

Comprehensive Program Review 2023



Accounting



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua'i Community College Five Year Comprehensive Program Review (CPR)

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name Accounting

Assessment Period: (e.g., 2017-2022) 2019-2023

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.

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 Kauaʻi.

How does your campus program or unit support the college mission?

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.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

The following recommendations were made from the previous CPR.

1. Invite advisor Wade Tanaka into Accounting classes so he can help register them for the following semester.
2. Include more information about the Accounting Program at the high school level and in on boarding sessions to boost program enrollment from high schools.
3. Approach employers to see if they can offer incentives for students to complete certificates/degrees to boost working adult enrollment.
4. Design a part-time schedule for completion.

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

1. Due to COVID, Wade Tanaka reached out to students via email before registration opened for each semester.
2. Every effort was made to assist with visiting high school students and other recruiting events such as Waiʻaleʻale Success Camp, Kauaʻi College Fair, Kapaa HS visit to KCC, Kauaʻi HS visit to KCC, Waimea HS visit to KCC, UH Virtual College Program Fair, KCC Find Your Future Virtual College Fair. Early college classes were taught from its inception to 2021/22 where program information was shared with students.
3. Results from surveys indicated employees already attained accounting education or were in the process of completing their education (interns). Expanded networking includes meetings with the county Director of Finance and the Hawaii Department of Taxation, Kauaʻi District Manager.
4. A part-time schedule was completed and posted to the college’s website.

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 1
	Faculty (Lecturers): 2
	Staff: 1
Date Website Last Reviewed/Updated	Spring 2023
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. 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 (spring 2016 meeting), academic counselors, the Business Education Division, and also align with system-wide community college course offerings. Informal acknowledgements from industry partners (post internship feedback) also confirm these courses were needed to complete the necessary skills and knowledge of accounting graduates.

For Instructional Programs ONLY

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, 30 credits Certificate of Achievement – Tax Preparer, 24 credits Certificate of Achievement – Small Business Accounting, 24 credits Certificate of Achievement – Payroll Preparer, 24 credits Certificate of Achievement – Accounting Assistant, 24 credits Certificate of Competence – Basic Accounting, 9 credits
Current Program Articulation Agreements (Institution and Expiration Date)	Institution: UH Community Colleges
	Expiration Date: September 2020 (renewal pending)
	Institution: UH West Oahu
	Expiration Date: Spring 2020 (renewal pending)

Distance Education Courses Offered	ACC 124, 125, 126, 132, 134, 137, 193V, 252, 255, 201, 202																
Early College Courses offered (total number of sections/high school)	Course Alpha and Number – # sections – High School SP 19 ACC 124 – 2 – Kaua’i High School SP 19 ACC 252 – 1 - Kaua’i High School SP 20 ACC 124 – 2 - Kaua’i High School SP 21 ACC 124 – 2 - Kaua’i High School SP 21 ACC 252 – 1 - Kaua’i High School SP 22 ACC 124 – 2 - Kaua’i 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>Chris Yuh</td> <td>Kaua’i Island Utility Coop</td> </tr> <tr> <td>Alek Ahana</td> <td>Edward Jones</td> </tr> <tr> <td>Stephanie Catbagan-Teixeira</td> <td>MUN CPAs</td> </tr> <tr> <td>John Sizelove</td> <td>State of Hawaii- KVMH (Retired)</td> </tr> <tr> <td>Reiko Matsuyama</td> <td>County of Kaua’i</td> </tr> <tr> <td>Debra Christian</td> <td>Shimanuki and Matsumura CPAs</td> </tr> </tbody> </table>	<u>Member Name</u>	<u>Employer</u>	Edward Punua, CPA	Edward L. Punua CPA Inc.	Chris Yuh	Kaua’i Island Utility Coop	Alek Ahana	Edward Jones	Stephanie Catbagan-Teixeira	MUN CPAs	John Sizelove	State of Hawaii- KVMH (Retired)	Reiko Matsuyama	County of Kaua’i	Debra Christian	Shimanuki and Matsumura CPAs
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	Annually with Last Meeting Date: 9/21/23																
Employer Internships	Edward L. Punua CPA Inc. DMK & Associates KCC Bookstore KCC Apiary Tax-Aide AARP VITA Tax MUN CPAs Kaua’i Accounting Resource LLC County of Kaua’i Kaua’i Veteran’s Memorial Hospital Kaua’i Money Management Nathan Wood General Contractor Puka Dog Aqua Engineers Malama Kaua’i																

Part III. Analysis of Quantitative Indicators

#	Demand Indicators	2018-19	2019-20	2020-21	2021-22	2022-23
1.	New & Replacement Positions (State)	2127	2343	2067	1799	1793
2.*	New & Replacement Positions (County Prorated)	130	168	133	100	100
3.	Number of Majors	45	50	57	47	44
3a.	Number of Majors Native Hawaiian	15	18	22	19	19
3b.	Fall Full-Time	21%	20%	29%	26%	21%
3c.	Fall Part-Time	79%	80%	71%	74%	79%
3d.	Fall Part-Time who are Full-Time in System	23%	13%	12%	15%	13%
3e.	Spring Full-Time	19%	31%	15%	13%	7%
3f.	Spring Part-Time	81%	69%	85%	88%	93%
3g.	Spring Part-Time who are Full-Time in System	12%	7%	19%	20%	10%
4.	SSH Program Majors in Program Classes	321	402	474	354	371
5.	SSH Non-Majors in Program Classes	516	347	483	288	186
6.	SSH in All Program Classes	837	749	957	642	557
7.	FTE Enrollment in Program Classes	28	25	32	21	19
8.	Total Number of Classes Taught	19	16	16	14	12

#	Efficiency Indicators	2018-19	2019-20	2020-21	2021-22	2022-23
9.	Average Class Size	15	16	20	15	16
10.*	Fill Rate	64.8%	67.8%	86.3%	64.5%	67.0%
11.	FTE BOR Appointed Faculty	2	2	2	2	1
12.*	Majors to FTE BOR Appointed Faculty	22	25	28	24	44
13.	Majors to Analytic FTE Faculty	22	25	28	47	44
13a.	Analytic FTE Faculty	2	2	2	1	1
14.	Overall Program Expenditures	\$ 144,846	\$ 152,731	\$ 165,782	\$ 152,774	\$ 106,285
14a.	General Funded Budget Allocation	\$ 139,095	\$ 148,033	\$ 164,115	\$ 150,044	\$ 103,725
14b.	Special/Federal Budget Allocation	0	0	0	0	0
14c.	Tuition and Fees	\$ 5,751	\$ 4,698	\$ 1,667	\$ 2,730	\$ 2,560
15.	Cost per SSH	\$ 173	\$ 204	\$ 173	\$ 238	\$ 191
16.	Number of Low-Enrolled (<10) Classes	3	2	0	1	1

#	Effectiveness Indicators	2018-19	2019-20	2020-21	2021-22	2022-23
17.	Successful Completion (Equivalent C or Higher)	87%	83%	82%	81%	80%
18.	Withdrawals (Grade = W)	5	20	15	10	11
19.*	Persistence Fall to Spring	67%	65%	71%	65%	72%
19a.	Persistence Fall to Fall	41%	57%	46%	44%	40%
20.*	Unduplicated Degrees/Certificates Awarded					
		47	27	50	30	25
20a.	Degrees Awarded	13	12	4	14	9
20b.	Certificates of Achievement Awarded	67	47	67	62	68
20c.	Advanced Professional Certificates Awarded	0	0	0	0	0
20d.	Other Certificates Awarded	90	34	54	26	24
21.	External Licensing Exams Passed 1					
22.	Transfers to UH 4-yr	8	11	4	8	6
22a.	Transfers with credential from program	6	8	3	5	3
22b.	Transfers without credential from program	2	3	1	3	3

#	Distance Indicators	2018-19	2019-20	2020-21	2021-22	2022-23
23	Number of Distance Education Classes Taught	1	2	16	14	12
24	Enrollments Distance Education Classes	6	18	327	216	191
25	Fill Rate	40%	45%	86%	64%	67%
26	Successful Completion (Equivalent C or Higher)	100%	83%	82%	81%	80%
27	Withdrawals (Grade = W)	0	3	15	10	11
28	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	80%	65%	79%

#	Perkins Indicators	Goal	Actual	Met		
29	1P1 Postsecondary Placement	33	91	Met		
30	2P1 Earned Recognized Credential	33	79	Met		
31	3P1 Nontraditional Program Concentration	N/A	N/A	N/A		
32	Placeholder - intentionally blank	N/A	N/A	N/A		
33	Placeholder - intentionally blank	N/A	N/A	N/A		
34	Placeholder - intentionally blank	N/A	0	N/A		

#	Performance Indicators	2018-19	2019-20	2020-21	2021-22	2022-23
35	Number of Degrees and Certificates	80	59	71	76	77
36	Number of Degrees and Certificates Native Hawaiian	34	19	15	38	33
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ^{1}	28	30	44	55	37
39	Number of Transfers to UH 4-yr	8	11	4	8	6

Demand Indicators

The Demand Indicators have remained consistently high over the five years. The three-year rolling average of county prorated positions to the three-year rolling average of degrees awarded have resulted in a strong ratio in all but the 2020-2021 year.

	2018-19	2019-20	2020-21	2021-22	2022-23
3 year rolling average of new and replacement positions (county prorated)	77	116	144	134	111
3 year rolling average of degrees awarded	33	33	41	36	35
Ratio of new and replacement positions to degrees awarded	2.37	3.53	3.48	3.75	3.17

A ratio greater than 1.5 reflects strong demand and the ratio for all years continues to show strong demand for accounting employment opportunities (CPA firm personnel, tax preparers, bookkeepers, accountants, county and state tax department personnel). There have been some updates to the SOC codes which now includes more occupations(11) for the accounting industry. Although the number of majors has declined (45, 50, 57, 47, 44) for AY 18/19- 22/23, respectively, there remains a good ratio of majors to degrees/ certificates earned as shown in the table below.

	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Majors	45	50	57	47	44
Total Degrees, Certificates of Achievement, and Other Certificates Awarded	170	93	125	102	101
Ratio of Majors to Degrees/Certificates Awarded	3.78	1.86	2.19	2.17	2.30

Number of Accounting Majors:

The number of accounting majors has ranged between 44-57 over the past five years. Native Hawaiian majors comprised 30%-40% of that. The percentage of degrees and certificates earned by Native Hawaiian majors aligns with the percentage of Native Hawaiian majors indicating successful completion.

	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage of Native Hawaiian Majors	33%	36%	39%	40%	43%
Percentage of Degrees and Certificates earned by Native Hawaiians	43%	32%	21%	50%	43%

Part-time/ Full-time status:

Accounting majors continue to be largely part-time (77%) versus full-time (23%) on average over the five years. A survey of the students reports that many have full-time or part-time jobs and/or families which limit their class schedule to part-time. This is consistent with other CTE programs.

Efficiency Indicators

The average class size has continued to hover around 16 students (15, 16, 20, 15, 16) in each of the respective years resulting in the fill rate being in the mid-sixties (64.8%, 67.8%, 86.3%, 64.5%, 67.0%) over the five years. There was an unusual increase in fill rate during the 20/21 AY, likely due to the increased demand resulting from the economic and business impacts of the COVID pandemic.

The ratio of majors to FTE BOR appointed faculty over the five years was (22, 25, 28, 24, 44). Although the ideal is 15-35 majors to one FTE faculty, the AY 22/23 status of one FTE faculty with two lecturers supports the efficient operation of the program with overall program expenditures decreasing by 31% from a four-year (18/19 – 21/22) average of \$154,033 to \$106,285 in the AY 22/23.

The number of low-enrolled classes has declined over the five years (3, 2, 0, 1, 1), respectively.

Effectiveness Indicators

Students successfully completing with a C or higher has been steadily decreasing (87%, 83%, 82%, 81%, 80%) over the five years. While in an acceptable percentage range, continuous improvement to increase this includes adaptation of course assignments and delivery methods, increase in availability for extra help and assistance has been provided. The program is in alignment with completion rates across the system. Certificates of Achievement, other Certificates, and transfers to UH 4-yr continue to be steady. Transfers to UH four-year numbers improved from 31 total transfers in the previous five years to 35 total transfer students in the most recent five-year period, despite the overall lower number of majors compared with the previous five-year period.

Withdrawals over the five-year period were 5, 20, 15, 10, 11, respectively, an improvement over the previous five-year period (22, 15, 14, 16, 8).

Persistence Fall to Spring has teetered up and down over the five years (67%, 65%, 71%, 65%, 72%) ending on a high of 72%. The Accounting program has consistently held a progressing fill rate within the mid 60-70 percentage points and is in line with that of other Accounting programs across the system. The elimination of early college classes impacted this as generally students don't withdraw. While efforts are continuously made to assist students to comprehend the material, the shift to online instruction from COVID contributed to part of the trend. Further, the complexity of the subject matter will naturally have attrition with students just trying the program to see if they like it.

Degrees awarded (13, 12, 4, 14, 9, Total 52) for this five-year period is down by six degrees from the previous five-year period (13, 10, 16, 8, 11, Total 58). In contrast certificates are up by 139 over this five-year period (157, 81, 121, 88, 92, Total 539) compared with the previous period (54, 87, 112, 84, 63,

Total 400). As more students are part-time, many are also pursuing certificate completion in lieu of the A.A.S degree. The ratio of degrees (A.A.S. and Certificate of Achievement) to majors supports successful completion. The ratio of degrees per major for this five-year period are 1.78, 1.18, 1.25, 1.62, 1.75, respectively.

Transfers with credential from the program for the current five years (6, 8, 3, 5, 3, Total 25) remain stable with a slight increase compared with the previous five years (3, 7, 4, 5, 3, Total 22). Total transfers (37 current) compared with (31 prior) are also an improvement.

Part IV. Assessment Data (EP 5.202)

The PSLO assessment followed a few different approaches during the current five-year review period. The 2018-2019 year through 2020-2021 followed a detailed of every course and program level assessment each semester. For the 2021-2022 year, a more streamlined approach was adopted by assessing specific courses most closely aligning with the program outcome. For the 2022-2023 the program assessment underwent a major overhaul by aligning CSLO and PSLOs, developing a curriculum map, and incorporating both direct and indirect assessment tools, and sourcing the data from courses where mastery of the respective outcomes occur.

With all three methods, the results were all very consistent in the students successfully meeting the program level outcomes at an annual average of 92%-100%. With all five years, no PSLO assessment has resulted in students not meeting the benchmark of 70% of students meeting with 70% accuracy. Whenever a PSLO was assessed at less than 100%, an analysis was done to determine why this occurred. No major changes were necessary, however, minor improvements included adjustment of the time a topic was covered, inclusion of additional practice materials to reinforce concepts, more often follow up with students who appear to be falling behind, among others. The improvements resulted in increased PSLO achievement from an average of 92% in F18/S19 to 99% in F22/S23.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
Convey financial information clearly and appropriately to the audience and purpose.	Spring 2023	Met 100%	Continued emphasis on accounting cycle concepts	Spring 2024
Organize, analyze, interpret, and present timely and accurate financial information.	Spring 2023	Met 100%	Continued emphasis on accounting cycle concepts	Spring 2024
Apply accounting principles and techniques as needed.	Spring 2023	Met 100%	Continued emphasis on accounting cycle concepts	Spring 2024

Use standard and emerging technologies to perform basic office functions and to improve quality and productivity.	Spring 2023	Met 100%	Continued emphasis on technology through software usage such as Excel, QuickBooks, and ProConnect.	Spring 2024
Maintain professional and personal development.	Spring 2023	Met 100%	Continuous	Spring 2024
Demonstrate work attitude, behavior, and appearance that contribute to continued employability.	Spring 2023	Met 100%	Continuous	Spring 2024
Use critical thinking skills that reflect legal and ethical standards and values of the accounting profession.	Fall 2022	Met 92%	Continuous	Fall 2023

Part V. Curriculum Revision and Review

ACC Courses		Program Year and Courses Assessed	
		Date Last Reviewed	Next Review Date
1	ACC 124	9/17/2018	Aug-23
2	ACC 125	9/15/2021	Aug-26
3	ACC 126	9/17/2018	Aug-23
4	ACC 132	2/28/2022	Aug-26
5	ACC 134	9/9/2020	Aug-25
6	ACC 137	9/9/2020	Aug-25
7	ACC 193V	8/18/2021	Aug-26
8	ACC 201	2/28/2022	Aug-26
9	ACC 202	9/21/2018	Aug-23
10	ACC 252	9/17/2018	Aug-23
11	ACC 255	9/9/2020	Aug-25

Part VI. Survey Results

Survey Type	Date Administered	Date of Next Survey	Results
Graduate Survey	Fall 2018, Fall 2019, Spring 2023, Summer 2023	Spring 2024	Students responded strongly in favor of the program in meeting its objectives. See details below.

Data collected from surveys completed by graduating students reflect favorable results for the program. Questions 1, 2, and 5 show 100% of students responded Strongly Agree or Agree, question 3 received 97%, and question 6 came in at 94% favorable.

Student Survey of Program Data (N = 33)

Survey Question		Response					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
1	I am satisfied with the Accounting Program	24	7	2	0	0	0
2	The class environment was conducive to learning	28	5	0	0	0	0
3	The textbooks were relevant and reinforced course objectives	22	10	1	0	0	0
4	Rate the usefulness of the accounting courses offered	29	4	0	0	0	0
5	Instructors were accessible and available when needed	29	4	0	0	0	0
6	The Accounting Program helped me achieve career objectives	27	6	0	0	0	0

Part VII. Financials

Provide your program or unit’s budget for each year of this review.

Fiscal Year	Budget
2018/2019	2,500
2019/2020	2,000
2020/2021	870
2021/2022	2,310
2022/2023	2,310

2019 purchased handheld calculators, continuing education, travel for professional development.

2020 purchased supplies, professional development, Exam vouchers, field trip.

2021 no purchases

2022 used for professional development and exam vouchers.

2023 purchased exam vouchers.

Provide the program or unit’s current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	1 Full-time 2 Lecturers		Number of courses/students, distinct professional knowledge required
Positions (Staff)			
OPERATING			
Supplies			
Equipment	10-key calculators, mini calculators		Necessary industry tools
Space/Facilities	Classroom BUS 110/111, 1 office space BUS 109		

TECHNOLOGY			
Hardware	Laptop Computer		Support modern classroom learning
Software		QuickBooks, Excel, Adobe Acrobat	Necessary to teach classes

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

Action Plan	Anticipated Outcome	Actual Outcome
Enhance student support and tracking	Increase degrees and certificate awards	Met. Total degrees and certificates increased from the previous 5-year period to the current.
Maintain tracking tool for students	Increase transfers to 4-year	Met. Total transfers to 4-year increased from the prior 5 year period to the current.
Enhance tutoring for students, increase student events	Increase in persistence measures by 5%	Not met. Persistence decreased from an average of 72% to 67%.
Extend venues for networking with industry partners	Increase student placement by 5%	Met. Student placement has increased by more than 5% from the last CPR cycle.
Initiate or host accounting- related workshops	Professionals from industry enrollment	Met. Completed two accounting succession events with multiple industry partners participating.
New online course offerings	Increase number and type of online courses	Met. All accounting courses are offered online.
Explore various cost saving approaches to reduce students' burden	Reduced costs to students	Met. Consolidated textbook options to facilitate savings from subscription-based pricing.
Infuse international topics into the classroom	Implementation of international topics	Not met. Unsure about the appropriateness and intention behind this goal.
Promote sustainability in the classroom	Implementation of sustainability in classes	Met. All accounting courses are offered online with the standard of electronic textbooks and computer-based assignments thereby minimizing paper resources.
Increase presence and communications with DOE students, faculty, and administrators	Early College courses completed	Met. Nine EC courses were completed by S21. ACC 124 - F18, S19, S20, S21 ACC 125 - F20 ACC 252 - Sp19 Sp 21

Part IX. Analysis of Program

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Enhance coordination with accounting industry and continue job placement and internship database	Kaua`i CC Goal 4 – Increase Workforce	2023 ARPD 70	Increase placement measures	Number of students placed	Ongoing
Enhance student support and tracking	Goal 1 Increase Graduates	19-23 CPR cycle	Increase degrees and certificate awards	Number of degrees and certificates	Ongoing
Maintain or increase the fill rate	Kaua`i CC Goal 3 – Increase Enrollment	19-23 CPR cycle	Increase enrollment in courses	Class size	Ongoing
Improve awareness of KCC opportunities, including program marketing	Kaua`i CC Goal 3 – Increase Enrollment	19-23 CPR cycle	Attend available marketing and outreach events	Contact events	Ongoing
Build stronger support for student with tutoring and networking	Kaua`i CC Goal 1 – Increase the number of graduates	19-23 CPR cycle	Increase in persistence measures by 5%	Persistence measures	Ongoing

*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).

x I am NOT requesting additional resources for my program/unit.

Program Goal	
Resource Requested*	
Cost and Vendor	
Annual Recurring Cost	
Useful Life of Resource	
Person(s) Responsible and Collaborators	
Timeline	

***An approved ITAC Request Form must be attached for all technology requests**