

Accounting



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

The Accounting program prepares students for entry-level positions. Learning centers on the accounting equation and the accounting cycle, recording financial transactions, and preparing financial statements.

- Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.
- Communicate with stakeholders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.
- Perform basic office functions using standard and emerging technologies.
- Demonstrate, in a work environment, effective self-management through efficient use of time and personal commitments.
- Participate effectively in individual and group decision making.
- Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop-outs, gain/loss of positions, results of prior year's action plan).

The data results for the program's ARPD for all indicators (Demand, Efficiency, and Effectiveness) remain Healthy as they were in 2018.

Demand:

The Healthy rating continues from the 2018 score. County Prorated New & Replacement Position and number of majors lowered slightly by one point. However, the number of graduates increased.

It is important and will assist in this area to have better tracking and communication of opportunities to graduates.

Efficiency:

The efficiency Health call considers two ratios: the class fill rate and the student to faculty ratio. Our overall Efficiency continues to be Healthy.

In 2019, the number of classes remained the same as in 2018 (20), as did the average class size (16). Although there was zero change in numbers for the two ratios, the 2019 fill rate

decreased less than a percentage point (0.90%) from 2018. The fill rate of 68.8 percent for 2019 is still in the cautionary range, as were the percentages were in 2017 (65.6%) and 2018 (69.7%). Continual recruitment, coupled with retention, will assist in this area.

The number of majors continues to decline from 55 to 54 (one point), however, not as drastically as the decline that occurred from 2017 to 2018 (4 points). The point drop in majors, along with the zero change in faculty, resulted in another small decrease in the student to faculty ratio; 28 (2018) to 27 (2019).

Effectiveness:

The program's Effectiveness shows as Healthy. Effectiveness, like Efficiency, also looks at two benchmarks. The first area requires a 5% or higher increase in the number of degrees and certificates of achievement awarded from one year to the next. The second area evaluates the success in college-level courses from one level below.

Degrees/Certificates Awarded continues to increase over the last three years. However, the decrease in Persistence rating remains Cautionary. Also, the Successful Completion dropped slightly by one percentage point.

The Accounting Program retains its Overall Healthy score for 2019, but there continues to be concern over enrollment figures and retention.

Distance Education:

In 2019, the number of DE classes offered has a significant increase from 7 to 13, which goes hand-in-hand with the large increase in Enrollments in DE classes from 130 to 223. Fill rates remain steady with a one percent increase as did the Successful Completion (zero change). Withdrawals and Persistence for 2019 show numbers that may be concerning compared to the previous year's improvement numbers.

Perkins Core:

The Accounting Program met two of the four Perkins Core Indicators for the current year in both Student Retention or Transfer and Student Placement. These two met indicators are an improvement from the last two years of not meeting any Perkins Core Indicators. The effort the program puts toward student retention, student tracking, and job placement after graduation show in the met indicators.

Technical Skill Attainment score decreased by 3.76 points from last year (89.47 to 85.71) and did not meet the goal of 93 points. Completion did increase by 6.02 points from last year (36.84 to 42.86). However, it did not meet the 93 point goal. The two not met indicators have not met the set goal for the last three years. Focused efforts in the two areas are needed.

Improvement in all but one of the four Performance Indicators occurred from last year; zero change in the fourth (Number of Pell Recipients at 14). The number of Degrees and Certificates Native Hawaiian showed the most significant increase of 7, going from 3 students to 10 students, followed by an increase in 4 students for Number of Degrees and Certificates going from 17 to 21. The number of transfers to UH 4-yr had a slight 2 person increase (2 to 4). These are good indicators that the program is moving in the right direction with diversity and completion.

Significant Program Actions:

There were no significant program changes that occurred last year.

Other Program Activities:

- Attended College Fairs to support increased enrollment.
- Continual VITA certification of ACC 134 students for volunteer tax prep for low-income residents, strongly supported by program faculty.

Results of prior year's action plan:

Prior Year's Action Plan:

The prior year's action plan focused on high school fairs and reaching out to business education teachers in local high schools. Additionally, curriculum articulation and alignment, as well as course assessment, was a goal.

Results:

Program faculty and lecturers have increased attendance of college fairs, the program would like to see a further effort in attendance. The accounting program worked with the DOE business teachers to develop an articulation agreement that includes accounting classes.

Assessment: The program will place assessment as a high priority for this year's action plan.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
 - Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.
 - Communicate with stake holders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.
 - Perform basic office functions using standard and emerging technologies.
 - Demonstrate, in a work environment, effective self-management through efficient use of time and personal commitments.
 - Participate effectively in individual and group decision making.
 - Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

No PLOs assessed during the year of the Annual Review of Program Data.

- c) Assessment Results

N/A

- d) Changes that have been made as a result of the assessments.

N/A

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan:

The two Perkins Core Indicator for which the program did not meet the performance level was Technical Skill Attainment and Completion.

Part of our prior year action plan that was incomplete was invigorating our assessment practice by working with the Institutional Assessment Coordinator to help strengthen our students' success. We believe that initializing and closing-the-loop for the assessments of the program's courses on a consistent, scheduled basis, will assist in addressing the Perkins Indicators for Technical Skills Attainment and Completion. The program will prioritize the adjustment of the assessment schedule with the Institutional Assessment Coordinator and assess at least two program courses as part of this year's action plan.

We would like to see an increase in enrollment, retention, and completion. We continue to attend high school college and career fairs. Also, reaching out to business education teachers in local high schools by continuing the ongoing process of working with our high school educators to align curriculum.

In addition, we will continue to expand marketing outreach and retention efforts by encouraging program faculty and lecturers to increase their attendance of college fairs to meet with potential students for enrollment.

5. Resource Implications

(physical, human, financial)

N/A