLO goals
Goal 2 Increase NH Graduates	Maintain dual track for CTE versus four-year students and enhance student support	Spring 2019	Increase in degrees and certificate awards	1-7	Ongoing, small increase in graduates over time
Goal 3 Increase Low Income Graduates	Maintain dual track for CTE versus four-year students and enhance student support	Spring 2019	Increase in degrees and certificate awards	1-7	Ongoing, small increase in graduates over time
Goal 4 Increase Transfers	Tracking tool for students	Spring 2020	Increase transfers to 4-year	1-7	Ongoing, transfer students are increasing over time
Goal 5 Increase Access	Effect curriculum changes to accommodate a wider pool of students	Spring 2018	Completion of course changes	1, 2, 3	Achieved, changed prerequisites and adjusted sequencing
Goal 7 Student Retention	Enhance tutoring for students, maintain dual track for CTE versus four-year students	Spring 2018	Increase in persistence measures by 5%	1-4, 7	Achieved, 2017-18 persistence fall to spring increased by 12%, fall to fall by 4%

Hawaii Innovation Initiative	Action Plan Item	Timeline	Anticipated Outcome	PSLO Impacted	Outcome
Increase student job performance and/or placement	Revise and add new curriculum	Spring 2017	Revised or added courses	4, 5, 6	Added ACC 137 and ACC 255 effective spring 2016
Increase Job Placement	Enhance coordination with accounting industry and continue job placement and internship database	Spring 2017	Increase placement measures	4, 5, 6	Achieved, placement measures met goal
Goal 8 Increase Job Placement	Extend venues for networking with industry partners	Spring 2019	Increase student placement by 5%	5, 6	Ongoing
Goal 10 PD for Community Members	Initiate or host accounting-related workshops	Spring 2020	Industry professional enrollment	5, 6	Ongoing, developed platform for providing events
Modern Teaching & Learning Environment	Action Plan Item	Timeline	Anticipated Outcome	PSLO Impacted	Outcome
Goal 12 Distance Education	Increase/enhance online course offerings	Spring 2018	Number of online courses and completion rates	1-4, 7	Achieved, ACC 124, 125, 193V offered online, 75% completion
Goal 13 21 st Century Learning & Teaching Environment	Acquire additional 10-key calculators, tables, chairs, laptops, and software for accounting classroom	Spring 2016	Acquisition of items	2, 4	Achieved, purchases completed and placed in classroom
Goal 13 21 st Century Learning & Teaching Environment	Improve currency of classroom teaching tools and approaches	Spring 2018	Addition of current methods and tools in the classroom	1-4	Achieved, new classroom presentation displays and related equipment upgraded
High Performance System	Action Plan Item	Timeline	Anticipated Outcome	PSLO Impacted	Outcome
Increase Professional Development	Provide diversity training	Spring 2018	Implementation of diversity promoting events	1-7	Achieved, grants to promote diversity acquired and used for events
Increase Professional Development	Infuse international topics into the classroom	Spring 2018	Implementation of international topics	1-7	Ongoing, faculty to visit New Zealand
Increase Professional Development	ACC faculty attend TACTYC Conference and other accounting-related events	Annually	Faculty shares and applies what was gained	1-4	Achieved, faculty attended 2018 TACTYC, using new textbooks
Increase Professional Development	Promote sustainability in the classroom	Spring 2018	Implementation of sustainability	1, 4	Ongoing, met with sustainability coordinator
Enrollment	Action Plan Item	Timeline	Anticipated Outcome	PSLO Impacted	Outcome
Increase K-12 outreach	Improve awareness of KCC opportunities, including program marketing	Spring 2016	Increase number of contact events by 25%	1-7	Achieved, increased contact events by more than 25%
Increase High School Graduates Enrollment	Increase presence and communications with DOE students, faculty, and administrators	Spring 2018	Early College courses completed	1-4, 7	Achieved, ACC 124 taught in spring 2016, 2017, and 2018 at Kauai High

Part IX. Five-Year Action Plan

Hawaii Graduation Initiative	Action Plan Item	Timeline	Anticipated Outcome	Unit of Measure	Status
Goal 1 Increase Graduates	Enhance student support and tracking	Spring 2020 Year 2	Increase degrees and certificate awards	No. of degrees & certificates	Ongoing
Goal 4 Increase Transfers	Maintain tracking tool for students	Spring 2020 Year 2	Increase transfers to 4-year	Transfer measures	Ongoing
Goal 7 Increase retention and credits	Enhance tutoring for students, increase student events	Spring 2020 Year 2	Increase in persistence measures by 5%	Completion & Persistence measures	Ongoing
Hawaii Innovation Initiative	Action Plan Item	Timeline	Anticipated Outcome	Unit of Measure	Status
Goal 8 Increase Job Placement	Extend venues for networking with industry partners	Spring 2020 Year 2	Increase student placement by 5%	Student Placement measure	New
Goal 10 PD for Community Members	Initiate or host accounting-related workshops	Spring 2021 Year 3	Professionals from industry enrollment	No. of attendees	Ongoing
Modern Teaching & Learning Environment	Action Plan Item	Timeline	Anticipated Outcome	Unit of Measure	Status
Goal 12 Distance Education	New online course offerings	Spring 2021 Year 3	Increase number and type of online courses	No. of online courses	New
High Performance System	Action Plan Item	Timeline	Anticipated Outcome	Unit of Measure	Status
Goal 14 Reduce Costs	Explore various cost saving approaches to reduce students' burden	Spring 2021 Year 3	Reduced costs to students	\$ savings	New
Goal 16 Professional Development	Infuse international topics into the classroom	Spring 2021 Year 3	Implementation of international topics	No. of courses	Ongoing
Goal 16 Professional Development	Promote sustainability in the classroom	Spring 2021 Year 3	Implementation of sustainability in classes	No. of courses	Ongoing
Enrollment	Action Plan Item	Timeline	Anticipated Outcome	Unit of Measure	Status
Goal 17 Increase HS Graduates Enrollment	Increase presence and communications with DOE students, faculty, and administrators	Spring 2021 Year 3	Early College courses completed	No. of courses	New

*All Strategic Goals and Priorities are aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

No resources are being requested for year 1 of the 5-year resource request plan.