

**KAPI'OLANI COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW**

ACCOUNTING

Three year: 2013-2016

Based on data for Fall 2009 through Spring 2012

College Mission Statement
Kapi'olani Community College
Mission Statement 2008-2015

1. is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
2. is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
3. strives to provide the highest quality education and training for Hawai'i's people.
4. provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
5. prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts and other articulated transfer programs.
6. delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
7. prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
8. leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
9. uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
10. builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
11. uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

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.

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

Executive Summary of CPR

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

Demand moved from Healthy in 2010-2011 to Cautionary in 2011-2012. It is, however, expected to remain cautionary because the recent redefinition of New & Replacement Positions (County Prorated) has nearly tripled the denominator of the Demand ratio over the previous year. At that rate, the number of ACC majors would need to grow from 206 up to 284 in order to meet the 1.5 goal for that metric.

Efficiency remains Cautionary primarily because of a persistent shortage of one full-time faculty position in the Accounting Program. The recent hiring of a new faculty member merely replaced a retired member. A fourth full-time faculty position for Accounting is expected to be filled during the spring/summer of 2013. This is expected to move the Efficiency measure to Healthy.

Effectiveness is Cautionary because the Degrees Earned in relation to new and replacement positions is Cautionary, and because Persistence Fall to Spring needs improvement. It is unlikely that Degrees Earned will increase enough to meet the target of .75 of New & Replacement Positions (County Prorated), as that would require a near doubling of the current graduation rate. Perhaps an increase transfers to UHWO may help to improve retention and thus Persistence Fall to Spring. We are looking forward to the opening of the new Kopiko Learning Community lab for improving recruitment, retention/persistence, and success rates. Effectiveness based on

Degrees Earned/Number of Majors is already at the Healthy level, and so an improvement in Persistence Fall to Spring could move Effectiveness into a Healthy state.

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:

Accounting Student Night-This event is now held during the fall semester only. 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.

Accounting program brochures-We expect to apply for funding to have professionally created materials developed.

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

Promote ACC program in our gateway courses-Underway. 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.

Participate in Kahikoluamea Business Academy Project-Because the system-wide English prerequisite for ACC 201 is to change to "Placement in ENG 100", it is unlikely this project will be a good fit for future recruitment activities.

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.

Professional development-Faculty members recently received a substantial amount of training in core Accounting technologies via a Perkins grant. Dues to massive delays in availability of the required supporting technology, program faculty are still beginning the process of integrating training results with ongoing course content.

SLO alignment/evaluation-Prior cycle reports are nearly completed, and 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.

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.

Accounting Student Night-Ongoing. Changed to once per year during the fall semester.

Pre-Graduation Ceremony Reception-Ongoing. Now a departmental collaborative project with all BLT programs participating.

Hiring of additional Accounting faculty-One position hired, one faculty member retired. Additional position expected to fill spring/summer 2013.

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 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-Will update with most important, UHWO, this semester or summer.

International Business-This activity has been dropped, since the BLT dean has advised that this would initially require a Marketing/Management emphasis.

Part II. Program Description

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 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.

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).
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.

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.

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.

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.

Faculty and Staff

Permanent

- Dooley, Kevin, BBA, CPA tenured 1993
- Lee, Susan, CPA, MAcc probationary
- Tan, Calvin, CPA, MAcc tenured 2007

Adjunct

- Carroll, Benjamin JD, MBA
- Han, Leanna BBA-Fin
- Hartman, Douglas CPA, Master of Taxation, MS-Acc
- Ito, Michael, CPA MBA
- Kaya, Sherwood, CPA
- Stella Kimura, BBA-MGT, minor in Acc
- Martin, Michael, MBAA BUS
- Leanne Matsumoto, CPA, MBA
- Duane Seabolt, JD, CPA, MBA
- Wayne Tanna, JD, LL.M.
- Yoneshige, Kerry, CPA, BBA-Acc
- Young, Steven MBA-Acc

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 126 and Mamane 101, 102, and 104. All of the Mamane classrooms listed

utilize computer workstations, and there is an additional open computer laboratory located in the Mamane 103 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:

Courses	Instructor Computer	Projector	Student Computers	BE (and IT) provided software: MS Windows based:	Other software/hardware
ACC 201	Yes	Yes	No	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (publisher)
ACC 202	Yes	Yes	Yes (30 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	WileyPlus (publisher)
ACC 132	Yes	Yes	Yes (30 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	ADP Payroll Software (publisher)
ACC 134	Yes	Yes	Yes (30 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	CCH Tax Preparation Software
ACC 137	Yes	Yes	Yes (30)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	CCH Tax Preparation Software
ACC 150	Yes	Yes	Yes (20 students)	IE, Word, Excel, PowerPoint, VISIO, Adobe Acrobat Reader	QuickBooks Pro 50-Users License for Education Institution (Department support) installed in one classroom and one computer lab (Department support).
ACC 155	Yes	Yes	Yes (20 students)	IE, Word, Excel, Access, PowerPoint, Adobe Acrobat Reader	
ACC 231B	Yes	Yes	Yes (30 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	FASB research website (Department support)
ACC 251B	Yes	Yes	Yes (20 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Writer/Reader	MAS90/200 installed on CELTT virtual servers (Program support)

ACC 293V	Yes	Yes	Yes (15 students)	IE, Word, Excel, PowerPoint, Adobe Acrobat Reader	
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Physical and software resources under exclusive control of the Accounting Program consist of the following:

Number	Description	Purchased Cost	Current Value	Replacement Value
1	50-user QuickBooks Pro accounting software (local installation), w/Payroll subscription	900	900	900
1	24-user MAS200 ERP Version 4.5 accounting software (client/server edition)	0	34,000	34,000
1	QuickBooks POS system kit	3,624	3,624	3,624
1	30-user QuickBooks 2012 Enterprise Edition, incl. 3 year support agreement (server edition)	5,417	5,417	5,417
6	Kensington Wireless Presenter with Laser Pointer	300	300	300
6	ASUS VE276Q, 27" LCD monitor w/Ergotron MX Desk Mount LCD Arm	2,972	2,972	2,972
3	Acer 500 Android tablets	1,350	1,350	1,350
2	Dell Latitude E6410 Notebook computers, Intel Core i5	4,500	4,500	4,500
1	Dell Latitude E6430 Notebook computer, Intel Core i7	1,255	1,255	1,255
1	Gateway server – Lama Library	1,500	0	2,500
1	Dell PowerEdge server - Lama Library	2,500	0	4,000
	TOTAL	24,318	54,318	60,818

CELTT has graciously hosted services needed by the ACC program via “virtual servers” since the demise of the above Dell PowerEdge servers. Perkins funding provided funds for a major upgrade of servers, which were physically received during the summer of 2012. However, there were issues with regard to physical location of the servers, technical support, licensing, and

installation. As a result, their use has been limited. Once fully functional, it is expected that these servers will be administered by the IT program, with permission to use for the ACC program. The servers and related VM Ware virtual machine software and other installed features will be listed as resources of the IT Program.

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.

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, 2008 (needs to be renewed)

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 who have helped the ACC program over the previous year receive our holiday 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 of the twice-yearly Accounting Student Night events and annually sponsored scholarships for students pursuing ACC degrees. Additionally, during the Spring 2011 semester, the chapter sponsored and provided instructors for a review course to prepare students to take the American Payroll Association Fundamental Payroll Certification examination. 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. Through the additional of a female full-time faculty member during the current academic year, the program gains an additional affiliation with the American Society of Women Accountants.

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 MAS200. MAS200 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

The program has a strong roster of Advisory Committee members who provide guidance and support to faculty and students in Accounting. Advisory Committee meetings were held in January 2012.

The following is a list of members who confirmed for January 2012:

Name	Company
Allen Arakaki *	Allen M Arakaki, CPA
Sharon Cox	UH-West Oahu
My Do	Kelly Services
Ronald Gouveia	Carr, Gouveia & Associates CPA's
Jared Ito	Tony Hawai`i Automotives
Michael Ito	Gilford Sato & Associates CPAs, Inc.
Jack Karbens	Hawai`i Pacific University
Dan Kikuyama	Dan Kikuyama, CPA, Inc.
Ellary Kim	Referential Systems, Inc.
Alan Kobayashi	Kobayashi, Kanetoku, Doi, Lum & Yasuda CPAs LLC
Mark Lum	KCAA Preschools of Hawai`i
Krissie Mattis	Star Protection Agency
Ross Murakami	KMH LLP
Sam Myrick *	Accountempt/Office Teams
Beulah Olanolan	Olsten
Carl Williams	CW Associates, CPAs
Kerry Yoneshige	St. of HI Dept of Acc & Gen. Svcs.
Pamela Young	City and County of Honolulu

*members who cancelled due to scheduling conflicts

There was a strong turnout at the 2012 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 - 2010-2012
Fall 2010**

Employers Hosting
Allen M Arakaki, CPA, Inc
Attention Plus Care
Council for Native Hawai`ian Advancement
Dan Kikuyama, CPA, Inc.
Glen Hayashi, CPA, Inc
Hawai`i Women's Business Center
James Jennings, CPA, Inc.
Kobayashi, Kanetoku, etal CPAs
Sonoda & Isara, LLP
St. Louis High School
State Tax Office
Waimanalo Health Center

Fall 2011

Employers Hosting
Carats and Karats
Dave Tamura CPA
Gilford Sato & Associates, CPAs, Inc.
Gilford Sato & Associates, CPAs, Inc.
Hawai`ian Management Inc.
Kobayashi, Kanetoku, Doi, Lum & Yasuda CPAs, LLC
MC Group Hawai`i
One Source, Inc.
Pacific Gateway Center
Shane Chun CPA
State of Hawai`i – Department of Education

Spring 2012

Employers Hosting
Accounting Management, LLC
Dan Kikuyama, CPA
KHSK CPAs
Kobayashi, Kanetoku, Doi, Lum & Yasuda CPAs, LLC
Pacific Gateway Center
PGCC Enterprise, Inc.
Sonoda and Isara, LLP
State of Hawai`i – Department of Education
VITA Program and D&M Satelite Solutions, Ltd.

Department of Education (DOE)

The Accounting program itself currently has no direct connection with DOE. Our connection to DOE is through our overall campus connection, headed by Sheldon Tawata, High School Outreach Coordinator for Kapi`olani Community College.

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

ACC 155 1 section per year

Off Campus

During the Fall 2013 semester Safeway employees seeking promotion to first-line management positions will be able to attend an ACC 201 course on premises at Safeway Kapahulu. This course is part of the Retail Management Certificate Program, offered by the Western Association

of Food Chains and is a potentially important connection that may serve as a conduit for increased enrollment at KapCC, though the expectation is primarily for increased enrollment in only Management and Marketing courses and programs.

Part IV. Curriculum Revision and Review

Course Student Learning Outcome assessments conducted/to be conducted

	Year/Semester of Assessment
ACC 132	2011 Fall
ACC 134	2012 Fall
ACC 137	2013 Spring
ACC 150	2012 Spring
ACC 155	2012 Fall
ACC 201	2011 Fall
ACC 202	2013 Spring
ACC 231B	2012 Spring
ACC 251B	2012 Spring
BLAW 200	2012 Fall

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.

To be conservative, Accounting will use a three year cycle for CLRs. Program faculty will assess all Course Student Learning Outcomes within each course each time a CLR is submitted. This will help the program to pass the next five year cycle, which began Fall 2012 and will end Spring 2017.

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

Courses	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
ACC 201			CT, XX, Lect.							
ACC 202					KD, SL, Lect.					
ACC 132			SL, Lect.							
ACC 134					SL, Lect.					
ACC 137							SL, Lect.			
ACC 150					CT, Lect.					
ACC 155*							CT, Lect.			
ACC 231B			XX, Lect.							
ACC 251B			KD, CT							
ACC 293V**							KD, Lect.			
BLAW 200					XX, Lect.					

*ACC 155 will be changed to ACC 255.

**ACC 293V will be changed to ACC 293.

CT – Calvin Tan

KD – Kevin Dooley

SL – Susan Lee

XX – New Accounting Faculty

Lect. – Accounting/Business Law Lecturer(s)

Listing of courses revised during the previous three years.

ALPHA	CRS#	TITLE	Last Approved (Effective Semester)	ACTION	f09 -201010	sp10 – 201030	f10 – 201110	sp11 – 201130	f11 - 201210	sp12 – 201230	f12 - 201310
ACC	201	Intro to Financial Accounting	200730	Modify	Proposal denied						
ACC	202	Intro to Managerial Accounting	200730	Modify	Proposal denied						
ACC	132	Payroll & Hawai`i GE Taxes	200730	Modify	Proposal denied						
ACC	134	Individual Income Taxes	200730	Modify	Proposal denied						
ACC	137	Business Income Taxes	200730	Modify	Proposal denied						
ACC	150	QuickBooks for Hawai`i Bus	200730	Modify							
ACC	155	Excel for Business	200730	Modify							
ACC	193V	Coop. Education	199410	Inactive							
ACC	221	Intermediate Accounting	200730	Inactive							
ACC	231	Professional Skills	200730	Modify	Proposal denied						
ACC	231B	Prof Skills: Research, Workpapers & Case Studies	200730	Modify	Proposal denied						
ACC	250	Topics in Application of AIS Tools – Midrange Solutions I	199810	Inactive							
ACC	250B	Topics in Application of AIS Tools – Midrange Solutions I – Back Office	199810	Inactive							
ACC	251	Midrange ACC Apps	200730	Modify							
ACC	251B	Midrange ACC Apps – MAS90/200	200730	Modify							
ACC	255*	Advanced Excel	To be proposed	Addition							
ACC	293V	Accounting Internship	200730	Modify							
BLAW	200	Business Law	200730	Modify							

Curriculum Update Plan:

For a number of years, ACC faculty from the UHCC campuses have met to discuss the establishment of common student learning outcomes for ALL common courses in the AS and AAS degree programs. In general, the consensus has been for all campuses to agree to require the same topic coverage in common classes, and fundamentally the same course “competencies”. Yet, there has been little progress in the establishment of common Student Learning Outcomes across all UHCC campuses. This may be so

because of the diversity of missions on each campus, as well as the localized nature of campus SLO establishment and subsequent assessment.

Accordingly, the decision was recently made to temporarily forgo waiting for the creation of joint specification of SLOs across all UHCC campuses, and to instead establish Program SLOs for KapCC alone that can be used during the curriculum update process in Curriculum Central.

Internal meetings have been held during the Spring 2012, Fall 2012, and Spring 2013 semesters to review results of course level Student Learning Outcome assessments, and to gather input from instructors and lecturers towards improvement of curriculum.

During the Spring 2013 semester, program faculty members will use Curriculum Central to set a baseline for future curriculum updates. Faculty members will document updates to all Program Student Learning Outcomes, Course Student Learning Outcomes, program prerequisite, graduation requirements, and course curriculum following the KapCC's campus guidelines, which are in compliance with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) standards.

The next five year cycle began Fall 2012 and will end Spring 2017. The courses to be revised, date of revision, and the faculty members responsible for each revision are listed in the following table.

Courses	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
ACC 201					KD, SL, CT, XX,					
ACC 202						KD, SL, CT, XX,				
ACC 132			SL, XX, Lect.							
ACC 134					SL, Lect.					
ACC 137							SL, Lect.			
ACC 150			CT, KD, Lect.							
ACC 155*					CT, Lect.					
ACC 231B				KD, CT, Lect.						
ACC 251B			KD, CT							
ACC 2021***						CT, SL, XX,				
BLAW 200								CT, XX, Lect.		
CC in Payroll^									CT, KD, SL, XX, Lect.	
CC in Tax Prep^									CT, KD, SL, XX, Lect.	
CA in Accounting^									CT, KD, SL, XX, Lect.	
AS in Accounting^									CT, KD, SL, XX, Lect.	

^If no major changes in course curriculum, review the certificate and degrees in Year 5, otherwise, may need to submit modification when necessary.

*ACC 155 will be changed to ACC 255.

**ACC 293V will be changed to ACC 293.

CT – Calvin Tan

KD – Kevin Dooley

SL – Susan Lee

XX – New Accounting Faculty

Lect. – Accounting/Business Law Lecturer(s)

Part V. Survey results

1. Student satisfaction

(no data)

2. Occupational placement in jobs (for CTE programs)

(no data)

3. Employer satisfaction (for CTE programs)

(no data)

4. Graduate/Leaver

(no data)

Part VI. Analysis of Program

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.

2. Current Situation:

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: Cautionary

For the 2011-2012 academic year, the Accounting Program’s Demand is rated “cautionary.” Relative to 2010-11, the Number of Majors in 2011-12 declined slightly (206 vs. 213). The slight decline in enrollment is consistent with the trend for the campus as a whole. At the same time the number of New & Replacement Positions (County Prorated) has nearly tripled over the previous year (probably due to a redefinition of Demand Indicator 2). When the demand ratio between the number of majors and new and replacement positions is computed, the result (1.09) does not meet the threshold for a Healthy rating (1.5).

The program will continue its 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
- Large number of new and replacement job openings
- Large number of sections are attractive to working students
- Large number of evening and online course offerings are attractive to working students

Weaknesses:

- Large number of New & Replacement Positions (County Prorated) to fill
- Number of majors declined slightly

Efficiency Indicators: Cautionary

The 2011-2012 academic year Efficiency Health rating is “cautionary.”

The class fill rate for the year was “healthy,” at 93% reflecting the careful management of class offerings by the program. The program has continued its policy of setting the enrollment cap at “Zero” in critical classes (such as ACC 293V Accounting Internship) in order to allow the Program Coordinator to carefully manage the enrollment of students to ensure that the right students are taking the class at the right time in their academic careers.

The student to faculty ratio remains “unhealthy” Currently, the ratio of “majors to FTE BOR appointed faculty” is 68.7, which is down from 70.8 in the previous academic year. The 70.8 measure was outside of the “healthy” range of 36 to 60.

During the 2011-12 academic year, efforts to recruit an additional faculty member for Accounting paid off and a full-time tenure track faculty member was successfully hired. Due to the retirement of another Accounting faculty member, however, this hiring resulted only in a net replacement of one member. The program will work to hire another well-qualified full-time faculty member within the 2011-12 academic year to fill the vacant position. The addition of one full-time faculty would increase the denominator of the efficiency ratio to 4, and would thus bring down the computed ratio to a healthy 51.5 (based on current number of majors 206 / increased number of FTE BOR appointed faculty by 1, to a total of 4).

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

Effectiveness Indicators: Cautionary

The Effectiveness Health rating has declined from “healthy” to “cautionary.” This is a combination of a “healthy” Unduplicated Degrees/Certificates Awarded to Number of Majors rate, as well as “cautionary” Unduplicated Degrees/Certificates Awarded to New & Replacement Positions (County Prorated) and Persistence rates.

A major contributor to the efficiency of the program is the Certificate of Completion for Payroll Preparer and Certificate of Completion for Tax Preparer. These certificates give students a tangible record of their accomplishment and also help to promote attainment of the higher level Certificate of Achievement and Associate in Science degree. Currently, these certificates are awarded automatically once students have completed their requirements.

The ratio of Unduplicated Degrees/Certificates Awarded to Number of Majors has improved from 34% to 39% and contributed positively to the overall Effectiveness score. In contrast, the ratio of Unduplicated Degrees/Certificates Awarded to New & Replacement Positions (County Prorated) has declined from 1.12 to .42. As noted earlier, this large drop the result of a major change in the basis of New & Replacement Positions (County Prorated) from that reported in previous years.

The Persistence rate continues to hover in the “cautionary” range, having dropped slightly from 72% in 2010-2011 to 68% in 2011-2012. There is room for substantial improvement in the completion rates for the program's “gatekeeper courses” (ACC 201 and ACC 202), which have historically had low success rates and remain low. A suggested strategy for improvement in the gatekeeper courses was to limit class size to a maximum of 30 students; however, analysis of success rates for smaller classes in other campuses has not provided any hard data to confirm that

such a strategy would conclusively improve persistence, and thus the request for a curriculum change to reduce the Accounting 201 maximum class size was not approved. Program faculty are investigating other means of improving performance of these “gatekeeper” courses, including coordinated activities across classes, and use of web-based resources to increase student engagement. Faculty are hopeful the newly renovated Kopiko 101 learning space and related activities to be scheduled there will improve student engagement, and thus persistence.

Funding permitting, the program will continue to provide peer tutoring services to ACC 201 and ACC 202 students, and if possible expand peer tutoring for online students. The program has begun utilizing the online SmarThinking tutoring program that has been made available to the UHCC system. The lack of reliable access to this tool from year to year means it is not consistently available to assist students, communication of its availability is poor, and thus adoption/usage rates remain very low. Faculty members have been encouraged to make themselves available to personally assist students in the Mamane 103 computer lab during their regular office hours.

Strengths:

- Successful Completion rate remains strong, with consistent improvement
- Number of Withdrawals has consistently declined
- Total number of Degrees and Certificates of Achievement awarded has improved year over year
- Transfers to UH 4-Yr institutions have increased substantially

Weaknesses:

- Persistence rates have decreased each year
- Gatekeeper courses need to be revised

Distance Education: Completely On-line Classes

There are as yet 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

Weaknesses:

- Persistence rates have decreased in the latest year

Perkins IV Core Indicators

The Accounting program met all of the Perkins IV Core Indicators for the 2010-2011 academic year, with the exception of 5P2 (Nontraditional Completion).

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:

All indicators except 5P2 Nontraditional Completion have met goal

Weaknesses:

5P2 Nontraditional Completion has not been met

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.

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/to be 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

Accounting Program Student Learning Outcome Assessment results

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	70% of the students scoring 70% or higher (56 points or higher)	45% of students met expectations.	Improve lecture contents, notes, and assignments for students. Make use of Blackboard Collaborate

	the final exam	in the final exam		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.

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.

Accounting will use a three year cycle for PLRs. The next three year cycle, which began Fall 2012, will end Spring 2017.

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	F12	S13	F13	S14	F14	S15
1				SL		
2						SL
3				XX		
4			CT			
5						CT

PSLOs	F12	S13	F13	S14	F14	S15
6				KD		
7						XX
8						KD
9				CT		

CT – Calvin Tan

KD – Kevin Dooley

SL – Susan Lee

XX – New Accounting Faculty

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

1. Department Action Plan

- A. Introduction. The merger of the Business Education and Legal Education Departments became effective on July 1, 2010. The merged “Business, Legal and Technology Education Department” (BLT) provides a wide range of career and technical programs that prepare our graduates with the necessary skills and knowledge for entry-level positions in the workplace, prepares students to transfer seamlessly and successfully into University of Hawai`i baccalaureate programs, and provides Hawai`i’s workforce with lifelong learning opportunities to improve job skills.

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.

- 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

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 Lualaba'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.
- Faculty members propose to modify the position vacancy announcement to include lawyer credentials as one of the Desirable Qualifications, and to advertise for the position during the Spring 2013 semester.
- 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.
 - 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.
 - Complete the five-year curriculum review process that is currently in progress, so that all courses will be housed in Curriculum Central.
 - 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 helping 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 and RISE events.
- Build community through maintaining an ongoing presence on the Business, Legal and Technology Education website and on Facebook. Encourage faculty to network through 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.
- 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. The BLT Department’s Registration Information Student Engagement (RISE) event during the spring, as well as New Student Orientation (NSO) event during the fall, will be used to generate leads from potential Accounting 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.
- Begin recruiting 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).

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 per year)
 DOE vertical articulation
 ACBSP Membership Dues \$1250 per year plus additional funding for accreditation
 ACBP Conference Attendance – Title III Grant, cost to be determined
 Release time to complete accreditation process – To be determined
 ACBSP site visit expenses – To be determined, Chancellor’s fund; dean’s fund; department’s fund, and faculty time [end of BLT Department items]
 Expand capacity of virtual servers to handle additional student load - Purchase server and supporting software approx. \$27,000 – exact \$ to be determined – Perkins or similar grant
 Provide real-time online support services for students taking online or technical classes - Purchase GoToAssist license for one year, 50 synchronous users - \$ to be determined – Perkins or similar grant

Strategic Outcome II

SLO Assessment
 Student engagement activities and marketing
 Communications
 Tracking certificates, degrees, transfers
 Student tutors, peer mentors (See Attachment - BLT Technology Plan) – additional funding for renovated lab and classrooms extended hours of usage [end of BLT Department items]
 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
 Equip students with industry standard Windows 8-compliant hardware and software to increase preparation for the workplace - Purchase 62 touchscreen Windows 8-compatible 22” or similar monitors, along with 31 graphics cards with memory. - \$ to be determined – Perkins or similar grant
 Deploy online classroom lecture content for student support - Purchase lecture 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 - Hire two (2) additional ACC tutors @ 10 hours per week X \$10/hr, or provide additional funding for increased hours for existing tutor - \$ to be determined – Perkins or similar grant

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

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

1. 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.

2. Improvements in last 12 months (list)

- Hired new faculty member. New faculty member is a former large corporation tax auditor for the Hawai`i State Department of Taxation.
- Helped generate \$170K Perkins grant for benefit of ACC and other BLT programs
- Secured new server technology for use in high-end ACC classes
- Received training for faculty members in QuickBooks Enterprise Solutions, QuickBooks Point-of-Sale, and MAS200 ERP
- Held American Payroll Association (APA) Fundamental Payroll Certification review course in partnership with Hawai`i Chapter – APA. One of our students received a perfect score on the examination.
- Held Accounting Student Night event for record number of new professional participants and student attendees
- Resumed Accounting Program Advisory Committee meeting after 2 year hiatus

- Improved enrollment in ACC293V Internship class to 20 students during Spring 2013. An additional section of the course is likely to be required for Fall 2013 graduates to complete the AS-Accounting degree requirements.
- Updated faculty members' accounting technology know-how by attending Hawai'i Society of CPA's (HSCPA) Technology Conference.
- Began 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 expected to transfer well to the new Kopiko Learning Community space, following its opening.

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

- Hire replacement for recently retired faculty member.
- Participate in BLT Departmental activities designed to improve departmental and program outcomes.
- Relocate Accounting Program Coordinator and several Accounting faculty/lecturers to offices within the Kopiko Learning Community space.
- Relocate classroom and learning spaces to Kopiko Learning Community facilities.
- Create temporary virtual machines using existing new servers. Temporary virtual machines will be used to host high-end industry standard accounting software, such as MAS200 ERP, QuickBooks Enterprise Solutions, and CCH ProSystem fx.
- Install and pilot usage of MAS200 ERP, QuickBooks Enterprise Solutions, and CCH ProSystem fx on temporary virtual machines.
- Continue current three-year cycle of Program Student Learning Outcome assessment.
- Continue current five-year cycle of Course Student Learning Outcome assessment.
- Continue current five-year cycle of curriculum review/revision/update using Curriculum Central.
- Explore ways to improve Accounting student retention by revising ACC program and ACC course content.
- Explore new systems and technologies to improve online course delivery, as well as online and face-to-face student engagement.
- Begin 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.
- 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.
- Expand faculty technological, accounting, business, and tax knowledge by taking advantage of opportunity for professional development.
- Continue efforts towards system-wide alignment of Accounting courses and programs.
- Renew articulation agreements with partner 4-year institutions.