NURTURE
YOUR
WEALTH

Kapiʻolani Community College

Comprehensive Program Review

ACCOUNTING PROGRAM

Three Year: 2016 - 2019
–

Based on data for Fall 2015 through Spring 2018

College Mission Statement

Kapiʻolani Community College

From "https://www.kapiolani.hawaii.edu/about-kcc/kapiolani-community-college-mission/"

ʻŌlelo Nuʻukia – Vision

He Kula Nui Kākoʻo ʻŌiwi ʻo Kapiʻolani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e hoʻoikaika i ke kaiāulu o ko Hawaiʻi mau kaiāulu like ʻole ma ka honua e loli mau.

Kapiʻolani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawaiʻi and the world.

Ala Nuʻukia – Mission

(approved by University of Hawaiʻi Board of Regents on March 23, 2017)

He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai – Values

Hoʻohanohano ʻia ka hoʻīlina a ka Mōʻīwahine o Kapiʻolani e Kapiʻolani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapiʻolani Community College honors the legacy of Queen Kapiʻolani through these values:
- **Kūpono**: Practicing honesty and integrity with clarity in all relationships.
- **Kuleana**: Sharing a common responsibility to support the future of our students, college, community, land, and sea.
- **Mālama**: Protecting and perpetuating ancestral knowledge.
- **Kūloaʻa**: Ensuring that the needs of our students are met with support and service.
- **Kūlia**: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Alakaʻi ʻia mākou e kā mākou nuʻukia like, lawena waiwai like, a me ka hoʻokō kuleana haumāna like ma o ke kākoʻo ʻiʻini, ke aʻo, ka hoʻokō pahuhopu, me ka palapala ʻo Hawaiʻi Papa o Ke Ao.

We are guided by our shared vision, values and commitments and by the recommendations of Hawaiʻi Papa O Ke Ao.

Program Mission Statement

The primary Accounting (ACCT) program student focus is career preparation with three major emphases:
1. Ensuring that our graduates possess the necessary Accounting skills and knowledge to enter the workforce upon graduation,
2. Preparing Accounting students and graduates to move seamlessly and successfully to University of Hawaiʻi at Manoa, University of Hawaiʻi West Oahu and other four-year institutions, and
3. Providing lifelong learning opportunities for Hawai`i's workforce that are designed to improve workforce skills and career progression and in a manner that is convenient to the incumbent workforce.

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

Executive Summary of CPR

Health call scores in the previous CPR (at the end of academic year 2014-2015) were Unhealthy, Cautionary and Healthy. As a result, the overall program health was Cautionary. For the current evaluation, overall program health is Cautionary (at the end of academic year 2017-2018) because Demand indicators ended as Healthy while Efficiency and Effectiveness indicators ended as Cautionary.

Demand indicators moved from Unhealthy for academic year 2014-2015 to Healthy for academic year 2017-2018. They were Unhealthy two years ago, Cautionary a year ago and now at a Healthy level. Some discrepancies were found here for item 1 and 2, the New & Replacement Positions (State) and (County Prorated). From the 2017 report, New & Replacement Position (State) were 109 and 101 for 15-16 and 16-17, but they were adjusted to 952 and 932 on the 2018 report. The change in the computation may have contributed **to** the demand indicators being Healthy. We need to continue to maintain and grow the number of majors to continue to provide a steady supply of graduates for the job market as well as encouraging some of these students to continue to pursue their baccalaureate degrees.

Efficiency remains Cautionary primarily because of a persistent shortage of one or two full-time faculty positions in the Accounting Program. The recent hiring of a new faculty member merely replaced a departed member. A fourth full-time faculty position for Accounting is expected to be filled during the summer/fall of 2019. This is expected to move the Efficiency measure to Healthy.

Effectiveness is Cautionary because a composite effect of 1) the combined growth rate of the number of Associate in Science in Accounting degrees (AS in ACCT) awarded and the number Certificates of Achievement (CA in ACCT) awarded is less than 5% (item #20), and 2) the persistence percentage from Fall to Spring (item 19). We had a negative growth rate (Unhealthy) and a 66% of persistency from Fall to Spring (Cautionary). Therefore, Effectiveness ended up Cautionary. The US and Hawaii economy has been booming these past few years and overall enrollment across campuses has dropped precipitously these past few years. In order to have positive growth, we need to explore new markets to increase the number of students enrolled as well as enhancing mentoring and other retention activities to keep students in school until graduation.

Executive Summary of Response to previous ARPD recommendations
There were no previous recommendations made based on the 2013-2016 Comprehensive Program Review. However, the Action Plan laid out by program faculty targeted improvements in Demand, Efficiency, and Effectiveness. The following will summarize results of that action plan.

As part of the Business, Legal & Technology Department (BLT Dept.), we are aligning with our college to focus on improving retention rates. However, to accomplish this task, we need to have a permanent retention specialist in place to assist our college, department and program. This specialist can research and analyze our current statistics and come up with a long-term plan with periodic milestones to help guide us through the process to achieve our common goals.

As part of the effort to improve student experience and retention, we plan to work with our BLT Dept. counselors to assign our majors to individual faculty to help mentor them through their time here at Kapiʻolani Community College (KapCC) and beyond.

Our annual Accounting Student Night has been a staple event for our Accounting Program here for the past 16 years. We have been able to attract many industry professionals to our Accounting Student Night. The professionals meet and network with our students and from time to time, our students have found internship work or employment with them. In recent years, we believe that some of our majors are not attending this event because many of our students are now attending classes entirely online. Therefore, we need to look for a way to reengineer this event or supplement this event to generate a better participation rate. If possible, we want to continue to use this event for the purpose of retention and recruitment.

Besides an existing articulation agreement with UHWO, we plan to meet with Hawaii Pacific University (HPU), Chaminade University and other appropriate four-year institutions to discuss articulations agreements to allow our students to transfer to their campuses. This will widen the opportunities for our students and may attract new students to enroll in our program.

In alignment with goals set by our BLT Dept. and other programs, we began offering one credit certification courses to encourage our students to sit for appropriate industry certification exams. We offered a QuickBooks Online ProAdvisor Certification Exam review course last academic year, and again less than a month ago. Last year, 5 out of 8 students enrolled passed the certification exam. Less than one week after the last meeting of this year's class, 1 out of 3 students had sat for and passed the exam. We want to continue the success by offering this class along with the next advanced level ProAdvisor exam during the Fall 2019 semester. However, we need to do a better job to promote these review courses not only to our students, but also to our alumni and outside professionals to increase enrollment.

Finally, we need to strengthen our connections with Department of Education (DOE) feeder schools in our area and to build relationships with their business teachers and students. We plan to consistently attend events such as the annual Hawai'i Association of Career and Technical Education conference (ACTE) and other events offered by the Hawai'i Business Education Association (HBEA) and the National Business Education Association (NBEA). We need to make sure high school faculty and students know that there are lower priced yet quality alternatives to UHM which can also lead to their ultimate goals of attaining their bachelor degree and becoming a Certified Public Accountant (CPA).

Part II. Program Description

History

The Business Education Program began in 1956 and was one of three original programs consolidated in 1957 as Kapiʻolani Technical School. Originally, it comprised two separate programs: a two-year Associate in Science in Accounting program and a one-year Certificate of Achievement in Bookkeeping program. In academic year 1981-82, a modified career ladder concept was incorporated by which the program offered a one-semester Certificate of
Completion as Payroll and Accounts Clerk, a one-year Certificate of Achievement in Accounting (CA in ACC) and a two-year Associate of Science Degree in Accounting (AS in ACCT).

All Accounting program courses became transferable in 1994. During the 2003-2004 academic year, the combination of ACC 150 and ACC 250B or ACC 251B were accepted by UHM College of Business Administration ACC 419 can be waived. The

program has steadily increased the required computer component of all courses, to the point where computer competency is now a requirement in all courses.

Substantial modifications to the curriculum were made in August of 2006. These changes incorporated the concept of Student Learning Outcomes (SLO) for the program (Program Student Learning Outcomes (PSLO)) and expanded the range of available degrees and certificates to include two new certificates of completion.

In 2007, the curriculum changes proposed in the previous year became effective and Internship class, ACC 293V became mandatory for an A.S. degree graduate. It has proven to be quite successful as some of the students who worked as interns have obtained continuing full-time employment with their internship employers.

In 2008 and 2009, the Accounting Program met and signed an articulation agreement with UHWO. This agreement allows our A.S. degree graduate to transfer to UHWO to complete a bachelor degree in Business Administration with concentration in Accounting. UHWO will waive BUSA 416, Accounting Information Systems for KapCC's ACC 252 (formerly ACC 150) and ACC 251C (formerly ACC 251B) and will accept our remaining credits from our Accounting courses as electives. It will save a graduate in A.S. in ACCT degree both time and money, since there will be no loss of credits. The graduate only needs to complete 45 additional credits at UHWO to earn a bachelor's degree. So far, the responses have been very positive and numerous students have continued their education at UHWO after graduating from KapCC. We need the college's assistance in creating a means of tracking and maintaining contact with these graduates after they have left KapCC.

The role of SLOs has expanded. In 2006, the Accounting program developed its program SLOs and in 2009, competences for all courses were aligned with these. During the 2011-12 academic year, a number of Course Learning Outcome assessments and Program Learning Outcome assessments were carried out. Some of these results have already been used to drive adjustments that will improve student proficiency. An ongoing program of evaluating the effectiveness of these SLOs is underway, and will continue to be used to feed back into the program and improve student learning outcomes and success rates.

Following several Accounting Program Coordinating Council (PCC) meetings and the signing of the articulation agreement in August 2015, each UH community college submitted massive curriculum change to line up major course numbers, course titles, course pre-requisites, majority of course learning outcomes and majority of course contents for seven common ACC courses. Since we were updating curriculum for these seven courses, our program decided to update our unique courses such as ACC 221, ACC 231B, ACC 251C and ACC 293 at the same time. At KapCC, these changes were approved and came into effect beginning with the Fall 2017 semester. This prompted our program to pause the assessment cycle and started over with the AY 2017-2018.

Program Goals/Occupations for which this program prepares students: Include the skills that graduates will have and the occupations for which they are prepared

Program Description
The Accounting Program is one of four programs in the BLT Dept. headed by a department chairperson. Currently, the program staff includes three full-time faculty members, one of whom acts as program coordinator. The Accounting Program offers Certificate of Achievement (30 cr.) and two Certification of Competence, Payroll Preparer (15 cr.) and Tax Preparer (15 cr.) and an Associate in Science Degree (60 credits).

Goals
1. To provide vocational training for entry-level and paraprofessional positions in bookkeeping and accounting, e.g., payroll clerk/supervisor, accounts clerk/supervisor, accounts receivable clerk/supervisor, accounts payable clerk/supervisor, inventory control clerk, inventory manager, assistant bookkeeper, bookkeeper, tax preparer, associate tax preparer, consultant, data analyst, budget analyst, credit analyst, and accountant.
2. To provide accounting core courses for other BLT Dept. programs such as Information Technology (IT).
3. To provide transferable courses in accounting principles, managerial accounting and business law for students planning to continue their education in general business or accounting at four-year institutions.
4. To provide the opportunity for occupational refreshing and upgrading to those already employed.

Occupations for which this program prepares students

Tax	Tax Services Associate, Tax Preparer, Enrolled Agent
Accounting	Accounts Payable Clerk/Supervisor, Accounts Payable Manager, Accounts Receivable Clerk/Supervisor, Accounts Receivable Manager, Inventory Systems Manager, Payroll Clerk/Administrator, Tax Accounting Paraprofessional, Cost Accounting Paraprofessional, Property Management Accounting Paraprofessional
Management track	SAGE 100 Accounting System Manager, QuickBooks Accounting System Manager, Accounting Supervisor, Independent Small Business Accounting Paraprofessional, Budget Staff/Analyst. Credit/Staff Analyst, Data Analyst
Consulting	Client Consultant (outside accounting), Certified QuickBooks Online ProAdvisor, Certified QuickBooks Online Advanced ProAdvisor, QuickBooks Consultant, SAGE 100 Consultant

Related work	Office Manager, Small Business Accountant/IT Manager, Brokerage Clerks, Brokerage Analyst

Program Student Learning Outcomes (PSLO)

1. Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
2. Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
3. Perform accounting and reporting functions using an accounting information system.
4. Gather, manage, track and query data using traditional and emerging technologies.
5. Practice within the professional, ethical, and legal parameters of the accounting profession.
6. Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
7. Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
8. Recognize and adapt to the local/global organization and culture.
9. Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

Admission Requirements

The minimum qualifications for admission to the college are:
- 18 years of age or older, and
- a high-school diploma or GED if under age 18.

Students are admitted to the Accounting Program on a continuing basis in either the Fall or
Spring semester. The current recommended preparations for enrolling in the beginning Accounting course, ACC 201, are ICS 100 or ICS 101 and qualification for MATH 24 or higher and ENG 22 or higher. The Accounting Program is in the process of submitting curriculum proposals to require a grade C of higher for ENG 21 or ENG 22 or equivalent to improve the quality of students enrolled. The move is necessary to help improve student success rate.

Credentials, Licensures Offered

Our program is constantly seeking opportunities to provide credible assurances of student learning outcomes. One of the goals is to provide review courses for ACCT students to sit for industry certification exams. Currently, we are consistently offering certification courses for multiple QuickBooks Online certification exams. Students completed our ACC 252, QuickBooks for Accountants, are encouraged to enroll in these review courses.

Besides QuickBoooks, the program works with the Hawaiʻi Chapter of the American Payroll Association (Hawaii APA) to help our students to complete the APA

Fundamental Payroll Certificate (FPC), a nationally recognized certification. Students completed our ACC 132, Payroll Accounting and Hawai`i General Excise Taxes, should qualified a students to sit for the Hawaii APA review class.

Faculty and Staff
Permanent
- Dooley, Kevin, CPA, BBA, tenured 1993
- Seabolt, Duane, CPA, CFE, JD, MBA probationary, started Fall 2018
- Tan, Calvin, CPA, MAcc, tenured 2007
- Knox, Katherine, MBA, EA, (resigned August 2018)

Adjunct
- Carroll, Benjamin JD, MBA
- Cristobal, Arnold,
- Hartman, Douglas CPA, Master of Taxation, MS-Acc
- Iong, Ken, MAcc
- Ito, Michael, CPA MBA
- Kawafuchi, Kurt, JD
- Kamida, Roy, CPA
- Komatsu, Mark, MBA
- Leanne Matsumoto, CPA, MBA
- Mitsuyasu, Myron, CPA
- Nakao, Elmer, CPA
- Nako, Judy, CPA
- Reidy, Tim,
- Takahashi, Amy, CPA
- Tanna, Wayne, JD, LL.M.
- Young, Steven MBA-Acc

Resources, including student support services
The majority of the resources used by the program are provided via the BLT departmental budget. Department physical resources such as classrooms and computers are located in the Kopiko building, and are shared among BLT programs. Our main classrooms, Kopiko 101B is equipped with dual monitors, simulating a real world accounting office. Other classrooms such as Kopiko 101A, 102/103, 104A, 104B, 126 and 127A are also used as needed. The majority of these classrooms are equipped with Promethean ActivBoard with touchscreen capability. They are used for interactive activities during lectures. Most of the classrooms are equipped with workstations where students can access internet for research and cloud computing and other locally installed software as needed.

Courses	Instructor Computer	Projector or Promethean ActivBoard	Student Computers	UH, KapCC, BLT provided software or systems	Other software/hardware
ACC 201	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Google Doc, Google Sites, Adobe Acrobat Reader	WileyPlus Next Gen (publisher)
ACC 202	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Google Doc, Google Sites, Adobe Acrobat Reader	WileyPlus Next Gen (publisher)
ACC 132	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Adobe Acrobat Reader	CNow, ADP Payroll Software (publisher)
ACC 134	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Adobe Acrobat Reader (Hardware: UH virtual server rental)	CCH Tax Preparation Software (publisher allows use with textbook)
ACC 137	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Adobe Acrobat Reader (Hardware: UH virtual server rental)	CCH Tax Preparation Software (publisher allows use with textbook)
ACC 221	Yes	Yes	Yes (25 students)	Laulima, Web browsers, Word, Excel, PowerPoint, Adobe Acrobat Reader, AAA FASB Research	MyAccountingLab (publisher)
ACC 252	Yes	Yes	Yes (20 students)	Web browsers, Word, Excel, PowerPoint, Access, VISIO, Adobe Acrobat Reader	QuickBooks Online subscription (Intuit)
ACC 255	Yes	Yes	Yes (20 students)	Web browsers, Word, Excel, Power BI, PowerPoint, Access, Adobe Acrobat Reader	Mindtap, SAM (publisher)

Courses	Instructor Computer	Projector or Promethean ActivBoard	Student Computers	UH, KapCC, BLT provided software or systems	Other software/hardware
ACC 231B	Yes	Yes	Yes (20 students)	Web browsers, Word, Excel, PowerPoint, Adobe Acrobat Reader, AAA FASB Research	
ACC 251C	Yes	Yes	Yes (20 students)	Web browsers, Word, Excel, PowerPoint, Google Sites, Google Docs, Adobe Acrobat Writer/Reader (Hardware: UH virtual server rental)	SAGE 100 (sponsored by Carr, Gouveia & Associates)
ACC 261B	Yes	Yes	Yes (20 students)	Excel, Power BI, May be one or more of the following: IDEA, Tableau, Python, etc.	
ACC 293	Yes	Yes	No	Web browsers, Word, Excel, Adobe Acrobat Reader	

Annual computing costs:

Number	Description	Purchased Cost	Current Value	Replacement Value
1	ACC tutoring costs (10 hour per week)	7,000	7,000	7,000
1	24-user SAGE 100 ERP Version 4.5 accounting software (client/server edition)	0	40,000	40,000
2	Virtual server rental from UHM	1,500	1,500	1,500
1	American Accounting Association (AAA) FASB Research	300	300	300
1	CCH ProSystem fx Tax Preparation	0	3,500	3,500
1	RIA CCH Research (not funded right now)	0	4,000	4,000
4	Desktop computers/Laptop computers, printers for faculty (CELTT covered)	0	0	0
1	ACBSP Membership (BLT Dept. covered)	0	0	4,000
	TOTAL	8,800	56,300	60,300

Student Support Services: Counseling student support services are offered for students pursuing any of the certificates or degrees of the program. Two BLT counselors provide these services for students in the Accounting, Entrepreneurship, Information Technology, Paralegal and Marketing areas. A retention counselor/specialist is needed to assist with analyzing data and derive retention procedures.

Articulation Agreements
Articulation agreements currently in effect:
- UHWO – Since 2008 (needs to be renewed in Fall 2019)
- UHM - Since 2005 (unofficial limited course waiver)
- UHCC – Since August 17, 2015 (for ACC 124, 125, 201, 202, 132, 134, 137, 252, and 255) (needs to be renewed by September 2020)

Articulation needs to be renewed:
   Chaminade University, 1997 (needs to be renewed)
   HPU, 2003 (needs to be renewed)
Community Connections, Advisory Committees, Internships, Coops, DOE

Community Connections
The program's most extensive connections are with the CPA and accounting professional. Each year, over 100 members of the professional community and alumni who have helped the ACC

program over the previous year receive our holiday cards. This serves as a barometer of the number of professionals we have relied on to participate in our Accounting Student Night, Accounting Internship, mock interviews, resume workshops, company tours, and team project activities.

In the area of professional organizations, the program maintains a strong connection with the American Payroll Association (APA) – Hawai`i Chapter. Members of the chapter have attended nearly all of the annual Accounting Student Night event and sponsored scholarships for students pursuing ACC degrees or the Fundamental Payroll Certification examination.

There is also a good connection with the Hawai`i Society of CPA's (HSCPA) and the Hawai`i Association of Public Accountants (HAPA) who each sponsor one scholarship on alternating semesters each year. A new faculty joining us recently is a member of the Association of Certified Fraud Examiners.

For over 18 years, the program's ACC251C course has been made possible through the generous support the firm of Carr, Gouveia + Associates, CPAs who provide a no-cost license to the Client/Server edition of SAGE 100. SAGE 100 has historically been an industry-leading midrange accounting program used by many companies in Hawai`i. KapCC is one of the few community colleges in the entire United States to teach this important technology.

Advisory Committee
The program has a strong roster of Advisory Committee members who provide guidance and support to faculty and students in Accounting. Members who consistently attended our meetings the past few years:

Name	Company
Tasha Sawai	AATS Inc.
Abigail Ugale	Accountemps
Darryl Nitta	Accuity LLP
Ryan Horiuchi	Accuity LLP
Pamela Young	City and County of Honolulu
Carl Williams (or staff)	CW Associates, CPAs
Dan Kikuyama	Dan Kikuyama, CPA, Inc.
Cheryl Lum	Deloitte
Joanne Hoe (or staff)	Gilford Sato & Associates
Ed Chung	Hagadone Printing
Gabriela Bonilla	Hawaii Mission Houses
Peter Lee	Hemic Inc.
Liana Fajayan	HiAccounting
Sean Knox	HiEmployment
Ryoko Lung	Kahala Nui

Name	Company
Alan Kobayashi (or staff)	KKDLY, LLC
Ross Murakami (or staff)	KMH LLP
Tyler Tuipolotu (or staff)	ProServices Inc.
Mark Lum	Queen's Federal Credit Union
Patti Kawano (or staff)	ServCo Hawaii
Jared Ito	Tony Hawai`i Automotives/American Payroll Association
Hamid Pourjalali (or others)	UH-Manoa
Frank Kudo/Katie Landgraf	UH-West Oahu

*members attended each meeting varies based on availability on meeting days

Internships/Coops - ACC 293
Accounting Internship Student Placement
(Past three academic years)

Employers Hosted
AATS Inc.
Bank of Hawaii
C&Y CPA LLC
Central Union Church
Dan Kikuyama, CPA, Inc.
Department of Education
Gilford Sato & Associates
Glen Hayashi, CPA, Inc
Hawaii Mission Houses
Legacy Tax Group
Manoa Consulting Group
Maunalani Nursing & Rehab Center
MMI Realty Services Inc.
Pacific Gateway Center
Robello Group LLC
ServCo Hawaii
Starwood Hotels & Resorts
Touch A Heart Hawaii
W T Matsuno CPA Inc.

Department of Education (DOE)
The Accounting program faculty has actively participated at the ACTE (Association of Career Tech Education) Conference these past year and plan to continue to attend this conference to build relationship with high school teachers. We need to be more active in working with high school teachers.

Also, we have worked closely with KapCC's high school outreach coordinator, Sheldon Tawata. He has arranged our faculty to meet with personnel from McKinley High School and almost negotiated our program to teach an introductory ACC class at Kaimuki High School. Unfortunately, the plan was canceled due to low interest. However, there are ongoing talks with other high schools about teaching classes on their campuses.

We have also scheduled to host various high school visits during the Academic Year 2018-2019 so we can connect to their students and their teachers.

Finally, KapCC has students who are in the Early College or Running Start program and at times, we have high school students enrolled in our classes.

Distance delivered/off campus programs, if applicable

Distance delivered
ACC 201 2-3 sections each semester
ACC 202 1-2 sections each semester
ACC 132 1 sections per semester
ACC 134 1 section per year
ACC 137 1 section per year
ACC 252 2-3 sections per year
ACC 255 1 section per year
BLAW 200 3 sections per semester

Plan: (to be executed beginning Spring 2020 and completed by Spring 2022)
ACC 221 1 section per year
ACC 231B 1 section every two year (based on enrollment)
ACC 261B 1 section every two year (based on enrollment)
ACC 293 1 section per year

Off Campus
Our CA in ACCT and our other certificates can be earned entirely via online courses. We plan to make our AS in ACCT available online as well.

Part III. Curriculum Revision and Review

The AS in ACCT went through a massive updates based on articulation agreement signed August 2015, advisory committee's suggestions and industry trends. These updates became effective Fall 2017. Therefore, the program decided to re-start the assessment cycle beginning with the academic year 2017-2018. There were also a few updates made to the curriculum effective Fall 2019 but the program decided to start assessing CSLO's regardless. Five courses, more than 20%, were assessed.

Course Student Learning Outcome (CSLO) assessments conducted/to be conducted

Courses	Academic Year (Plan to Assess all CSLO)	Faculty	Completed	Comments
ACC 124	N/A	N/A	N/A	Not offered (ACC 201 SLO affects this course, assessing ACC 201 helped with updating ACC 124)
ACC 125	N/A	N/A	N/A	Not offered (ACC 201 SLO affects this course, assessing ACC 201 helped with updating ACC 124)
ACC 132	AY 2017-2018	CT, Lecturer	Done	
ACC 134	AY 2018-2019	CT, Lecturer		Will be performed at the end of Spring 2019
ACC 137	AY 2018-2019	CT, Lecturer		Will be performed at the end of Spring 2019
ACC 197	AY 2017-2018	CT	Done	
ACC 198	AY 2019-2020			
ACC 201	AY 2019-2020	CT, KD, DS		
ACC 202	AY 2019-2020	CT, KD, DS		
ACC 221	AY 2019-2020	DS, CT		
ACC 231B	AY 2019-2020	CT, Lecturer		

Courses	Academic Year (Plan to Assess all CSLO)	Faculty	Completed	Comments
ACC 251C	AY 2017-2018	CT, KD, Professionals	Done	
ACC 252	AY 2018-2019	CT, KD		Will be performed at the end of Spring 2019
ACC 255	AY 2017-2018	CT	Done	
ACC 261B	AY 2020-2021	CT		Course will be offered first time Spring 2021.
ACC 293	AY 2017-2018	CT, Lecturer, Professionals	Done	
BLAW 200	AY 2018-2019	DS, Lecturer		Will be performed at the end of Spring 2019
BUS195QB	N/A	N/A	N/A	Not offered yet. (already assessed as ACC 197)
AY – Academic Year				
CT – Calvin Tan, KD – Kevin Dooley, DS – Duane Seabolt				

Part IV. Survey results

1. Student satisfaction (no data) **2. Occupational placement in jobs (for CTE programs)**

(no data)

3. Employer satisfaction (for CTE programs)

(no data)

4. Graduate/Leaver

(no data)

Part V. Quantitative Indicators for Program Review

University of Hawaii Community Colleges
Instructional Annual Report of Program Data (ARPD)

Select the desired review year, college, and program from the drop down menus. Once a program has been selected, the results will be displayed.

Review Year:	College:	Program:
2018 ∨	Kapiolani Community College ∨	Accounting ∨

College: Kapiolani Community College
Program: Accounting

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Part I: Program Quantitative Indicators

College: Kapio'lani Community College
Program: Accounting

Overall Program Health: Cautionary

❓ **Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Accounting

CIP Code = 52.0302

- 43-3031 - Bookkeeping, Accounting, and Auditing Clerks
- 43-4011 - Brokerage Clerks
- 43-3051 - Payroll and Timekeeping Clerks
- 43-9111 - Statistical Assistants

Print ARPD

	Demand Indicators	Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	952	932	918	
*2.	New & Replacement Positions (County Prorated)	343	322	296	
3.	Number of Majors	207	169	145	
3a.	Number of Majors Native Hawaiian	18	13	15	
3b.	Fall Full-Time	42%	41%	32%	
3c.	Fall Part-Time	58%	59%	68%	
3d.	Fall Part-Time who are Full-Time in System	5%	5%	5%	
3e.	Spring Full-Time	34%	28%	34%	**Healthy**
3f.	Spring Part-Time	66%	72%	66%	
3g.	Spring Part-Time who are Full-Time in System	7%	4%	4%	
4.	SSH Program Majors in Program Classes	1,333	1,047	1,014	
5.	SSH Non-Majors in Program Classes	1,917	1,671	1,651	
6.	SSH in All Program Classes	3,250	2,718	2,665	
7.	FTE Enrollment in Program Classes	108	91	89	
8.	Total Number of Classes Taught	49	52	50	

NOTE: New & Replacement jobs updated (View Methodology).

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	22	17	18	
*10.	Fill Rate	97.8%	79.6%	80.5%	
11.	FTE BOR Appointed Faculty	2	2	2	
*12.	Majors to FTE BOR Appointed Faculty	103	84	72	
13.	Majors to Analytic FTE Faculty	41	28	29	
13a.	Analytic FTE Faculty	5	6	5	Cautionary
14.	Overall Program Budget Allocation				
14a.	General Funded Budget Allocation				
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	0	4	3	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	73%	74%	69%	
18.	Withdrawals (Grade = W)	116	99	91	
*19.	Persistence Fall to Spring	68%	61%	66%	
19a.	Persistence Fall to Fall	45%	33%	36%	
*20.	Unduplicated Degrees/Certificates Awarded	46	74	49	
20a.	Degrees Awarded	30	30	21	
20b.	Certificates of Achievement Awarded	30	26	23	Cautionary
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	7	83	42	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	18	24	16	
22a.	Transfers with credential from program	2	8	7	
22b.	Transfers without credential from program	16	16	9	

Distance Indicators		Program Year		
		15-16	16-17	17-18
23.	Number of Distance Education Classes Taught	15	17	17
24.	Enrollments Distance Education Classes	370	338	332
25.	Fill Rate	88%	85%	82%
26.	Successful Completion (Equivalent C or Higher)	63%	63%	58%
27.	Withdrawals (Grade = W)	51	53	51
28.	Persistence (Fall to Spring Not Limited to Distance Education)	63%	52%	57%

Perkins Indicators (2016 - 2017)		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	92.92	98.31	Met
30.	2P1 Completion	51.51	67.8	Met
31.	3P1 Student Retention or Transfer	81.81	91.03	Met
32.	4P1 Student Placement	64.51	66.67	Met
33.	5P1 Nontraditional Participation	N/A	N/A	N/A
34.	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Indicators	Program Year		
	15-16	16-17	17-18
35. Number of Degrees and Certificates	60	56	44
36. Number of Degrees and Certificates Native Hawaiian	4	5	2
37. Number of Degrees and Certificates STEM	0	0	1

Part VI. Analysis of Program

1. Alignment with mission
Currently, the Accounting program's operation is in alignment with its mission. Our program's three main missions are:
1. Ensuring that our graduates possess the necessary Accounting skills and knowledge to enter the workforce upon graduation,
2. Preparing Accounting students and graduates to move seamlessly and successfully to UH Manoa, UH West Oahu and other four-year institutions, and
3. Providing lifelong learning opportunities for Hawai`i's workforce that are designed to improve workforce skills and career progression and in a manner that is convenient to the incumbent workforce.

2. Current Situation:
Internal: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III.

Overall Program: Cautionary

Academic Year	2015-2016	2016-2017	2017-2018
Overall Program Rating	Cautionary	Cautionary	Cautionary

The Overall Program for Accounting is rated "cautionary" as are the component indicators for Demand, Efficiency, and Effectiveness.

Demand Indicators: Cautionary

Academic Year	2015-2016	2016-2017	2017-2018
Demand Indicators Rating	Unhealthy	Cautionary	Healthy

The AY 2017-2018 Demand Health rating is "Healthy."

Relative to AY 2015-16 and AY 2016-2017, the Number of Majors declined from 207 to 169 and to 145. The decline in enrollment is consistent with the trend for the campus as a whole. It is also consistent with enrollment for nearly all schools within the UH system. At the same time the number of New & Replacement Positions (County Prorated) has dropped during this same period from 343 to 322 and to 296 for AY 2017-2018. When

the demand ratio between the number of majors and new and replacement positions is computed, the result (3.09) met the threshold for a Healthy rating (1.5).

Since the enrollment has been declining, there is an urgency for the program to heighten its efforts to recruit more majors.

Strengths:
- Large number of new and replacement job openings available
- Large number of sections are attractive to working students
- Large number of evening and online course offerings are attractive to working students
- Articulations with UHWO allows AS in ACCT graduates to continue to pursue a baccalaureate degree and sit for the CPA exam

Weaknesses:
- Large number of New & Replacement Positions (County Prorated) to fill
- Number of majors declined and number of students at KapCC overall declined

Efficiency Indicators: Cautionary

Academic Year	2015-2016	2016-2017	2017-2018
Efficiency Indicators Rating	Cautionary	Cautionary	Cautionary

The AY 2017-2018 Efficiency Health rating is "Cautionary."

The class fill rate for the AY 2015-2016 was 97.8%, it dropped to 79.6%, following the drop in overall enrollment for the AY 2016-2017. This prompted the program to apply additional care to management of class offerings. For AY 2017-2018, fill rate is back to a "Healthy" level. The program coordinator developed an Excel spreadsheet to track enrollment and follow the college's guideline to cut under-enrolled courses before semester begins. The program has continued its policy of setting the enrollment cap at "Zero" in critical classes (such as ACC 293V Accounting Internship) in order to allow the Program Coordinator and course instructor to carefully manage the enrollment of students to ensure that the right students are taking the class at the right time in their academic careers.

The student to faculty ratio remains "unhealthy." This AY, ratio of "majors to FTE BOR appointed faculty" is 72.5, which is down from 84.5 in the previous academic year and 103.5 before that. With enrollment declining, this ratio naturally became smaller. However, the 72.5 measure was still outside of the "healthy" range of 36 to 60.   We are planning to increase our effort to recruit new students. So, we need to continue to recruit an additional faculty members for Accounting in order to improve this rating.

Strengths:
- Careful management of course enrollment

- High class fill rate for most courses. Only a few courses required for our majors to graduate are low-enrolled.
- Support of KapCC administration has helped to continue to fill vacant instructor position

Weaknesses:
- Student to faculty ratio remains low due to continued position vacancy

Effectiveness Indicators: Cautionary

Academic Year	2015-2016	2016-2017	2017-2018
Effectiveness Indicators Rating	Healthy	Cautionary	Cautionary

The AY 2018-2019 Effectiveness Health rating "Cautionary."

This is a combination of an "unhealthy" Unduplicated Degrees/Certificates Awarded to Number of Majors rate, as well as "cautionary" Unduplicated Degrees/Certificates Awarded to New & Replacement Positions (County Prorated) and Persistence rates.

With enrollment into the college and into the program beginning to decline almost two years ago, the effect is now felt at the graduate level. There is a drop in the number of Unduplicated Degrees/Certificates Awarded which resulted in an "unhealthy" growth in this area. On the other hand, the Persistence Fall to Spring percentage of 66% continued to put our program in the "cautionary" level. Combining the effect of both indicators, the Accounting program continued to yield a "Cautionary" Effectiveness rating. We need to continue to recruit and mentor our students to make sure they enter the program and exit the program by completing the degree requirement.

Also, the program needs to continue to improve the completion rates for the program's "gatekeeper courses" (ACC 201 and ACC 202), which have historically had low success rates and remain low. A suggested strategy for improvement in the gatekeeper courses was to limit class size to a maximum of 25 students. We believe it has some effect for the traditional face-to-face course format. But since online persistence rate for the same time period was only 57%, which might have caused the overall persistence rate to be at 66% only. In order to continue to improve the persistence rate, Program faculty will be participating in Teaching Online Preparation Program (TOPP) training with two faculty scheduled for the Spring 2019 cohorts and one faculty scheduled for the Summer 2019 cohorts. We are also encouraging our lecturers to go through the same training so we can maintain quality online courses across the program. We hope that this will help improve the online persistence rate and the over persistence rate.

Strengths:
- Full-time faculty and online lecturers to participate in TOPP training
- Number of Withdrawals has consistently declined
- Transfers to UH 4-Yr institutions have increased substantially

Weaknesses:
- Persistence rates have decreased each year
- Total number of Degrees and Certificates of Achievement awarded has declined
- Gatekeeper courses, both face-to-face and online formats need to be revised

Distance Education: Completely On-line Classes

Completely Online class sections increased to 17 the last two AY and fill rates were consistently above the 80% with number of withdrawals holding steadily at around 51. However, successful completion rate and persistence rate need to be improved.

Strengths:
- Fill rate continues to be high
- Enrollment in Distance Education courses has steadily increased
- Withdrawals have been steady within the last few years

Weaknesses:
- Persistence rates have decreased in the latest year
- Successful completion rate has slightly declined

Perkins IV Core Indicators

The Accounting program met all of the Perkins IV Core Indicators from 1P1 to 4P1 for the 2016-2017 academic year. 5P1 (Nontraditional Participation) and 5P2 (Nontraditional Completion) are listed as N/A.

The program will continue to promote the attainment of short certificates such as Payroll Preparer and Tax Preparer to improve overall completion rates. These will serve as milestones and incentives for students to continue their pursuits for an accounting degree and will help the program improve success and persistence rates.

The program will continue to work with UH System four-year degree institutions including the
UHM, University of Hawai'i Hilo (UHH), and especially the UHWO to enable students to easily transfer to these campuses after obtaining an Associate's accounting degree at Kapi'olani. Existing articulation agreements with private four year degree institutions will also be updated.

Strengths:
- All indicators except apply to the Accounting program have met goals

External: Specific external factors influencing program planning.

A number of factors external to both the college and the program have a marked influence on program planning, among them, the general state of the economy, the Hawai`i job market, and Federal and State government spending.

Factors under the purview of either the KapCC administration or the BLT Department are, Accreditation, SLO, and Certification.

Assessment Results for Program SLOs

Accounting Program Student Learning Outcomes:

1. Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
2. Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
3. Perform accounting and reporting functions using an accounting information system.
4. Gather, manage, track and query data using traditional and emerging technologies.
5. Practice within the professional, ethical, and legal parameters of the accounting profession.
6. Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
7. Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
8. Recognize and adapt to the local/global organization and culture.
9. Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

Accounting Program Student Learning Outcome assessments schedule:

Program SLO	Academic Year
PSLO #1	2019-2020
PSLO #2	2018-2019
PSLO #3	2018-2019
PSLO #4	2019-2020
PSLO #5	2018-2019
PSLO #6	2017-2018
PSLO #7	2017-2018
PSLO #8	2017-2018
PSLO #9	2017-2018

Accounting Program Student Learning Outcome Assessment Results:

- #6
- #7
- #8
- #9

PSLO #6 Assessment Results (Partial Report): Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Key/Responsible Personnel	Assessment Results	Next Steps Plan
1	Internal Controls Project (from ACC 251C)	Student team interview a company/organization accounting dept (sponsor) about their AIS. Team to document system flow and internal controls.. Team meets with industry professional (mentor) who help them refine their projects. Team will present findings. The presentation will be evaluated by instructor as well as team sponsor and team mentor.	The maximum points for the presentation is 45 points and students must score 31.50 (70%) to reach benchmark. For the entire class, we expect 75% of the students reaching the benchmark.	Calvin Tan, Kevin Dooley, Indsutry Professionals	Out of 20 students participated, 15 students met the benchmark. Results: 85.00%.	Met expected level of achievement. Continue to improve assessment procedures and rubrics internal control project.
2	Presentations (from ACC 255)	During the semester, students must complete a self-introduction based on preset criteria. Also, students must perform a team presentation during the semester.	Students must score at least 80% for each of these presentations. For the class, we expect 70% of the students of entire class meets this benchmark.	Calvin Tan	Out of 15 students particpated, 15 students met the benchmark. Results: 100.00%	Met expected level of achievement.
Summary			Both assessment strategies must meet expected level of achievement.	Calvin Tan, Kevin Dooley, Industry Professionals	Both assessment strategies met expected level of achievement.	Met expected level of achievement.

PSLO #7 Assessment PSLO #7 Assessment Results (Partial Report): Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Key/Responsible Personnel	Assessment Results	Next Steps Plan
1	Fieldwork (from ACC 293)	Students are required to perform 120 hours of internship in the accounting area. Their performance will be assessed by their internship employer/supervisor. Each student will be evaluated by his/her employer/supervisor based on 10 criteria, each criterion has a rating of 1 through 5, total maximum rating of 50 points.	Student scoring 75% or higher is considered meeting benchmark. For the entire class, we expect 80% of the students meeting this benchmark.	Calvin Tan, Ken long, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement. Spring 2018 (AY 17-18)
2	Participation (from ACC 293)	Each week, students must participate in class and team discussion as well as roll play activities relate to work habits, work ethics, personal qualities, attitude, etc. Instructor keep track of student participation and evaluate whether each student presented themselves professionally.	Students participated in class activities actively and professionally at least 80% of the semester. We expect 80% of the students in the class achieving the benchmark.	Calvin Tan, Ken long, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement.

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Key/Responsible Personnel	Assessment Results	Next Steps Plan
3	Journal (from ACC 293)	Each student submit weekly journal after each week of internship work. Students must write about what they have learned from their internship work each week and how these work relate back to their course work at KCC. These journals are submitted and evaluated by internship instructor(s).	In aggregate for the entire semester, students scoring 85% is considered reaching benchmark. For the entire class, the course meets the learning outcome if 80% of the students in the class reached the 85% benchmark.	Calvin Tan, Ken Iong, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement.
Summary			All three (3) assessment strategies must meet benchmark.	Calvin Tan, Kevin Dooley, Ken Iong, Kurt Kawafuchi, Industry Professionals	All three (3) assessment strategies met benchmark.	Met expected level of achievement.

PSLO #8 Assessment Results (Partial Report): Recognize and adapt to the local/global organization and culture.

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Assessment Results	Next Steps Plan
1	Internal Control Team Project (from ACC 251C)	The maximum points for the presentation is 45 points and students must score 31.50 (70%) to reach benchmark. For the entire class, we expect 75% of the students reaching the benchmark.	Student team interview a company/organization accounting dept (sponsor) about their AIS. Team to document system flow and internal controls.. Team meets with industry professional (mentor) who help them refine their projects. Team will present findings. The presentation will be evaluated by instructor as well as team sponsor and team mentor.	Out of 20 students participated, 15 students met the benchmark. Results: 85.00%.	Met expected level of achievement. Continue to improve assessment procedures and rubrics for Internal Control Team Project.
2	Fieldwork (from ACC 293)	Students are required to perform 120 hours of internship in the accounting area. Their performance will be assessed by their internship employer/supervisor. Each student will be evaluated by his/her employer/supervisor based on 10 criteria, each criterion has a rating of 1 through 5, total maximum rating of 50 points.	Student scoring 75% or higher is considered meeting benchmark. For the entire class, we expect 80% of the students meeting this benchmark.	Students met the benchmark. Results: 100.00%.	Met expected level of achievement. Spring 2018 (AY 17-18)

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Assessment Results	Next Steps Plan
3	Participation (from ACC 293)	Each week, students must participate in class and team discussion as well as roll play activities relate to work habits, work ethics, personal qualities, attitude, etc. Instructor keep track of student participation and evaluate whether each student presented themselves professionally.	Students participated in class activities actively and professionally at least 80% of the semester. We expect 80% of the students in the class achieving the benchmark.	Students met the benchmark. Results: 100.00%.	Met expected level of achievement. Continue to improve assessment procedures and rubrics for Internal Control Team Project.
4	Journal (from ACC 293)	Each student submit weekly journal after each week of internship work. Students must write about what they have learned from their internship work each week and how these work relate back to their course work at KCC. These journals are submitted and evaluated by internship instructor(s).	In aggregate for the entire semester, students scoring 85% is considered reaching benchmark. For the entire class, the course meets the learning outcome if 80% of the students in the class reached the 85% benchmark.	Students met the benchmark. Results: 100.00%.	Met expected level of achievement.
Summary			All four (4) assessment strategies must meet benchmark.	All four (4) assessment strategies met benchmark.	Met expected level of achievement.

PSLO #9 Assessment Results (Partial Report): Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Key/Responsible Personnel	Assessment Results	Next Steps Plan
1	Internal Control Team Project (from ACC 251C)	The maximum points for the presentation is 45 points and students must score 31.50 (70%) to reach benchmark. For the entire class, we expect 75% of the students reaching the benchmark.	Student team interview a company/organization accounting dept (sponsor) about their AIS. Team to document system flow and internal controls.. Team meets with industry professional (mentor) who help them refine their projects. Team will present findings. The presentation will be evaluated by instructor as well as team sponsor and team mentor.	Calvin Tan, Kevin Dooley, Indsutry Professionals	Students met the benchmark. Results: 85.00%.	Met expected level of achievement. Continue to improve assessment procedures and rubrics for Internal Control Team Project.
2	Fieldwork (from ACC 293)	Students are required to perform 120 hours of internship in the accounting area. Their performance will be assessed by their internship employer/supervisor. Each student will be evaluated by his/her employer/supervisor based on 10 criteria, each criterion has a rating of 1 through 5, total maximum rating of 50 points.	Student scoring 75% or higher is considered meeting benchmark. For the entire class, we expect 80% of the students meeting this benchmark.	Calvin Tan, Ken long, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement. Spring 2018 (AY 17-18)

	Assessment Strategy Title	Description of Assessment Strategy	Expected Level of Achievement	Key/Responsible Personnel	Assessment Results	Next Steps Plan
3	Participation (from ACC 293)	Each week, students must participate in class and team discussion as well as roll play activities relate to work habits, work ethics, personal qualities, attitude, etc. Instructor keep track of student participation and evaluate whether each student presented themselves professionally.	Students participated in class activities actively and professionally at least 80% of the semester. We expect 80% of the students in the class achieving the benchmark.	Calvin Tan, Ken long, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement. Continue to improve assessment procedures and rubrics for Internal Control Team Project.
4	Journal (from ACC 293)	Each student submit weekly journal after each week of internship work. Students must write about what they have learned from their internship work each week and how these work relate back to their course work at KCC. These journals are submitted and evaluated by internship instructor(s).	In aggregate for the entire semester, students scoring 85% is considered reaching benchmark. For the entire class, the course meets the learning outcome if 80% of the students in the class reached the 85% benchmark.	Calvin Tan, Ken long, Kurt Kawafuchi, Industry Professionals	Students met the benchmark. Results: 100.00%.	Met expected level of achievement.
Summary			All four (4) assessment strategies must meet benchmark.	Calvin Tan, Kevin Dooley, Ken long, Kurt Kawafuchi, Industry Professionals	All four (4) assessment strategies met benchmark.	Met expected level of achievement.

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

1. Department Action Plan

A. Introduction. The Business, Legal and Technology Education Department provides a wide range of career and technical programs that prepare our graduates with the necessary skills and knowledge for entry-level positions in the workplace, prepares students to transfer seamlessly and successfully into University of Hawai`i baccalaureate programs, and provides Hawai`i's workforce with lifelong learning opportunities to improve job skills.

The department offers four associate in science (AS) degree options in the program areas of Accounting, Information Technology, Marketing, and Paralegal and certificates of achievement (CA) options in Accounting, Information Technology, and Marketing. Each of the programs also offers short certificates of competence (CO)--Payroll Preparer, Tax Preparer, Database Administration, Help Desk Services, Programming, Legal Secretary, Customer Service, Entrepreneurship, Management, and Retailing. The department also offers an Advanced Professional Certificate (APC) in Information Technology.

To provide transfer pathways to baccalaureate degrees, the associate degrees in Accounting, Information Technology, Marketing, and Paralegal articulate to the University of Hawai'i-West O`ahu towards the Bachelor of Arts (BA) in Business Administration with a concentration in Accounting; Bachelor of Arts (BA) in Business Administration with a concentration in Marketing; Bachelor of Applied Science (BAS) in Information Technology, and Bachelor of Arts (BA) in Public Administration.

(The Marketing Program will be stopped out and replaced by the Entrepreneur Program).

B. Mission Statement. The mission of the Business, Legal and Technology Education Department of Kapi`olani Community College is to provide the opportunity for access to quality programs designed to meet the needs of students, industry, and community. Upon successful completion of these programs, students should possess the academic foundation and practical skills to apply quality accounting, information technology, marketing and paralegal skills essential in a rapidly changing world.

C. BLT Strategic Outcomes
   1. BLT Strategic Outcome I: Increase student participation in 21st century business and technology career laddered degree and certificate programs. (Alignment with the 2009-2015 College's Strategic Outcome B: Hawai`i's Educational Capital: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.)

a. Performance Measures. Increase enrollment of majors in each program by 2% per year (KapCC Performance Measure B1 increase total fall enrollment by two percent per year, from 7272 to 8918).
b. Strategies.
• Continue to work with faculty and counselors to market our programs to high schools, the business and legal communities, current KapCC students, and other student populations.
• Continue to add distance education (e.g., online, cable TV courses to increase participation by techie students, nontraditional students, and off-island students.
• Continue to assist Western Association of Food Chains (WAFC) to initiate and support continuing educational programs for the food industry.
• Continue to work on and update vertical articulation agreements with DOE for the Marketing, Retail, and Entrepreneurship programs.
• Complete and update UH-West O`ahu articulation agreements.
• Revisit articulation agreements with Hawai`i Pacific University.
• Seek accreditation in Accounting, Information Technology, and Marketing programs with the Accreditation Council for Business Schools and Programs (ACBSP) to reinforce the programs' commitment to continuous improvement, innovation, and scholarship and to provide recognized and respected standards of practice.

c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
• Annual Program Review; OFIE tracking
• Signed MOAs and updated documents with UH-West O`ahu (UHWO), Hawai`i Pacific University (HPU), and the Department of Education (DOE)
• Join the Association of Collegiate Business Schools and Programs (ACBSP), attend ACBSP Conference on accreditation, complete preliminary accreditation questionnaire, and gather required documentation and data in preparation for accreditation

d. Positions Responsible.
Unit dean, department chair, program coordinators, counselors, faculty, OFIE staff, appropriate UHWO, HPU, and DOE personnel

e. Synergies with Other Programs, Units, Emphases and Initiatives.
OFIE, FYE, TYE, UHCC System CTE/Perkins Initiatives, CELTT, other CTE programs, Kuilei, Kahikoluamea, Pathways, etc.

f. Key Community Partners (if any).
Department of Education, UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), Western Association of Food Chains (WAFC), Association of Collegiate Business Schools and Programs (ACBSP), Pacific Center for Advanced Technology Training (PCATT)

2. BLT Strategic Outcome II: Provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills. (Alignment with the 2009-2015 College's Strategic Outcome D: Globally Competitive and Collaborative Workforce: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.)

   a. Performance Measures. Increase number of degrees/certificates awarded per year and
   number of transfers to UH baccalaureate programs by 3% each year (KapCC performance measure D1 increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs . . . ; performance measure D4 Increase degree completion in career fields with integrated technology . . . ; performance measure D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes . . .)

   b. Strategies.
   • Continue to assess program student learning outcomes on a regular basis
   • Develop student engagement activities to increase student retention and achievement
   • Assist students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
   • Improve communication regarding BLT scholarship information and application deadlines
   • Merge BLT scholarship information with the UHCC scholarship initiatives
   • Continue program specific tutoring assistance and other learning support

   c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
   • Annual Program Review (certificates awarded, persistence, transfer); course/student data on retention, completion of course with passing grade; OFIE tracking
   • Program learning reports will identify improvements to be made; data from the next cycle of assessment will show results.

   d. Positions Responsible.
   Department chair, program coordinators, counselors, faculty, OFIE staff, BLT Scholarship Committee, BLT tutors, BLT lab manager and lab monitors

   e. Synergies with Other Programs, Units, Emphases and Initiatives.
   SLO Assessment Committee, OFIE, FYE, TYE, Achieving the Dream initiatives, UHCC System CTE/Perkins initiatives, CELTT, other CTE and academic support units and other appropriate faculty/counselors, UH Foundation, Financial Aid Office, etc.

   f. Key Community Partners (if any).

Department of Education, UH-West Oʻahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), business and legal professional organizations to identify industry standards and changing needs in the field, previous scholarship recipients.

3. BLT Strategic Outcome III: Increase support for faculty and staff resources (to include technology and professional development) to assure technological and globally rich instructional expertise and to expand instructional delivery systems. (Alignment with the 2009-2015 College's Strategic Outcome E: Resources and Stewardship: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.)

   a. Performance Measures. Increase funding and support for professional development and technology requirements (see attached BLT Technology Plan, May 2012-July 2015) per annual budget allocation as outlined by the BLT Technology Plan. Receive reasonable allocation from the College for professional development funding each academic year (KapCC performance measure D4c Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, . . . and career programs; E1 Recruit, renew, and retain a qualified, effective and diverse faculty, staff and leadership committed to the strategic outcomes and performance measures).

   b. Strategies.
   • Continue to investigate and obtain approval for a supply/course fee for appropriate courses or a technology fee for the department.
   • Submit budget allocation request via Dean to Vice Chancellor for Administrative Services in summer for the next academic year and each year thereafter to include professional development and scheduled hardware and software funding as outlined in the attached BLT Technology Plan 2012-2015.
   • Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development
   • Work with appropriate contacts related to the completion of the BLT Kopiko Learning Community renovation in Fall 2013—including follow-up on funding sources for furniture, equipment, security system, networking, as well as faculty office pod moves, server move and setup from LCC, furniture/equipment move from Mamane. Work with appropriate contacts related to Phase II Kopiko renovations including courtyard, refreshment center, faculty office pod moves, etc.
   • Recruit full-time faculty in Paralegal, and recruit full-time faculty and/or counselors to replace retired personnel in Accounting, Marketing, and other BLT programs as appropriate
   • Mentor and assist probationary instructors and lecturers with the preparation of their syllabi, basic usage of Laulima's online tools as determined by the program coordinator, understanding the use and completion of college forms, grading, assessment for continuous improvement, working with students with disabilities, etc.

c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Obtain approval to assess supply/course fee or technology fee to support student learning and purchase updated technology to meet industry standards on a continuous basis
- Updated equipment purchased based upon industry standards and application integrated into curriculum
- Curriculum modification, changes to teaching methodology, and/or increased student proficiency levels, etc., due to professional development provided to instructors.
- Assess the results of the renovation project through lab usage data, student satisfaction survey, or higher course success rate
- Continued course assessment to determine student proficiency
- Recruitment and completion of hiring process
- Satisfactory peer evaluations, student evaluations, lecturer assessments and/or contract renewals

d. Positions Responsible.
Vice Chancellor of Academic Services, Vice Chancellor for Administrative Services, Director of Human Resources, unit dean, department chair, program coordinators, counselors, faculty, BLT technology committee, BLT lab manager, OFIE staff.

e. Synergies with Other Programs, Units, Emphases and Initiatives.
OFIE, UHCC System, CTE/Perkins initiatives, CELTT, other CTE programs, hiring screening committee, KISC, auxiliary services, business office, etc.

f. Key Community Partners (if any).
UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, and Paralegal programs), etc.

2. Program Action Plan (based on ARPD results)

As part of the Business, Legal & Technology Department, we are aligning with our college to focus on improving retention rates.   However, to accomplish this task, we need to have a permanent retention specialist in place to assist our college, department and program. This specialist can research and analyze our current statistics and come up with a long-term plan with periodic milestones to help guide us through the process to achieve our common goals.

As part of the effort to improve student experience and retention, we plan to assign our majors to individual faculty to help mentor them through their time here at Kapi`olani Community College and beyond.

Our annual Accounting Student Night has been a staple event for our Accounting Program here for the past 15 years. We have been able to attract many industry

professionals to our Accounting Student Night. The professionals meet and network with our students. In recent years, we believe that some of our majors are not attending this event because many of our students are now attending classes on-line only. Therefore, we need to look for a way to reengineer this event to generate a better participation rate. If possible, we want to continue to use this event for the purpose of retention and recruitment.

Finally, we need to strengthen our connections with DOE feeder schools in our area and to build relationships with their business teachers and students. We plan to consistently attend events such as the annual Hawai'i Association of Career and Technical Education conference (ACTE) and other events offered by the Hawai'i Business Education Association (HBEA) and the National Business Education Association (NBEA). We need to make sure high school faculty and students know that there are lower priced yet quality alternatives to UHM which can also lead to their ultimate goals of attaining their bachelor degree and becoming a Certified Public Accountant (CPA).

CTE Internship Collaboration Model

The CTE programs at Kapi`olani (ACC, CULN, HOST, IT, MKT, LAW) are collaborating around an innovative solution for a hospitality workforce urgent need. The goal is to create a powerful academic and operations partnership that delivers an enhanced training component to the current academic programs course sequences increasing energy and excitement for students to better persist and complete while providing them a direct pipeline to the hospitality industries employment demand for all CTE career pathways.

The HosT Sector Partnership is an industry-led collaboration of CEOs and Executives of Hospitality and Tourism organizations in Hawaii. The Partnering with Education Committee has been collecting information on hospitality industry training programs, enrollment, and graduation for the sector's highest in-demand jobs. (October 2018). They would like to now focus on identifying critical occupations and streamlining internships, externships and other work-based learning opportunities.

The Collaborative "Ignite" Internship Experience is a collaboration of CTE programs, faculty, administrators, program coordinators, and students… an "Interdisciplinary Innovation Center" that leverages the culinary and hospitality industry as a powerful connection for our CTE students who are seeking and discovering a career pathway with upwardly mobility opportunities for career expansion and earning opportunities for the "Ignite" internship experience completers.

CTE programs have submitted and received approval (April-2019) for a $200,000 collaborative Perkins Grant along with growing corporate partnerships to provide support for the development, engagement, scaling of the concept, and sustainability strategy for the Ignite Collaborative Internship Program.

Part VIII. Resource and Budget Implications

The program and department will look to a combination of tuition and fees funds, general funds (faculty investment of time and energy), special funds, grants e.g. Perkins, private donations and other campus support services to ensure the achievement of our planned outcomes.

I. Hawai'i Graduation Initiative - Increase the number of graduates and transfers and reduce their time to completion by investing in student services and supporting learning in and out of the classroom.

- Program and Course SLO Assessment
- Student engagement activities and marketing
- Communications
- Tracking certificates, degrees, transfers
- Provide ACC tutoring staff on a 30 hour per week basis. ($13.05 (based on Spring 2019 hourly rate, pay rate may increase beginning Fall 2019) / hour X 30 hours / week X 44 weeks / year = $17,226 annually)

II. Hawai'i Innovation Initiative - Productive Futures for Students, Faculty and Staff - Enhance workforce development efforts, linking to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.

- SAGE 100. $40,000 software cost for current version donated by Carr, Gouveia & Associates. $2,000 consulting fee annually.
- CCH ProSystem fx Tax Preparation. $5,000 annual software cost donated by CCH in exchange for using their Federal Income Tax textbook for ACC 134 and ACC 137.
- QuickBooks Online subscription fee for four faculty with payroll tables. Est. $2,000 subscription fee annually, donated by Intuit.
- American Accounting Association subscription to FASB Codification Research. Est. $300 annually.
- RIA or CCH Research site access. Approximately $3,500 annual cost. Currently not able to subscribe, no funding.
- CCH Engagement workpapers software. Approximately $4,000 annual cost. Currently not able to subscribe, no funding.
- Provide Business English pronunciation training for students in ACC. Work collaboratively with personnel in ESOL, Honda International Center, and other related KapCC units. Purchase enabling hardware and supporting software/web access licenses, such as Rosetta Stone. Purchase English pronunciation pre-test and post-test one-time use licenses - $3,500 – Perkins or similar grant.

III. Enrollment: Improve Re-enrollment and Outreach - Identify and set goals for currently underserved populations through outreach to and access for high school students, GED

completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies.

- Marketing Materials. $1,500 annually. Including promotional materials, brochures for high school students and their parents.
- DOE vertical articulation.
- ACTE annual conference fees for faculty and counselors.   Cost to be determined.
- HBEA and NBEA conferences for faculty and counselors. Cost to be determined.
- ACBSP Membership Dues $1,250 for three programs (ACC, IT and MKT) per year plus additional funding for preparation time for accreditation maintenance and renewal.
- ACBSP Conference Attendance – Title III Grant/College fund, cost to be determined.

IV. Modern Teaching and Learning Environments - Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.

- Expand capacity of virtual servers to handle additional student load – UH Manoa hosting option $1,400 annual cost, excluding software cost.
- Use of Microsoft Office 2019 including Excel, Word, Access, Project, PowerPoint and VISIO for various courses through IT's Dreamspark's subscription. Currently, IT is paying the annual fee out of its KapCC IT UH Foundation fund. However, the cost will go up because we will require the Professional instead of the Standard edition of Microsoft Office. In order to teach data analytics, we need Professional edition of Excel in order to run Power BI in Excel. Not sure if IT has funding to continue with support. Cost for:
  - Microsoft Office Professional 2019 for the entire BLT department: faculty, staff, lab, Kopiko 101A, 101B, 102/103, 104B, 104A, 126 and 127A - $65 per license X 175 licenses.
  - Microsoft VISIO Professional 2019 for IT and ACC: faculty, staff, lab, Kopiko 101A, Kopiko 101B - $68 X 90 licenses.
  - Microsoft Project Standard 2019 for IT and ACC: faculty, staff, lab, Kopiko 101A, Kopiko 101B - $78 X 90 licenses.
  - Microsoft Power BI Desktop for IT and ACC: faculty, staff, lab, Kopiko 101A, Kopiko 101B – free X 90 copies.
  - Adobe Acrobat Professional for IT, LAW and ACC: faculty, staff, lab, Kopiko 101A, Kopiko 101B, Kopiko 104B – $102 X 110 licenses.
- Provide real-time online support services for students taking online or technical classes. CELTT to provide services.
- Purchase GoToAssist license for one year, 50 synchronous users – cost to be determined – Perkins or similar grant.
- Deploy online classroom lecture content for student support - Purchase lecture video capture software and screen capture software – $2,000 – Perkins or similar grant.

- Purchase GoPro Hero 7 Black and necessary accessories to produce high quality department and program promotional videos, counseling videos and lecture videos. $1,000 including accessories and annual maintenance fees.
- Lab Manager ($75,000 annually)
- Lab Monitors (2 persons X $13.05 (based on Spring 2019 hourly rate, pay rate may increase beginning Fall 2019)/ hour X 59 hours / week (54 operations plus 5 opening and closing) X 50 weeks = $76,995 annually.
- Certification Test Center Monitor (1 person X $13.05 (based on Spring 2019 hourly rate, pay rate may increase beginning Fall 2019)/ hour X 10 hours / week (8 operations plus 2 maintenance) X 50 weeks = $6,525 annually.
- Professional Development - $5000 per program per year; college and department support (See Attachment - BLT Technology Plan)
- In order to meet Demand indicator numbers for our program, professional counseling and academic advising services must be available to prospective and continuing students year-round including during the summer. The counselors meet with new, transfer, and prospective students through student orientations, appointments, and through phone/email contacts to ensure timely career exploration, student development counseling and enrollment into applicable courses. These services assist students in developing accurate academic plans based on realistic major, transfer and/or career choices. Counselors also assist students by removing barriers to progress by connecting students to appropriate resources including referrals to the Mental Health counselor, Disability Support Services, Financial Aid, Single Parents Program, etc. Our program continues to request the services of counselors during the summer to provide these essential services for students.
- To increase retention and completion of our students and to (continue to) meet Effectiveness indicators, professional counseling and academic advising support is crucial year-round including during the summer. This support includes, but is not limited to, outreach methods such as classroom visits, eblasts, website, and STAR program updates. Counselors have strong connections with advisory boards, industry, and 4-year institutions in order to provide accurate information to students as they make informed choices transitioning to careers and higher level degrees.
- In addition, besides hiring a campus wide retention specialist, the BLT Department can continue to use a half-time Retention counselor to continue with departmental retention activities:
  - Early Alert contacts with students who have attendance issues or are challenged by course work to connect them with campus academic resources.
  - Track and communicate with students on probation to create college success plans.
  - Contact students who have left the BLT programs to increase number of returning students who complete degrees and certificates.
  - Assess and record retention activities in BLT.

The CTE programs at Kapi`olani CC (ACC, CULN, HOST, IT, PARALEGAL, and MKT) all share the following resource needs:

- Awareness outreach support
- Student Success Pathways support
- Tutor support
- Summer advising support
- Technology resources

Program Support

The Business, Legal, and Technology department requests that Position 0078295T, Academic Support: Educational Specialist – Tony Yi be converted to a permanent FT APT position. This position is primarily concerned with addressing the information technology (IT) infrastructure and instructional needs of the department.

The position is responsible for the maintenance, troubleshooting, recording, and deployment of a majority of the BLT department technology assets. This position is also tasked with the purchase of the department's technology needs in conjunction with the department secretary and CELTT, and is familiar with the University's rules and regulations in this regard, as well as their associated Administrative Procedures.

The position oversees the BLT computer lab and classroom, responsible for supervising the lab assistants and tutors, managing daily operations, scheduling BLT room reservations both within the department and with other departments, and other ancillary tasks.

The loss of this temporary unbudgeted position due to any budget crisis or cutbacks would be very damaging to BLT operations and service to our students. This is critical position and should be given the appropriate permanency and consistency for support the BLT department programs – Accounting, IT, Paralegal, and marketing/entrepreneurship.