

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Accounting Program

March 2, 2015

July 1, 2011 to June 30, 2014

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Program/Unit Review at Hawaii Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

From the catalog:

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.

Program Learning Outcomes

Upon successful completion, students are prepared to:

- 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.

More about the program:

The accounting program is committed to its motto, “where students learn to meet employer expectations.” Workforce Development is the major objective of the program. Secondary objectives include training and providing new opportunities for non-accounting majors, advancement skills training for people in industry and government already employed in the field, and opportunities to increase individual employment potential, personal enrichment, lifelong learning, and effective citizenship through general education.

The curriculum is designed with student learning outcomes foremost. It provides a well-rounded education that prepares students for the world of work and to be contributing members of our society. The use of technology in the Accounting curriculum is extensive. An accounting major learns to use Microsoft Office as well as accounting, tax, and payroll software. In addition, the student will have taken at least one course offered online.

Students may earn an Associate in Applied Science (AAS) degree and/or a Certificate of Achievement (CA). The program also provides prerequisite training for persons wishing to transfer to the business or accounting program at the University of Hawaii at Hilo, University of Hawaii-West Oahu or to other two-year and four-year programs college programs.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

Program Health

The accounting program's overall health for two of the past three years has been deemed *healthy*.

	<u>2014</u>	<u>2013</u>	<u>2012</u>
<i>Overall Program Health</i>	Healthy	Cautionary	Healthy
Demand Indicators	Healthy	Healthy	Healthy
Efficiency Indicators	Healthy	Cautionary	Healthy
Effectiveness Indicators	Cautionary	Cautionary	Cautionary

In 2013, overall program health became cautionary when efficiency indicators fell from healthy to cautionary. This resulted from declines in the average class size and fill rates. The efficiency indicators returned to healthy in 2014 when the *FTE BOR Appointed Faculty* went from 2 to 3, lowering the majors to *FTE BOR Appointed Faculty* number to a healthy level.

As the chart above indicates, the effectiveness indicators stayed cautionary for the three year reporting period. In fact, they have been cautionary since 2009. Prior to that effectiveness was rated unhealthy. The accounting program has improved in the three areas used to measure effectiveness as shown in the chart below. Improvement in the second criteria is a result of a significant drop in the number of new and replacement positions, which hurt in the demand indicator, but not enough to move demand from healthy.

<u>Effectiveness Indicators</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>Comments</u>
Unduplicated Degrees/Certificates Awarded compared to # of Majors	18% Cautionary	13% Cautionary	7% Cautionary	Improved each year; healthy is >20%.
Unduplicated Degrees/Certificates Awarded to # of Annual new and replacement positions	0.88 Healthy	0.41 Cautionary	0.27 Cautionary	Improved each year; healthy is .75 - 1.5.
Persistence (Fall to Spring)	74.4% Cautionary**	78% Healthy	67% Cautionary	Improved overall; healthy is 75%

*** Persistence in 2014 was .6% less than needed to be considered healthy. If persistence had been healthy then overall effectiveness would have been healthy.*

The program is well aware of the need to increase the number of students who complete the program and persistence of students from fall to spring. Research shows that students who feel connected to their college community are more likely to be successful. Accounting tutors have been hired in Hilo to assist in this area. The increased involvement of faculty with student advising is also being used to develop connections with students. In online classes, regular class discussions have been added at the suggestion of ITSO to help create a sense of community. However, research also supports that academic performance is strongly linked to whether students' basic developmental needs are met—needs such as health, security, respect, and love. Program faculty finds that many students start the program with good intentions but when their basic needs are threatened or disrupted their ability to focus and persevere falters. Intervention via the *OnTrack Referral Program* is being used by faculty. This may be one of the reasons for the decline in the number of student withdrawals: withdrawals went from 60 to 31, resulting in a 48% improvement from 2011 to 2014.

Curriculum

The program has made ongoing changes to curriculum over the three year period. The impetus has been to align courses with other UHCC accounting programs, to comply with changes in the interpretation of what constitutes college-level, to improve curriculum based on assessment results, and to better meet the needs of employers, based on conversations with program advisory council members and the community. Curriculum changes are reported below.

1. Curriculum changes effective fall 2011
 - a. *Acc 255 – Using Spreadsheets in Accounting II* was added as a program requirement. This course was developed to articulate with spreadsheet courses offered at other UHCCs.

- b. *Eng 100 – Composition 1* was added as a program requirement.
 - c. *Phil 101 – Introduction to Philosophy: Morals and Society* was removed as a required Cultural Environment course.
 - d. *Acc 193V – Cooperative Education* was added as an alternative to *Acc 193B – Accounting Practicum B* requirement.
 - e. *Acc 193A – Accounting Practicum A* was removed as a requirement.
 - f. *Bus 20 – Introduction to Business and Law 30 – Business Law I* were removed from the list of business electives.
 - g. *Mgt 24 – Introduction to Management* was removed from the list of Social Environment electives and *Mgt 124 – Principles of Supervision* was added to list of Social Environment electives.
 - h. A 3-credit course with a *Bus/Acc/Busn/Mgt/Mkt/Ics/Its/Oat* alpha was removed as a program requirement.
 - i. A 3-credit course selected from *Acc 130 – Hospitality Accounting*, *Acc 132 – Payroll and HI Gen Excise Taxes*, *Acc 134 – Income Tax Preparation*, *Ent 120 – Starting a Small Business* was added as a program requirement.
2. Curriculum changes effective fall 2012
 - a. *Acc 120 – College Accounting I* replaced *Acc 20 – Fundamentals of Accounting I* as a program requirement.
 - b. *IS 101 – Building Bridges to Self, College & Community* and *Busn 164 – Career Success* were added as alternatives to *IS 55 – In Focus: Template for Success*, a program requirement.
 - c. A 3-credit Business Elective was removed as a program requirement.
 - d. A 3-credit course to be chosen from a list of Social Environment courses was replaced by any 3-credit Social Environment course approved for AAS degrees.
 - e. Any 3-credit Cultural Environment course approved for AAS degrees was added as a program requirement.
 3. Curriculum changes effective fall 2013
 - a. *Busn 123 – Word Processing for Business* was removed as an option leaving *Busn 121 – Introduction to Word Processing* as the program requirement.
 - b. *IS 55 – In Focus: Template for Success* was removed as an option leaving students to choose between *IS 101 – Building Bridges to Self, College & Community* and *Busn 164 – Career Success* to fulfill a 3-credit program requirement. *SpCo 51 – Oral Communication Techniques* was removed as an option for the 3-credit communication requirement.
 4. Curriculum changes effective fall 2014
 - a. The title and description for *Acc 201 – Elementary Accounting I* was changed. The course title became *Acc 201 - Introduction to Financial Accounting*. The changes were in response to a system wide agreement between accounting program.
 - b. The title and description for *Acc 202 – Elementary Accounting II* was changed. The course title became *Acc 202 – Introduction to Managerial Accounting*. and changed course description. The changes were a result of a system wide agreement between accounting program.
 5. In spring 2014 a curriculum change to *Busn 189 – Business Mathematics* was approved, effective spring 2015. The course prerequisites for Math and English were modified upward so that students would be better prepared for the *Busn 189* course material. Course objectives and course topics were updated to reflect current course curriculum. The new course prerequisites are: *"C" or better in ENG 20R or "C" or better in ESL 20R or placement in ENG 21 or placement in ESL 21; and "C" or better in MATH 22 or placement in MATH 24.*
 6. In fall 2014 several curriculum proposals were approved, effective fall 2015.
 - a. *Acc 124 – Principles of Accounting I* deleted *Acc 20* as a prerequisite and raised the English and Math prerequisites to "C" or better. *Acc 124* prerequisites will now read: *"C" or better in Acc 120; and "C" or better in ENG 21 or "C" or better in ESL 21 or placement in ENG 102; and "C" or better in Busn 189*
 - b. *ACC 130 – Hospitality Accounting* deleted *Acc 20* and added *Acc 120* as a prerequisite. *Acc 130* prerequisites will now read: *"C" or better in ENG 21 or "C" or better in ESL 21 or "C" or*

better in ENG 22 or ("C" or better in ESL 22G and "C" or better in ESL 22W) or placement in ENG 100 or placement in ENG 102 or "C" or better in Acc 120.

- c. Course prerequisites, title and description were changed for *Acc 132 – Payroll and HI Gen Excise Taxes*. The new course title is *Acc 132 - Payroll and Hawaii General Excise Tax*. The title and description were changed as a result of a system wide alignment. *Acc 20* was removed as a prerequisite. The *Acc 132* prerequisites will now read: *"C" or better in Acc 120; and "C" or better in ENG 21 or "C" or better in ESL 21 or placement in ENG 102.*
 - d. Course prerequisites, title and description were changed for *Acc 134 – Income tax Preparation*. The new course title is *Acc 134 - Individual Income Tax Preparation*. The course title and course description were changed as a result of a system wide alignment. *Acc 20* was deleted as a prerequisite. The *Acc 134* prerequisites will now read: *"C" or better in Acc 120; and "C" or better in ENG 21 or "C" or better in ESL 21 or placement in ENG 102.*
 - e. *Acc 150 – Using Computers in Accounting* deleted *Acc 20* in the prerequisites. The prerequisites will now read *"C" or better in ACC 120; and "C" or better in ENG 21 or "C" or better in ESL 21 or placement in ENG 102.*
 - f. *Acc 155 – Spreadsheets in Accounting I* deleted *Acc 20* in the prerequisites. The prerequisites will now read *"C" or better in Acc 120; and "C" or better in ENG 21 or "C" or better in ESL 21 or placement in ENG 102.*
7. Fall 2014, a proposal to modify the accounting program was approved, effective fall 2015.
- a. *Acc 193V – Cooperative Education* was removed as an alternative to *Acc 193B – Accounting Practicum B*. This was done to ensure accounting students take *Acc 193B*, the capstone course for the program.
 - b. *Acc 193V – Cooperative Education* was added to the list of accounting-related electives from which students choose two courses. Concurrently, *Busn 193V – Cooperative Education* was added as an alternate to *Acc 193V*. The inclusion of *Acc 193V* or *Busn 193V* as accounting-related electives provides accounting students an opportunity to obtain career related work experience. The option to complete *Busn 193V* instead of *Acc 193V* allows students to take advantage of occasional openings at the County that are not strictly accounting. The accounting-related electives from which students will choose two will become:
 - i. *Acc 130 – Hospitality Accounting,*
 - ii. *Acc 132 – Payroll and Hawaii General Excise Tax,*
 - iii. *Acc 134 – Individual Income Tax Preparation,*
 - iv. *Ent 120 – Starting a Small Business,*
 - v. *Acc 193V – Cooperative Education (Busn 193V – Cooperative Education).*

Program Faculty

1. Two tenured accounting faculty were reassigned to interim administrative positions prior to the start of the reporting period. They continued in these interim positions until
 - a. January 2013, when one of the program faculty accepted a permanent administrative position.
 - b. August 2013, when the other returned to her faculty position bringing FTE BOR appointed faculty to 3 for 2014.
2. One program faculty retired, December 2014.
3. Recruitment to fill the position being vacated due to retirement was started in November 2014. However, a decision was made not to fill the position from the pool of applicants. Position will be re-advertised spring 2015.
4. Program faculty who resigned as faculty to accept an administrative position relinquished her rights to return to her tenured faculty position, opening up a tenure track accounting position.
5. One program faculty participated in the *Hawaii CC Online Course Development Program* offered by ITS0, summer 2014.
6. Program faculty participated in a variety of webinars and other professional development opportunities, both internal and external, to keep current in educational, online teaching, and program area trends.
7. Program faculty were active in the Acc PCC as evidenced by curriculum changes made for system-wide alignment.

8. Program faculty actively participated in advising of students, contacting them in classes and by phone, email, and mail.
9. Program faculty participated in recruitment activities including Hawaii CC Day.
10. Program faculty participated in the development and teaching of condensed 8-week online versions of *Busn 189 – Business Mathematics* and *Mgt 124 – Principles of Supervision*. *Mgt 124* was offered fall 2014 and *Busn 189*, spring 2015. *Acc 120* and *Ent 120*, also offered online, were part of the accelerated learning certificates developed with assistance from the Rural Development grant.
11. Program faculty maintains a running dialogue with UH Hilo accounting and business faculty, UHCC accounting faculty, and local accounting professionals.
12. Program faculty experimented with online resources and open source for *Ent 120* and *Mgt 124* online sections fall 2014. This eliminates the need for students to purchase a textbook. Student comments have been favorable and academic rigor has been maintained. Providing students with an eBook option versus requiring a hard copy text has also been implemented in some classes.
13. One program faculty is receiving **6 credits** release time per semester starting fall 2014 to serve as academic senate chair.
14. Faculty continue to develop online classes, providing island wide access to the accounting program. The program had its first West Hawaii accounting graduate fall 2014.

Expenditures

1. Equipment and computer software were reviewed resulting in the upgrade of Excel 2010 to Excel 2013 for the fall 2014 semester. This affected *Acc 155* and *Acc 255*.
2. Tutors were hired specifically for accounting students in Hilo.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

The only comprehensive review completed by the accounting program was done December 2009 for the period July 1, 2006 through June 30, 2009. The Business Education Division chair has searched for CERC comments and feedback from this review but has not been able to locate. He was not Division Chair at the time of the review.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

No suggestions for improvement have been identified. Faculty have made changes to curriculum and teaching methodologies, in an effort to maintain academic rigor while increasing student learning and success. Changes are based on research, assessment results, advisory council recommendations, and communication with other accounting faculty and individuals in the community.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

Hawaii Community College 2014 Instructional Annual Report of Program Data Accounting

Part I: Program Quantitative Indicators

Overall Program Health: **Healthy**

Majors Included: ACC Program CIP: 52.0301

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	259	264	221	Healthy
2	*New & Replacement Positions (County Prorated)	22	27	17	
3	*Number of Majors	88	82	82	
3a	Number of Majors Native Hawaiian	37	35	32	
3b	Fall Full-Time	54%	55%	62%	
3c	Fall Part-Time	46%	45%	38%	
3d	Fall Part-Time who are Full-Time in System	0%	2%	3%	
3e	Spring Full-Time	45%	54%	53%	
3f	Spring Part-Time	55%	46%	47%	
3g	Spring Part-Time who are Full-Time in System	2%	1%	1%	
4	SSH Program Majors in Program Classes	840	819	906	
5	SSH Non-Majors in Program Classes	1,524	942	717	
6	SSH in All Program Classes	2,364	1,761	1,623	
7	FTE Enrollment in Program Classes	79	59	54	
8	Total Number of Classes Taught	39	35	34	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	20.2	16.8	15.9	Healthy
10	*Fill Rate	82.9%	66.7%	61.8%	
11	FTE BOR Appointed Faculty	2	2	3	
12	*Majors to FTE BOR Appointed Faculty	44	41	27.3	
13	Majors to Analytic FTE Faculty	20.5	21.1	21.9	
13a	Analytic FTE Faculty	4.3	3.9	3.7	
14	Overall Program Budget Allocation	\$248,832	\$233,888	\$270,678	
14a	General Funded Budget Allocation	\$243,872	\$211,971	\$227,993	
14b	Special/Federal Budget Allocation	\$0	\$1,149	\$34	
14c	Tuition and Fees	\$4,960	\$20,768	\$42,651	
15	Cost per SSH	\$105	\$133	\$167	
16	Number of Low-Enrolled (<10) Classes	1	2	3	

*Data element used in health call calculation

Last Updated: January 25, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	60%	66%	66%	Cautionary
18	Withdrawals (Grade = W)	56	42	31	
19	*Persistence Fall to Spring	67%	78%	74.4%	
19a	Persistence Fall to Fall		54.7%	50%	
20	*Unduplicated Degrees/Certificates Awarded	6	11	15	
20a	Degrees Awarded	6	11	14	
20b	Certificates of Achievement Awarded	0	1	2	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	8	2	4	
22a	Transfers with credential from program	4	0	1	
22b	Transfers without credential from program	4	2	3	

Distance Education: Completely On-line Classes		Program Year		
		11-12	12-13	13-14
23	Number of Distance Education Classes Taught	13	14	18
24	Enrollments Distance Education Classes	301	255	291
25	Fill Rate	77%	61%	54%
26	Successful Completion (Equivalent C or Higher)	53%	58%	64%
27	Withdrawals (Grade = W)	31	20	20
28	Persistence (Fall to Spring Not Limited to Distance Education)	69%	67%	62%

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	90.48	Met
30	2P1 Completion	55.00	28.57	Not Met
31	3P1 Student Retention or Transfer	74.50	73.68	Not Met
32	4P1 Student Placement	65.00	61.11	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		
		11-12	12-13	13-14
35	Number of Degrees and Certificates		12	16
36	Number of Degrees and Certificates Native Hawaiian		7	6
37	Number of Degrees and Certificates STEM		Not STEM	Not STEM
38	Number of Pell Recipients		57	61
39	Number of Transfers to UH 4-yr		2	4

*Data element used in health call calculation

Last Updated: January 25, 2015

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
Demand health was <i>healthy</i> all three years of the review period: 2012, 2013, and 2014. A 37% drop in the number of new and replacement positions from 2013 to 2014 was significant. In spite of this, demand remained healthy as	Efficiency health was <i>healthy</i> two out of the three years. It was <i>cautionary</i> in 2013 but returned to <i>healthy</i> in 2014. It was also <i>healthy</i> in 2012. S1: The return of program faculty	Effectiveness health was <i>cautionary</i> for all three years. There has been improvement in each of the measures with the program almost reaching healthy status in 2014. As discussed previously the program is aware of

<p>the number of majors remained constant.</p> <p>S1: The percentage of <i>Fall Full-time Students</i> increased annually during the three year period. Statistics show students have a better completion rate when they enroll for full-time course loads. As reported in the 2013 Annual Report, accounting faculty were encouraging students to enroll for a full load.</p> <p>S2: The number of <i>Program Majors</i> stayed constant in spite of the decrease in enrollment experienced by Hawaii CC over the three year period.</p> <p>S3: <i>SSH Program Majors in Program Classes</i> dropped annually since 2011 but increased in 2014. It did not reach the 2011 level of 974 but made it over 900 to 906. This is positive, especially since SSH for Hawaii CC from 2013 to 2014 decreased 8%.</p> <p>W1: <i>SHH Non-Majors in Program Classes</i> dropped significantly over the three year period as did <i>FTE Enrollment in Program Classes</i>. One likely cause of this is the program eliminating courses under 100-level with no pre-requisites.</p> <p>W2: <i>Number of Native Hawaiian Majors</i> and the percentage of <i>Native Hawaiian Majors to Total Majors</i> decreased annually during the three year period.</p>	<p>from an interim administrative position increased the number of <i>FTE BOR Appointed Faculty</i> from 2 to 3. This enabled the <i>Majors to FTE BOR Appointed Faculty</i> to move into the <i>healthy</i> range.</p> <p>W1: <i>Average Class Size, Fill Rate and Number of Low Enrolled Classes</i> declined annually during the three year period. This may be attributed to the decrease in college enrollment and the decrease in the number of non-majors enrolling in program classes.</p>	<p>the need to improve effectiveness measures and is consistently striving to do so.</p> <p>S1: All effectiveness indicators improved over the three year period. Most notable improvements were the decrease in number of <i>Withdrawals</i> from 60 in 2011 to 31 in 2014 and the increase in the <i>Number of Unduplicated Degrees/Certificates Awarded</i> from 8 in 2011 to 15 in 2014.</p> <p>W1: Slightly lower effectiveness indicators for completely on-line classes.</p>
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<p>Overall Health</p>
<p>The accounting program's overall health was deemed <i>healthy</i> two out of the last three years. In 2012 and 2014 it was rated <i>healthy</i>. In 2013 with efficiency health moving to <i>cautionary</i>, overall health also became <i>cautionary</i>. Efficiency health returned to <i>healthy</i> in 2014, returning overall health to <i>healthy</i>.</p> <p>With the loss of one of the three BOR approved accounting faculty in fall 2014, the most crucial need of the program is to hire someone for the program who is able to keep abreast of the latest techniques and practices as well as technologies in our field while supporting the college's mission as we move further into the 21st century.</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

The number of distance education classes taught in 2014 increased to 18 from the 13 or 14 taught during the previous four years. This was a result of program faculty returning from an interim administrative position to teach a full load, the majority of which were online. Ent 120 – Starting a Small Business and Acc 130 – Hospitality Accounting were added as online classes. Acc 130, which had not been taught for several years, is an accounting elective for accounting students and an alternative for the accounting requirement of the Hospitality and Tourism CA and AAS.

Fill rates for online classes unfortunately did not keep pace with the number of classes taught. Enrollments in distance education classes increased in 2012, dropped in 2013 and then rebounded in 2014 but not sufficiently based on the number of classes offered. Fill rates for all program classes was 61.8% in 2014 while the fill rate was 54% for completely online classes in spite of the average class size of online classes being 16.2 compared to 15.9 for all classes. This indicates that on average enrollment was higher in online classes than it was in face-to-face classes. All of this coincides with online classes typically having higher class caps than face-to-face classes.

Successful completion of online classes increased annually during the three year period, going from 56% in 2011 to 64% in 2014. This is slightly less than the 66% successful completion for all classes reported as a 2014 effectiveness indicator.

When comparing completely on-line classes to all classes, demand, efficiency, and effectiveness are slightly less favorable than overall rates.

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

	2012	2013	2014
1P1 Technical Skills Attainment	Not Met	Not Met	Met
2P1 Completion	Not Met	Not Met	Not Met
3P1 Student Retention or Transfer	Met	Not Met	Not Met
4P1 Student Placement	Not Met	Not Met	Not Met

The program is close to meeting goals in all areas except 2P1.

Action strategies:

1. The accounting program will investigate what is happening to its students and why.
2. Once the program has this information, strategies can be put into place to improve the core indicators.
3. Strategies identified previously for online classes will be continued as will the use of accounting tutors, if funding permits.

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

The program contributed to performance funding by increasing the number of accounting certificates and degrees awarded by 33% and the number of transfers to UH 4-yr programs by 100%. The program will investigate why the number of degrees and certificates reported for Native Hawaiians did not increase in proportion to the increase in the total number awarded for the program. The program also contributed by increasing the number of Pell recipients.

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

The program is exploring the educational trend of using open source textbooks and eBooks to reduce costs incurred by students. The program continues to use custom publications from publishers which help defray textbook costs for students.

The program supports the trend of adopting and assessing student learning outcomes.

The program updated its AAS degree requirements and increased pre-requisites to ensure students are doing college level work.

The program is offering courses in a condensed 8-week format allowing students to obtain a certificate in a shorter period of time. Unfortunately, the certificates are not classified as accounting.

Anticipated changes to the college's AA degree requirements will be investigated to see if there is opportunity for the program to develop courses or an accounting oriented AA degree.

The program supports the articulation of courses throughout the UH system and has changed course titles and descriptions to aid in this effort.

A shift toward common accounting standards for U.S. based companies and non-U.S. based companies is increasingly noted in accounting textbooks and course curriculums have been modified to introduce students to these changes. Development of an international business course has potential.

Entrepreneurship and growing entrepreneurs is a top trend in community colleges. Accounting faculty teach *Ent 120 – Starting a Small Business*. An entrepreneurship certificate, which requires *Ent 120*, was recently developed by the Marketing Program. Faculty is incorporating best practices taken from studies published by the *National Association for Community College Entrepreneurship (NACCE)* in the online section of *Ent 120*. Accounting faculty had hoped to attend the 2014 NACCE convention but funding was not available.

Social entrepreneurship is another growing trend in education with some universities developing related degrees. Faculty has incorporated an introduction to social entrepreneurship in the *Ent 120* online course. Social entrepreneurship could easily align with some of the college's programs, such as Human Services, and faculty hopes to be able to explore these opportunities.

The biggest challenge, as stated previously, for the program at this time is filling the open accounting faculty position with someone who can help the program grow and adapt with the changes occurring in accounting, business, education and technology.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of “E`Imi Pono.” Aligned with the UH Community Colleges system’s mission, we are committed to serving all segments of our Hawai`i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.

The accounting curriculum offers students the challenge of discovering personal strengths and cultivating new and existing skills. The expectations of our students mirror the world of the working community where individuals must exhibit functional communication skills, think and reason effectively, set and achieve goals, and adapt to change.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”

Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

The accounting program’s curriculum prepares students to communicate effectively by requiring students to participate in group discussions both orally and in writing, to develop business letters, interpret financial results and share financial information in formats required by owners, managers, customers, suppliers, lenders, stakeholders, and governmental entities.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”

Accounting is the process of recording, classifying, summarizing, analyzing and interpreting the results of financial events. Courses required of accounting program graduates require them to perform this process over and over and over again. They solve accounting problems and complete multiple practice sets designed to teach them analytical and interpretive skills. They practice the steps of accounting manually and with computer software. They are required to navigate business and governmental forms. They problem solve when accounts do not balance, seek solutions to challenging problems, and use information to draw conclusions. From their first semester to their last, the accounting program requirements instruct them in the processes of overcoming challenges, solving problems, and making decisions.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Accounting program graduates take a combination of program and general education courses that provide them with multiple opportunities to develop their knowledge of, practice and embrace diversity, culture, the social and natural environments, technology and workplace skills.

B. Program Mission – Write Official Program Mission

Accounting is the language of business. No matter the career chosen, success requires managing money and resources intelligently, applying critical thinking and communication skills, and maintaining high standards of professional ethics and personal integrity. Students who enroll in the Hawaii Community College Accounting Program learn and develop these skills, competencies and values to become contributing members of society.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
S1. Flexible instructional approaches cater to students on the entire island, as well as off-island.	Students have the opportunity to take courses in a traditional classroom setting as a hybrid or totally online. Since many courses are articulated, students from other UHCC accounting programs can take online courses from Hawaii CC to fulfill their program requirements. Students island wide through a combination of traditional, video conference, and online classes can complete their accounting degree as evidenced by our first West Hawaii accounting graduate fall 2014.
S2. Hands-on activities require students to repeatedly practice the skills being taught.	Scientific studies show that repetition can have a powerful impact on learning. Accounting graduates learn the accounting process their first semester. They continue to practice it each semester with increasingly complicated scenarios. Students learn by doing.
S3. Students learn manual as well as computerized accounting procedures.	Students perform the accounting process manually as well as through the use of accounting software. They use Excel to complete a simple accounting practice set and utilize up-to-date commercial accounting software in a computerized accounting course to complete a variety of projects. In their capstone course, they do manual and computerized practice problems. In Excel classes, they create accounting

	worksheets employing formulas to populate financial statements. They perform what-if analysis and other financial analysis tools using technology.
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2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
W1. Not knowing the reasons students are not continuing and/or graduating or transferring.	Quantitative Indicators provide statistics that show the program performing lower than expected. Unless student names and results can be associated with the numbers driving the statistics there is no way to understand why the numbers are what they are. Faculty may know this student didn't continue because they moved or got a full time job and this one transferred to another program but without compiling this information into a meaningful form, faculty cannot develop measures to improve the statistics.	Develop a mechanism for tracking students; hire student help to contact students and compile reports maintained by the division office. Explore the use of social media to track students.
W2. Drop in average class size, fill rates and new/replacement positions	In order to improve fill rates, more students are needed but the drop in new and replacement positions lowers the ability to place additional graduates.	Market courses to non-majors as well as recruit program majors. Determine if accounting program would be a good candidate for a new distance learning program.
W3. Unfilled faculty position.	Lack of faculty to share in advising, mentoring and tracking students.	Hire & mentor qualified, dedicated faculty.

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug

Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

Course: Acc 124 Principles of Accounting I, fall 2013

CLO 1: Apply fundamental accounting principles for maintaining accurate accounting records for service and merchandising businesses.

CLO 2: Communicate financial information in an accurate and professional manner.

CLO 3: Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

CLO 4: Use the steps of the accounting cycle culminating in the preparation of multi-step financial statements.

PLO 1: Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.

PLO 2: Communicate with stake holders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.

PLO 3: Perform basic office functions using standard and emerging technologies.

PLO 6: Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Course: Acc 150 Using Computers in Accounting, fall 2013

CLO 1: Apply fundamental accounting principles for maintaining accurate accounting records for service and merchandising businesses.

CLO 2: Communicate financial information in an accurate and professional manner.

CLO 3: Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

PLO 1: Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.

PLO 2: Communicate with stake holders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.

PLO 3: Perform basic office functions using standard and emerging technologies.

PLO 6: Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

B. Expected Level of Achievement -- *Describe the different levels of achievement for each*

characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

Course: Acc 124 Principles of Accounting I, fall 2013

All practice sets collected will be evaluated in eight topics using a criteria scale of 1 to 3. The maximum score for the rubric is 24 points.

80% of the artifacts assessed will result in a total score of 17 (70.8%) or higher.

Course: Acc 150 Using Computers in Accounting, fall 2013

The Comprehensive Case Study from Chapter 9 will be evaluated in seven topics using a criteria scale of 1 to 3. The maximum score for the rubric is 21 points.

80% of the artifacts assessed will result in a total score of 15 (71.4%) or higher.

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

Course: Acc 124 Principles of Accounting I, fall 2013

Strategy/Instrument 1: Cogg Hill Practice Set was assigned to the 10 students enrolled in Acc 124, fall 2013. Only 8 students turned in the Cogg Hill Practice Set.

Course: Acc 150 Using Computers in Accounting, fall 2013

Strategy/Instrument 1: The comprehensive case study from Chapter 9 was assigned to the 14 students enrolled in Acc 150, fall 2013. Only 11 students turned in the comprehensive case study.

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Course: Acc 124 Principles of Accounting I, fall 2013

Out of 10 students 8 turned in their practice set. Therefore, 8 artifacts were collected and evaluated.

Seven of the eight artifacts (87.5%) achieved scores of 18.3 to 23.7 points. This meets the level of achievement set by the Assessment Plan. One practice set collected received 14.5 points which was below the level expected. This was a result of the student submitting an incomplete practice set.

Two students in the class did not turn in a practice set. If those two students are included, then only 70% of the students met the expected level of achievement, which is below the expected level of achievement.

Course: Acc 150 Using Computers in Accounting, fall 2013

Out of 14 students 11 turned in the comprehensive case study. Therefore, 11 artifacts were collected and evaluated.

All eleven artifacts collected (100%) achieved scores of 19.9 to 21 points. This exceeds the 80% level of achievement set by the Assessment Plan. The most common error was the miscalculated depreciation adjustment.

Three students in the class did not turn in the comprehensive case study. If the three students are included, then 79% of the students met the expected level of achievement, which is slightly below the 80% level of achievement set by the Assessment Plan.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p>Course: Acc 124 Principles of Accounting I</p> <p><i>Change 1:</i> Since the practice set is completed outside of the classroom over a four and one-half week period, instructor will incorporate more interim progress checks to ensure students are budgeting their time for successful completion of their practice set.</p>	<p>Course will be evaluated again in 2015-16.</p>
<p>Course: Acc 150 Using Computers in Accounting</p> <p><i>Change 1:</i> Instructor will incorporate interim progress checks (with points assigned) to ensure students are budgeting their time for successful completion of the assignment.</p> <p>Since the most commonly miscalculated adjustment in the case study was for depreciation, the instructor will review, with the students, depreciation methods and calculations.</p>	<p>Course will be evaluated again in 2015-16.</p>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

Share results with other faculty so they can implement the planned changed when applicable since most accounting courses have similar practice sets.

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

Results will be presented at the May 2015 accounting advisory council meeting.

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
Acc 201	Elementary Accounting I (changed to Introduction to Financial Accounting)
Acc 202	Elementary Accounting II (changed to Introduction to Managerial Accounting)
Busn 189	Business Mathematics

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Acc 124	x				
Acc 132	x				
Acc 134	x				
Ent 120		x			
Acc 155		x			
Acc130		x			
Acc 193B			x		
Acc 255			x		
Acc 150			x		
Acc 193V			x		
Acc 120				x	
Acc 125				x	
Acc 126				x	
Busn 189					x
Acc 201					x
Acc 202					x

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p>
<p>Complete articulation agreement with LeeCC, KapCC, MauiC, KauCC, and WinCC</p>	<p>Faculty is actively working with the Accounting PCC. Several accounting course names and descriptions (Acc 132, Acc 134, Acc 201, Acc 202) have been changed as a preliminary step.</p>
<p>Continue working through PCC to complete articulation agreements among the UH Campus System</p>	<p>Faculty is actively working with the Accounting PCC.</p>
<p>Continue to provide in-class and open lab tutoring for courses with low success rates</p>	<p>Successful completion percentage stayed the same for 2012-13 to 2013-14. Withdrawals decreased from 42 to 31.</p>
<p>Through faculty advising and mentoring increase the number of full-time students and of students successfully completing and graduating from the program.</p>	<p>Number of majors stayed the same for 2012-13 to 2013-14, which can be seen as positive considering the 8% drop in enrollment experienced by HawaiiCC during this period (1761 in 2013; 1623 in 2014). There was an increase from 11 to 15 of the Unduplicated Degrees/Certificates Awarded and an increase of 2 to 4 Transfers to UH 4-yr programs from 2012-13 to 2013-14.</p>

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p><i>Example: Establish AA Degree in SUBS</i></p>
<p>Develop a mechanism for tracking students to determine why students are not completing/transferring or why they are not continuing. Use this information to develop intervention strategies. Our goal is to retain and graduate/transfer accounting students.</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p><i>Example:</i> Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...</p>

Goal 1 aligns with ILO 1 (communication) and ILO3 (respect): Every student who is contacted will be treated with respect and dignity. This will teach them by example effective communication and skills that respect diversity and Hawaiian culture.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Examples:

Goal 1 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Goal 1 does not align to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Saving and graduating our students aligns with SP Action Strategy A.1.4f: Provide the necessary academic and student support services focused on high risk Native Hawaiian students and SP Action Strategy A.2.3f: Provide tutoring options for students in courses with low success rates.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X
Goal 1: Saving and graduating our students will improve graduation, remediation, workforce, student transfer and underserved population numbers.		X	X	X		

UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Students may take courses from other UHCC's to complete their accounting degree online if they so desire. Participating in the system wide alignment project allows this to happen.

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Meet with Division Chair to see how this project can happen.	Summer 2015
Contact students and use technology to create an ongoing list of what is happening with accounting majors.	Summer 2015
Explore ways that social media might be able to help in this effort and employ mechanism if possible	Summer 2015
Develop remediation strategies based on results of contacting students	Summer/Fall 2015
Maintain list, updating it each semester	Ongoing, at least annually
Assess remediation strategies	Ongoing, at least annually
Continue to provide tutoring options for students in courses with low success rates.	Ongoing

Define Goal (Action Strategy) 2

Market accounting program and courses, especially to Native Hawaiian Students and Underserved Populations; making it known that the degree can be earned through distance education opportunities. Determine if the accounting program should market an online option.

Alignment of Goal 2 to ILO(s)

ILO 3: Marketing efforts will teach respect for diversity and Hawaiian culture by example.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s)

and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Marketing the accounting program should increase the number of majors. This aligns with *SP Action Strategy A2.1: Increase enrollment by 2015, particularly in regions and with groups who are underserved.*

Marketing the accounting program aligns with *SP Action Strategy A1.4e. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students and Action Strategy A2.4e. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer of students.*

Marketing the accounting program as an online option supports *Performance Measures A2.5 and D.2. Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technology. Performance measure A2.5 reads “through on-site instruction, or distance learning technologies.*

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Evaluate and support programs willing to offer existing certificates and degrees as an online option.

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Marketing program will increase students		X	X	X		X

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Students from other UHCC programs may take online accounting courses.

Supports UHCC Initiative: Workforce Development since accounting is a CTE program.

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Identify ways to market the accounting program to underserved areas.	Summer, fall 2015

Work with division chair to determine if accounting degree could/should be an online option.	Summer, fall 2015
Purchase small promotional items and work on professional display if funding is available.	Summer, fall 2015
Market program and assess marketing efforts.	Ongoing.

Define Goal (Action Strategy) 3

Hire (then mentor) a qualified, dedicated faculty member who has empathy for the unique qualities of our college, island, and students.

Alignment of Goal 3 to ILO(s)

No alignment

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Hiring and mentoring a qualified accounting faculty aligns with *Performance measure D.1: Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership.*

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Fill open faculty positions with qualified personnel and subsequently, appoint a qualified mentor to aid in successful adaptation to the college community and program.

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Hiring a qualified accounting faculty will help with intervention strategies that promote graduation and transfer.		x	x			

UH System Collaboration (if applicable) –

- *Include collaboration efforts w/other campuses.*
- *Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).*

Faculty will be involved with accounting PCC.

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Recruit	Spring 2015
Hire	Summer 2015, effective fall 2015
Assign mentor	Ongoing starting fall 2015

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Tutor wages: two tutors @ \$10.30 per hour/20 hours per week/32 weeks	Student Help	\$6,592

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
<p>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</p>
<p>Cost item 1 aligns with <i>SP Action Strategy A.1.4f: Provide the necessary academic and student support services focused on high risk Native Hawaiian students</i> and <i>SP Action Strategy A.2.3f: Provide tutoring options for students in courses with low success rates.</i></p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>
<p>Cost Item 1 aligns with Action Priorities focused on increasing graduation and transfer rates of underserved and native populations.</p>

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
<p>Example: No Alignment</p>
<p>Hiring tutors aligns with all three program strengths since it promotes student success regardless of the instructional approach, hands-on activities and whether the assistance needed is for manual or computerized accounting operations.</p>

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Hiring tutors aligns with W2: *Drop in average class size, fill rates and new/replacement positions* since tutors will help students succeed, thus stay in class.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Student help to assist with tracing graduates and social media: one student help @ \$10.30 per hour/10 hours per week; 32 weeks	Student Help	\$3,296

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Using student help to help track accounting students will ensure we know the kind of help students need. This aligns with <i>SP Action Strategy A.1.4f: Provide the necessary academic and student support services focused on high risk Native Hawaiian students</i> and <i>SP Action Strategy A.2.3f: Provide tutoring options for students in courses with low success rates.</i></p>

Alignment of Cost Item 2 to Academic Master Plan (AMP)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>Finding out what is happening with accounting students who do not continue, graduate or transfer will help the program develop strategies to increase the effectiveness indicators. Completion, graduation and transfer are all part of the Academic Master Plan Action Priorities tied to graduation, workforce development and transfer.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>
<p>Identifying why accounting students do not continue will help faculty improve instructional approaches which is tied to S1.</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>
<p>Finding out why accounting students do not continue will help the program develop strategies that will improve the effectiveness measures of the program which aligns with W1 and W2.</p>

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Promotional giveaways for the accounting program. Professional display for the accounting program	Marketing	\$4,000

Alignment of Cost Item 3 to Strategic Plan (SP)

<p>Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Marketing the accounting program aligns with <i>SP Action Strategy A2.1: Increase enrollment by 2015, particularly in regions and with groups who are underserved.</i></p> <p>Marketing the accounting program aligns with <i>SP Action Strategy A1.4e. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students and Action Strategy A2.4e. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer of students.</i></p> <p>Marketing the accounting program as an online option supports <i>Performance Measures A2.5 and D.2. Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technology. Performance measure A2.5 reads “through on-site instruction, or distance learning technologies.</i></p>

Alignment of Cost Item 3 to Academic Master Plan (AMP)

<p>Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>Marketing the accounting program will increase student enrollment which aligns with academic master plan action priorities to increase graduation/transfer and workforce development.</p>

Alignment of Cost Item 3 to Strength(s)

<p>Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>
<p>No alignment.</p>

Alignment of Cost Item 3 to Weaknesses(s)

<p>Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>
<p>Marketing the accounting program will increase enrollment which aligns with <i>W2: decreasing fill rates and average class size.</i></p>

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The accounting program is healthy and has been deemed so for the majority of the past 30 years or more. It provides needed workforce training for our community and enables students who transfer to a 4-year program to achieve success. The program is sustainable based on its demand, efficiency and effectiveness indicators. The program advisory council agrees that it is a viable and needed program. Accounting can benefit anyone. It teaches skills that transfer to any job, helping students know how to work more efficiently and effectively.