

**UNIVERSITY OF HAWAII MAUI COLLEGE**  
**2011-2012 ANNUAL PROGRAM REVIEW**  
**Associate in Applied Science**  
**Accounting**

**Program mission statement**

The Accounting Program prepares graduates to be productive professionals who can make responsible business decisions in a changing global environment. The Accounting Program mission is congruent with the mission of UH Maui College, offering credit educational opportunities and striving to create a student focused educational environment that emphasizes high quality teaching and learning. The Accounting Program serves a diverse student population, many of whom are first generation college students, and we are responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational environment.

The mission of the Accounting program is to prepare students for careers in Accounting with three major emphases:

- Insuring that our graduates possess the necessary skills and knowledge to enter the workforce upon graduation,
- Preparing students and graduates to move seamlessly and successfully to bachelor degree programs in accounting, and,
- Providing lifelong learning opportunities for Hawaii's workforce that is designed to improve workforce skills and career progression.

**I. Quantitative Indicators**

The overall Program Health for Accounting is Cautionary for 2011-12. The Demand, Efficiency and Effectiveness Indicators all scored in the Cautionary category.

**Demand – Cautionary**

The number of accounting majors increased 12%, from 99 to 111 majors, from the previous year; whereas, the number of new and replacement positions in the county dropped 3.8%. During this period of economic recession, the college enrollments have increased while the number of job openings has decreased. The increased demand for the Accounting degree in relationship to the number of jobs has caused the Accounting Demand Health Indicator to drop to the cautionary position. The Bureau of Labor Statistics projects a 16% increase in job openings in accounting by the year 2016.

**Efficiency: Cautionary**

Fill rate - Cautionary: In 2011-12, the Accounting Program offered two additional courses compared to the previous year (21 courses versus 19). The increase in course offerings (total seats available) was greater than the increase in enrollment; thus, decreasing the total fill rate (76% to 71%). ACC 137, Business Income Tax, is an elective that is offered once every two years; it had only a 33% fill rate in Fall 2011. ACC 255, Using Spreadsheets in Accounting, was offered both in Fall 2011 and Spring 2012: it is usually taught only once a

year. Upon request of students who needed it for fall graduation, it was offered a second time. The average fill rate for ACC 255 was 48%. When a course is offered both in the day and in the evening, the evening course has less than a 50% fill rate. We only offer the high demand courses (ACC 124, 201 and 202) in the evening to meet the needs of the community, but the enrollment has only been 10-14 students (less than 50% rate). Teaching these courses in an on-line format in the future may meet the needs of the community while boosting enrollment.

The number of students to FTE BOR faculty increased from 32.8 (healthy) to 55.3 (cautionary) because the program lost one faculty member.

**Effectiveness – Cautionary:**

Degrees earned to majors: Cautionary. The 20 degrees awarded divided by our 111 majors is 18% (less than the 20% required to be Healthy). If our number of majors stayed at the lower level as the previous year, we would be healthy. It takes a while for the number of graduates to catch up with the increased enrollment.

Degrees earned to annual positions – Healthy.

Persistence – Cautionary: Our persistence rate in 2011-12 dropped to 71% from 78% in 2010-11 (Healthy). Of the 31 students who did not persist, 24 (77%) had a GPA less than 2.0, 6 (25%) changed majors, and 3 (13%) had not taken any accounting courses.

## **II. OUTCOME AND GOAL ACHIEVEMENT**

### **A. Program Learning Outcomes**

The program learning outcomes for the Accounting Program are the following:

PLO 1. Demonstrate satisfactory proficiency in the basic fundamental principles of financial and managerial accounting following general accepted accounting principles with special emphasis on the elements of the accounting cycle; the rules of debit and credit, journalizing and posting, trial balances, adjustments, worksheets, financial statements, and the closing process.

PLO 2. Demonstrates satisfactory proficiency in the basic principles procedures, terminology, and application of income and payroll tax laws.

PLO 3. Demonstrates satisfactory proficiency in hands-on accounting skills for maintaining accounting records using commercial accounting software, and the use of spreadsheets to solve accounting problems.

### Map of Program Learning Outcomes by Course

	ACC 124	ACC 125	ACC 132	ACC 134	ACC 137	ACC 150	ACC 155	ACC 201	ACC 202	ACC 295
PLO 1	3	3	2	1	1	3	3	3	3	3
PLO 2	1	0	3	3	3	1	1	1	0	2
PLO 3	0	0	1	0	0	3	3	0	1	3

### Accounting Assessment Plan: Time Table

	<i>F</i> 2009	<i>SP</i> 2010	<i>F</i> 2010	<i>SP</i> 2011	<i>F</i> 2011	<i>SP</i> 2012	<i>F</i> 2012	<i>SP</i> 2013	<i>F</i> 2013	<i>SP</i> 2014
PLO 1										
ACC 124	E						E			
ACC 201			E					E		
ACC 202			E		E					E
PLO 2										
ACC 132							E			
ACC 134					E				E	
PLO 3										
ACC 150		E						E		
ACC 255						E				E
PLO 1,2,3										
ACC 295		E		E						

## B. ANALYSIS OF STUDENT OUTCOME AND GOAL ACHIEVEMENT

### Program Learning Outcome Assessment

All of the program learning outcomes were assessed in the last academic year. ACC 202, Managerial Accounting was used to assess PLO 1; ACC 134, Income Tax Preparation, for PLO 2; and ACC 255 Using Spreadsheets in Accounting, for PLO 3 (see above table). Only the accounting majors in the above courses were assessed for evaluating program learning outcomes.

**Assessment tools or methods used**

In ACC 202 a project plus embedded exam questions were used to assess student learning outcomes. Embedded exam questions and income tax returns were used to assess student learning in ACC 134. Exams and homework were used to assess ACC 255.

**Criteria for success**

Exams, projects and homework are graded on the point system in the table below. Accounting is objective; the answers to a problem are either right or wrong; however, partial credit is often given if the student shows understanding of the concept, but has made mathematical errors.

A	B	C	D
90-100%	80-89%	70-79%	60-69%

**Summative evidence**

The evidence used to assess, and the results of the assessment for the program learning outcomes, will be discussed separately for each course that was assessed during this review period. Each program assessment is based on the following scale:

Exceeds	Meets	Needs Improvement	Insufficient Progress
Grades of A-B	Grade of C	Grade of D	Grade of F

**ACC 202 Managerial Accounting**

ACC 202 was used to assess PLO 1. Demonstrate satisfactory proficiency in the basic fundamental principles of financial and managerial accounting following general accepted accounting principles with special emphasis on the elements of the accounting cycle; the rules of debit and credit, journalizing and posting, trial balances, adjustments, worksheets, financial statements, and the closing process.

ACC 202, Managerial Accounting, was assessed in Fall 2011. Of the seven accounting majors enrolled in this class (CRN 48210), 62% showed exemplary understanding of course's student learning outcome; 14% met expectations, 14% need improvement, and 10% showed no proficiency. All of the course competencies were linked to the course student learning outcomes.

*SLO 1: Develop working skills with the goals and methods of generally accepted accounting principles, including partnership accounting, cash flow, budgeting, cost and manufacturing accounting.*

Multiple embedded exam questions were used to assess SLO 1. Six of the students met or exceeded expectation in learning partnership accounting, statement of cash flows and cost allocation to jobs and processes; whereas, one student needs improvement in this outcome.

*SLO 2: Analyze financial statements using horizontal analysis, vertical analysis, and financial statement ratio techniques.*

The students performed an analysis of a public traded corporation of their own choosing and wrote a report on their analysis. Four of the students exceeded expectation in analyzing financial statements; two met expectation, and one student needs improvement. The students performance was worse this semester because three students copied financial ratios that they found on the internet rather than calculating the financial ratios themselves.

*SLO 3: Use financial techniques to make managerial and capital investment decisions.*

Multiple embedded exam questions were used to assess SLO 3. Four of the students met or exceeded expectations, 1 needed improvement, and 2 students showed no proficiency on making managerial decisions on price/product decisions and budgeting. The chapters in the text Accounting by Horngren, Harrison and Oliver that cover SLO 3 present many types of managerial decisions in a surface covering. Unlike previous concepts where there is an in-depth study, these concepts are presented as a survey of different managerial decisions. Two students were not able to master the mathematical computations in the variety of equations required for the problems in the time allowed for these concepts. Additional homework assignments in these areas will be assigned to allow more practice to master the concepts.

<b>Program Assessment Rubric for ACC 202 Managerial Accounting Fall 2011</b>				
	Exceeds	Meets	Needs Improvement	No Proficiency
<b>Student Learning Outcome</b>				
Develop working skills with the goals and methods of generally accepted accounting principles, including partnership accounting, cash flow, budgeting, cost and manufacturing accounting.	6	0	1	0
Analyze financial statements using horizontal analysis, vertical analysis, and financial statement ratio techniques.	4	2	1	0
Use financial techniques to make managerial and capital investment decisions	3	1	1	2
<b>Number of students assessed: 7</b>				
<b>Average SLO Score for the Course</b>	62%	14%	14%	10%

### **ACC 134 Income Tax Preparation**

ACC 134 was used to assess PLO 2. Demonstrates satisfactory proficiency in the basic principles procedures, terminology, and application of income and payroll tax laws.

ACC 134 was assessed during Fall 2011. Of the 15 accounting majors enrolled in this class (CRN 48109), 67% showed exemplary understanding of course's student learning outcome; 13% met expectations, 7% need improvement, and 13% showed no proficiency. All of the course competencies were linked to the course student learning outcomes.

*SLO 1: Ethically apply federal and state laws to prepare individual tax returns.* The nine competencies that made up this student learning outcome were assessed using embedded exam questions. Eleven of the fifteen students met or exceeded expectation in learning the income tax law, its application and preparation of income tax returns. Applying tax law requires a higher level skill than the memorization definitions and law. Our current tax law system is complicated, and some students have difficulty applying the intricacies of the law. The course grade included graded homework assignments and the complete exam grades; twelve accounting majors (80%) completed the course with a B grade or better; one student was performing at an A level, but failed the course because a family illness prevented him from completing; two students received Ds and will need to repeat the course.

*SLO 2: Use basic tax research techniques.* Students are minimally required to do basic research and are not assessed on this outcome. Currently students are not assessed on tax research. In the future we will need to incorporate more research into the class and develop a method to assess this outcome.

Program Assessment Rubric for ACC 134 Income Tax Preparation Fall 2011				
	Exceeds	Meets	Needs Improvement	No Proficiency
Student Learning Outcome				
Ethically apply federal and state laws to prepare individual tax returns.	10	2	1	2
Use basic tax research techniques.				
Number of students assessed: 15				
Average SLO Score for the Course	67%	13%	7%	13%

### ACC 255 Using Spreadsheets in Accounting

ACC 255 was used to assess PLO 3. Demonstrates satisfactory proficiency in hands-on accounting skills for maintaining accounting records using commercial accounting software, and the use of spreadsheets to solve accounting problems.

ACC 255 was assessed during Spring 2012. Of the 11 accounting majors enrolled in this class (CRN 49141), 100% showed exemplary understanding of course's student learning outcome. All of the course competencies were linked to the course student learning outcomes.

*SLO 1: Compile financial data utilizing an electronic spreadsheet, generate accurate and relevant output.* The nine competencies that made up this student learning outcome were assessed using embedded exam questions and homework. All eleven students exceeded expectation in learning for this outcome.

*SLO 2: Analyze results of accounting problems and use the results to make business decisions.* Exams and homework were used to assess this student learning outcome. All of the students (100%) exceeded expectation in learning for this outcome.

<b>Program Assessment Rubric for ACC 255 Using Spreadsheets In Accounting Spring 2012</b>				
	Exceeds	Meets	Needs Improvement	No Proficiency
<b>Student Learning Outcome</b>				
Compile financial data utilizing an electronic spreadsheet, generate accurate and relevant output	11			
Analyze results of accounting problems and use the results to make business decisions.	11			
<b>Number of students assessed: 11</b>				
<b>Average SLO Score for the course</b>	100%			

### **What we discovered about student learning**

In this year's assessment about 85% of the accounting majors have demonstrated that they have met or exceeded the program learning outcomes for the AAS degree in Accounting. Our program has the rigor that the accounting profession requires. Not all the students who major in our program under the "open door" admissions policy can master the objectives of the courses. We have found that the emphasis on activity-based learning has provided the students with the sufficient in-class problem solving for most student to master the learning outcomes.

### **Evidence that results of student learning has been discussed with Program Advisory Board.**

The Accounting Advisory Board meets annually in October. The Annual Program Review, curriculum revisions, and assessment are discussed. The Board is pleased with our pedagogy and curriculum; they have made no recommendations.

### **C. Action Plan**

#### **Changes made in curriculum or pedagogy to improve student learning and the results of those changes.**

The activity-based approach to learning has proven successful. The instructors give short lectures to present concepts and demonstrate accounting problems; the students then do practice problems in class to apply and reinforce their learning. Our accounting majors are demonstrating that they have learned the program learning outcomes for the AAS degree in Accounting. Responses from student evaluations tell us that the students like the hands-on approach to learning, and they learn better by applying concepts in the classroom.

The use of Laulima has proven to be an excellent tool to disseminate information and solutions to students efficiently. The Accounting faculty are very responsive to students by being available to students through office hours and the internet; we answer student's questions seven days a week and provide individual and group tutoring sessions.

### **Programs strengths and challenges.**

#### **Strengths:**

- Qualified and dedicated faculty who have varied strengths and expertise in the accounting curriculum
- Offer courses via multiple distance education modes, making the program accessible to students statewide, but especially to those students on Lahaina, Molokai, Lanai, and Hana, as well as to students who cannot attend classes due to work schedules
- Educates a healthy number of accounting majors each semester; the Accounting Program continues to be a viable and marketable program for our community
- Continuing strong job market for accounting graduates
- Train students to become employed in a related field or transfer to a four-year degree institution
- Offer appropriate courses to enable students to continue through the program, both during the day and evening
- Articulated with the UH-West Oahu BA in Business Administration, which is offered through the University Center on the UH Maui College campus
- Leaders in assessment
- Supportive Advisory Board who are helpful with curriculum and program outcomes

#### **Challenges:**

Competition with baccalaureate degree programs

Economic realities of living in Hawaii

Job market does not value the AAS degree in Accounting

Student goals of job training versus associate degree seeking

Rigor of accounting courses compared to other business courses

Difficulty in finding enough meaningful internship or cooperative education positions for our majors

### **III. Engaged Community**

The Accounting Advisory Board meets annually to discuss curriculum and assessment. The accounting program encourages our students to take cooperative education classes and internships, but it is not a requirement of the program. It is difficult to find enough valuable bookkeeping experiences for our accounting majors because of the level of confidentiality and accuracy demands of the profession.

### **IV. Recognize and Support Best Practices**

In the accounting field there is high demand for individuals who can go beyond technical skills and display good interpersonal abilities. Accountants are broadening as business globalizes and becomes more team-oriented. To help our student develop the skills to work in teams, we have built team projects into our curriculum, particularly in ACC 295, Accounting Capstone, where the work in groups to complete this project based course. Another trend in accounting is the virtual office where the bookkeeper works from home. To support this practice, we have our students do more of their work using computers using Excel and MyAccountingLab.



Their work is submitted electronically. The accounting faculty keeps abreast of changing accounting and tax laws and policies, and updates course information regularly.

#### **V. Planning and Policy Considerations**

The accounting program has been the leaders in the assessment of program learning outcomes. Our course student learning outcomes are aligned with the program learning outcomes, and our program learning outcomes are aligned with the accounting profession, and the college mission. The accounting faculty strive to improve student success while maintaining the rigor demanded by the profession. The UH Accounting Program Coordinators have met annually to develop common course descriptions, student learning outcomes and course prerequisites. Emerging trends and changes in accounting procedures in accounting are discussed at the PCC meetings to ensure that our curriculum is staying current to the profession. Requiring admission to the accounting program to improve persistence, student success, and completion has been discussed. The problems with setting an admission policy: discourages career exploration, may set up barriers that discourages students from becoming accounting majors, and many other programs require accounting courses for their degrees.

#### **VI. Budgetary Consideration and Impact**

For the next biennium, the following items are requested to be included in the budget:

- Additional Accounting faculty position. Accounting lost a faculty (David Grooms) to the Vice Chancellor's office; five courses are currently being taught by lecturers. The accounting program data for Majors to BOR Appointed Faculty fell to a cautionary position due to the loss of this faculty position. \$55,344.
- Reconfiguring Ka Lama 204 to increase maximum student enrollment. Purchase new computers for Ka Lama 204, \$30,000.
- White board for Ka Lama 107, \$500
- Add another computer classroom to Ka Lama to better serve the increasing demand for courses utilizing computers.
- Fill the Business Lab APT position (Jon Lightfoot) as soon as possible.