

**HAWAI'I COMMUNITY COLLEGE**  
**ANNUAL PROGRAM REVIEW (APR)**

**Accounting Program, AAS Degree**

**Date September 7, 2019**

**Review Period**

**July 1, 2017 to June 30, 2018**

Initiator: Anne Chung

Writer(s): Susie Dill

*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: PROGRAM DATA AND ACTIVITIES

### Program Description (required by UH System)

Provide the short description as listed in the current 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.
---	---

### Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2017
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_acc_comprehensive_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_acc_comprehensive_program_review.pdf</a>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>CERC recommendations included:</p> <ul style="list-style-type: none"> <li>● CERC recommends hiring of tutors to help the online and face-to-face students to succeed in their courses.</li> <li>● Requests for Professional Development funding is available through <a href="http://hawaii.hawaii.edu/node/1216">http://hawaii.hawaii.edu/node/1216</a></li> <li>● CERC supports the idea of a Career and Job Development Center at Pāalamanui and will make this a recommendation to the College Council.</li> <li>● CERC will also recommend to the Council that technology literacy be provided especially to students who take online courses.</li> <li>● CERC is recommending that outreach at college and career fairs be coordinated so all programs are located in one area to support each other.</li> </ul> <p>What the program has done about these recommendations:</p> <ol style="list-style-type: none"> <li>1. The program has been hiring an accounting tutor each semester.</li> <li>2. A faculty is working with the UH Center Interim Director on the development of a career and job development center at Palamanui.</li> <li>3. Faculty now know to use the <a href="#">linked request form</a> to seek Professional Development funding.</li> <li>4. Faculty are coordinating outreach activities with the Business Division through the Division Chair.</li> </ol>

**ARPD Data: Analysis of Quantitative Indicators** (required by UH System) Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program's data tables**

**and submit with this Annual Program Review (APR).**

<p><b>Analyze the program's ARPD data for the review period.</b></p> <p>Describe, discuss, and provide context for the data, including the program's health scores in the following categories:</p>	
<p>Demand = healthy</p>	<p>The data results for the program's ARPD for the Demand area scores healthy. This is a positive change from a cautionary rating in 2017. The reason for the improved health call is that the number of Country Prorated new and replacement positions stayed the same while the number of majors and graduates declined. It is great the demand call is healthy but concerning that it is because of decreases in student counts.</p>
<p>Efficiency</p>	<p>The efficiency health call considers two ratios: the class fill rate and the student to faculty ratio.</p> <p>In 2018, the number of classes declined (from 23 to 20) and the average class size increased slightly. The resulting fill rate fell in the cautionary range in spite of its increase of 4.2 percentage points from 2017 to 2018. The decrease of majors from 59 to 55 in 2018 coupled with a zero change in faculty resulted in a small decrease in the student to faculty ratio, which at 27.5 still fell in the healthy range.</p> <p>The cautionary rating and the healthy rating result in an average score of 1.5, which is considered healthy. The table below summarizes the data elements resulting in the program's 2018 healthy efficiency ratio, comparing the current year with the two preceding ones.</p>

	2016	2017	2018	
Total number of classes	29	23	20	
Average class size	14	15.8	16	
Fill Rate	54.2%	65.5%	69.7%	
Majors to BOR Faculty	23.2	29.5	27.5	
Overall Rating	Cautionary	Healthy	Healthy	😊

**Effectiveness**

The program’s Effectiveness shows as Healthy and we are pleased to have Persistence increase from 59% to 77% in the last three years. However, we are still in need of the same increase in graduation with a degree or certificate rate. The program is committed to working on this graduation rate.

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.

The table below shows improvement from prior years for both effectiveness measures. The 75% successful completion ratio is considered cautionary, with 80% or higher rated healthy. The persistence ratio of 77% is healthy, falling well above the 70% requirement. The average of the two scores is 1.5, which results in a healthy overall effectiveness rating.

	2016	2017	2018	
Successful completion	69%	71%	75%	
Persistence Fall to Spring	59%	61%	77%	

**Overall Health**

The Accounting Program’s overall rating is healthy for 2018, which is the result of healthy ratings for demand, efficiency and effectiveness. The program experienced improvement in multiple areas over the three years but

continues to be concerned over a decrease in the number of majors causing a drop in the number of classes and lower SSH and enrollment figures.

Distance Education

Distance Indicators	2016	2017	2018		
Number of DE classes taught	16	10	7		☹️
Enrollments in DE classes	198	179	130		☹️
Fill Rate for DE classes	41%	62%	68%		😊
Successful completion	68%	70%	74%		😊
Withdrawals	22	16	10		😊
Persistence	71%	50%	64%		😊

The number of DE classes offered has declined each year to a low of 7 in 2018. Total enrollments in DE classes also declined but as shown by the sparklines on the table above the fill rate, successful completion percentage, number of withdrawals and persistence ratio for 2018 show improvement compared to the previous year.

Distance Indicators compared to Program Indicators	2018 Totals for Program	2018 Totals for DE Classes	DE as Percent of Total
Number of classes taught	20	7	35%
Enrollments in DE classes	198	130	66%
Fill Rate for DE classes	41%	68%	DE is higher
Successful completion	77%	64%	DE is lower
Withdrawals	22	10	45%
Persistence	71%	64%	DE is lower

The above table compares the program’s data for “all classes” with the DE data for 2018. DE as a percent of total classes is 35% were as enrollment in DE classes is 66% of total enrollment. This indicates DE classes as a group enroll more students per class than non DE classes, which is confirmed by the higher fill rate for DE classes. Unfortunately, the completion, withdrawals and persistence rates are less favorable when compared to non DE classes. These student success indicators need to be addressed by the program.

Perkins Core Indicators (if applicable)

The ACC program did not meet any Perkins Core Indicators for the current year or previous year. The table below summarizes the data. The last column reports improvement from one year to the next in all areas except Completion. The significant decline in the Perkins completion statistic for 2016-17 is contrary to the ARDP report of an increase in completions from 2015-16 to 2016-17.

Perkins IV Core Indicators	Actual	Actual	Goal	Comparison		Comparison
	2015-16	2016-17	2016-17	Actual	Actual Goal	15-16 to 16-17
1P1 Technical Skill Attainment	88.46	89.47	92.92	—	—	Improved 1%
2P1 Completion	50.00	36.84	51.51	■	—	Declined 26%
3P1 Student Retention or Transfer	58.33	72.97	81.81	—	—	Improved 25%
4P1 Student Placement	52.78	53.85	64.51	—	—	Improved 2%

Performance Funding Indicators (if applicable)

Improvement incurred in all but one of the performance funding indicators from 2016-17 to 2017-18. Two areas the number of degrees and certificates Native Hawaiian and the Number of Pell Recipients saw significant increases. The number of transfers to UH 4-year is the only indicator that declined.

	2016-17	2017-18	Comparison
Number of Degrees and Certificates	15	17	Increased 13% 😊
Number of Degrees and Certificates Native Hawaiian	2	3	Increased 50% 😊😊
Number of Pell Recipients	6	14	Increased 133% 😊😊😊
Number of Transfers to UH 4-yr	5	2	Decreased 13% ☹️

What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.

New Program Coordinator and the new Department Chair came in Spring 2018 and are working with senior faculty and administration to move the program in the future.

## PROGRAM ACTIVITIES

**Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.**

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

No significant program changes.

Program Activities:

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

## PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on \_\_\_\_\_ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

*Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*

<http://hawaii.hawaii.edu/web-developer>

## **PART 2: PROGRAM ACTION PLAN**

### **AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.**

**This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

We would like to see an increase in enrollment and retention so we will be focusing on high school fairs and reaching out to business education teachers in local high schools.

In addition, we will continue the ongoing process of working with our high school educators to align curriculum.

We would like to invigorate our assessment practice by working with the Institutional Assessment Coordinator to help strengthen our students' success.

### **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).**

**Action Item 1:**

Expand marketing outreach and retention efforts. Attending college fairs to meet with potential students for enrollment.

**Action Item 2:**

Meet with high school business education teachers and align curriculum.

**Action Item 3:**

Update and revise assessment schedule with the Institutional Assessment Coordinator.

**RESOURCE IMPLICATIONS**

*NOTE: General “budget asks” are included in the 3-year Comprehensive Review.*

*Budget asks for the following three categories only may be included in the APR:*

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A

Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> :  <a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a>	

### PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

#### Evidence of Industry Validation and Participation in Assessment **(for CTE programs only)**

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

**Please attach copy of industry validation for the year under review.**

#### Courses Assessed

<b>List all program courses assessed during AY17-18, including Initial and “Closing the Loop” assessments.</b>			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
ACC 120, CTL	F17	CLO#7	PLO#s1,2,3,6

## Assessment Strategies

**For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:**

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

**Course Alpha/#:ACC 120**

In the follow up assessment conducted fall 2017, CLO#7 was assessed since it was identified as a problem area in the original assessment, fall 2015.

## Expected Levels of Achievement

**For each course assessed in AY17-18 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.**

*Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."*

*Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."*

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ACC 120	CLO#7	1 out of 2 pts	not specified

## Results of Course Assessments

**For each course assessed in AY17-18 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**Course Alpha/#:ACC 120**

77% of responses were correct for questions related to accounting for cash, 16 students participated in the assessment.

16 students completed the assessment in fall 2017 compared to 5 students in fall 2015.

The 77% correct is an improvement over the 70% experienced in fall 2015.

The improvement in the percent correct is a good sign. It indicated that a majority of students in the class have a satisfactory understanding of bank reconciliation, change fund and petty cash accounting procedures.

## Other Comments

**Include any additional information that will help clarify the program's course assessment results, successes and challenges.**

The program recognizes that going forward we will concentrate on all course scheduled for assessment.

**Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.**

The program has no other survey results.

**Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

Program Coordinator is working with Institutional Assessment Coordinator to revamp and revitalize our assessment schedule and practice. We are working toward getting back on track with assessment by Fall 2019.

**PART 4: ADDITIONAL DATA**

**Cost Per SSH (to be provided by Admin)**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

General Funds = \$ \_\_\_\_\_

Federal Funds = \$ \_\_\_\_\_

Other Funds = \$ \_\_\_\_\_

Tuition and Fees = \$ \_\_\_\_\_

**External Data\***

If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_

Number passed \_\_\_\_\_

**\*This section applies to NURS only.**