

Accounting



ANNUAL

REPORT OF PROGRAM DATA

2021

July 1, 2020 through June 30, 2021



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

**Submit this Review document in WORD via the
[Hawai'i CC - Program & Unit Review Submission portal](https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/ru)**

<https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/ru>

[n](#)

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

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

The target students are undergraduate students enrolled in our two-year institution interested in working in the accounting field. Most of our accounting students are already working and have enrolled in the accounting program to learn additional skills that will help them be promoted or qualify them for higher paying jobs. Others are involved with a family business and seek to be better informed about accounting, tax, payroll, and QuickBooks. Those not already employed plan to join the workforce in an entry-level position or a position requiring a two-year degree.

The accounting program also serves accounting and business students from the University of Hawai'i Hilo, who enroll in the program's 200-level courses, mainly when offered online. With the pandemic, UHH began offering online courses, so this may be a dwindling population. Hawai'i CC Liberal Arts students planning to transfer to a four-year institution's accounting or business program, and students enrolled in the Liberal Arts Exploratory Business degree take ACC 201 and ACC 202 courses.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)

<https://uhcc.Hawai'i.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2307>

The table below summarizes the accounting program's health scores in Demand, Efficiency, Effectiveness, and Overall Health categories for the last three-year period.

	2019	2020	2021
Demand Indicator	Healthy	Healthy	Healthy
Efficiency Indicators	Healthy	Healthy	Healthy
Effectiveness Indicators	Healthy	Cautionary	Healthy
<i>Overall Program Health</i>	<i>Healthy</i>	<i>Healthy</i>	<i>Healthy</i>

Demand Indicator:

The Accounting Program's demand indicator is Healthy for the academic year 2021.

The program Demand Indicators show to be consistently Healthy for the last three years. The indicator of a significant increase is **Spring Part-Time who are Full-Time in System**, moving from two percent in 2019 and 2020 to 16 percent in 2021. This area's significant increase may result from parents' inability to enroll in courses as intended because of the COVID-19 mandate of children not attending childcare or doing distance learning from home.

The **Total Number of Classes Taught** decreased from 22 in 2020 to 18 in 2021. The program's consistent efforts to analyze previous course-fill rates and coordinate course offerings with other UHCC system accounting programs have increased course capacity and helped ensure we efficiently offer courses.

Efficiency Indicator:

The Accounting Program's Efficiency indicator is Healthy for the academic year 2021.

The Efficiency health call considers two ratios: the class-fill rate and the student-to-faculty ratio. Our overall Efficiency continues to be Healthy. The program's **Average Class Size** and **Fill Rate** show increases in both indicators while maintaining two **FTE BOR Appointed Faculty** and 29 **Majors to FTE BOR Appointed Faculty**, consistent increases from 2019.

Effectiveness Indicator:

The Accounting Program's Effectiveness indicator is Healthy for the academic year 2021.

The current Healthy rating was restored from the decrease to the Cautionary rating the program saw in 2020. Effectiveness, like Efficiency, also looks at two benchmarks. The first area requires a 5 percent or higher increase in the **Unduplicated Degrees/Certificates Awarded** for one year to the next. The second area evaluates the **Persistence Fall to Spring** in the same major.

The program significantly increased **Unduplicated Degrees/Certificates Awarded** from 14 in 2020 to 19 in 2021. However, there was a decrease in **Persistence Fall to Spring** from 72 percent to 66 percent. Students who withdrew from courses the previous year due to the sudden mandatory modality change that occurred mid-Spring 2020 semester may have resumed taking classes to fulfill their graduation requirements. **Successful Completion (Equivalent C or Higher)** increased from 74 percent in 2020 to 77 percent in 2021, and **Withdrawals (Grade = W)** significantly decreased from 41 in 2020 to 23 in 2021.

The program continues to conduct distance learning courses due to the ongoing mandatory precautions during the current COVID-19 pandemic. With sufficient time to prepare both educators and students for the necessary distance learning course modality, fewer withdrawals have enabled students to fulfill their graduation requirements. Simultaneously, some students who enrolled in courses were challenged by the distance learning modality and were not comfortable with it, causing the drop in Fall to Spring continued enrollment.

Overall Health:

The Accounting Program's overall health rating based on the ARPD indicators is Healthy for the academic year 2021, maintained from 2019.

The program shows improvements in various indicators. The most significant is the effectiveness indicators move from Cautionary to a Healthy rating with fewer withdrawals and increased degrees/certificates awarded. However, the program monitors the persistence ratings to improve and maintain continuous enrollment from semester to semester.

The following are the significant program actions and activities over the year of this review:

- Program and course modification proposal submissions and revisions to retire ACC 120 College Accounting I
 - System-wide, the ACC 120 course is not found in any of the accounting course requirements for UHCC. The lack of rigor in ACC 120 has shown students are unprepared to move to the next level of required courses in the accounting program. Students are better served by retiring this course and replacing it with more relevant and rigorous courses.
 - The proposed retirement of ACC 120 is still under review.
 - Approved proposed AAS and CA program requirement and course modifications effective Fall 2021
- Effective Fall 2021, approved proposed Fast Track course learning outcome alignment with UHCC Program Coordinator Committee Accounting Articulation Agreement of ACC 201 and ACC 202 courses.
- The continued efforts of coordinating with other UHCC Accounting programs on course offerings, cross-campus collaboration with professional development sessions on common goals, and joint submission of Perkins loan applications
- Annual 2020 CRBA Articulation Agreement with the Department of Education, Hawai'i District High Schools
- Accounting Program's Advisory Council meeting
- Accounting program meetings
- Midway through the Spring 2020 semester, due to the COVID-19 pandemic, all program courses switched to online modalities.
 - A total of four courses moved from face-to-face to an online modality for the remainder of the semester, using Zoom meetings in place of traditional face-to-face classroom sessions.
- Fall 2021 semester, all program courses offered in an online modality
- Continuation of students' obtaining VITA certifications after the completion of ACC 134 Individual Income Tax Prep course
 - Community service student volunteered work to perform income tax preparation for elderly, low-income community members.
- Fall 2021, ACC 134 Individual Income Tax Prep (mainly taught to Hilo campus students) served students from the Pālanui campus due to the modality change to online and access to the Goodwill Kona site. These students were placed in the Goodwill Kona location to provide tax services.
 - To assure student safety from COVID-19 contact. In person, volunteers are given site tours first. Due to Goodwill following safety protocols, students were not

exposed to tax clients on a close contact basis, working safely through the tax preparation process.

3. Program Learning Outcomes or Unit/Service Outcomes

a) *List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).*

Accounting Program Learning Outcomes:

- 1.** Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations.
 - ILO1: Communicate effectively in a variety of situations.
 - ILO2: Utilize critical thinking to solve problems and make informed decisions.
- 2.** Communicate with stakeholders in a manner that reflects organizational culture and sensitivity to diverse customer and community needs.
 - ILO1: Communicate effectively in a variety of situations.
 - ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.
 - ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
 - ILO6: Contribute to sustainable environmental practices for personal and community well-being.
- 3.** Perform basic office functions using standard and emerging technologies.
 - ILO1: Communicate effectively in a variety of situations.
 - ILO2: Utilize critical thinking to solve problems and make informed decisions.
- 4.** Demonstrate, in a work environment, effective self-management through efficient use of time and personal commitments.
 - ILO1: Communicate effectively in a variety of situations.
 - ILO2: Utilize critical thinking to solve problems and make informed decisions.
 - ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.
- 5.** Participate effectively in individual and group decision making.
 - ILO1: Communicate effectively in a variety of situations.
 - ILO2: Utilize critical thinking to solve problems and make informed decisions.
 - ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.
- 6.** Use critical thinking skills to make decisions that reflect legal and ethical standards of the accounting profession.
 - ILO2: Utilize critical thinking to solve problems and make informed decisions.

b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

Courses that have been assessed in the year of this review are as follows:

Fall 2020

ACC 124 Principles of Accounting I

- Initial; Final Assessment Test 175 points
- Assessing CLO1–CLO4 aligning with PLO1, PLO2, PLO3, PLO6

Exceeded $(175 - 158) = 5$ (62.5%)

Met $(157.99 - 140) = 3$ (37.5%)

Partially Met $(139.99 - 105) = 0$

Not Met $(104.99 - 0) = 0$

There were eleven (11) enrolled students; three (3) students did zero coursework after the third to eighth week of classes and did not take the assessment. Therefore, eight (8) students in the course were assessed. The course modality was online.

Action Plan:

- Consistently identify and outreach to struggling students early in the term.
- Set-up mandatory instructor-student meetings with struggling students.
- Add more assignment demonstration videos to the Lulima course site for online students who are more interactive learners.
- Encourage students who are struggling to take advantage of the tutoring available.

The strength of this course is the comprehensive teaching structure of the subject matter. This structure begins with students learning the fundamental accounting system and moves quickly into more in-depth practices within the accounting cycle. The overall coverage of the subject matter prepares students with a knowledge and understanding of the accounting principles to maintain, report, and communicate within the sole proprietorship or partnership accounting systems. The course will continue to utilize the online homework/testing site as it is user-friendly, and the textbook is well written and organized for the students to easily understand concepts.

Optional Zoom class sessions are now being offered to assist struggling students trying to keep up with the fast pace of this course. Also, the length and number of tasks assigned are difficult for these students to complete. Some of the students, especially the non-accounting majors, need more one-on-one instructional assistance understanding the material.

ACC 155 Spreadsheets in Accounting

Program or Unit Name: Accounting

- Initial; Individual Project 80 points
- Assessing CLO1–CLO6 aligning with PLO1, PLO2, PLO3, PLO6

Exceeded (80 - 74) = 7

Met (73.99 - 60) = 10

Partially Met (59.99 - 48) = 3

Not Met (47.99 - 0) = 0

As a final exam/final project, students were given data and instructions to complete an accounting worksheet, prepare the three standard financial statements, and create a chart using data on the income statement.

Action Plan:

- Many of the certification and employer exams focus on Excel shortcuts. I have introduced some key shortcuts to students but other than including them on an objective exam I am not sure how to get students to learn and use them.
- Explore ways that can make grading worksheets more manageable.
- Many accounting textbooks no longer include the traditional 10 column worksheet, but this is CLO #6 for the course. This needs to be discussed and a determination made about keeping it as a CLO.

Students did well on the assessment; in many cases, better than expected. They worked independently and received help if they sought it.

One of the challenges in ACC 155 is students having no knowledge of accounting and not wanting to learn accounting in a spreadsheet class. Another challenge is the timely grading of student work. In order for students to learn to create worksheets, they have to create them. This in turn creates worksheets to grade, which is time consuming. Creating relevant worksheets for students to prepare is another challenge as is getting them to do any sort of double checking of the calculations included in worksheets.

The number of worksheets students prepare as part of the course is both a strength and a weakness. A strength of the course is the use of online tutorials, but unfortunately, if students are not required to turn in something from the tutorial, they skip it. Incorporating an Introduction to Google Sheets is also a strength of the class.

ACC 201 Introduction to Financial Accounting

- Closing the Loop; Comprehensive Final Problem 275 points
- Assessing CLO1–CLO18 aligning with PLO1, PLO2, PLO3, PLO6

Exceeded (275 - 248) = 20

Met (247.99 - 220) = 2

Partially Met (219.99 - 165) = 0

Not Met (164.99 - 0) = 0

Program or Unit Name: Accounting

There were two sections of this course, one online and one face-to-face, with 29 students. Seven (7) students did zero coursework after a few weeks into the class and did not take the assessment. Therefore, 22 students in the course were assessed.

Action Plan:

- Consistently identify and outreach to struggling students early in the term.
- Set-up mandatory instructor-student meetings with struggling students.
- Add more assignment demonstration videos to the Lulima course site for online students who are more interactive learners.
- Encourage students who are struggling to take advantage of the tutoring available.

Assessment results show that 100% of participants exceeded or met to achieve the course's CLOs. The results also show that both the face-to-face and online students are equal in their performance of the course. However, a slightly higher percentage of students in the online course discontinued coursework after only a few weeks into the class (five (5) online, two (2) face-to-face).

The strength of this course is the progressive teaching structure of the subject matter. For accounting majors, this structure begins with a review of previously learned information. For non-accounting majors, it allows for a foundational knowledge of accounting principles and practices. The overall coverage of the subject matter is comprehensive and prepares students with a functional and useful understanding of corporate accounting. The course will continue to utilize the online homework/testing site as it is user-friendly, and the textbook is well written and organized for the students to easily understand concepts.

Optional Zoom class sessions are now being offered to assist struggling students trying to keep up with the fast pace of this course. Also, the length and number of tasks assigned are difficult for these students to complete. Some of the students, especially the non-accounting majors, need more one-on-one instructional assistance understanding the material.

ENT 125 Starting a Business

- Closing the Loop; Final Exam 100 points
- Assessing CLO1–CLO4 aligning with PLO2, PLO3, PLO4, PLO5, PLO6

Exceeded (100 - 90) = 26

Met (89.99 - 80) = 10

Partially Met (79.99 - 60) = 6

Not Met (59.99 - 0) = 0

The entire class (42 students) were evaluated by a PowerPoint presentation in which students were required to “pitch” their business plan covering the following essentials:

1. The Idea
2. The Business Model
3. The Customer

4. The Competition
5. The Message
6. The Sales Approach
7. The Inner Workings
8. The Management Team
9. The Money Forecast
10. The Next Steps

Action Plan:

- Additional interactive activities and lesson plans utilizing more video tutorials.

The additional interactive activities and lesson plans utilizing more video tutorials encouraged students to be more engaged and allowed them to access assistance independently on their own time and at their own pace. As a result, student success greatly improved through better comprehension of the course materials.

Spring 2021

ACC 134 Income Tax Preparation

- Initial; Final Exam 200 points
- Assessing CLO1–CLO5 aligning with PLO1, PLO2, PLO3, PLO6

Exceeded (200 - 180) = 13

Met (179.99 - 150) = 5

Partially Met (149.99 - 120) = 2

Not Met (119.99 - 0) = 0

The assessment featured both in-class and out-of-classroom experience with real-world tax preparation. The assessment focused on determining the student's ability to:

1. Use communication, analytical and computational skills to pose questions, synthesize information, and gather data required to prepare Federal and State of Hawai'i individual income tax forms.
2. Use analytical and critical thinking skills to apply Federal and Hawai'i tax laws to specific situations.
3. Compare and contrast Federal and Hawai'i tax rules, regulations, and laws.
4. Identify and retrieve relevant data, distinguish and evaluate the significance of data, and demonstrate proficiency in using data to make effective and ethical decisions in preparing Federal and Hawai'i individual income tax returns.
5. Record and process computational data accurately through logical completion of Federal and Hawai'i individual income tax forms.

The entire class (20 students) was evaluated. The results from the final exam indicate that 90% of (18/20) artifacts submitted met and/or exceeded expectations.

Action Plan:

- Break out students into study groups that can help streamline their preparation and test taking skills when taking their IRS VITA Certification Exams.
- Hosting more virtual or in-person study sessions. This course was taught during the peak of Covid and so I believe to prepare for any future pandemics, I will need to dedicate more time to teaching this course at a scheduled time/day, at least two times per week.
- Work with Goodwill Industries (VITA Site) to also streamline processes, and begin working with management earlier on before the semester to gain a better understanding of how students will work with existing Goodwill staff, to serve the Hawai'i island community.
- Work closely with both Goodwill Hilo and Kona Offices to ensure there is more consistency as far as process goes for students.
- Should students not feel comfortable volunteering in person, I will also work to see if taxes can be done remotely, or via HawCC or PAL Campus.
- Include more practical projects into the course to help students build their efficiency and tax practice, rather than solely relying on building practice with live clients. This will help build students confidence and decision making.
- Build in a “do it yourself” tax project where students are welcomed to bring in their own OR their family members taxes and actually complete it as part of a grade, with a review conducted by me as their instructor (of course, this is dependent on student comfort, but it is something I plan on addressing and offering, so as to help students gain more experience and confidence, while being practical enough to actually complete their own taxes).

Strength of the course is it gives students real-life experience in preparing income taxes-both Federal and State. Students are exposed to the following:

- Completing national tax preparation certification through the Internal Revenue Service (IRS) VITA Program-students complete rigorous training at a national level and are able to take this certification to volunteer at any IRS VITA Site throughout the United States of America.
- Real-life exposure to preparing taxes; students are able to prepare basic income taxes for our local Hawai'i island community. Income ranges from zero to \$60,000. This gives students the ability to bridge the gap of their in-class learning with that of service exposure. Students are exposed and trained to speak professionally, gracefully, and intelligently with the subject they are learning. This aspect of their education helps students to see what it really is like to implement and utilize their knowledge in real life ways, to help people for FREE! The impact that students are also exposed to helps them better understand and gauge their own level of learning, servant leadership, and goals.
- Develop well-roundedness-through this course, students are able to develop their skills and abilities in a well-rounded way, which will make them more attractive in the job market, or in higher education degrees such as their bachelors, masters, or even specialized skills and licenses, such as becoming an Enrolled Agent, or future Certified Public Accountant (CPA). This course gives students the direction and immediate view to the many avenues of accounting that they can pursue!
- Work with students-island wide; students from PAL campus could participate. These students were placed the Goodwill Kona location to provide tax services. It was a win-win

for both PAL students and Goodwill in Kona as well, as they normally do not have Kona volunteers due to this course being taught primarily out of the Hilo campus.

One challenge of the course is assuring students that they are safe during Covid! Volunteering in person posed some questions and concerns for the students, but due to Goodwill following safety protocols, students were given the opportunity to take a site tour first and felt immediate ease considering how Goodwill restructured appointments. Students were not exposed to tax clients on a close basis, and were working safely through the tax preparation process. Though it became seamless, the initial concerns and feelings of safety were definitely a challenge.

Another challenge we were able to overcome as a course is obtaining their certification within the first 3-4 weeks of the semester, so as to ensure students are available to assist with tax preparation at the Goodwill site. This created some frustration and high-stress situations with the students, but it also gave students the opportunity to experience the reality of "tax season." Both instructor and students were able to implement stress reduction techniques to help alleviate the pressure of having to complete certification quickly.

ACC 295 Accounting Capstone

- Initial; Semester Project 250 points and Report 235 points
- Assessing CLO1–CLO5 aligning with PLO1, PLO2, PLO3, PLO5, PLO6

Semester Project

Exceeded (250 - 225) = 4

Met (224.99 - 175) = 4

Partially Met (174.99 - 150) = 1

Not Met (149.99 - 0) = 1

All students in the course were assessed, ten students total. Assessment results show that 80 percent of participants Exceeded or Met to achieve CLO1, CLO3, CLO4, and 20 percent of students Partially Met or did Not Meet the CLOs.

Action Plan:

- Require one-to-one student meetings to discuss progress and completion strategies.
- Consistently identify and outreach to struggling students early in the project.
- Plan collaborative group work sessions.

This Accounting Capstone course encompasses and applies students' knowledge gained throughout their AAS Accounting degree coursework. The manual semester project is presented in an electronic cloud-based program developed by the Armond Dalton Publishing company. The program is a comprehensive accounting project covering financial reporting, internal controls, and procedures for a wholesaling business.

The course is structured to highlight and review the essential skills needed for job readiness in the accounting industry; ethics, office communication, depreciation methods, financial

Program or Unit Name: Accounting

accounting reporting, internal controls and procedures, and real-world vs. theoretical analysis and comparison.

The greatest challenge is connecting and working with the individual students to confirm their project progress. The cloud-based program does allow instructors access to student accounts to observe their completed tasks. However, it is still challenging to understand what part of the project the student may be working on or having any difficulties. In many cases, if the student does not reach out for assistance, it is very late in the semester before the instructor can tell assistance is needed.

Report

Exceeded (235 - 211.50) = 9

Met (211.49 - 164.50) = 0

Partially Met (164.49 - 141) = 1

Not Met (140.99 - 0) = 0

All students in the course were assessed, 10 students total. Assessment results show that 90 percent of participants Exceeded or Met to achieve CLO2, CLO5, and 10 percent of students Partially Met or did Not Meet the CLOs.

Action Plan:

- Require one-to-one student meetings to discuss student methods of choosing a business experience to report on or help identify an individual to interview.
- Require rough draft report submission.
- Consistently outreach to struggling students early in their report development process.

This Accounting Capstone course encompasses and applies students' knowledge gained throughout their AAS Accounting degree coursework.

Students develop their accounting analysis report and presentation based on either their own experience with a chosen business or the experience of an individual they can interview. The report and presentation detail the company's financial reporting procedures, internal controls policies and procedures, and an analysis of how the company compares to the student's knowledge of the theoretical accounting model taught attaining their AAS Accounting degree.

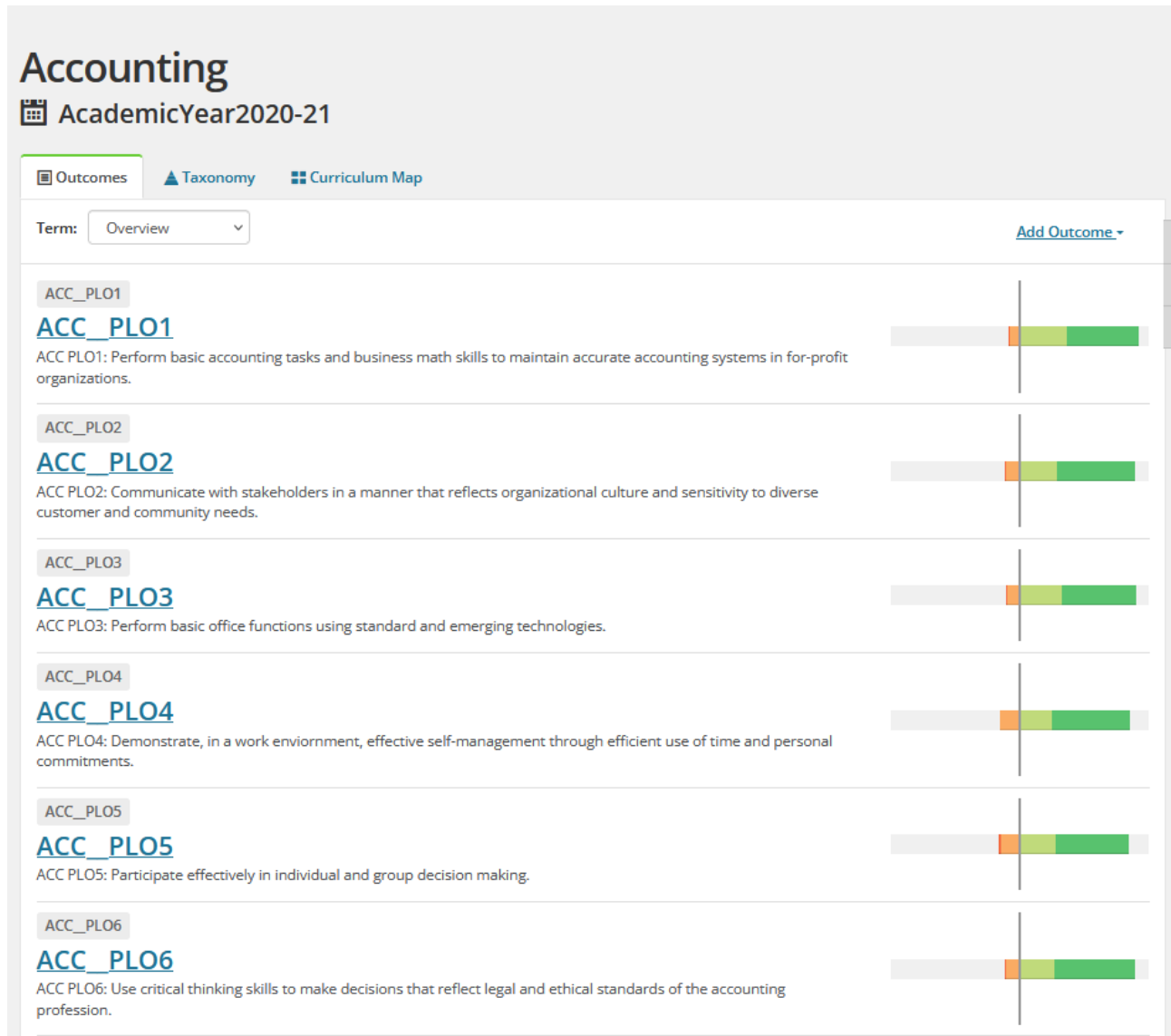
Some students have limited experience working with a business, and they do not take the initiative to engage another individual to interview. These student's reports and presentations lack the required substance to meet the standards set for a passing grade.

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

Please see the details of student learning results above. Their aggregate results on the program's PLOs are shown in the graph below.

**Accounting Program
AY20-21 Assessment Results**

Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet



The accounting program's strengths are the concerted efforts of the Business Education faculty, lecturers, and staff to continuously strategize and collaborate to meet students' needs and in developing an engaging, effective learning environment for their academic success.

Qualified accounting professionals make up the program's instructional faculty and lecturers, giving our students a better insight into practical industry application of principles and methods taught. All of our program instructors are certified in distance learning.

The required program courses teach job-ready skills highly desired by industry employers (e.g., individual income tax prep, QuickBooks, Excel, payroll, etc.).

Main program challenges include immediately identifying struggling students in the early stages of the semester and retaining consistent communication in the distance learning environment. Another challenge is the students' learning gaps and urging students to participate in or initiate the various available learning resources and tools.

The decrease in the Persistence Fall to Spring rating in the Effectiveness Indicator shows a need to enhance our outreach students near the ending of the Fall semester to encourage their motivation to continue their academic progress throughout the academic year.

- d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

All distance learning courses began offering students optional Zoom class sessions to assist students who are not comfortable with the online mode of instruction.

Fall 2021, ACC 134 Individual Income Tax Prep (mainly taught to Hilo campus students) served students from the Pālanui campus due to the modality change to online and access to the Goodwill Kona site. These students were placed in the Goodwill Kona location to provide tax services.

Tutors are continually sought out and hired to provide students needed one-to-one specific coursework assistance.

Instructors continually participate in professional development workshops, conferences, and seminars to further enhance their skills creating engaging and effective learning material and course content for student resources.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

<https://Hawai'i.Hawai'i.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

Be sure to list resources that will be required, if any, in section 5 below.

**The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.*

The program met the previous year's action plan by attending virtual college and job fairs, creating promotional materials, and outreach to local high schools. We are assessing courses per the assessment schedule and collaborating with other UHCCs. We need to perform better on the tracking of Accounting major students to job placement. We will continue working on the action plans as follows:

1. Promotion of the Accounting Program at college and job fairs, reaching out and informing the local high school students about the program offerings to increase fill rates.
2. Perform assessment of courses and the action plans executed to help students effectively attain Course Learning Outcomes.
3. Tracking of Accounting major students from start, completion, and placement to assist with retention, graduation, and placement of students.
4. Continue collaboration with other UHCC for both alignment and sharing of courses to increase fill rates.
5. Engage and promote Spring courses to Fall students before Spring registration to increase Persistence Fall to Spring rating in the Effectiveness Indicator.

The action plans align with the Hawai'i Community College Strategic Directions 2015-2021, Hawai'i Graduation Initiative Action Strategies as follows:

Program or Unit Name: Accounting

- By continually promoting the Accounting Program at local colleges and job fairs (action item #1), we address the Hawai'i Graduation Initiative (HGI) Action Strategy 1.
- Action Strategy 2 and 3 of the HGI is addressed in the action items #2-5; continual assessment of courses, executing the action plans, tracking of students, and the collaboration with other UHCCs.

5. Resource Implications -

* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).

**Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

I am NOT requesting additional ONE-TIME resources for my program/unit.

I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request as part of your Review document submission via the*

Hawai'i CC - Program & Unit Review Submission portal

<https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

✓ *Item Description*

✓ *Justification*

✓ *Priority Criteria (must meet at least one of the following):*

1. *Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.*
2. *Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.*
3. *Expand our commitment to serving all segments of our Hawai'i Island community through Pālamanui and satellite centers*
4. *Address aging infrastructure.*
5. *Continue efforts to promote integrated student support in closing educational gaps.*
6. *Leverage resources, investments with returns, or scaling opportunities*
7. *Promote professional development.*

Category-Specific Information

Equipment	<i>Estimated Date Needed</i>	<i>Quantity / Number of Units; Cost per Unit</i>	<i>Total Cost (with S&H, tax)</i>	<i>On Inventory List (Y/N); Decal #, Reason replacing</i>
Facilities Modification	<i>Estimated Date Needed</i>	<i>Total Cost</i>	<i>Monthly/Yearly Recurring Costs</i>	<i>Utilities Required</i>
Personnel Resource	<i>Estimated Date Needed</i>	<i>FTE; Position Type; Position Title</i>	<i>Estimated Salary</i>	<i>Was an Existing Position Abolished? (Y/N); Position #</i>
Professional Development	<i>Estimated Date Needed</i>	<i>Have you applied before (Y/N); was it approved?</i>	<i>Professional Development Type</i>	<i>PD Details; Impact; Total Cost</i>
Reallocation	<i>Estimated Date Needed</i>	<i>Total Cost</i>	<i>Monthly/Yearly Recurring Costs</i>	<i>Reallocation Proposal</i>

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

**All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.*