

KAPI'OLANI COMMUNITY COLLEGE

ACCOUNTING PROGRAM



**COMPREHENSIVE INSTRUCTIONAL
PROGRAM REVIEW**

Three year: 2016-2019

Based on APR data for Fall 2012 through Spring 2015

and

Information up to Spring 2015





UNIVERSITY of HAWAII*
KAPI'OLANI
COMMUNITY COLLEGE

A. College Mission Statement Kapi'olani Community College 2016-2019

Mission Statement: Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

Vision Statement: Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

Values Statement: Kapi'olani Community College enacts the following values:

Kapi'olani Community College enacts the following values:

Kūpono: Practicing honesty and integrity with clarity in all relationships.

Kuleana: Sharing a common responsibility to support the future of our students, college,

Kūloa'a: Ensuring that the needs of our students are met with support and service.

Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Kapi'olani Commitments – Outcome 1: Graduation

- Continue development of STAR, student registration interface, and guided pathways to completion and transfer.
- Increase availability of information on mobile devices.
- Improve data system for planning and management and with DOE.
- Develop predictive analytics for student success.
- Participate in UHCC innovation fund to achieve strategic outcomes (\$1.25 million/year) related to Strategic Plan-Reducing Time to Degree Initiatives and Hawai'i Strategy Institutes.

Kapi'olani Commitments – Outcome 2: Innovation

- Develop sector visualization to display top employment sectors with salaries and degree attainment.
- Develop a tracking system to fully understand employer needs, apprenticeship, internship, clinical, and graduate placements, graduate earnings and advancement, and needs for further education and training.
- Build better workforce development system through credit and continuing education programs.
- Develop Native Hawaiians for leadership roles at the College and in the community.
- Advance the use and understanding of the Hawaiian language and culture.



- Develop community partnerships locally and globally that advance the college's indigenous serving goals.
- Develop baselines and benchmarks for 'āina-based and for place-based learning, undergraduate research, and teacher preparation.
- Improve enrollment management systems.
- Eliminate cost as a barrier to education.
- Continue to increase Pell grant participation.
- Increase private fund raising for needs based aid.
- Implement Open Educational Resources (OER) to replace most textbooks.

Kapi'olani Commitments – Outcome 3: Enrollment Growth

- Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships.
- Integrate recruitment of working age adults into overall workforce development system.
- Target outreach strategies to innovative programs.
- Focus on campus-based re-enrollment strategies.

Kapi'olani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments

- In conjunction with the Long Range Development Plan, impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
- Improve financial management systems.
- Reduce deferred maintenance backlog.
- Implement campus technology plan and develop a system of planned equipment replacement.
- In conjunction with the Long Range Development Plan, serve as role models and consultants to the community on sustainability.
- In conjunction with the campus Long Range Development Plan, design, develop, and build an on-campus training hotel that in addition to providing essential lodging, culinary, meeting and conference services, will serve as a catalyst to foster interdisciplinary collaboration with programs such as: Hawaiian Studies, Information Technology, Accounting, Marketing, and Massage Therapy.
- In collaboration with Lē'ahi Hospital and their Master Plan, develop a Kūpuna Clinical Teaching Hospital for Health Academic Programs.
- In conjunction with the Long Range Development Plan, participate in Modern Facilities Task Force to:
 - Define optimal design and learning elements for 21st century, 3rd decade educational infrastructure;
 - Establish goals for state-of-the art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

B. Accounting Program Mission Statement



The primary Accounting (ACC) program student focus is career preparation with three major emphases:

- insuring that our graduates possess the necessary Accounting skills and knowledge to enter the workforce upon graduation,
- preparing Accounting students and graduates to move seamlessly and successfully to UH Manoa, UH West Oahu and other four year institutions, and
- providing lifelong learning opportunities for Hawai`i's workforce that are designed to improve workforce skills and career progression and in a manner that is convenient to the incumbent workforce.

C. Part I. Executive Summary of CPR and Response to previous ARPD recommendations.

Executive Summary of CPR

Health call scores in the previous CPR were overall program health is Cautionary because all three measures, Demand, Efficiency, and Effectiveness are Cautionary. As a result, the overall program health was Cautionary. For the current evaluation, overall program health is Cautionary because Demand is Unhealthy, Efficiency is Cautionary, and Effectiveness is Healthy.

Demand moved from Cautionary in 2013-2014 to Unhealthy in 2014-2015. For the 2014-2015 program data, the program scoring rubrics have changed. Prior to this year, Demand indicator was calculated by taking #3, Number of Majors divided by #2, New and Replacement Positions (County Prorated). Beginning this year, the calculation is reversed, the Demand indicator is calculated by Number of Majors divided by New and Replacement Position (County Prorated). With a 0.328. If we restated 2012-2013's and 2013-2014's demand indicators, we would arrived at 0.52 and 0.44. Those indicators would have made us Cautionary for 2012-2013 and Unhealthy for 2013-2014 instead of Healthy and Cautionary respectively. Based on the new scoring rubrics, we need item 2 New & Replacement Positions (County Prorated) to increase from 61 to at least 140 to allow us to be Healthy with the current number of majors of 186. The economy is slowly recovering and job opportunities are growing, which will help improve performance in this area.

The fill rate continued to remain strong but Efficiency remains Cautionary primarily because of a persistent shortage of one full-time faculty position in the Accounting Program. After the departure of our accounting instructor almost a year ago, there are currently only 2 full-time faculty remained. In order to mitigate the situation, the process of hiring our third and fourth full-time faculty position for Accounting had started. We were able to secure commitment of Ms. Katherine Knox during our Fall 2015 recruitment and she will start on August 1, 2016. Our fourth position will be advertised during later part of Summer of 2016 and we will begin interviewing during Fall 2016. Once these positions are expected filled, it will help move the Efficiency measure to Healthy.

Overall Effectiveness is Healthy because the Degrees Earned in relation to new and replacement positions is Healthy and because Persistence Fall to Spring Is Cautionary. To maintain at the overall healthy level, program faculty must continue to encourage students to complete their courses so they can earn their certificates and degrees on time. The opening of the new Kopiko Learning Community (KLC) lab has helped with improving recruitment, retention/persistence, and success rates. Even though persistency rate is not unhealthy, it is important to not only keep it above 60% but to make an effort to improve it to healthy level. Therefore, program faculty are encouraged to make themselves available during the office hours inside KLC to assist students with their problems and issues. Currently, a peer tutor is available for 10 hours a week inside KLC to assist our students from the introductory courses. An increase in the number of hours of



availability and increase in the scope of the tutored areas to include our CTE courses will help with the performance in the persistence area.



Executive Summary of Response to previous ARPD recommendations

There were no previous recommendations made based on the 2006-2009 Comprehensive Program Review. However, the Action Plan laid out by program faculty targeted improvements in Demand, Efficiency, and Effectiveness. The following will summarize results of that action plan.

Activities targeting Demand:

Curriculum Update-Proposals for curriculum changes for accounting program/certificates and courses based on input from our friends from the industry, our advisory members and/or system-wide agreement were submitted these last two years. These proposals were approved by all reviewing authoritative committees and administrators earlier this year. These changes will be effective beginning Fall 2016.

Articulation Renewal-After almost two years of meetings and discussions, the Articulation agreement with University of Hawaii at West Oahu has been renewed on December 25, 2015 and will be revisited again once our new curriculum becomes effective so minor adjustments can be made. Articulation agreements with other four-year institutions in Hawaii will be reviewed and worked on in the next couple of years.

University of Hawaii System Articulation Agreement for Accounting-After several years of discussions and multiple meetings, the final agreement dated August 17, 2015 has been drafted and is ready to be signed by appropriate personnel at each campus. The agreement will allow the teaching of ACC 124 at the high school level and will benefit our Hawaii high school students.

Accreditation with Accreditation Council for Business Schools and Programs (ACBSP)-Started in 2012 with department chair and program coordinators attending the ACBSP conference in Salt Lake City, Utah. Business, Legal and Technology department's Accounting program, Information Technology Program and Marketing program were granted accreditation on April 16, 2015.



Accounting Student Night-We started Accounting Student Night back in 2002 to give our students an opportunity to network with industry professionals. Prior to 2002, we sent our students to similar events hosted by Hawaii Society of CPAs (HSCPA) and Hawaii Association of Public Accountants (HAPA). Students attended these event felt left out because most professionals attended those events were only interested in talking to candidates

for a four-year degree. By inviting specific accounting professionals who understand our curriculum and who are interesting in employing two-year degree students to our student nights,



our students were able to connect and establish contacts with the right kind of accounting professionals who have need for hiring our AS degree graduates. We used to host student night 2 times per semester but it took too much of our time and resources. Therefore, this event is now held during the fall semester only, just before registration, to promote the accounting major. Beginning with the 2005 event, it was turned over to our capstone class as their class project. Beginning with the 2012 student night, it became a joint project with the KapCC Accounting Club. It is supplemented by a Student/Professional mixer during the spring semester.

KapCC Business Web Site-Numerous improvements were made to the Accounting Program component of the site, including introductory videos of program faculty explaining what to expect in each of the program courses.

Connecting with current students and Accounting program alumni

An Accounting program page and an Accounting Club page have been created on Facebook since 2013 to allow us to promote accounting related events and news to our current students and alumni who are using Facebook. An Accounting program page has been created on LinkedIn during the Spring of 2016 to connect with program alumni as well.



Accounting program/KapCC Accounting Club brochures-An KapCC Accounting Program logo was created by a group of marketing students with the supervision of the Accounting program coordinator two years ago and an KapCC Accounting Club logo was created by the Accounting program coordinator several years ago. Both of these logos were adopted and used in our promotional video, flyers, etc. to establish an identity for the program. We expect to apply for funding to have professionally created materials developed.

KapCC Accounting Club-We formed the KapCC Accounting Club in 2010, hoping we can use it to promote the accounting program to our students and host organize a few team building activities each year. It has been tough since our student are only enrolled in our program for an average of two years. By the time a student decided with accounting as a major and are interested in joining and running the club, they only have one year or less remained at KapCC. The turnover of students have been haunting our success to become a more established club on campus. Therefore, we are still in the process of properly establishing the accounting club which can sustain time and perpetuate. We plan to look for CPA firms and other type of companies to sponsor our efforts so we can concentrate in promoting club activities and organizing events which will help our students grow. The KapCC Accounting has hosted events such as Accounting Student Night, mock interviews, American Payroll Association (APA) meeting, etc. in the past few years as well as participated in KCC Registered Independent Organization (RIO) activities such as Student Congress, Club Day, New Student Orientation, cactus garden clean-up, etc.



Reach into high schools-Have initiated contact with High School Outreach Counselor, Sheldon Tawata.

Promote ACC program in our gateway courses- Appropriate professionally prepared marketing materials will make this a more effective effort.

Promotion to international students-The program is currently hampered by a shortage of personnel, and will look into this after a fourth faculty member is hired.



Activities targeting Efficiency:

Enrollment Management-The current policy of alternating semesters of face-to-face and online courses, and the policy of setting certain courses at Zero enrollment has worked well. Based on current enrollment numbers, two sections of certain ACC CTE courses are now offered during a semester. There is an uncertainty with Fall 2016 enrollment because BLT is part of the piloting program for students to use STAR as the primary instrument to register.



BLT students attend a Registration using STAR Workshop!

Who should attend?

These workshops are for Business, Legal & Technology majors to learn how to register using STAR Graduation Pathway. **April 2016, BLT AS degree majors will use STAR Graduation Pathway to register for fall 2016 courses.**

Professional development-Faculty are taking advantage by attending free weekend “IT Rick Management for Non-Techies” offered by University of Hawaii at Manoa for professionals and students. There will be four four-hour training on Saturdays. On April 30, 2016, UH Manoa will host a system-wide accounting faculty meeting and keynote speakers from Deloitte’s main consulting office and Ernst & Young’s US college recruiting office will talk about the future of the accounting profession and new skills required.

An effort will be made to obtain additional funding for training and possibly certification in accounting software, etc.

SLO alignment/evaluation-Completed prior cycle reports. Due to curriculum changes and new curriculum effective Fall 2016, a full compliance with recommended future cycles is expected.

Activities targeting Effectiveness:

Continue to promote short certificates-This is an ongoing project, recently aided by the college's change to automatic awarding of Accounting Certificates to completers. We are investigating in adding new appropriate certificates to satisfy changes in demand from the accounting industry.

Persuade students to see counselors for advising-This is an ongoing project. BLT counselors are routinely scheduling in-class info sessions for all of the higher level ACC classes. It is utmost important for at least one of two BLT counselors to be available during the summer to assist our students, to help advise them to select the right majors and to assist them with registration.

Accounting Student Night-Ongoing. Once a year Accounting Student Night is working out well.

Pre-Graduation Ceremony Reception-Ongoing. Now a departmental collaborative project with all BLT programs participating. In 2015, the graduation ceremony was moved to the Hawaii Convention Center. Although the Accounting faculty were able to connect with the graduates before and after the ceremony, we must come up with new ideas in order to be able to include entire BLT program.

Hiring of additional Accounting faculty-We have one faculty left and we are in the process of hiring two new faculty members. Additional position expected to fill Fall 2016.



Explore funding source for APA (Payroll certification) review-Review sessions conducted at KapCC during the Spring 2012 semester. Results were stellar for certain students, and not for others. APA awarded scholarships and examination reimbursements. Program faculty members expect to integrate KapCC students with APA-Hawai'i's 2016 summer review sessions held for regular APA members.

Explore funding for attracting non-traditional completion-Not complete. Process initiated.

Articulation agreements with four years institutions-See above.

D. Part II. Program Description

A. History

The Business Education Program began in 1956 and was one of three original programs consolidated in 1957 as Kapi`olani Technical School. Originally, it comprised two separate programs: a two-year Associate in Science in Accounting program and a one-year Certificate of Achievement in Bookkeeping program. In academic year 1981-82, a modified career ladder concept was incorporated by which the program offered a one-semester Certificate of Completion as Payroll and Accounts Clerk, a one-year Certificate of Achievement in Accounting and a two-year Associate of Science Degree in Accounting.

All Accounting program courses became transferable in 1994. During the 2003-2004 academic year, the combination of ACC 150 and ACC 250B or ACC 251B were accepted by UHM College of Business Administration ACC 419 can be waived. The program has steadily increased the required computer component of all courses, to the point where computer competency is now a requirement in all courses.

Substantial modifications to the curriculum were made in August of 2006. These changes incorporated the concept of Student Learning Outcomes (SLO) for the program (Program Learning Outcomes) and expanded the range of available degrees and certificates to include two new certificates of completion.

In 2007, the curriculum changes proposed in the previous year became effective and Internship class, ACC 293V became mandatory for an A.S. degree graduate. It has proven to be quite successful as some of the students who worked as interns have obtained continuing full-time employment with their internship employers.

In 2008 and 2009, the Accounting Program met and signed an articulation agreement with University of Hawai`i West Oahu (UHWO). This agreement allows our A.S. degree graduate to transfer to UHWO to complete a bachelor degree in Business Administration with concentration in Accounting. UHWO will waive BUSA 416, Accounting Information Systems for KapCC's ACC 150 and ACC 251B and will accept our remaining credits from our Accounting courses as electives. It will save a graduate in A.S. in Accounting degree both time and money, since there will be no loss of credits. The graduate only needs to complete 45 additional credits at UHWO to earn a bachelor's degree. So far, the responses have been very positive and numerous students have continued their education at UHWO after graduating from KapCC. The articulation agreement was renewed during Fall 2015.



B. The role of SLOs has expanded. In 2006, the Accounting program developed its program SLOs and in 2009, competences for all courses were aligned with these. During the 2011-12 academic year, a number of Course Learning Outcome assessments and Program Learning Outcome assessments were carried out. Some of these results have already been used to drive adjustments that will improve student proficiency. An ongoing program of evaluating the effectiveness of these SLOs is underway, and will continue to be used to feed back into the program and improve student learning outcomes and success rates.

During summer 2012, our dean researched and identified Accreditation Council for Business Schools and Programs (ACBSP) as a potential accreditation organization to work with. Our dean, along with department chair and three program coordinators (Accounting, Information Technology and Marketing) attended their conference in Salt Lake City in 2013 and met with a mentor about our candidacy. Two years later, on April 16, 2013, the three programs were accepted as members of ACBSP and the accounting program is now accredited with ACBSP's members in the United States and around the world.

A system-wide articulation agreement for Accounting dated August 17, 2015, summarizing discussions made for the past few years will be signed within the next month. Modifications were made to courses ACC 124, 125, 126, 201, 202, 132, 134, 137, 252 (formerly 150) and 255 (formerly 155) to standardize course titles, alpha, number, descriptions, pre-requisites, recommended course, learning outcomes, etc. All campus agreed to include learning outcomes agreed on and may add additional learning outcomes as needed for their individual campus. Based on input from our advisory members, the Accounting program at KapCC has chosen to add team work and communication skills as an additional learning outcome for all of our courses. For most courses, KapCC also elected to add additional course contents which were suggested by our industry friends. KapCC's curriculum changes will be effective Fall 2016. Besides the above changes, KapCC also updated curriculum for KapCC specific courses such as ACC 221, ACC 231B, ACC 251B and ACC 293 to include coverage of skills requested by our advisory committee members and industry employers.



Program Goals/Occupations for which this program prepares students: Include the skills that graduates will have and the occupations for which they are prepared

Program Description

The Accounting Program is one of four programs in the Business Education Department headed by a department chairperson. The program staff includes three full-time faculty members, one of whom acts as program coordinator. The Accounting Program offers Certificate of Achievement (30 cr.) and two Certification of Completion, Payroll Preparer (15 cr.) and Tax Preparer (15 cr.) and an Associate in Science Degree (60 credits).

Goals

1. To provide vocational training for entry-level positions in bookkeeping and accounting, e.g., payroll clerk, accounts clerk, inventory control clerk, assistant bookkeeper, bookkeeper, and accountant.
2. To provide accounting core courses for other business programs such as Information Technology (IT) and Marketing (MKT) as well as other departments such as Hospitality and Tourism Education and Culinary Arts Program.
3. To provide transferable courses in accounting principles and managerial accounting for students planning to continue their education in general business or accounting at four-year institutions.
4. To provide the opportunity for occupational refreshing and upgrading to those already employed.

C. Occupations for which this program prepares students

Tax	Tax Services Associate, Tax Preparer, Enrolled Agent before the IRS
Accounting	Accounts Payable Manager, Accounts Receivable Manager, Inventory Systems Manager, Payroll Administrator, Tax Accounting Paraprofessional, Cost Accounting Paraprofessional, Property Management Accounting Paraprofessional
Management track	MAS90 Accounting System Manager, QuickBooks Accounting System Manager, Accounting Supervisor, Independent Small Business Accounting Paraprofessional
Consulting	Client Consultant (outside accounting), Certified QuickBooks Professional Advisor, QuickBooks Consultant, MAS90 Consultant
Related work	Office Manager, Small Business Accountant/IT Manager



Program Student Learning Outcomes (SLO)

1. Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
2. Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
3. Perform accounting and reporting functions using an accounting information system.
4. Gather, manage, track and query data using traditional and emerging technologies.
5. Practice within the professional, ethical, and legal parameters of the accounting profession.
6. Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
7. Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
8. Recognize and adapt to the local/global organization and culture.
9. Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

D.

E. Admission Requirements

The minimum qualifications for admission to the college are:

- 18 years of age or older, and
- A high-school diploma or GED if under age 18.

Students are admitted to the Accounting Program on a continuing basis in either the Fall or Spring semester. The current recommended preparations for enrolling in the beginning Accounting course, ACC 201, are ICS 100 or ICS 101 and qualification for MATH 24 or higher and ENG 22 or higher. The Accounting Program is in the process of submitting curriculum proposals to require a grade C or higher for ENG 21 or ENG 22 or equivalent to improve the quality of students enrolled. The move is necessary to help improve student success rate.

F.

G. Credentials, Licensures Offered

Our program is constantly seeking opportunities to provide credible assurances of student learning outcomes. Currently, our cooperation with the Hawai`i Chapter of the American Payroll Association helps our students to obtain nationally recognized certification. Completion of the APA Fundamental Payroll Certification exam is suggested as an option for successful completers of ACC 132, Payroll Accounting and Hawai`i G.E. Taxes. This is an initial step towards systematic validation of program learning outcomes on a program-wide basis.



H. Faculty and Staff

Permanent

- Dooley, Kevin, CPA, BBA, tenured 1993
- Lee, Susan, CPA, MAcc, probationary (resigned at the end of Fall 2014)
- Katherine Knox, EA, MBA, MS Taxation, Master of Accountancy (will start Fall 2016)
- Tan, Calvin, CPA, MAcc, tenured 2007

Adjunct

- Carroll, Benjamin, JD, MBA
- Cristobal, Arnold, MBA, BABA - ACC & HRM
- Han, Leanna, BBA – MBA, Fin
- Hartman, Douglas, CPA, Master of Taxation, MS – ACC, BS - ACC
- Ito, Michael, CPA, MBA
- Kamigaki, Lloyd, BBA - ACC
- Komatsu, Mark, MAcc, BBA - Fin
- Stella Kimura, BBA - MGT, minor in Acc
- Martin, Michael, MBAA BUS, BS – Soc Studies, BS - Sec. Edu. – Math, AAS - ACC
- Matsumoto, Leanne, CPA, MBA, BBA - ACC
- Morgan, Julia, JD, PhD - Phil, MA - Phil, BA – Phil, MA
- Seabolt, Duane, JD, CPA, MBA, BA ACC
- Takahashi, Amy, CPA, JD Law, LLM Taxation
- Tanna, Wayne, JD, LLM Tax & Business
- Yoneshige, Kerry, CPA, BBA - ACC
- Young, Steven MBA - ACC

I. Resources, including student support services

The majority of the resources used by the program are provided via the BLT departmental budget. Department physical resources such as classrooms and computers are located in the Kopiko and Mamane buildings, and are shared among BLT programs. The classrooms currently in use are Kopiko 101A, 101B, 102/103, 104A, 104B, and 126. Except for 102/103 and 126, all of the Kopiko classrooms listed utilize computer workstations, and there is an additional open computer laboratory located in the Kopiko 101, Kopiko Learning Community (KLC) used by our Business students to work on homework and projects.



All Accounting courses currently offered at KapCC are listed below, along with their existing software/hardware requirements (Maximum number of students effective Fall 2016):

Courses	Instructor Computer	Projector	Student Computers	BE (and IT) provided software: MS Windows based:	Other software/hardware
ACC 124 (will be added after Fall 2016)	Yes	Yes	No (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (or similar publisher HW system)
ACC 125(will be added after Fall 2016)	Yes	Yes	No (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (or similar publisher HW system)
ACC 201	Yes	Yes	No (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (or similar publisher HW system)
ACC 202	Yes	Yes	Yes (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (or similar publisher HW system)
ACC 132	Yes	Yes	Yes (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	ADP Payroll Software (publisher)
ACC 134	Yes	Yes	Yes (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	CCH Tax Preparation Software
ACC 137	Yes	Yes	Yes (25 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	CCH Tax Preparation Software
ACC 150 (will be renumbered as ACC 252 beginning Fall 2016)	Yes	Yes	Yes (20 students)	IE, Word, Excel, PowerPoint, VISIO, Adobe Acrobat Reader	QuickBooks Pro 50-Users License for Education Institution (Department support) Looking at changing to subscription to QuickBooks online. (Department support).



Courses	Instructor Computer	Projector	Student Computers	BE (and IT) provided software: MS Windows based:	Other software/hardware
ACC 155 (will be renumbered as ACC 255 beginning Fall 2016)	Yes	Yes	Yes (20 students)	IE, Word, Excel, Access, PowerPoint, VISIO, Adobe Acrobat Reader	SAM assessment system
ACC 221 (Will be added after Fall 2016)	Yes	Yes	Yes (20 students)	IE, Word, Excel, Access, PowerPoint, Adobe Acrobat Reader	WileyPlus (or similar publisher HW system)
ACC 231B	Yes	Yes	Yes (20 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	FASB research website (Department support)
ACC 251B (will be renumbered as ACC 251C beginning Fall 2016)	Yes	Yes	Yes (20 students)	IE, Word, Excel, PowerPoint, VISIO, Adobe Acrobat Writer/Reader	MAS90/200 installed on virtual servers, services purchased from UH. (Program support)
ACC 293V (will be renumbered as ACC 293 beginning Fall 2016)	Yes	Yes	Yes (15 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	Get a Job Kit Resume generator CD



Physical and software resources under exclusive control of the Accounting Program consist of the following:

Description	Purchased Cost	Current Value	Replacement Value
50-user QuickBooks Pro accounting software (local installation), w/Payroll subscription OR QuickBooks online subscription for 50 simultaneous users. QB Pro 2012 POS System.	Same as budgeted cost		
24-user MAS200 ERP Version 4.5 accounting software (client/server edition)	Same as budgeted cost		
2-user subscription to American Accounting Association FASB Codification research materials	Same as budgeted cost		
20-user subscription to CCH Research	Same as budgeted cost		
Multiple USB Wireless Presenters with Laser Pointer used with instructor's computers.	Same as budgeted cost		
Multiple 27" LCD monitors w/ Desk Mount Arms for instructors and students.	Same as budgeted cost		
Multiple 23" LCD touch screen monitors w/ Desk Mount Arms for instructors and students.	Same as budgeted cost		
Several Android tablets or compatible	Same as budgeted cost		
Several Notebook computers, minimum of Intel Core i5 or compatible (including one Mac Book)	Same as budgeted cost		
Notebook computer, minimum of Intel Core i7 or compatible (stolen on campus)	Same as budgeted cost		
Two microphones and one audio mixer	Same as budgeted cost		
Two servers, one server rack, one firewall for testing of Virtual Desktop Infrastructure (VDI)	Same as budgeted cost		
Virtual machines times 2 (hosted at KLC) <acctstud.kapiolani.hawaii.edu> serves as front end server and <acct100.kapiolani.hawaii.edu>. Warranties on machines are running out, continue to use machine for day-to-day class activities will become risky. We need to pay UH Manoa for hosting service.	Cost to be budgeted	Same as budgeted	Cost in revised proposal



Since the demise of the above Dell PowerEdge servers in 2010, CELTT has graciously hosted services needed by the ACC program via “virtual servers”. In 2012, Perkins funding provided funds for a major upgrade of servers to be shared by the ACC and the IT programs. At the beginning of 2014, the renovation of the Kopiko Learning Community is finally completed in 2014. The servers, administered by the IT program, finally found a physical location. The ACC program, utilizing two virtual machines serving as servers running Windows Server 2012. These servers currently house the SAGE 100 client/server accounting system and the CCH ProSystem fx Tax Preparation software. However, implemented in 2014, the systems have been performing slower than expected, especially, when an entire class of 20+ students attempted to access the servers at the same time.

In order to make improvement, the ACC program obtained another Perkins grant in 2014, allowing the program to hire a consultant a “proof of concept” project to install a server and a firewall using Virtual Desktop Infrastructure (VDI). Unfortunately, it was discovered that a second server is needed and the grant was not enough to cover the expenses. The project halted and the ACC program is trying to obtain more funding to complete the project.

Since the 3-year warranty period for the servers purchased in 2012 will soon expire. The IT program is considering paying the IT department at University of Hawaii at Manoa (UH IT) to host our virtual servers so we do not need to worry about servers may break down in the future. If our server machine breaks down, it will affect the operation of many of our ACC and IT courses. Therefore, we need to be proactive to come up with alternatives to deal with the aging and potential breakdown of these servers. We are currently exploring the different options and budgeting to determine whether we can afford to outsource out servers to UH IT without giving up too much of the rights to administrative control of these virtual servers. We want to be able to troubleshoot from KLC instead of the need to call UH IT all the time.

Student Support Services: Counseling student support services are offered for students pursuing any of the certificates or degrees of the program. Two BLT counselors provide these services for students in the Accounting, Entrepreneurship, Information Technology, and Marketing areas.

Students are also supported by our KLC lab manager, Tony Yi and his staff. They are responsible to setting up and maintaining of the computers inside KLC as well as assisting students with computer access, printing and usage.

Peer tutors for ACC and IT programs are available but the number of hours are limited to 10 hours per week for each program. There are enough student demand to expand the number of hours to 20 per week per program. Another way to make use of the peer tutor is to include them in classroom activities so that they can help students on the spot inside the classrooms.



J.

K. Articulation Agreements

Articulation agreements currently in effect along with their last renewal date are as follows:

Chaminade University, 1997 (needs to be renewed)

Hawai`i Pacific University, 2003 (needs to be renewed)

University of Hawai`i at Manoa, 2005 (unofficial limited course waiver)

University of Hawai`i - West Oahu, effective until Spring 2018 (renewed December, 2015)

L. Community Connections, Advisory Committees, Internships, Coops, DOE

Community Connections

The program’s most extensive connections are with the CPA and accounting professional. Each year, over 100 members of the professional community, including some alumni, who have helped the ACC program over the previous year receive our holiday greeting card. This serves as a barometer of the number of professionals we have relied on to participate in our Accounting Student Night, Accounting Internship, and team project activities.

In the area of professional organizations, the program maintains a strong connection with the American Payroll Association – Hawai`i Chapter. Members of the chapter have attended nearly all Accounting Student Night events the past several year and sponsored scholarships for students pursuing ACC degrees. After sponsoring and providing instructors for a review course in 2011 to prepare our students to take the American Payroll Association Fundamental Payroll Certification examination, APA plans to host a meeting on our campus during Feb 2016. The meeting will include a lecture by and HR/Payroll professional which will benefit our students.



There is also a good connection with the Hawai'i Society of CPA's and the Hawai'i Association of Public Accountants who each sponsor one scholarship on alternating semesters each year. Multiple students have won scholarship from these two associations in the last three years. Our program coordinator had accompanied the awarded student and made appearance at HAPA's Accounting Student Night at the Pagoda Hotel in the Fall of 2013 and Fall 2015.



For over 10 years, the program's ACC251B course has been made possible through the generous support the firm of Carr, Gouveia + Associates, CPAs who provide a no-cost license to the Client/Server edition of SAGE 100. SAGE 100 is an industry-leading midrange accounting program used by many companies in Hawai'i. Kapi'olani Community College is one of the few community colleges in the entire United States to teach this important technology.

Additionally, the program's ACC231B course has been made possible through the involvement of dedicated accounting professionals teaching as adjuncts. The skills taught in the course, include electronic workpaper preparation and paperless office technologies using industry standard software and websites. These technologies require significant capital investments for the firms using them, and the professionals who teach them are able to demonstrate their use because of their firm's licensing agreements.

Advisory Committee

Advisory Committee meeting is generally held during spring semester after "tax season" either during late April or early May. The program is fortunate to have a strong roster of Advisory Committee members who provide guidance and support to faculty and students in Accounting. Advisory Committee meetings were held on May 6, 2015.



The following is a list of members who confirmed for May 6, 2015:

Name	Company
Gabriela Bonilla	Hawaiian Mission Houses Historic Site and Archives
Catha Combs	Wikoff Combs & Co, LLC
Chandelle Fuchigami	Starwood Waikiki Complex
Ronald Gouveia	Carr, Gouveia & Associates CPA's
Ryan Horiuchi	Accuity LLP
Jared Ito	Tony Hawai`i Automotives
Dan Kikuyama	Dan Kikuyama, CPA, Inc.
Sean Knox	HI-Employment
Katie Landgraf	University of Hawaii – West Oahu
Cheryl Lum	Deloitte
Jim Merrill	Pacific Accounting & Business Services Inc.
Elmer Nakao	Halekulani Corporation
Hamid Pourjalali	University of Hawaii – Manoa
Dean Sugimoto	Armstrong Builders, LLC
Pamela Young	City & County of Honolulu

Other regular members who could not make it to the meeting:

Name	Company
Michael Ito	Gilford Sato & Associates CPAs, Inc.
Alan Kobayashi	Kobayashi, Kanetoku, Doi, Lum & Yasuda CPAs LLC
Natalie Wells	Trump International Hotel – Waikiki Beach Walk
Mark Lum	Queen’s Federal Credit Union
Gary Miyashiro	MC Group
Ross Murakami/Alan Yee	KMH LLP
Beulah Olanolan	Olsten
Carl Williams	CW Associates, CPAs
Kerry Yoneshige	St. of HI Dept of Acc & Gen. Svcs.

There was a strong turnout at the 2015 meeting, and a significant amount of valuable input was received. As a result, the decision has been made to reconnect the advisory meeting and student/professional mixer events so professionals can come onto campus one time for both events. We also want to continue to call accounting professionals who are not currently on our list to expand our advisory committee membership.

Internships/Coops - ACC 293V Accounting Internship Student Placement – 2012-2015

Fall 2012

No Internship Class (only offered spring semester)

Spring 2013

(2 class sections
21 students)

Employers Hosting
Bella Torre Academy
Dan Kikuyama, CPA, Inc.
Dave Tamura CPA
DVC Electric
Family Programs Hawaii
Gilford Sato & Associates, CPAs, Inc.
Hawaiian Properties, Ltd
Insights to Success
Kokua Kalihi Health
Pacific Gateway Center
Patterson Dental
Ricky Takemoto CPA, LLC
Sonoda & Isara, LLP
State of Hawaii-Department of Education (Internal Audit)
State of Hawaii-IT Transformation Project
T Yoshimura Contracting Inc.
Xinhong Yu CPA
VITA Program

Fall 2013

(1 class section
12 students)

Employers Hosting
DVC Electric
Hawaiian Mission Houses
KCAA Preschool
KKDLY, LLC
Legal Aids Society of Hawaii
State of Hawaii-Department of Education (Internal Audit)
T Yoshimura Contracting



Spring 2014
 (1 class section
 11 students??)

Employers Hosting
Badger Arakaki, LLC
Central Pacific Bank – Controller’s Office
Dan Kikuyama, CPA, Inc.
Gilford Sato & Associates, CPAs, Inc.
Hawaii Mission Houses
Kats Consulting LLC
Kenneth Takahashi CPA
Shea & Co. CPAs
Sonoda & Isara, LLP
Trump International Hotel – Waikiki Beach

Fall 2014
 (1 class section
 11 students??)

Employers Hosting
Hawaii Mission Houses
Kapi`olani Community College
Kats Consulting LLC
Pacific Gateway Center
Trump International Hotel – Waikiki Beach
WR Financial

Spring 2015
 (1 class section
 11 students??)

Employers Hosting
CostCo
Dan Kikuyama CPA, Inc.
State of Hawaii-Department of Education (Pre-Audit Payroll Department)
Hawaii Human Resources
Hawaii Mission Houses
Shea & Co. CPAs
Sheraton Hotels

We have been fortunate to see an increase in the number of students graduating with AS in ACC in recent years. We were able to operate one internship section per semester instead of per year for the last two years. We also seen placement of students at 95 to 100% for the past few years.



M. Distance delivered/off campus programs, if applicable

Distance delivered

ACC 201 1-2 sections each semester

ACC 202 1-2 sections each semester

ACC 132 2-3 sections per year

ACC 134 1 section per year

ACC 137 1 section per year

ACC 150 2-3 sections per year (will be renumbered as ACC 252)

ACC 155 1-2 section per year (will be renumbered as ACC 255)

BLAW 200 4-5 section per year



E. Part III. Quantitative Indicators for Program Review

Overall Program Health: **Cautionary**

Majors Included: MICT Program CIP: 51.0904

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	23	24	25	Unhealthy
2	*New & Replacement Positions (County Prorated)	9	6	6	
3	*Number of Majors	17	16	15	
3a	Number of Majors Native Hawaiian	6	6	6	
3b	Fall Full-Time	93%	100%	100%	
3c	Fall Part-Time	7%	0%	0%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	83%	100%	67%	
3f	Spring Part-Time	17%	0%	33%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	653	671	634	
5	SSH Non-Majors in Program Classes	0	14	0	
6	SSH in All Program Classes	653	685	634	
7	FTE Enrollment in Program Classes	22	23	21	
8	Total Number of Classes Taught	9	12	8	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	9.9	7.5	10.4	Cautionary
10	*Fill Rate	87.2%	84.1%	95.4%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	6.8	4.9	6.5	
13a	Analytic FTE Faculty	2.4	3.3	2.2	
14	Overall Program Budget Allocation	\$151,405	\$532,052	\$525,083	
14a	General Funded Budget Allocation	\$66,084	\$423,705	\$435,118	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$85,321	\$108,347	\$89,965	
15	Cost per SSH	\$232	\$777	\$828	
16	Number of Low-Enrolled (<10) Classes	3	9	3	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	80%	84%	86%	Cautionary
18	Withdrawals (Grade = W)	3	4	4	
19	*Persistence Fall to Spring	3.7%	45.4%	0%	
19a	Persistence Fall to Fall	0%	0%	0%	
20	*Unduplicated Degrees/Certificates Awarded	28	8	13	
20a	Degrees Awarded	7	6	5	
20b	Certificates of Achievement Awarded	21	3	11	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	100%	100%	100%	
22	Transfers to UH 4-yr	0	2	3	
22a	Transfers with credential from program	0	0	1	
22b	Transfers without credential from program	0	2	2	



Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	15	13	13
24	Enrollments Distance Education Classes	349	300	311
25	Fill Rate	83%	82%	86%
26	Successful Completion (Equivalent C or Higher)	57%	55%	58%
27	Withdrawals (Grade = W)	52	49	45
28	Persistence (Fall to Spring Not Limited to Distance Education)	70%	64%	60%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	92.31	Met
30	2P1 Completion	47.00	44.23	Not Met
31	3P1 Student Retention or Transfer	75.21	82.76	Met
32	4P1 Student Placement	68.92	42.42	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	47	39	36
36	Number of Degrees and Certificates Native Hawaiian	4	4	3
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	68	85	65
39	Number of Transfers to UH 4-yr	22	21	27

*Data element used in health call calculation

Last Updated: October 7, 2015

Glossary | Health Call Scoring Rubric



Part IV. Curriculum Revision and Review

Course Student Learning Outcome assessments conducted the past few years

Course	Year/Semester of Assessment	Course SLOs	Assessed
ACC 132	Fall 2011, Spring 2014	14	14
ACC 134	Spring 2013, Spring 2014	11	11
ACC 137	Spring 2013	8	3
ACC 150 (F16: ACC 252)	Spring 2013	8	3
ACC 155 (F16: ACC 255)	Fall 2012, Spring 2014	13	13
ACC 201	Spring 2012	19	3
ACC 202	Spring 2013	23	5
ACC 231B	Fall 2012	17	6
ACC 251B (F16: ACC 251C)	Fall 2012	9	4
ACC 293V (F16: ACC 293)	Spring 2013	13	8
BLAW 200	Fall 2012	5	1

Course Student Learning Outcome Assessment Plan:

All Course Student Learning Outcomes are to be evaluated on a Five Year Cycle, and reported on a Course Learning Report (CLR). Any courses for which learning outcomes fail to meet expectations must be revisited at a shorter interval to determine if corrective modifications made were effective or not.

For the courses and assessments listed above, three courses' learning outcomes were all assessed. The other were partially assessed since our program was concentrating our efforts in getting our curriculum update submitted before deadline. BLAW 200's course learning outcomes have not been changed and therefore, we plan to complete the assessment of all five learning outcomes during the Spring 2016 semester.

For all courses listed, the Accounting program will begin using a five year cycle for beginning Fall 2016 to assess CLR's. Program faculty will assess all Course Student Learning Outcomes within each course each time a CLR is submitted.

Since the end of 2014, the ACC program has started to submit massive curriculum changes based on:

- 1) Results of UH campuses system-wide meetings to revamp curriculum for introductory courses, ACC 201 and ACC 202.
- 2) Results of ACC Program Coordinator Council (PCC) meeting to articulate common courses: ACC 201, ACC 202, ACC 132, ACC 134, ACC 137, ACC 150 and ACC 155.
- 3) Results of various meetings with advisory committee as well as with industry leaders, especially their comments for our advance level courses such as ACC 231B, ACC 251B and ACC 293V.



Curriculum change and program change proposals were submitted beginning at the end of 2014 but the process took time since they must be reviewed and approved by department, curriculum specialist on campus, by department chair, by dean, by curriculum sub-committee, curriculum committee, by faculty senate, by vice chancellor and finally by chancellor. There were constructive comments during every round of these reviews and program faculty must research and make modifications to these proposals to address these comments. Fortunately, by the beginning of 2016, all proposals were approved and will become effective Fall 2016.

The first part of the changes related to common courses with universities and community colleges in the University of Hawaii system. These curriculum change including changes to standardize course number, titles, descriptions, pre-requisites, co-requisites, recommended preparation, course learning outcomes, and maximum enrollment, etc. for course articulation between the community colleges. Among some of the major changes, ACC 150 will be renumbered as ACC 252 and ACC 155 will be renumbered as ACC 255.

The second part of these changes are made following the advice of our advisory committee members and our industry supporters. According to their comments, we need to strengthen our students' accounting skills and communication skills. Also, since we have a lot of international students enrolled in our program, English skills are important as well. Based on their advice, we have added a new practical intermediate course, ACC 221 and we have revised our curriculum to require completion of ENG, SP and ICS requirements in the early semester. This way, we are hoping our students will be able to practice and use the skills they have learned from these courses before they graduate.

Since we have completed one round of assessment for each course during the past few years, in order to concentrate our efforts to complete all curriculum and program proposals and getting them approved and ready for Fall 2016, we decided to temporarily halt the assessment process. We plan to begin our next five year review process beginning with Fall 2016, assessing the effectiveness of the new curriculum and the new course learning outcomes. All ACC courses will follow the plan listed below while BLAW 200 will be assessed during Spring 2016 because course learning outcomes have not been changed.



Here is our plan for the next five years (including Katherine Knox, our new instructor):

Course s	F16	S17	F17	S18	F18	S19	F19	S20	F20	S21
ACC 124					Tan*, Dooley, Knox					
ACC 125						Tan*, Dooley, Knox				
ACC 201			Tan*, Dooley, Knox							
ACC 202					Dooley*, Tan, Knox					
ACC 132				Tan*, Knox, Lecturers						
ACC 134		Dooley*, Lecturers						Knox*, Lecturer		
ACC 137										Knox*, Lecturer
ACC 221							Dooley*, Lecturer			
ACC 231B	Tan*, Lecturers									
ACC 251C									Dooley*, ACC Prof.	
ACC 252 (fka ACC 150)	Dooley*, ACC Prof.									
ACC 255 (fka ACC 155)			Tan*							
ACC 293 (fka ACC 293V)								Tan*, Lecturers, ACC Prof.		
BLAW 200									Tan*, Lecturers	



Curriculum Update Plan:

We will assess course learning outcomes and we will revisit course curriculum each time to determine whether we should make any changes or not.



G.

P

art V. Survey results

A. 1. Student satisfaction
(no data)

B. 2. Occupational placement in jobs (for CTE programs)
(no data)

C. 3. Employer satisfaction (for CTE programs)
(no data)

D. 4. Graduate/Leaver
(no data)



H. Part VI. Analysis of Program

A. 1. Alignment with mission

Currently, the Accounting program's operation is in alignment with its mission. Our program's three main missions are:

1. Ensuring that our graduates possess the necessary Accounting skills and knowledge to enter the workforce upon graduation,
2. Preparing Accounting students and graduates to move seamlessly and successfully to UH Manoa, UH West Oahu and other four-year institutions, and
3. Providing lifelong learning opportunities for Hawai'i's workforce that are designed to improve workforce skills and career progression and in a manner that is convenient to the incumbent workforce.

In the past three years, our internship program's been placing close to 100% of our students into paid or unpaid positions, many of them were hired by the same internship employers or by some other companies including CPA firms, state departments or nonprofit companies. Since the accounting program signed an articulation agreement with UH West Oahu several years ago, the number of transfer from UH West Oahu for a BABA with a Concentration in Accounting. In the last three or four semesters, an average of four KapCC AS in ACC alumni graduated from UH West Oahu, an increase from an average of two. Based on a recent research performed by Leeward Community College, it shows that as of academic year 2015, 54 students enrolled in General Business with Concentration in Accounting are from KapCC. Based on our estimates, many of these were alumni of KapCC's ACC program. However, we'll need to request for research performed to get an exact number.

We have continuing to follow the advices of our advisory committee to shape our program core courses to match industry need. Funding continuing a problem. We can obtain grant money to allow us to purchase and use certain industry strength software. Unfortunately, most of these grant only allow subscription to these software for one year. Once we've somewhat incorporated the software into our course content for one or two semester, our subscription expired and we weren't able to obtain continuous funding to support such purchase. For example, we've obtained funding to subscribe to the use of CCH Engagement to use as our workpaper preparation software in 2012. Funding expired in 2013 and we could not continue to use the software in our ACC 231B course. We need to be able to find more consistent funding from our industry friend or from our college to support us.



B. 2. Current Situation:

C. Internal: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III.

Overall Program: Cautionary

The Overall Program for Accounting is rated “cautionary” as are the component indicators for Demand, Efficiency, and Effectiveness.

Demand Indicators: Unhealthy

For the academic years 2012-13 and 2013-14, it was “healthy”. For 2014-15, it is “cautionary”. The demand indicator is computed by taking item #2 “New & Replacement Positions (County Prorated)” and divided by item #3 “Number of Majors”. The formula’s been changed from the previous years. In the past, this indicator was calculated by taking item #3 and divided it by item #2.

Relative to 2012-13 and 2013-14 academic year, item 2 “New & Replacement Positions (County Prorated) have gone down, from 101 to 86 and to 61 in 2014-15. Item 3 “No. of Majors” have also gone down in the past three years, from 200 to 193 to 186. The result of the computation is 0.33 (61/186). Any results less than 0.5 is classified by the "Benchmark" as "Unhealthy", indicating there are not enough jobs out there for our majors. However, Kapi`olani is not the only campus affected. Maui College, Leeward Community College, Kauai Community College are all showing "Unhealthy" ratings.

In reality, we have been experiencing increasing demand from industry accounting professionals requesting for faculty's recommendation of students to fill accounting positions available during the past two semester. At the same time, there has been an increase in inquiries from employers who want to participate in our internship program as well.

We hope that the UHCC will review the demand indicator to see if we can improve the formula. The program will continue work with the industry to estimate demands for our majors and continue with our efforts to recruit more majors. These efforts will become more urgent if there is a rise in the number of new and replacement positions driven by a recovering economy.

Strengths:

- Sustained number of ACC majors, despite drop off in campus enrollments
- New and replacement job openings should increase due to economic recovery
- Students can transfer to four year institution such UHWO or UH Manoa
- Large number of sections are attractive to working students
- Large number of evening and online course offerings are attractive to working students

Weaknesses:

- Number of New & Replacement Positions (County Prorated) to fill is lower than before
- Number of majors declined slightly



Efficiency Indicators: Cautionary

The Efficiency Health rating has been consistently at “cautionary” the past three years beginning with academic year 2012-13. The “efficiency” indicator looks at a combination of item #10 “Fill Rate” and dividing item #3 “Number of Majors” by item #11 “FTE BOR Appointed Faculty.”

The Fill Rate is 91.5%, representing only a 5% increase from last year. This is a continuing healthy level of demand. The Fill Rate could be improved by artificially constricting the number of sections to maximize the fill rate. However, faculty members believe this would impede the progress of majors towards graduation. The challenge to balance between the fill rate and meeting student needs is an on-going challenge the program must face.

During the past few years, there were 3 full-time faculty, which was enough to keep the “Majors to FTE BOR Appointed Faculty” rate at the borderline between “cautionary” and “unhealthy” level. For academic year 2014-15, it is 62, just hitting the “unhealthy” level (186/3 or #3/#11).

Combining with the “healthy” “fill rate”, we ended up with a “cautionary” rating for “efficiency”. We have successfully recruited a new full-time faculty who will join us beginning with the Fall 2016 semester. It should help to stabilize our “efficiency” health indicator. We also have plans to recruit one more instructor during the academic year 2016-17 to fill our other vacant position. At that time, we should be able to improve our “efficiency” indicator.

Strengths:

- High class fill rate. Zero classes were low-enrolled.
- Support of KapCC administration has helped to begin filling vacant instructor position.

Weaknesses:

- Student to faculty ratio remains low due to continued position vacancy.
- Recruitment has been on-going but the pool of qualified candidates remained small consistently through the years.

Effectiveness Indicators: Healthy

In the academic year 2014-15, the "Effectiveness Indicators" is "Healthy".

The metric "Unduplicated Degrees and Certificates Awarded" is at the healthy level of 22.58%, representing a drop from 30.93% from the previous academic year. The drop was caused by a reduction of the number of unduplicated certificates/degrees awarded from 60 to 42 this past academic year. There was unusually strong demand for certificate/degree in 2012-13 and in 2013-14 because of the downturn of the economy. Additional sections of classes were offered during 2012 to 2014 to help graduate these students on time. As the economy slowly recovered, the demand for and the completion of certificate/degree slowed down this past academic year. We need to encourage our students to complete their certificates and degrees since we are only slightly above the 20% cutoff for "Cautionary" status. The 2015-16 number should be better since we are experiencing an increase in enrollment in our current capstone courses, similar to the one we have experienced back in 2012-13.

#19 "Persistence Fall to Spring" is at 60.1% remained "Cautionary". This rate has been gradually dropping about 1% per year until last academic year and dropped over 5% this past year. This metric is cautionary at any level below 75%.

Both our "Persistence Fall to Spring" indicator and our "Persistence Fall to Fall" indicator are low. We had made improvement last year but the number dropped back down in 2014-15.

The bad "persistence" indicators may be caused by students who had declared incorrect major at KapCC through the years. For example, a student intended to seek a bachelor degree in Accounting at University of Hawaii at Manoa may have mistakenly declared as ACC major at KapCC. This student should have declared a major in AA in Liberal Arts with Concentration in Business Administration. When this student transferred, there will be one more student who did not complete the AS in ACC degree and there will be one more student who will be counted as a #22b, "Transfer without credential from program". According to the indicators, 27 students transferred to UH 4-yr including 25 for #22b. We need to investigate and make sure students declared the correct major as ACC for UHM or ACC for KapCC. This will also affect our Perkins IV Core Indicators 2P1 Completion because they will not complete our program before leaving KapCC.

As the program is offering additional classes in online or hybrid format, the program faculty need to make use of technology such as Camtasia, Blackboard Collaborate, Youtube video, Lulima, and other course management software. Due to funding shortages, not all faculty/lecturer teaching online or hybrid courses were able to use Camtasia, Blackboard Collaborate, etc. We hope that the college/department/program can seek additional funding to purchase appropriate software such as Camtasia, Blackboard Collaborate, etc. and hardware such as laptop, headsets, camcorders, etc. to enhance the delivery of these courses. Since our lecturers are mostly working professionals and cannot make it to Center for Excellence in Learning, Teaching and Technology (CELTT). The program has requested the department to help provide an alternate location at Kopiko Learning Community (KLC) and equipped it with basic video



capturing equipment, so our lecturers can have a place available after hour to produce quality online/hybrid teaching materials. Our lecturers are also encouraged to attend on campus classes to improve their online teaching skills.

The implementation of Starfish system beginning with Fall 2016 should also help with retention of students.

Strengths:

- Successful Completion rate remains strong, with consistent improvement
- Number of Withdrawals has consistently declined
- Transfers to UH 4-Yr institutions have increased substantially

Weaknesses:

- Persistence rates have decreased each year
- Gatekeeper courses need to be revised and they will be beginning Fall 2016
- Total number of Degrees and Certificates of Achievement awarded has improved year over year

Distance Education: Completely On-line Classes

There are no scoring rubrics established for completely online classes. Fill rates and Successful Completion rates are somewhat comparable to face-to-face classes.

Strengths:

- Fill rate continues to be high
- Enrollment in Distance Education courses has steadily increased
- Successful completion rate has improved somewhat
- Withdrawals have decreased in the latest year but still need to be improved

Weaknesses:

- Persistence rates have decreased in the latest year

Perkins IV Core Indicators

Ease of transfer due to articulation, and a continued emphasis on transferring students to UHWO contributed to a slight increase in 3P1 Student Retention or Transfer (the indicator of 82.76, compared to the campus goal of 75.21). At the same time, 4P1 Student Placement dropped. It is possible the drop in 4P1 to “Not Met” could be directly attributable to students pursuing their baccalaureate degree instead of entering the workforce. There will always be a trade-off between these two indicators. Overall, the 4P1 for our campus has dropped as well, from 2012-13’s 62.05 to 2013-14’s 50.63. Our program’s 4P1 dropped from 2013-14’s 63.24 to 2014-15’s 42.42. Nevertheless, improvements need to be made to assist with placement of students after graduation and to keep track of these placements (4P1). The addition of a job placement specialist on our campus should provide some assistance in this area. Also, improvements need to be made to track students who have transferred to four year institutions, especially within the University of Hawaii system, instead of entering the workforce (3P1). There is a possibility that BLT counselors may be able to attend a national academic advising conference, see action plan section.

2P1 Completion has an actual of 44.23 over a goal of 47.00, indicating out students are not completing their certificates/degrees within reasonable time. A portion of the students entered the accounting major while already working full-time and cannot take a full-time load of five classes per semester. There are also some who found jobs in the accounting area while they are still in school. In order to make a living, these students must maintain a full-time work status and can only go to school part-time. These factors have affected the completion rate.

All other relevant Perkins Core indicators have met Goal. 1P1 Technical Skills Attainment has an actual of 92.31 over a goal of 91.00. Our program courses emphasize with practical accounting skills with infusion of technology and curriculum has kept up with industry needs. As mentioned before, 3P1, the program has met the Student Retention or Transfer goal as well. Although we are meeting these goals at this time, we need to continue to monitor student progress and meet with industry professionals to make sure we are on track the make our goals next year. We will seek funding to help monitor student progress if it is not addressed through campus-wide efforts.

The program will continue to promote the attainment of short certificates such as Payroll Preparer and Tax Preparer to improve overall completion rates. Counselors and faculty will counsel accounting students, particularly “Nontraditional Males” to consider these certificates as useful credentials for entry into the job market and as indicators of progress towards higher level degrees and certificates such as a Certificate of Achievement (CA) and an Associate in Science (AS) degree. These will serve as milestones and incentives for students to continue their pursuits for an accounting degree and will help the program improve success and persistence rates.

The program will continue to work with UH System four-year degree institutions including the University of Hawai‘i at Manoa, University of Hawai‘i Hilo, and especially the University of Hawai‘i West O‘ahu to enable students to easily transfer to these campuses after obtaining an



Associate's accounting degree at Kapi'olani. Existing articulation agreements with private four-year degree institutions will also be updated.

Strengths:

- Met 1P1 Technical Skills Attainment and 3P1 Student Retention or Transfer.

Weaknesses:

- Need to work on 2P1 Completion as well as 4P1 Student Placement.



D. External: Specific external factors influencing program planning.

A number of factors external to both the college and the program have a marked influence on program planning, among them, the general state of the economy, the Hawai`i job market, and Federal and State government spending.

Factors under the purview of either the KapCC administration or the BLT Department are, Accreditation, SLO, and Certification.

I. 3. Assessment Results for Program SLOs

Accounting Program Student Learning Outcomes:

1. Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
2. Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
3. Perform accounting and reporting functions using an accounting information system.
4. Gather, manage, track and query data using traditional and emerging technologies.
5. Practice within the professional, ethical, and legal parameters of the accounting profession.
6. Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
7. Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
8. Recognize and adapt to the local/global organization and culture.
9. Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment

Accounting Program Student Learning Outcome assessments conducted:

	Year/Semester of Assessment
SLO #1	2012 Spring
SLO #2	2012 Fall
SLO #3	2012 Spring
SLO #4	2012 Spring
SLO #5	2013 Spring
SLO #6	2012 Spring
SLO #7	2013 Spring
SLO #8	2013 Spring
SLO #9	2012 Fall



Previous Accounting Program SLOs assessment results:

Program SLO#	Course(s) assessed, Strategy/Instrument	Expected level of Achievement	Results of Program Assessment	Next Steps
1	ACC 231B Sp12 70% of course points available for research portion (600 points)	80% of the students scored at least 70% of the 600 points	100% of the students scored at least 70% of the 600 points	Class size assessed is small, need to keep up at high level when the class size is larger
2	ACC 134 Fa12 70% of cumulative course score percentage.	70% of the students with cumulative course scoring percentage of 70% or higher.	74.43% of the students met expectation. (10 out of 14 students)	We are considering hosting study session to assist students who were falling behind to catch up so they can achieve the course learning outcomes.
3	ACC 150 Sp12 70% of the students scoring cumulative course percentage of 70%.	80% of the students scoring cumulative course percentage of 70% or higher.	82.35% of the students met expectation. (14 out of 17 students)	May be more can be done in the beginning or the middle of the semester to assist students who were falling behind to catch up so they can achieve the course learning outcomes.
4	ACC 155 Sp12 online 70% or higher (56 points or higher) in the final exam	70% of the students scoring 70% or higher (56 points or higher) in the final exam	45% of students met expectations.	Improve lecture contents, notes, and assignments for students. Make use of Blackboard Collaborate more and record additional Youtube video. Encourage students to ask more questions. Improve ways of using simulation program, SAM.
5	To be completed	March/April 2013		
6	ACC 251B Sp12 80% of available points or higher	70% of students scoring 80% of available points or higher	100% of the students passed with 80% or higher.	Assigning additional presentations and group work to give students more opportunities to practice and to improve.
7	To be completed	March/April 2013		
8	To be completed	March/April 2013		
9	BUS 120 Fa12 70% of the students passing the Publisher Business Simulations and Quizzes	70% of the students passing the Publisher Business Simulations and Quizzes	All students (100%) either Met Expectation or Exceeded Expectation	Continue using online Critical Thinking Decision Making Business Simulations in Information Technology and Accounting Program required courses such as BUS 120.



A. Changes made as a result of findings

Changes made or to be made as a result of the findings are listed in the table above under the “Next Steps” column.

Accounting Program Student Learning Outcome Assessment Plan:

All Program Student Learning Outcomes are to be evaluated on a Three Year Cycle, and reported on a Program Learning Report (PLR). Any Program Learning Outcomes not meeting expectations will be revisited on the assessment made during the following cycle. Due to the loss of a full-time faculty member and the massive changes of our curriculum, we need to pause and re-start our program student learning outcomes assessment beginning with the Fall 2016 semester, aligning with the start of the course learning outcomes assessment plan.

Accounting will use a three year cycle for PLRs. The next three year cycle, which began Fall 2016, will end Spring 2019.

Faculty members participating in each assessment are indicated in the table below. See key of abbreviations following the table.

Accounting Program SLOs assessment plan

PSLOs	F16	S17	F17	S18	F18	S19
1	CT					
2			CT/KK			
3		KD				
4		CT				
5				KD		
6						KK
7				KD/KK		
8					CT	
9						KD

CT – Calvin Tan

KD – Kevin Dooley

KK – Katherine Knox

Since new faculty member will start Fall 2016, we will begin her involvement with assessments beginning with the Fall 2017 academic year.

J. Part VII. Tactical Action Plan—Business, Legal and Technology Education Department

1. Department Action Plan

- A. There is currently no official department Tactical Plan.

The department offers four associate in science (AS) degree options in the program areas of Accounting, Information Technology, Marketing, and Paralegal and certificates of achievement (CA) options in Accounting, Information Technology, and Marketing. Each of the programs also offers short certificates of completion (CC) and/or competence (CO)--Payroll Preparer, Tax Preparer, Database Administration, Help Desk Services, Programming, Legal Secretary, Customer Service, Entrepreneurship, Management, and Retailing. The department also offers an Advanced Professional Certificate (APC) in Information Technology.

To provide transfer pathways to baccalaureate degrees, the associate degrees in Accounting, Information Technology, Marketing, and Paralegal articulate to the University of Hawai'i-West O`ahu towards the Bachelor of Arts (BA) in Business Administration with a concentration in Accounting; Bachelor of Arts (BA) in Business Administration with a concentration in Marketing; Bachelor of Applied Science (BAS) in Information Technology, and Bachelor of Arts (BA) in Public Administration.

All four programs in the department have clearly and consistently urged that summer counseling services be restored. Until the summer of 2014, the administration had routinely paid one of the 9 month counselors for summer work. BLT is the only program without an 11 month counselor, so the summer work was necessary to place BLT students on par with those from other programs by giving them the same access to all services. Despite vigorous support from the four programs, summer counseling was terminated, placing the burden on the program coordinators (who are 9 month themselves) and the department chair.

Counselors play a major support function in the Program. In order to meet Demand indicator numbers for our program, professional counseling and academic advising services must be available to prospective and continuing students year-round including during the summer.

The counselors continually meet with new, transfer, and prospective students through student orientations, appointments, and through phone/email contacts to ensure timely career exploration, student development counseling and enrollment into applicable courses. These services assist students in developing accurate academic plans based on realistic major, transfer and/or career choices. Counselors also assist students by removing barriers to progress by connecting students to appropriate resources including referrals to the Mental Health counselor, Disability Support Services, Financial Aid, Single Parents Program, etc. This support also includes outreach activities such as classroom visits, eblasts, website revisions, and STAR Graduation Pathway updates. Counselors also have strong connections with advisory boards, industry, and 4-year institutions in order to provide accurate information to students as they make informed choices transitioning to careers and higher level degrees. It will be critical to have counseling services available during Summer 2016 because BLT is



part of the pilot program in using STAR to automatically guide students through the registration process. Because this is a new way of doing things, we anticipate many students will need assistance during summer 2016. If we do not provide summer counseling, our students will suffer and our BLT course enrollment will suffer as well.

To support the student needs of our program, the department requests paying a 9-month counselors during the summer to provide these essential services for students, or to convert one counseling position from 9-months to 11-months.

B. Mission Statement. The mission of the Business, Legal and Technology Education Department of Kapi`olani Community College is to provide the opportunity for access to quality programs designed to meet the needs of students, industry, and community. Upon successful completion of these programs, students should possess the academic foundation and practical skills to apply quality accounting, information technology, marketing and paralegal skills essential in a rapidly changing world.

C. BLT Strategic Outcomes (from previous plan):

1. BLT Strategic Outcome I: Increase student participation in 21st century business and technology career ladder degree and certificate programs. (Alignment with the 2009-2015 College's Strategic Outcome B: Hawai'i's Educational Capital: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.)

a. Performance Measures. Increase enrollment of majors in each program by 2% per year (KapCC Performance Measure B1 increase total fall enrollment by two percent per year, from 7272 to 8918).

b. Strategies.

- Continue to work with faculty and counselors to market our programs to high schools, the business and legal communities, current KapCC students, and other student populations.
- Continue to add distance education (e.g., online, cable TV courses to increase participation by techie students, nontraditional students, and off-island students.
- Continue to assist Western Association of Food Chains (WAFC) to initiate and support continuing educational programs for the food industry.
- Continue to work on and update vertical articulation agreements with DOE for the Marketing, Retail, and Entrepreneurship programs.
- Complete and update UH-West O`ahu articulation agreements.
- Revisit articulation agreements with Hawai'i Pacific University.
- Seek accreditation in Accounting, Information Technology, and Marketing programs with the Accreditation Council for Business Schools and Programs (ACBSP) to reinforce the programs' commitment to continuous improvement, innovation, and scholarship and to provide recognized and respected standards of practice.

- c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Annual Program Review; OFIE tracking
 - Signed MOAs and updated documents with UH-West O`ahu (UHWO), Hawai`i Pacific University (HPU), and the Department of Education (DOE)
 - Join the Association of Collegiate Business Schools and Programs (ACBSP), attend ACBSP Conference on accreditation, complete preliminary accreditation questionnaire, and gather required documentation and data in preparation for accreditation
- d. Positions Responsible.
- Unit dean, department chair, program coordinators, counselors, faculty, OFIE staff, appropriate UHWO, HPU, and DOE personnel
- e. Synergies with Other Programs, Units, Emphases and Initiatives.
- OFIE, FYE, TYE, UHCC System CTE/Perkins Initiatives, CELTT, other CTE programs, Kuilei, Kahikoluamea, Pathways, etc.
- f. Key Community Partners (if any).
- Department of Education, UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), Western Association of Food Chains (WAFC), Association of Collegiate Business Schools and Programs (ACBSP), Pacific Center for Advanced Technology Training (PCATT)
2. BLT Strategic Outcome II: Provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills. (Alignment with the 2009-2015 College's Strategic Outcome D: Globally Competitive and Collaborative Workforce: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.)
- a. Performance Measures. Increase number of degrees/certificates awarded per year and number of transfers to UH baccalaureate programs by 3% each year (KapCC performance measure D1 increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs . . . ; performance measure D4 Increase degree completion in career fields with integrated technology . . . ; performance measure D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes . . .)
- b. Strategies.
- Continue to assess program student learning outcomes on a regular basis
 - Develop student engagement activities to increase student retention and achievement

- Assist students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
 - Improve communication regarding BLT scholarship information and application deadlines
 - Merge BLT scholarship information with the UHCC scholarship initiatives
 - Continue program specific tutoring assistance and other learning support
- c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Annual Program Review (certificates awarded, persistence, transfer); course/student data on retention, completion of course with passing grade; OFIE tracking
 - Program learning reports will identify improvements to be made; data from the next cycle of assessment will show results.

d. Positions Responsible.

Department chair, program coordinators, counselors, faculty, OFIE staff, BLT Scholarship Committee, BLT tutors, BLT lab manager and lab monitors

e. Synergies with Other Programs, Units, Emphases and Initiatives.

SLO Assessment Committee, OFIE, FYE, TYE, Achieving the Dream initiatives, UHCC System CTE/Perkins initiatives, CELTT, other CTE and academic support units and other appropriate faculty/counselors, UH Foundation, Financial Aid Office, etc.

f. Key Community Partners (if any).

Department of Education, UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), business and legal professional organizations to identify industry standards and changing needs in the field, previous scholarship recipients.

3. BLT Strategic Outcome III: Increase support for faculty and staff resources (to include technology and professional development) to assure technological and globally rich instructional expertise and to expand instructional delivery systems. (Alignment with the 2009-2015 College's Strategic Outcome E: Resources and Stewardship: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.)

- a. Performance Measures. Increase funding and support for professional development and technology requirements (see attached BLT Technology Plan, May 2012-July 2015) per annual budget allocation as outlined by the BLT Technology Plan. Receive reasonable allocation from the College for professional development funding each academic year (KapCC performance measure D4c Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, . . . and career programs; E1 Recruit,



renew, and retain a qualified, effective and diverse faculty, staff and leadership committed to the strategic outcomes and performance measures).

b. Strategies.

- Continue to investigate and obtain approval for a supply/course fee for appropriate courses or a technology fee for the department.
- Submit budget allocation request via Dean to Vice Chancellor for Administrative Services in summer for the next academic year and each year thereafter to include professional development and scheduled hardware and software funding as outlined in the attached BLT Technology Plan 2012-2015.
- Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development
- Work with appropriate contacts related to the completion of the BLT Kopiko Learning Community renovation in fall 2013—including follow-up on funding sources for furniture, equipment, security system, networking, as well as faculty office pod moves, server move and setup from LCC, furniture/equipment move from Mamane. Work with appropriate contacts related to Phase II Kopiko renovations including courtyard, refreshment center, faculty office pod moves, etc.
- Recruit full-time faculty in Paralegal, and recruit full-time faculty and/or counselors to replace retired personnel in Accounting, Marketing, and other BLT programs as appropriate
- Mentor and assist probationary instructors and lecturers with the preparation of their syllabi, basic usage of Lauilima's online tools as determined by the program coordinator, understanding the use and completion of college forms, grading, assessment for continuous improvement, working with students with disabilities, etc.

c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)

- Obtain approval to assess supply/course fee or technology fee to support student learning and purchase updated technology to meet industry standards on a continuous basis
- Updated equipment purchased based upon industry standards and application integrated into curriculum
- Curriculum modification, changes to teaching methodology, and/or increased student proficiency levels, etc., due to professional development provided to instructors.
- Assess the results of the renovation project through lab usage data, student satisfaction survey, or higher course success rate
- Continued course assessment to determine student proficiency
- Recruitment and completion of hiring process
- Satisfactory peer evaluations, student evaluations, lecturer assessments and/or contract renewals

d. Positions Responsible.

Vice Chancellor of Academic Services, Vice Chancellor for Administrative Services, Director of Human Resources, unit dean, department chair, program coordinators, counselors, faculty, BLT technology committee, BLT lab manager, OFIE staff



- e. Synergies with Other Programs, Units, Emphases and Initiatives.

OFIE, UHCC System, CTE/Perkins initiatives, CELTT, other CTE programs, hiring screening committee, KISC, auxiliary services, business office, etc.

- f. Key Community Partners (if any).

UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, and Paralegal programs), etc.

2. Program Action Plan (based on ARPD results)

A. Improve Efficiency Health ranking.

- Persevere in efforts to hire faculty for the vacant Accounting position.
 - Because the program is the only one to require the completion of BLAW 200, Business Law, the program coordinator continues to coordinate all offerings of this course.
 - Even though the MQs for BLAW200 is same as full-time Accounting faculty. ACC faculty prefer to have an accountant with law degree or a lawyer who practice in the business area to teach the course so that the student can learn from instructor with practical experience. Faculty members modified the position vacancy announcement to include lawyer credentials as one of the Desirable Qualifications, and to advertise for the position during the last three recruitment attempts.
 - ACC PCC successfully worked with UHCC to modify Minimum Qualifications hoping to attract more applicants.
- Continue to carefully monitor class demand and number of sections offered.
 - Adjust class sizes as needed and concurrently review teaching strategies to optimize student success in gateway and successor courses.
 - Set up hidden classes for various courses to anticipate increase in demand, opening them when necessary.
 - To speed up student's graduation velocity, experiment with offering of back-to-back eight week courses during the regular semester such as ACC 201 followed by ACC 202, ACC 252 followed by ACC 255, etc. and also offer ACC 252, ACC 132, etc. during summer break.
 - Manage enrollment through Zero enrollment caps in selected courses and continue to alternate online and face-to-face classes to maximize fill rates.

B. Improve Effectiveness Health Ranking.

- Conduct ongoing review of curriculum and course offerings.
 - Even though all ACC courses were currently updated. The program needs to continue to review and update these curriculum as needed. Since curriculum update will be switching system to Quali, our faculty will need to attend training to learn how to use it.



- Participate in Program Coordinating Council action to standardize course SLOs for all common Accounting courses.
- The program has instituted common assignments for Accounting 201 and will continue to poll the homework system for data on attainment of Program SLOs during the spring 2013 semester.
- The program will continue to assess Program SLOs at the course level in accordance with an established evaluation schedule, and to address deficiencies in evaluations that are behind schedule.
- Perkins-funded new technology in the classroom will increase student access to learning and improve student success and persistence.
- Promote student success through facilitating advance planning and counselor support. The program will:
 - Continue to work with department counselors reminding students to meet with counselors to plan classes in the upcoming and future semesters.
 - Continue to have the program coordinator meet with students who are graduating within one year to discuss their future plans and to ensure that the students are on the right track based upon their future plans.
 - Continue to monitor and track tutoring progress and results to ensure continuing funding. Full-time faculty members and lecturers are encouraged to help students in the computer lab as well.
- Utilize leading edge technology in the classroom.
 - The program has received a Perkins grant to purchase “cloud based” technology that will enable students to remotely access software programs. Server software needed to utilize this technology is currently on order. Once installed, the expanded student access is intended to improve student engagement and success.
- Build student persistence and retention by celebrating success.
 - Recognize those earning certificates at our Accounting Student Night.
 - Build community through maintaining an ongoing presence on the Business, Legal and Technology Education website, on Facebook and on LinkedIn.
- Support program quality through initial steps to obtain accreditation for the program through ACBSP (Accreditation Council for Business Schools and Programs).
- Strengthen work readiness of graduates by integrating additional writing, communication, and financial accounting skills into course content.

C. Improve Demand Health ranking by taking steps to help maintain or grow the number of majors enrolled in the program.

- Provide additional degree options to broaden to opportunities available to program graduates.
 - Investigate establishment of an Advanced Professional Certificate three-year degree program in Accounting in conjunction with UH West Oahu.
 - Investigate establishment of “Certified” certificates and degrees that make use of external accounting certifications, such as those available via American Payroll Association, Intuit QuickBooks, or Microsoft Excel examinations. With the blessing of the American Payroll Association Hawaii Chapter, we will be sending a group of our students who have at least completed ACC 201 and ACC 132 to



join their study during summer of 2016 to prepare for the September Fundamental Payroll Certification (FPC) exam.

- Use available resources to recruit students internally at KapCC.
 - Continue the Accounting Student Night event on a once per year basis. With an expected leveling off of enrollment, we will continue to host the popular Accounting Student Night event during the Fall semester only. The program hosts this event to emphasize the social aspects of the profession and to increase the flow of information about job opportunities in the profession. The event helps publicize the program and attracts additional majors from unclassified students on our own campus.
 - Faculty will continue to look for ways to improve the program's reach to potential new majors. New Student Orientation (NSO) event during the fall and Club Day each semester will be used to generate leads from potential Accounting majors.
- Continue to seek out scholarship opportunities for our students. We currently has contact with HSCPA and HAPA and have been able to encourage our students to apply for scholarships offered. We need to contact other professional association to hope to generate additional scholarship opportunities for our majors.
- To work closely with our on-campus career job placement office to organize activities such as mock interviews and job fairs to bring together employers from the industry to meet with current ACC majors as well as potential majors.
- Use low cost/high impact means of recruiting students externally.
- Utilize campus resources, such as the Kuilei coordinator and BLT counselors, to reach out to accounting teachers in feeder high schools and promote attendance at KapCC.
- Continue to recruit members for Accounting Club or a branch of DECA from within KapCC and outside.

D. Improve Perkins IV Core Indicators.

- The foregoing programs and recommendations are intended to improve performance in student completion rates (Perkins 2P1 and 4P1).



K. Part VIII. Resource and Budget Implications

The program and department will look to a combination of campus funds, general funds (faculty investment of time and energy), special funds, grants, private donations and other campus support services to ensure the achievement of our planned outcomes.

Strategic Outcome I

- Marketing Materials. \$500 annually.
- DOE vertical articulation.
- ACBSP Membership Dues \$1250 for three programs per year plus additional funding for preparation time for accreditation maintenance and renewal.
- ACBSP Conference Attendance – Title III Grant/College fund, cost to be determined.
- Expand capacity of virtual servers to handle additional student load – UH Manoa hosting option \$1,400 annual cost, excluding software cost.
- SAGE 100. \$50,000 software cost for current version donated by Carr, Gouveia & Associates. \$1,000 consulting fee annually.
- CCH ProSystem fx Tax Preparation. \$5,000 annual software cost donated by CCH in exchange for using their Federal Income Tax textbook for ACC 134 and ACC 137.
- QuickBooks Online subscription fee for four faculty with payroll tables. Est. \$2,000 subscription fee annually.
- American Accounting Association subscription to FASB Codification Research. Est. \$300 annually.
- RIA or CCH Research site access. \$3,000 annual cost. Currently not able to subscribe, no funding.
- CCH Engagement workpapers software. \$4,000 annual cost. Currently not able to subscribe, no funding.
- Use of Microsoft Office 2013/16 including Excel, Word, Access, PowerPoint and VISIO for various courses through IT's Dreamspark's subscription. IT is paying annual fee out of KapCC IT foundation fund.
- Provide real-time online support services for students taking online or technical classes. CELTT to provide services.
- Purchase GoToAssist license for one year, 50 synchronous users - \$ to be determined – Perkins or similar grant

Strategic Outcome II

- Program and Course SLO Assessment
- Student engagement activities and marketing
- Communications
- Tracking certificates, degrees, transfers
- Lab Manager (\$70,000 annually)
- Lab Monitors (2 persons X \$12 / hour X 36 hours / week (31 operations plus 5 opening and closing) X 50 weeks = \$43,200
- Provide enriching interactive experiences for students working in the classroom and on related team projects - Purchase six (6) 60" touchscreen monitors and enabling collaborative software - \$ to be determined – Perkins or similar grant



- Deploy online classroom lecture content for student support - Purchase lecture video capture software and screen capture software - \$ to be determined – Perkins or similar grant
- Provide engaging and challenging classroom learning through increased classroom interaction - Nine (9) receivers, Nine (9) equipment security carts, and 200 “i>clickers”, “i>clicker Go (web clicker), or similar - \$ to be determined – Perkins or similar grant
- Provide ACC tutoring staff on a 30 hour per week basis. (\$12 / hour X 30 hours / week X 44 weeks / year = \$15,840 annually)
- Provide Business English pronunciation training for students in ACC - Work collaboratively with personnel in ESOL, Honda International Center, and other related KapCC units. Purchase enabling hardware and supporting software/web access licenses. Purchase pre-test and post-test one-time use licenses. - \$ to be determined – Perkins or similar grant

Strategic Outcome III

- Student fee collection – college and departmental support
- Equipment Supplies (See BLT Technology Plan)
- Professional Development - \$5000 per program per year; college and department support (See Attachment - BLT Technology Plan)
- Kopiko and Mamane Renovations, Phase I and II – To be determined; capital improvement funding, campus funding, additional department funds) [end of BLT Department items]
- Recruit one FTE 9 mo. tenure track/permanent ACC faculty to replace retired faculty - Approx. \$4,167/mo. min. plus - General funds
- Equip faculty with industry standard Windows 8-compliant hardware and software to support increasing student preparation for the workplace - Purchase 20 touchscreen Windows 8-compatible 22” or similar monitors, along with 10 graphics cards with memory - \$ to be determined – Perkins or similar grant

L. Part IX. Evaluation of Data and Measurable Improvements (annually updated)

Evaluation of Data identified in Part VII-1-c, 2-c, 3-c

Currently, the data used to justify Accounting program plans are based almost solely on results from ARPD's and ad hoc surveys of students, where needed.

1. Accomplishments and improvements in last 12 months (list)

A. KapCC Commitments – Graduation

- Hired new faculty member. New faculty member is currently teaching at a community college on the mainland and is an expert in the tax area. Additional faculty should be helpful in enrollment growth area and possibly in the innovation area, \$50,004 plus.
- Invited Dusty Bailey, campus Job Placement Specialist, to attend internship class and to talk to student about resumes, application letters and interview skills.
- Improved enrollment in ACC293V Internship class to 20 students during Spring 2013. An additional section of the course is required for Spring 2016 graduates to complete the AS-Accounting degree requirements. The success of the internship course will also help draw more students into the program.
- We have renewed articulation agreement with UH West Oahu in 2015 and has a continuing agreement with the new curriculum we are introducing here at KapCC beginning with Fall 2016.

B. KapCC Commitments – Innovation

- Sometimes, it is tough to persuade our students to commit to travel to some place just to attend a lecture and to meet with industry professionals. Bringing them to campus is an excellent way of enticing our students to attend these events. Of course, we are hoping some of these events will convince some students to stick around as an ACC major here at KapCC which will help grow our enrollment:
 - In this past year, we have hosted an American Payroll Association (APA) Fundamental Payroll Certification monthly meeting on KapCC campus with guest speakers from Department of Labor discussing labor laws and regulations. KapCC ACC students were allowed to attend the lecture portion of the meeting. \$100 refreshments.



- Held Accounting Student Night event for record number of new professional participants and student attendees. \$1,200 for food, drinks, printing, decorations, supplies annually.

C. KapCC Commitments – Enrollment Growth

- Continue to host Accounting Program Advisory Committee meeting along with mock interviews for students annually. \$1,000 for lunches, refreshments, printing, supplies annually.
- After meeting several times during past few years, completed articulation agreement with UHCC and other community colleges in regard to common ACC courses. The agreement also opened up possibilities of teaching ACC 124 at high school levels and at a minimum, bring in high school graduates to enroll in ACC 125 at KapCC.
- Participated in college’s open house day, club days, new student orientations, farmer’s market kiosk, and other promotional activities hosted by KapCC or BLT.

D. KapCC Commitments – Modern, Sustainable, Teaching and Learning Environments

- Continued to update faculty members’ accounting technology know-how by attending Hawai`i Society of CPA’s (HSCPA) Technology Conference annually. \$500 X 3 = \$15,000 annually.
- Continue with development of common course content to be used to improve student engagement in Accounting “Gatekeeper” courses.
- Increased the number of faculty members holding office hours and review sessions in the Mamane computer lab. This activity is transferred well to the new Kopiko Learning Community space, following its opening in 2014. Many of our lecturers, daytime or evening, are using the lab space to host their office hours. Some of the full-time faculty members are answering student’s questions no matter if they are enrolled in their class sections or not. This helps build a closer relationships with the students as well as help with enrollment growth and graduation rate.
- 10 hours of peer tutors available each week assisted an average of 15 to 20 students each semester in the lab. Current cost, \$5,280 (\$12 X 10 hours per week X 44 weeks (16 weeks spring, 16 weeks fall and 12 weeks summer)). We’d like to an increase in the number of peer tutor hours.
- Attended multiple system-wide meetings held by UH Manoa. Kevin and Calvin also attended two training courses at UH Manoa – “IT Security” and “A Look into Future of the Accounting Profession”.



- Lab manager and lab monitor availability has helped our students with the course work using the computers. Having someone who they can seek assistance from is tremendous in keeping them on track.

2. Goals Improvements to be made in the next 12 months (list)

Based on our most recent ARPD data, the most important goals for the accounting program are:

- Mentor and assist with our third faculty member during her transition period to KapCC and to complete our recruitment of a fourth faculty member. This will not only help us improve our “Efficiency” index, it will also provide help needed to complete learning outcome assessments, curriculum changes, enrollment growth, innovation and graduation rate, etc.
- Continue to explore ways and request for funding to improve persistency for our “gateway” course, ACC 201 and our ACC major entry courses such as ACC 202 and ACC 132. Completion percentage for ACC 201 has been around low 60% and ACC 202 and ACC 132 are around 70%. Although not all ACC 201 and ACC 202 students ended up as ACC majors at KapCC, along with ACC 132, they are usually the first three courses they must pass in order to enter our program. The persistency of our online version and hybrid version of ACC 201, ACC 202 and ACC 132 are lower than the face-to-face sections, therefore, we must search for ideas to help improve the success rate of these courses. By doing so, we will be able to continue to improve our “Effectiveness” index.
- We attempted to use Perkins fund to purchase industry strength software to use in our vocational courses such as CCH Engagement, CCH Tax Research, etc. Unfortunately, the pricing of these software are generally high and the funding only provided us funding to subscribe and use of these software for one year. We need to have consistent funding or industry sponsor(s) to support our accounting program in order for us to continue to equip our students with the necessary skills to become success in the job market. We are fortunate to be able to use MicroSoft Office software such as Word, Excel, Access, PowerPoint and VISIO (sponsored by KapCC IT program), QuickBooks (paid by KapCC), American Accounting Association (AAA) FASB Research subscription (paid by KapCC), SAGE 100 (sponsored by Ron Gouveia of Carr, Gouview & Associates) and CCH ProSystem fx Tax Preparation software (free from CCH due to adaptation of their textbook). With a robust curriculum and contents, the accounting program will be able to prepare and arm our graduates with the necessary skills to find a job in a public accounting firm, a private company, a nonprofit organization, or a government agency. We are also getting our students ready to continue with a baccalaureate degree in accounting either locally with UH Manoa, UH West Oahu, Chaminade, HPU, etc. or with a mainland university. The improvement in this area can also open up demands from skill seekers for our individual



courses as well our certificates/degree offered. This will help continue to maintain and grow our “Demand” index.

Honorable mentions:

- Develop real time accounting classroom with CULN & HOST Operation. During the Spring 2016 semester, a student team from ACC 150, QuickBooks for Hawaii Business collaborated with CULN student team and the Professor/Manager of the 220 Grille restaurant operation. CULN personnel shared their daily MICROS cash register reports with the ACC students. The ACC students developed an Excel template that wrapped up the result of operations for each day and weekly operating cycle into an informative report designed to highlight the business operations of the Grille. The ACC students then conducted a training session to show CULN students how to use and interpret the reports, and created Youtube.com training videos for future CLN teams to use.

This cross-discipline activity was well received, and it is hoped it may be used as a model on which to base future collaborative activities between ACC, CULN and HOST student teams.

- We need to improve our tracking of our alumni and students. A project was started during this past semester. We have been using Facebook and LinkedIn to reach out to connect with current students and alumni. It is not an easy task since not all of them are on Facebook and not all of them are on LinkedIn. However, pages were created and we need to continue to encourage our students to join there pages so that we can keep in touch with them. The program coordinator has also transferred the old Excel spreadsheet which we used to track our industry friends and alumni who consistently attended our student nights, advisory meetings, internship employment, etc. into Access. With the expanded capabilities of Access, this database can now also track out Christmas card list, scholarship donors, as well as current student contact information (work related address, email and phone number). It can also be used to track history of participations in our events, etc. It was tested this past April when it was used to generate a listing of who to invite to our advisory meeting. To protect the safety and security of the data, it is currently stored on a flash drive locked away in a drawer where only accounting faculty can access. In the future, if we do like to use it to track student’s home contact information, we will need to make sure to encrypt these data stay in compliance with university policy (EP 2.214 and 2.215).

Other goals:

Most of these goals lead to one or more KapCC mission goals. However, for simplicity, each goals are only listed once.

A. KapCC Commitments – Graduation

- Continue with hiring of fourth faculty member. Minimum \$50,004 plus per year.



- Continue current three-year cycle of Program Student Learning Outcome assessment and improve curriculum.
- Continue current five-year cycle of Course Student Learning Outcome assessment and improve curriculum.
- Continue current five-year cycle of curriculum review/revision/update using Curriculum Central/Kuali and improve curriculum.
- Continue to explore ways to improve Accounting student retention by revising ACC program and ACC course content.

B. KapCC Commitments – Innovation

- Continue to explore different course delivery option such as online, hybrid, face-to-face, summer, 8-week, etc.
- Continue to maintain good relationship with accounting industry to ensure representations in our advisory group, attendance of accounting student night, potential employers for internship, donation of scholarships, participants for mock interviews, available mentors for class projects, etc.

C. KapCC Commitments – Enrollment Growth

- Participate in BLT Departmental activities designed to improve departmental and program outcomes such as open house. We need marketing materials. \$500 estimated.
- Assist in the preparation of initial application for Accreditation Council for Business Schools and Programs (ACBSP) accreditation of all BLT programs.
- Investigate the establishment of KapCC as an authorized testing site for administration of Certiport’s QuickBooks Certified User examination.
- Continue efforts towards system-wide alignment of Accounting courses and programs.
- Renew articulation agreements with partner 4-year institutions.

D. KapCC Commitments – Modern, Sustainable, Teaching and Learning Environments

- Upkeep of computer equipment in four computerized classrooms. \$40,000.annually
- Contract with UH Manoa IT Department to host ACC and IT virtual machines servers necessary for class instructions for both online and face-to-face formats. For accounting, these servers will be used to host high-end industry standard accounting software, such as



MAS200 ERP, QuickBooks Enterprise Solutions, and CCH ProSystem fx, etc. \$1,400 for ACC servers and \$1,200 for IT servers annually.

- Explore new systems and technologies to improve online course delivery, as well as online and face-to-face student engagement. Obtain additional funding for lecturer's access to Blackboard Collaborate or equivalent software. Explore other delivery format such as 8 week courses and offering vocational courses during summer to help improve velocity and the time needed to graduate.
- Develop new fun and active activities to delivery accounting concepts in our accounting courses.
- Continue with efforts to improve Accounting students' English pronunciation and communication skills.
- Continue to explore outside funding for program improvement, including hardware and software, and supporting facilities and support services.
- Expand faculty technological, accounting, business, and tax knowledge by taking advantage of opportunity for professional development.
- Ideally, we'd like to have a separate activities area in each class room for team work and class activities. Well thought out activities can help students get through difficult subjects better than a simple lecture. We have pretty good classrooms equipped with computers which is a MUST in today's learning environment, especially for business related subjects. However, the classroom areas are very tight and there are no available space to implement these activities. May be if we can at least have one or two areas designated for class activities and allow our classes to share these areas as we see fit. In case of future renovation/improvements, it may be beneficial to make an activities space available in the new classrooms. It'll be nice to have both indoor and outdoor space available.
- We'd like to obtain additional funding to increase tutor hours available each week as well as making them available in class. With a total of 20 hours of peer tutors time per week, we'll be available to increase the tutor time available to students as well as bringing these tutors into the classrooms some time. One additional tutor, \$5,280 per year.
- Develop Mentorship program with marquee business organizations. ACC faculty, the Dean of CTE programs are scheduled to meet with the Finance Manager of Disney's Aulani Resort in July to discuss ways in which KapCC and Aulani can work together to mentor students interested in visitor industry careers. With solid support from a marquee corporation such as Disney, ACC faculty would like to expand the model to incorporated mentoring from many different business types as well as from KapCC alumni.

