Kaua‘i Community College  
Midterm Report

Submitted by:  
Kaua‘i Community College  
3-1901 Kaumuali‘i Highway  
Līhu‘e, HI 96766

Submitted to:  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

October 2022
Midterm Report Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Joseph Daisy, Ed.D.
Kaua‘i Community College
3-1901 Kaumuali‘i Highway
Līhu‘e, HI 96766

I certify that there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

[Signature]
Dr. Joseph M. Daisy, Chancellor
Date: 2 May 2022

[Signature]
Dr. Valene Barko, Accreditation Liaison Officer
Date: 2 May 2022

[Signature]
Mr. Dirk Sema, Faculty Senate Chair
Date: 5/10/2022

[Signature]
John Austin Keikialoha/Kaohelaulihi-Kahokuloa, ASUH-KCC Student Government President
Date: 2 May 2022
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Signatures:

__________________________________________________________________  
Dr. Erika Lacro, Vice President for Community Colleges  
Date

__________________________________________________________________  
Dr. David Lassner, President, University of Hawai‘i  
Date

__________________________________________________________________  
Mr. Ernest Wilson, Chair, Committee on Academic and Student Affairs  
Date

__________________________________________________________________  
Mr. Randolph Moore, Chair, Board of Regents  
Date
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Report Preparation

In June 2021, the college’s Accreditation Liaison Officer (ALO) presented the requirements of the 2022 Midterm Report to the Chancellor’s Cabinet. The ALO met with each Cabinet member individually in June and July to discuss and review evidence for plans and recommendations within their respective areas. These discussions were used to develop a timeline and process for preparing the 2022 Midterm Report. The 2022 Midterm Report requirements were presented at Convocation in August 2021, by the ALO, and a draft of the proposed report timeline and process was also provided. This timeline and process was presented to and discussed with the college’s shared governance body, College Council, on September 3, 2021. The timeline was created to provide campus-wide opportunities to provide evidence, feedback, and review of the report prior to submission to ACCJC. The final version of the 2022 Midterm Report was submitted to the University of Hawai‘i (UH) Board of Regents during the summer of 2022 for their review and approval.

Timeline for 2022 Midterm Report

Summer 2021

- ALO presented requirements of the 2022 Midterm Report with Chancellor’s Cabinet
- ALO met with each member of the Chancellor’s Cabinet to review progress and evidence for plans and recommendations in their respective areas
- Developed draft timeline and process for report completion

Fall 2021

- ALO presented requirements of the 2022 Midterm Report, draft timeline, and process for report completion to the campus at Convocation (August 2021)
- ALO presented draft timeline and process to College Council for review, discussion, and approval (September 2021)
- Committees (Integrated Student Success (ISS), Assessment, and Distance Education/Learning) reviewed and updated evidence for the Quality Focus Essay Initiatives, College Recommendation for Improvement #1, and College Recommendation for Improvement #2 (September - December 2021)
- Vice Chancellor for Student Affairs (VCSA) and ALO hosted a session with student services faculty and staff to reflect on improving institutional performance of student learning outcomes (SLOs) for student and learning support services (November 2021)

Spring 2022

- Vice Chancellor for Academic Affairs (VCAA) and ALO hosted two sessions during “Welcome Back Week” with instructional faculty to reflect on improving institutional performance of SLOs for instructional programs (January 2022)
Completed evidence collection and draft report; shared draft with the campus via College Council for review and feedback (February 2022)

Incorporated System Recommendation for Improvement #1 into the draft report (February 2022)

Presented the 2022 Midterm Report to Student Government to seek feedback (February 2022)

Incorporated campus feedback into the final draft of the report (March 2022)

Finalized draft of report, confirmed evidence, and validated links (March 2022)

Chancellor hosted a college conversation on improving Institution Set Standards and results were incorporated into the final report (April 2022)

Shared final report with the campus for review (April 2022)

Incorporated final edits into the 2022 Midterm Report (May 2022)

Summer 2022

Submitted the final 2022 Midterm Report to Vice President for Community Colleges (VPCC) Lacro for UH President and UH Board of Regents approval (May 2022)

Fall 2022

Submitted the 2022 Midterm Report to ACCJC (October 2022)

Plans Arising from the Self-Evaluation Process

Table 1. Plans Arising from the Self-Evaluation Process

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>ACTION PLAN</th>
<th>COMPLETION DATE</th>
<th>OUTCOME(S)</th>
<th>FUTURE ACTION(S) and/or PLAN(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A.6.</td>
<td>Programs will develop course-sequencing plans for part-time students, who are increasing in number at our college when compared to full-time students. This action item is directly related to one of the Quality Focus Projects, Scheduling for Success.</td>
<td>Fall 2019 (pilot); March 2022 (completed)</td>
<td>Reviewed course offerings to ensure that what was listed on program action requests was scheduled. Scheduled general education courses to limit large time gaps. Developed a new block schedule for MW classes to</td>
<td>In spring 2022 every non-cohorted program provided a part-time schedule that was posted to the program’s website (Early Childhood Education and Development piloted the development of a part-time schedule in academic year (AY) 2019-2020).</td>
</tr>
</tbody>
</table>
### IV.A.2
The college will dedicate a college conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees during the 2018-2019 AY.

*November 2021*

The majority of participants were members of Student Government. The three main recommendations were to provide students with stipends to serve on a committee, provide training on the purpose and their role, and have this be a duty of student ambassadors and/or student mentors. Committee chairs will be asked to develop onboarding materials for all new committee members beginning fall 2022, with a special emphasis on student participants. Duties and responsibilities of student ambassador/student mentors were reviewed in summer 2022 to evaluate feasibility of an added job duty.

### III.A.1
The college will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the Administrative Services Annual Program Review Update (APRU). The next survey will be disseminated in 2019.

*October 2021*

The survey was revised and administered in fall 2021. Results from the 2021 survey were used to identify areas for improvement. Action plans were developed and will be assessed in fall 2022. The next survey will be administered in fall 2023.

### III.A.5
The Human Resources (HR) Office will develop a list of review dates for Administrative, professional, and Technical (APT) employee evaluations to remind supervisors of review deadlines for the 2018-2019 AY.

*September 2018*

The HR Office e-mails supervisors each fall reminding them of upcoming APT evaluations. Follow-up reminders will be sent to supervisors throughout the process to ensure timely completion. The HR Office will track completions through the process beginning in fall 2023.

### III.A.8
The college will create a guide for orienting and mentoring lecturers prior to the spring 2019 semester.

*Fall 2019 initially*

Kaua‘i Community College Policy (KCCP) 4-2 Division Chairs makes academic division chairs responsible for scheduling. Although the committee seemed successful in its mission "to provide new employees the information, resources, and
<table>
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<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td>III.A.14.</td>
<td>The PD Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the college (beginning August 2018).</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2018</strong></td>
</tr>
<tr>
<td></td>
<td>A three-year plan was posted to the PD website in the fall 2018 semester.</td>
</tr>
<tr>
<td></td>
<td><strong>Update the campus PD plan based on a needs-survey results that was administered in spring 2022.</strong></td>
</tr>
</tbody>
</table>

Key information beneficial to all lecturers, faculty, and staff is now located within the *Faculty and Staff Guidebook*, which is updated annually by the Professional Development (PD) Coordinator. The PD Coordinator is available to all faculty and lecturers throughout the semester to provide individual support and mentorship as well as conducting frequently scheduled and published PD events.

A committee was formed in the fall 2019 semester and met for the 2019-2020 AY until the COVID-19 pandemic caused the campus to pivot to online operations. It was difficult to sustain because the number of members fluctuated semester-to-semester. The committee may be re-established in the future. In the meantime, the campus reverted to the original plan of adding a new hire orientation guide to the *Faculty and Staff Guidebook* (spring 2022).
### III.B.1

| Service outcomes will be developed or revised for both the Testing Center and Operations and Maintenance (O&M) prior to the fall 2018 semester. | **Testing** Center was completed in Fall 2017. **O&M** was completed in fall 2021. | O&M was delayed as there was an Interim Vice Chancellor for Administrative Services (VCAS) in fall 2018 and this was slated as a duty for the new hire. The campus had two failed hiring attempts to fill the permanent position. A systemwide hiring freeze was implemented in March 2020. As a result, the position remained filled by an interim. | Testing Center: Will be reviewed and revised, if necessary, when the five-year comprehensive program review (CPR) is completed. O&M: Will review the Administrative Services survey and add questions to address service outcomes, as necessary. Service outcomes will be assessed in the 2022 APRU. |

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### Institutional Reporting on Quality Improvements

The 2017 external evaluation team noted no recommendations to meet standards and only three recommendations for improvement (two college and one system). Discussion on how each of these have been addressed is below.

### Response to Recommendations for Improvement

**College Recommendation for Improvement #1**: *In order to improve institutional effectiveness, the College is encouraged to complete the transition to assessing of course learning outcomes through program learning outcomes and to use the results to improve student learning and achievement. (I.B.4)*

**Response**: The campus continued its transition from assessing course learning outcomes to assessing program learning outcomes. In fall 2019, the Assessment Coordinator, PD Coordinator, and Institutional Researcher (IR) met with academic programs to begin developing five-year assessment plans. The assessment platform, LiveText Via, was also renewed for two years (5/1/2019 - 6/30/2021).

In spring 2019, the Assessment Coordinator, PD Coordinator, IR, and VCAA met with academic programs to evaluate their five-year program assessment plans. The evaluation yielded the following insights:

- Most plans relied heavily on course student learning outcome (CSLO) assessments that were aggregated in a variety of complicated ways to equate to program student learning
outcome (PSLO) assessment. This aggregated CSLO approach did not always make sense, took far more time and effort, involved multiple personnel, and did not necessarily yield useful data to inform program level changes or allow for evaluating the impact of changes when closing-the-loop;

- General education core classes were commingled with some program assessments, especially for the Liberal Arts program;
- The Liberal Arts program had complex PSLOs that were difficult to assess; and
- Faculty were frustrated with the assessment platform LiveText Via, though they preferred the onerous platform they knew versus seeking another platform tool. Additionally, this platform was used largely as an expensive data repository. Faculty further indicated that they used the assessment platform only when approximating deadlines for data entry and often had to seek assistance from IR and PD to complete the data entry process as a result (e.g., would forget how to use the platform).

These insights were used to facilitate a transition to a more effective and pragmatic PSLO assessment process for improving student learning and achievement. The campus IR developed dashboards in Tableau to assist with data visualization, assessment plan tracking, and to integrate multiple data sources. Assessment reports were shared with division chairs and program coordinators to find barriers to the program assessment progress and develop efficiencies.

Because of disruptions resulting from the COVID-19 pandemic, transition plans were not implemented until AY 2021-2022. Assessment was a focus of the fall 2021 “Welcome Back Week” and an Assessment Day was held on August 16, 2021 to share best practices, lessons learned, the transition plan, and expectations. During August-October 2021, the VCAA and Assessment Coordinator met with all academic programs to review necessary improvements to five-year program assessment plans and foster program assessment dialogue. Programs were asked to develop direct assessments of PSLOs (and competencies) and when aggregating CSLO data, those data must be clearly mapped to a PSLO in a meaningful way. Indirect assessments were also explored where useful. Revised “Program Assessment Plans” were published to the Assessment Committee website.

A general education “program” assessment was developed in AY 2020-2021, removed from the Liberal Arts program, and is coordinated by the VCAA. The Liberal Arts program met throughout fall 2021 and spring 2022 to revise its PSLOs, which previously focused on general education core courses that were common across programs, and focus on creating learning outcomes that make the program unique. These PSLOs were reviewed and adopted by the Liberal Arts program on February 28, 2022 for fall 2022 implementation.

Because of the frustration with the LiveText Via assessment platform among faculty and the high cost, the college did not renew LiveText Via when it expired in June 2021. Assessment data were archived, with assistance from the PD Coordinator, and the college Google Drive is now used as the data repository. The goal of this transition is to provide simple data storage and management processes for faculty to use data readily, frequently, and meaningfully.

Changes were not made to assessment reporting. These continue to be completed annually through the UHCC APRU and CPR reporting process. An improvement that was implemented in
fall 2021 was a focus on closing-the-loop on student learning outcome (SLO) assessment, with a focus on impacts.

**College Recommendation for Improvement #2:** *To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents, such as the KCC Distance Education Handbook.* (II.A.7)

**Response:** As noted by the ACCJC Peer-review team, the Distance Education (DE) Faculty Handbook and Distance Learning Strategic Plan (DLSP) were developed by the Distance Education/Learning Committee (DE/L) in the fall of 2017. When these documents were developed, the college had offered 34-60 online sections per AY during the previous five years (2012-2017). The goals of the first two years of the DLSP were to build infrastructure and explore expansion, both of which were accomplished.

Upon receipt of the *External Evaluation Team Report* in January 2019, the DE/L Committee added the team’s recommendation for improvement to their *February 2019 meeting agenda.* This recommendation was timely as the strategic goals outlined in year three of the DLSP included the implementation of DE programs. The DE/L Committee spent the remainder of the academic year ensuring the evaluation of all distance education courses, which was one of the three strategic goals. A schedule for evaluating online courses was developed and professional development was expanded to support faculty by providing instruction on how to incorporate universal design and DE best practices into their distance courses. Ultimately, the college chose to focus on improving distance courses and scale back development of distance programs. To date, only the Business program offers a completely online degree program.

The PD Coordinator offered the first iteration of the Distance Educator Training: Engage Regularly, Model Interaction, Nurture, Educate, Demand excellence (DETERMINED) in the summer of 2019 to three faculty. The training introduced universal design concepts, DE best practices, and required participants to show practical application. A revised and updated version of this training was offered four times in the summer of 2020, largely in response to faculty need and interest caused by the COVID-19 pandemic. By the end of the summer, 29 full-time and adjunct faculty completed the training and were certified for the first time.

The following summer, the PD Coordinator partnered with a colleague from UH Maui College and offered the Distance and Online Teaching (DOT) training. One faculty member from Kaua’i Community College participated with 20+ faculty from UH Maui College. The PD Coordinator also offered a section of DETERMINED at the end of the summer. One faculty member participated and successfully completed the training. Faculty who completed DETERMINED or Distance and Online Teaching (DOT) training were awarded conditional certification to teach online courses at Kaua’i CC.

The value of a practical training was clear, and because of this, the DE/L Committee shifted the process for certifying instructors. Prior to DETERMINED and DOT, faculty who wanted to be certified to teach online completed a form that asked them to reflect on how they teach (or would teach) a distance course. The PD Coordinator would then review the responses and discuss any areas of concern with faculty members. DETERMINED and DOT provided similar opportunities to have these discussions with the addition of actual opportunities to apply concepts and review concrete artifacts (i.e., development and/or production courses). The current plan is to continue
offering sections of DETERMINED and/or DOT, but this may be re-evaluated.

To provide accurate and up-to-date information, the DE/L Committee updates its handbook every academic year. In fall 2021, a large overhaul of the handbook began that included listing new resources (e.g., links to the UH Online Innovation Center and NC-SARA), additional distance services, up-to-date best practices, and updated policies that ensure online courses have regular and substantive interaction. This large overhaul was completed at the end of the spring 2022 semester for fall 2022 approval and implementation.

Additionally, the DE/L Committee began an update of its five-year strategic plan in the fall of 2021. The Committee developed a new plan that not only reflected the evaluation of distance education that occurred in the last five years, but also aligned with the college’s Ka Papa Hana Holomua academic plan (2021-2026). Goal II.2 of the academic plan is to:

Provide quality professional development [that] will support a college-wide learning culture that is flexible and supportive of changing student needs by:

- Incorporating innovative educational practices into the professional development plan for faculty training;
- Ensuring focus on quality online instruction with enhanced student engagement;
- Sharing successful innovations through organized campus professional development sessions;
- Sharing innovations through college conversations; and
- Improving faculty handbooks.

In conclusion, the COVID-19 pandemic illustrated that the current certification process is not sustainable. The sheer number of new instructors that needed to be supported and peer-reviewed created an unreasonable amount of work for reviewers as well as current faculty going through the process. The DE/L Committee is exploring other options, which include expanding partnerships with other UH campuses and entities. The college will maintain membership in NC-SARA to ensure DE programs meet interstate postsecondary education national standards and quality. Furthermore, the DE/L Committee will continue to evaluate its distance offerings to ensure distance faculty are properly prepared and supported to teach online.

**System Recommendation for Improvement #1**: To improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance, and decision-making processes to ensure their integrity. (IV.D.7)

**Response**: The UH System includes three universities, seven community colleges and community-based learning centers across Hawai‘i. The seven community colleges comprise the UHCC System and are led by the VPCC.

To respond to the system recommendation, the VPCC convened the six campus ALOs that represent the UH community colleges accredited by ACCJC and began holding monthly meetings. UHMC is accredited by the WASC Senior College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.
In early meetings, discussion centered around the *External Evaluation Team Report*. The report noted, “While assessment of system-wide role delineation, governance and decision-making is ‘organic and ongoing,’ a formalized structure for assessment does not exist.” Based on this statement, the VPCC, Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline system-wide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UH Maui College, and the UHCC System Office as the goal of the UH/UHCC Shared Governance survey is to provide feedback to the UHCC System Office and the colleges as a whole. The detailed quantitative survey results are provided in this document.

**Survey Design**

The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college’s own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. The chancellors have a dual reporting authority to the VPCC as well as to the President of UH. See the organizational chart below.

![Organizational Chart](image)

To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey was designed to address the specific elements mentioned in the recommendation: communication, shared governance, and decision-making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback
from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final Shared Governance survey was completed.

Survey Results

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their community college faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, which represents a 15% response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents, or 32%, provided written comments that are summarized in the sections below.

The survey results indicate the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses, though not proportional with the size of each college. About one-third of the respondents have participated on a systemwide committee and should have some understanding of how systemwide committees’ function.

Communication

Quantitative results indicate that more respondents agree or strongly agree than disagree (42-44% vs 33-35%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information, however, respondents noted that most do not use either system website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.

Shared Governance

Perceptions about the effectiveness of system committees indicate an equivalent number of respondents agree and disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement and learning, more respondents agree than disagree with this statement for both the UH System and the UHCC System.

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree or strongly agree that roles are clear as the percentage that disagree or strongly disagree.

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.
**Decision-Making**

The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committee recommendations. Several respondents believe the administration is using the systemwide committees to “check the box” and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that “[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals who represent the campus on those committees are not always the most effective representatives.” The concern about appropriate representation on systemwide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

**Leadership**

Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, “There are too few senior leaders at the system and cc system who have recent campus leadership/management experience.” A few comments also mentioned a lack of vision.

A few respondents commented on the lack of role delineation. “There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of the same body, while in fact, they are competing in many regards for limited enrollment potential and resources.”

It was also suggested that it “would be nice if the Vice President of the CC's would engage more directly with each campus.” And one respondent suggested, “I think it would be important to have administrators placed in permanent positions vs interim.”

The UH System Office and chancellors will continue to reflect on the survey results and consider what additional actions may be needed to enhance shared governance and communication system wide.

**Plans and Timeline**

1) Share the survey results with the faculty and staff in the UHCC System.
   a) The VPCC will share the results at the regular college meetings in spring 2022.
   b) The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.

2) To address Communication:
a) The UHCC System Office will review the UHCC System website during summer 2022 for accuracy and currency and revise it by the beginning of the fall semester.
b) The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.

3) To address Shared Governance:
   a) During fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
   b) The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 AY.

4) The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrating appropriate actions related to this recommendation into the 2023-2028 strategic plan.

5) The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2.)

Two discussions were held to reflect on improving institutional performance of SLOs for student and learning support services as described in Standard I.B.2. The first discussion occurred on November, 4, 2021, hosted by the VCSA and ALO, with participation from student affairs faculty and staff. The second discussion occurred on January 6, 2022, hosted by the VCAA and ALO, with participation from instructional faculty over two separate sessions. Highlights of the discussion for each prompt are below.

What are the strengths of the process that help the college to improve teaching and learning?

The program review process was a strength identified by faculty and staff in student affairs as it provides the framework for continuous self-assessment and improvement. Each program completes an annual review. A comprehensive review is completed every five years where service outcomes are reviewed and modified to help guide improvement and student learning.

Another strength identified was the goals established by the UHCC system office, which were guided by various initiatives that have provided opportunities to retrain employees and restructure student services and support programs.

Instructional faculty identified multiple processes for improving teaching and learning. These included assessment of SLOs at three levels (institution, program, and course), program reviews (annual and comprehensive), program accreditation reports and self-studies, grant reporting, and discussions at division meetings, program meetings, and/or among various groups (e.g., systemwide Program Coordination Councils, other UH campus faculty, sabbaticals, community partners, and discipline meetings at the annual Excellence in Education Day). Several examples
were provided on how these processes have been applied. For instance, Math and English disciplines have discussions throughout the academic year to identify what is working/not working to improve SLOs. Nursing shared that they meet with the UH Nursing Consortium and its Advisory Board each year to review student outcomes to not only ensure program graduates meet community needs, but also to evaluate and make curricular adjustments, when necessary. In summary, discussion on the strengths of these processes included obtaining new perspectives and ideas from others, reflection on student outcomes, real-time curricular adjustments, and identifying opportunities for faculty professional development.

*What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?*

Student affairs faculty and staff highlighted Hale Mālama, which was formed in 2019 from an analysis of various assessments that all pointed to the need for integrated, holistic student support services offered through a case-based management support system. Prior to Hale Mālama (2016-2019) services were basically separated by job duties and responsibilities of different staff members, without any overarching connection or established mission statement, to ensure cohesiveness and a holistic approach. Hale Mālama was developed with funding received from a Title III grant and was fully implemented at the campus during the 2020-2021 AY. Hale Mālama supports are being infused in various ways across the campus, including program courses. For example, students in NURS 320 are required to participate in *Pono check-up sessions*.

Instructional faculty identified authentic assessment of student learning, grants, data visualization, and shifting from course to program assessment as opportunities for growth. Personal training courses used feedback from student “clients” to assess skill attainment, and nursing students practiced skills at COVID-19 vaccination clinics. The Trades Technology Division obtained the Alu Like grant, which provides Native Hawaiian students opportunities to work outside of class to build proficiency. It was noted that an opportunity exists for the college to expand these opportunities to non-Hawaiian students. English Department faculty worked with IR to develop a *scorecard* to visualize how each English student progresses through the course sequence to better measure success and identify common barriers to sequence completion. Since the last self-evaluation, academic programs have transitioned from course to program assessment, which was a big transition in the assessment process. It was noted that the current process for program assessment is too slow (e.g., a year or more), which does not always allow for an immediate response to changes that occur in a dynamic teaching and learning environment. However, appreciation to make assessment more practical and useful was also voiced.

*Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.*

Numerous examples of service improvements were provided by student affairs faculty and staff. A few highlights include those identified in Financial Aid, Tutoring Services, and the Wai‘ale’ale program. In Financial Aid, default rates were consistently high. In 2017, this office began requiring students to meet one-on-one with staff to review a student loan checklist and discuss the ramifications of incurring debt that is required to be paid back with interest. Since
this was implemented, default rates have declined from 20.6% in 2017 to 9.8% in 2020. In Tutoring Services, assessment results revealed that the number of students seeking tutoring was declining. This support service implemented virtual English workshops and advertised study sessions, as these were organically developed in the past in the face-to-face environment. Initial findings indicated an increase in participants and this PSLO will continue to be monitored to better understand the impacts of these activities on student participation in English and math tutoring. A final example is from the Wai’ale’ale program, developed to encourage non-college-bound high school students and adults to attend and successfully complete their first year of college. When services and classes quickly pivoted to online during the COVID-19 pandemic, satisfactory academic progress declined. Satisfactory academic progress that exceeded non-Wai’ale’ale program students had previously been a strength of this program. Staff began increasing contacts with program participants virtually to aid them in becoming more comfortable in the virtual classroom.

As in the Student Affairs discussion, numerous examples were provided by instructional faculty. A few highlights were examples from Medical Assisting, Math, Business, and Culinary Arts. Medical Assisting used outcomes assessment data to change program course prerequisites because students were not prepared for science. The math outcome assessment revealed that students were more successful in MATH 103 when they took the co-requisite course, MATH 88 along with MATH 103. Given the added challenges of the pandemic and lower than usual enrollment, in spring 2022, only MATH 103 along with the MATH 88 co-requisite was offered, rather than offering a standalone class. Data will be analyzed to inform future scheduling decisions. Math has also included a focus on growth mindset in the co-requisite, MATH 75X, which includes journal writing, and was a result of MATH 100 student outcomes assessment. Business has implemented project-based learning into the curriculum and the cooperative class supervisor applies the student evaluation tool to assess students. The program uses these outcome data to ensure students are current in major aspects of the discipline (e.g., environment, social, geopolitical, social, etc.). Culinary Arts convenes a Graduate Focus group at the end of each academic year to assess how program training aligns with current workforce needs. These data are used to identify equipment updates necessary to remain current in the field as well as areas for curricular updates.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?

Student affairs primarily discussed data and student success systems. For example, non-academic programs and support services are often required to develop their own metrics and collect data, whereas these metrics are developed and supported by the UHCC IR Office for instructional programs. Discussions have begun across the system among the VCSAs regarding a centralized approach to tracking students throughout their academic lifecycle. Tools have been used in the past, such as MySuccess, but these have been discontinued. The newest tool is Star Builder. Two registrars were assigned, and one faculty was hired, to provide dedicated service to not only learning this technology to train faculty and staff, but also to stay up-to-date with technology updates and custom builds, as Star Builder does not have the same capabilities as MySuccess. It was also noted that the UH System has a lot of on-the-shelf data, but faculty and staff are unclear of what all is available, when updates are made, and how to find resources. Some participants
felt that they were collecting too much data and it was not all meaningful for program and service outcomes assessment. Not only has the campus requested permission to refill their vacated IR position (since February 2021), future opportunities to have UH present data resources will be integrated into upcoming “Welcome Back” weeks and other PD opportunities.

Instructional faculty primarily focused on specific examples from various programs. For example, the transition from assessing CSLOs to PSLOs in the Liberal Arts program has been facilitated by separately assessing the general education core as a program and by revising their PSLOs to be more readily measurable. These revised PSLOs are under review by faculty members and should be voted on by the end of the spring 2022 semester. Marine Science faculty interjected that program faculty have been working on developing authentic assessments to measure the ability of students to apply biology to real-life. Expanding authentic assessment across programs and for cross-disciplinary experiences was also indicated as an ideal, ongoing endeavor. Another example of authentic assessment was provided by the Culinary Arts program. This program has worked with the sciences via the Ulutopia Project to create and serve exciting ulu (breadfruit) menu items.

Institutional student learning outcome (ISLO) assessment was mentioned as ISLOs have been overhauled to assess the general education core at the college as a General Education “program” effective fall 2021. The ISLOs are the General Education program learning outcomes.

Several ideas for continuous improvement were identified by instructional faculty including cross-discipline assessment, communication, and student surveys. It was suggested that cross-discipline assessment be more regular as Career and Technical Education (CTE) programs have general education courses in their curriculum. CTE faculty would like more input on how the courses are being taught to their students and how their students are doing to help drive curricular changes in their program, as needed (i.e., combined assessments). Better communication on changes to assessment and the current plan were identified as areas where assessment may be improved. Questions arose such as “How are we doing assessment now? Are we doing it on our own? How do we organize that information for ACCJC? What assessment tool is being used?” Finally, the suggestion to develop and implement exit and graduate surveys for all students was mentioned as additional opportunities for improved assessment of student outcomes at the college.

Institution Set Standards (Standard I.B.3.)

Chancellor Daisy hosted a College Conversation on April 6, 2022, with participation from faculty and staff. Highlights of the discussion for each prompt are below.

Has the college met its floor standards?

Chancellor Daisy noted that the college met the floor standards for all standards, except the number of degrees awarded. There was discussion on how the UHCC System reports on a combination of degrees and certificates awarded annually, whereas ACCJC requires separate reporting of degrees and certificates in the Annual Report.
Has the college achieved its stretch (aspirational) goals?

Data trends were similar for stretch goals, as the college met all except the number of degrees awarded. Some questions arose regarding Institution Set Standard metrics. The first was regarding how these values were determined with the suggestion that percentage of completions instead of a number of completions would be a better indicator since enrollment at the college has been declining. Another question was about early transfer to a university. It was noted that the college exceeded aspirational goals for transfer. Additional questions ensued regarding reverse transfer, when it is awarded, if it is automatic, and what happens if a student does not apply for graduation. It was noted that not all CTE programs had job placement data reported because of small graduation numbers the prior year and that both Nursing and Medical Assisting had pass rates of 100% for the past two years.

What initiative(s) is the college undertaking to improve its outcomes?

Several initiatives were mentioned including STAR GPS, improving community connections, marketing, student retention efforts, and part-time scheduling. STAR GPS is a “guided pathway to graduation” that maps out courses that a student should take each semester for on-time graduation. Each student is provided a pathway to completion once they are admitted and declare a major.

One faculty suggested reaching out to the community to help increase their understanding of the value of an associate’s degree after it was mentioned that students planning to transfer may not see the value of an associate’s degree if their educational goal is a bachelor’s degree or higher. Another faculty noted that in the visitor industry, employers are still trying to “get back on their feet and survive,” which means they need employees and a degree is not as valued right now. However, this is a short-term vision as the long-term vision should be an educated workforce. It was suggested that a conversation with local businesses may encourage employers to offer higher pay to employees with a degree as an incentive.

An example of a program working with the Marketing Department was provided. Mini videos are being created using program graduates so they may share their stories and highlight career success, not just entry-level employment, that began at the college. Another example was in the area of pre-Nursing, where students are provided parallel plans so they may shift into another degree, like Liberal Arts, if they are not accepted into the Nursing program.

The college has begun a shift towards student retention. Several focus groups were held this academic year on the topic and postcards are being sent to students to remind them to enroll. It was suggested that postcards be personalized for every student to indicate how close they are to finishing and to let them know they are being supported and matter. The intent of these efforts is to retain more students to degree attainment.

How does the college inform its constituents of this information?

Currently the college posts ACCJC Annual Reports to its accreditation webpage and Institution Set Standard outcomes to the Institutional Effectiveness webpage. The VPCC presents Institution Set Standard outcomes for all seven community colleges to the UH Board of Regents each fall and produces a Strategic Directions Report with annual updates. The Chancellor recently shared
these data at two community events, the Filipino Chamber of Commerce and Friends of KCC, as well as at an “All Campus” meeting earlier this academic year.

Suggestions of additional ways to share this information included: 1) hosting a College Conversation with students to receive their input as to why certificates earned and transfers are high in relation to degrees earned, 2) enhanced communication with Department of Education (DOE) feeder high schools to highlight successful outcomes and promote the college as a viable option for high school graduates, which may not always be the current perception, and 3) increase articles in the *Garden Island* newspaper to promote college outcomes to parents of students. It was again noted that graduates speaking of their outcomes and success in the workforce are the best ambassadors for the college.

**Report on the Outcomes of the Quality Focus Projects**

During the process of completing its Self-Evaluation, Kaua‘i CC identified two quality focus projects:

1. Scheduling for Success (2019-2023), and
2. Integrated Career and Academic Services for Grades 11-14.

**Project 1: Scheduling for Success**

The goal of this project was to examine course scheduling in terms of modality, location, time, days, length, etc., to best align with current student and community needs. Desired outcomes were to improve on-time degree completion and provide novel scheduling opportunities for working adults to pursue post-secondary education. The majority of this work was accomplished by the Scheduling for Success Team, which is a working group of the Integrated Student Services (ISS) Committee, and Student Affairs staff.

The administration of two surveys were identified in year one of this project. These were administered by the Institutional Effectiveness Office in 2018 to assess both community and employer needs to help inform this project. The resident survey yielded 278 responses, with representation from all island zip codes (except Ni’ihau). The workforce survey yielded 41 responses across 17 different employment sectors. These results were visually represented via Tableau dashboards and shared with the campus at the fall 2018 Convocation.

Highlights from the Kaua‘i Residents Survey were:

- Broad age distribution of respondents (e.g., 18-21: 24%, 22-35: 35%, 36-45: 26%, 46-61: 10%, and 62+: 5%);
- Fifty-eight percent of respondents worked full-time (31-40+ hours per week);
- Fifty-two percent of respondents had less than an associate’s degree and these individuals preferred online, early morning, or evening classes;
- Seventy-eight percent of respondents wanted additional education; and
- Overall, 68% of respondents wanted online class options.
Highlights from the Workforce Survey were:

- Ninety-three percent of employers recruited from Kaua‘i County;
- The top three required skills for employees across employment sectors were communication (85%), customer service (83%), and logic/problem solving (61%); and
- The top three education incentives employers provided employees were tuition reimbursement (51%), attendance during work hours (49%), and flex-time (37%).

These results supported further development of online options and block scheduling, which were presumed to increase on-time degree completion.

**Improve On-time Degree Completion**

To improve on-time degree completion, specific areas for exploration were identified and included compressed courses, accelerated classes, summer offerings, part-time student course plans, off-site courses, policy and procedure review, distance education, place-based education, block scheduling, and scheduling for working adults.

**Alternatives to the Traditional 16-week Schedule**

**Compressed courses**
Compressed classes were seen as advantageous because they did not require curricular changes, followed UH systemwide part-of-term dates to increase service to students across the UH campuses, and could be offered over a shorter time-span. Results showed that a breadth of program courses should be offered in the same compressed format for students to receive the full benefit of this design and increase success. This finding has improved how compressed courses are scheduled. Examples of how this has been implemented at the college include:

- Participation in the UHCC/Leeward CC Online Liberal Arts associate of arts (AA) degree in fall 2019. This program delivers all classes in a five-week compressed format. Seven faculty members teaching in this compressed modality have completed a UHCC system-led Quality Matters training to ensure quality design and delivery. ENG 100 Composition I, HIST 151 World History to 1500, HWST 107 Haw: Ctr of the Pacific, and SOC 100 Intro Sociology are currently delivered in this format. From spring 2018 through spring 2021, student pass rates for these five-week courses have ranged from 80-89% compared to 70-81% for similar courses of greater than five weeks duration;
- In 2019, the Math Department began conducting an eight-week MATH 111 followed by an eight-week MATH 112 (required sequence for elementary teachers) during the regular 16-week semester block so that both requirements can be met in one semester. Since inception, 93 students enrolled in MATH 111 and 75 students enrolled in MATH 112. Overall success rates are 75% and 93%, respectively; and
- In spring 2022, the Hawaiian Studies program began exploring eight-week classes based on success observed with a compressed format at UH Windward CC.

**Accelerated classes**
Accelerated classes combine content from multiple courses to accelerate completion of degree
requirements. Benefits are fewer total credits, higher student success, and a sustainable option for chronically low-enrolled classes on a small campus. Examples of accelerated courses offered by Kaua‘i CC are:

- MATH 253 *Accelerated Calculus III* (4 credit hours), which covers the content of Calculus III-IV (6 CH) in one semester, and had a fall 2020 success rate of 91%.
- ENG 100L, a co-requisite course, provides a flexible option for students to fulfill their ENG 100 associate degree requirement. ENG 100L provides additional support to students whose placement falls one level below the ENG 100-level. The ENG 100L success rate for AY 2018-2019, 2019-2020, and 2020-2021 was 60%, 51%, and 45%, respectively. This trend is being monitored to see if the continued decline in student success rates are indicative of a course design problem or an anomaly because of shifts to online learning as a result of COVID-19.

**Part-time Student Course Plans for Non-cohorted Academic Programs**

Part-time students can be on a three- to five-year timeframe to graduation. It is difficult to make a part-time pathway for completions if the program schedule itself is not set and reliable. Frequent changes in scheduling created difficulty for students/counselors to confidently map out a program completion plan. During fall 2019, program and discipline coordinators created the AY 2020-2021 schedule in accordance with the recommended, published sequence and collaborated with other faculty members to ensure general education and elective classes would be available while neither conflicting with program classes nor leaving large time gaps between classes. These schedules have remained largely unchanged, with changes only occurring for further scheduling improvements.

Unfortunately, the COVID-19 pandemic ensued in March of 2020. Many scheduling changes were made in response and more focus was placed on modality changes, quality online instruction, and professional development. The impacts of the original scheduling effort were muted therein. New challenges arose, such as in-person classes that immediately precede or follow online classes (which do not allow students sufficient travel time between classes), sufficient technology, and technology support for students and faculty, etc. Regardless, the predominance of part-time to full-time students has not changed. Therefore, as of March 2022, all non-cohorted programs provided a part-time schedule to publish on the college website.

**Expand Summer Offerings**

To decrease time to completion, the college added additional courses to the summer schedule during the last three years (e.g., 2019: 8 classes, 2020: 15 classes, and 2021: 19 classes). Kaua‘i CC has permitted low-enrolled (fewer than 10 students) summer classes to run in order to build reliability in summer offerings, but this is not a sustainable practice for the long term, and there are only a handful of summer classes that reliably and sufficiently fill. Kaua‘i CC also tried adding a few Early College courses during the summer, but there was not a significant demand (two classes summer 2018; one class summer 2021). Additionally, UH requires all campuses to charge a $248 per credit hour summer rate compared to the fall/spring rate of $131. This higher tuition may make taking summer courses less desirable to students. The college will continue to
review and modify summer offerings based on demand.

**Determine Best Practices for Scheduling Courses with Nonstandard # of Credits**

The Faculty Senate ad hoc Scheduling Committee generated a [report](#) in 2019 that recommended all cohorted programs should align their start, end, and break times with the standard college time blocks to facilitate seamless class transitions and reduce large time gaps between elective/general education classes that support a given program. This recommendation was derived because some classes/students are pedagogically better served with shorter, more frequent meetings such as those provided by a three day-per-week schedule. The need for exceptions to standard, two-day per week time blocks was recognized (i.e., accommodating preferences for three day-per-week classes, lab courses, four or five credit classes, or one day-per-week classes). Ultimately, an ad hoc faculty time block committee decided that since the majority of classes for non-cohorted students were three credits, it was not necessary to design specific time blocks for high credit courses, as it would leave the majority of students with more unused time.

**Develop Offerings at Off-site Locations on North Shore and West Side to Mitigate Commute**

In fall 2018, a Thursday evening, 5:00-8:00 p.m. class for ACC 124 *Principles of Accounting I* class was offered at The Cliffs at Princeville to meet a hospitality and tourism business community request to train personnel. Eight students were to participate, four registered, and three successfully completed the course. In fall 2019, an Early College PHIL 100 *Intro Philosophy* course at Waimea High School (WHS) had five open seats. In collaboration with WHS, the five additional seats were open to general public registration; however, none of the seats filled. A diversity of needs was not sufficiently met through a limited number of in-person offerings off-site and during prescribed timeframes. Online offerings intensified since COVID-19 and are more likely to better meet and serve the diversity of needs for these communities in a manner pragmatically delivered by Kaua‘i CC (and the offerings available through other UHCCs).

**Address Registration and Class Cancellation Procedures**

This is addressed by Executive Policy [5.230 Small Undergraduate and Graduate Course Sections](#) and KCCP [4-14 Cancellation of Low Enrolled Classes](#). Improved scheduling practices have been required of program/discipline coordinators and division chairs to minimize superfluous classes which necessitate cancellations. Communications with the lead counselor/program counselors have also been increased to ensure collaborative decisions. This effort has been complicated by the large online modality shift induced by COVID-19 and the increased availability of online courses across the seven UHCCs from which Kaua‘i CC students can choose. Though this broad online shift poses predictive analytic challenges for Kaua‘i CC classes, at the same time, access to additional offerings should theoretically better meet a diversity of student needs, fill gaps created by Kaua‘i CC class cancellations, and keep students on track for on-time degree completion.

Year-long student registration was discussed but not piloted as student registration decisions are
made by the UH System. These include time frames during which students can register for a given semester.

**Increase Offering of Hybrid Courses and Increase DE offerings**

Prior to spring 2020 and the shift to online in response to the COVID-19 pandemic, few classes were offered in either hybrid or online modalities. From fall 2018-spring 2020, the college scheduled only 17-27 online classes per semester, with no distinction for hybrid, asynchronous, or synchronous online were used during that time. Kaua‘i CC faculty members were not broadly in favor of online instruction prior to the pandemic. Thus, the pandemic brought the opportunity for Kaua‘i CC to broadly experience online learning and improve means for effectively engaging students in that modality. Federal funds provided access to enhanced classroom technology and professional development opportunities to effectively originate course content in hybrid, here-or-there, synchronous online, and online instruction. Students have also been able to broadly experience online learning and their continued enrollment preferences for these modalities has ensured that approximately 50% of the college’s classes continue being offered as synchronous online, asynchronous online, or hybrid (fall 2021: 61, 55, and 78, respectively; spring 2022: 41, 66, and 81, respectively). Fall 2018 - spring 2021 distance education indicator data revealed an overall success rate of 75% compared to 83% for face-to-face students. Data from a spring 2022 survey indicated that 45% of 309 student respondents prefer online synchronous and asynchronous offerings, 11% prefer hybrid, and another 11% prefer “here-or-there,” which is a blended synchronous modality. Thirty-three percent of respondents, many from hands-on CTE programs, preferred face-to-face courses. Consequently, hybrid and DE offerings will continue to feature heavily in program scheduling. Additionally, the college has established its first fully online program for the Business AS degree, effective fall 2020.

**Enhance Place-based Education with Reworking of Scheduling to Provide Time for Hands-on Learning in the Community**

In fall 2020, an All College Hour (12:45 – 2:00 p.m.) was built into the Monday/Wednesday time block schedule that also opened more time on Fridays (11:30 a.m. – 4:30 p.m.) for scheduling experiential learning opportunities.

**Other Scheduling Strategies Evaluated or Discovered During this Project**

**Evaluate Traditional Block Schedules**

In addition to examining course scheduling for courses with a nonstandard number of credits, the ad hoc Faculty Senate Scheduling Committee also evaluated the number of days per week students were taking courses. In 2005, 46% of students attended five days/week and only 18% attended two days/week. In 2018, 29% of students attended five days/week while 27% of students attended two days/week. To further evaluate this shift, the committee recommended for consideration:

- Start times of 8:30 a.m.;
- Include an “all-college” hour (Monday and Wednesday 12:00-1:00 p.m.);
- Designate time for meetings;
- Include more two-day/week class options;
- Seamless transition into the evening schedule;
- Cohorted programs to align start, end, and break times in alignment with standard time blocks;
- Addition of a Monday/Wednesday morning time block; and
- Friday morning one day/week class time block.

Faculty consensus was reached for adopting these recommendations, which was presented to and adopted by the College Council on February 25, 2020, for a fall 2020 implementation.

**Provide Novel Scheduling Opportunities for Working Adults**

“**One Night to Success**” was launched in fall 2019 as a two-semester pilot project. The intent was to target working adults with 36-48 credits to enroll in six credits each semester. Invitations were sent to 164 prospective working adults, 36 responded, and 14 began the pilot. Wrap-around support services were available that included child care support, embedded tutoring and academic support, and a returning adult’s scholarship. The pilot lost three students in fall 2019 (one dropped, one graduated, and one changed their major) and six in spring 2020 (one changed their major, two graduated, and three dropped). Seven students persisted into fall 2020 (four graduated, two of which transferred to UH Mānoa; three are still actively taking classes at Kaua‘i CC). Participants were surveyed and overall, feedback was positive and students found the cohort model supportive.

Since this successful pilot, the cohort model was expanded to STEM, Liberal Arts, and pre-Nursing. The Creative Media program is also considering this approach. STEM cohort data supported increased student success and a student survey indicated that students found this approach helpful by providing productive, essential interactions and support for learning. A STEM highlight was that MATH 103 *College Algebra* students in the cohort had a success rate of 95% compared to non-cohorted students (61%); and the fall-to-fall persistence rate was 75% for cohorted STEM versus 52% for non-cohorted STEM students.

**Re-Administer Workforce Survey and Kaua‘i Residents Survey**

The next surveys will be conducted collaboratively in summer 2022 with the other two University Center associated community colleges (Hawai‘i CC and UH Maui College). Not only will this provide information for individual campuses, but it will also provide an opportunity to advocate to the UH System for expanded distance education program development to meet neighbor island (i.e., not O‘ahu) workforce needs. Furthermore, the impacts of the COVID-19 pandemic on Kaua‘i CC programs, both credit and non-credit, and the rapid pivot to online instruction will also be assessed. The results of these surveys will help to ensure higher educational needs are met, both programmatically and through course scheduling, to best align with current and future workforce needs, with an emphasis on changes that occurred in both education and industry as a result of the COVID-19 crisis.

**Project 2: Integrated Career and Academic Services for Grades 11-14**

The goal of this project was to develop a series of onboarding events with the desired outcome of high school students entering directly into Kaua‘i CC upon graduation, with an educational goal.
This project was developed from annual reviews of college performance against UHCC system Strategic Priority goals. One notable decline from 2015-2018 was the number of direct high school enrollees, despite relatively stable senior class sizes at the three primary feeder high schools. The majority of the work on this project was accomplished by two ISS subcommittees (e.g., onboarding and retention).

The project was scaffolded to provide developmentally appropriate programs and services to students during their junior and senior years of high school to encourage students to consider college as an option. The project prepared students to enroll before they graduated from high school. The major activities that were provided at each of the three feeder high schools highlighted the spark event to ignite student interest in programs and attending college. This event was followed by programs related to financial aid, scholarships, application, enrollment, summer bridge, parent education, and early college (EC).

**High School Events**

As part of a larger overall onboarding activity, Application Days were offered by counselors and registrars at the area high schools following the #FindYourFuture spark event held at the college (details on this event are below). These days were scheduled to assist incoming freshmen in completing their application to Kaua‘i CC. College counselors and staff visited each high school approximately three times per year to assist with the application. For AY 2020-2021, the application changed and became much longer, and college employees could only meet with students in very small groups (because of COVID-19). This yielded more visits and one-on-one zoom meetings with screen share. The lesson learned was the increased complexity of the long application required additional assistance to students that increased the time that was needed to spend on this part of the onboarding process. The college adopted a significantly shorter application (e.g., Kama‘aina), in an effort to make the application process less complex and required little to no additional assistance. This application was initiated in AY 2020-2021 for the AY 2021-2022 school year and was also adapted to serve EC students.

The [Financial Aid Nights](#), where Free Application for Federal Student Aid (FAFSA) and Scholarship Manager application assistance was provided, were offered at DOE high schools, Island School, and charter schools during the fall and the beginning of the spring semesters of 2018-2020 (FASFA) and 2019-2020 (Scholarship Manager). These services were initially paired with [Parent Nights](#) at the high schools, but an early lesson learned was that there was not enough time allocated to complete these detailed tasks at these meetings. The number of families that attended these events generally increased at all schools but one during the first two years of this project. Once the COVID-19 pandemic hit, Kaua‘i County had a lockdown period and public high schools were online during the 2020-2021 academic year. Hence, face-to-face events were not able to be scheduled and participation in virtual events declined at both Kaua‘i and Kapa’a High Schools (Table 2).

Table 2. Number of families served at the three public high schools from 2018-2021.
As an additional service, Common Scholarship Workshops and FAFSA Completion Workshops were offered after school at Workshop Wednesdays every other week and in the evenings once per month to accommodate incoming freshmen from November thru February during the first three years of the project with 51, 37, and 85 attendees, respectively. There were 134 applications submitted via Scholarship Manager in 2019-2020 and 121 applications submitted in 2020-2021. The campus will continue to hold these events at the high schools and at the college to assist incoming students from the feeder high schools and the community.

Placement Assessment assistance at local high schools was offered by counselors serving as high school liaisons during the first two years of this project. These high school liaisons gave placement tests in-person and assessed multiple measures as a separate activity from the application. At least two high school visits were provided to each high school to complete this activity. With the onset of COVID-19, a new placement process was implemented using the platform EdReady. This allowed students the ability to complete the assessment on their own, without a proctor. Furthermore, EdReady guides students through content and offers the student the opportunity to place higher with practice in areas of deficiency. The success of this process regarding appropriate placements is still under review and assessment.

Early College courses were offered at all three DOE high schools during this project. A decline in the number of courses offered occurred during years two and three of this project, in part, because the high schools became more strategic in the courses they requested to support their career academies. Overall success rate of EC students over the three-year project ranged from 85%-94% and the overall Grade Point Average (GPA) of EC students was above a 3.0 GPA for all semesters except fall 2018 (Table 3).

Table 3. Number of courses, students served, overall GPA, and overall success rate in EC courses offered at the three public high schools from 2018-2021.
Although one goal of this activity was to develop a pathway leading to a certificate or degree for EC students, it has not yet occurred for a multitude of reasons that are outside of the scope of this project. However, the college received a Title III grant in 2021 where these pathways and opportunities for credentials will be further investigated.

*Kauaʻi CC Events*

A #FindYourFuture spark event, an in-depth showcase of college programs, was developed and implemented in year one (2018-2019). This event targeted high school juniors and seniors at all feeder public high schools and was held on the Kauaʻi CC campus. Students were bussed to the campus on the day of the event. In Year 1 students chose which sessions they would attend, which meant students did not have the opportunity to learn about the diversity of programs offered by the college. In Year 2 (2019-2020), students were broken into smaller groups and each group attended a mini-presentation delivered by the college programs. Surveys showed students were surprised to learn about areas they would not have chosen to attend. In Year 3 (2020-2021), the event was offered online because of restrictions placed on large groups resulting from the COVID-19 pandemic. The virtual event was not as heavily attended. Furthermore, it was difficult to get feedback from the event. The #FindYourFuture spark event was offered in-person again in spring 2022.

*Enrollment Days*

With the onset of COVID-19, we found students were making last minute decisions on whether or not to attend college. An Enrollment Event, offered summer 2021 in the evening during the week, attracted 83 students. This event will continue to be offered each summer (multiple times) and during winter break. During this event, students were able to complete all enrollment activities, including choosing a major, completing an application, completing placement assessment, completing a FAFSA, and registering for classes. In the future the college will begin offering multiple event days to allow students to apply and then come back another night during the week to complete the rest of the process. The addition of the second night allows for the application to be processed and time for all enrollment steps to be completed.
**Summer Bridge**

**Summer Math Bridge** was offered to newly matriculating students during the summer of 2019. An attempt was made to offer a Summer English Bridge, but the program did not attract enough attendees. Thirty-two students completed this program. Of the students who participated, 89% stated that they would recommend the course to friends and family and almost all decided to attend Kauaʻi CC.

During the summer of 2020, matriculating students were allowed the opportunity to attend the Next Steps Program, which was a system-wide program. Students were able to enroll in IS 103, Introduction to College, for free, to get a head start on earning college credit. However, students were not placed into courses based on their location and many students did not connect with their local campus. Of the 36 Kauaʻi County students who participated in the program, only 12 students enrolled at Kauaʻi CC. The following summer students enrolled in courses based on their location and of the 28 participants from Kauaʻi, 23 enrolled at Kauaʻi CC the following fall.

**Notes on Programming for the Coming Year**

The onboarding workgroup would like to offer more workshops during Parent Nights to help students and parents understand the process of matriculating to college and the difference between high school and college. Some of the topics planned for these meetings included an overview of Family Educational Rights Privacy Act regulations, expectations around the amount of time needed to study for courses, extracurricular opportunities, and the difference between disability services at the high school and college.

**Fiscal Reporting**

The most recent 2021 Annual Fiscal Report for the college is included (Appendix C) and indicates that the college is fiscally stable. Further, the Financial Aid Default rates are within acceptable rates for community colleges and the college is not on enhanced fiscal monitoring.

**Appendices**

**Appendix A: List of Evidence**

<table>
<thead>
<tr>
<th>Title of Evidence</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>#FindYourFuture Agenda Example</td>
<td>Evidence\Find Your Future Agendas 2020 and 2021.pdf</td>
</tr>
<tr>
<td>Document Title</td>
<td>Evidence Link</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>#FindYourFuture Survey</td>
<td>Evidence\Find-Your-Future Survey.pdf</td>
</tr>
<tr>
<td>Administrative Services APRU 2021</td>
<td>Evidence\APRU 2021 Administrative Services.pdf</td>
</tr>
<tr>
<td>Administrative Services Survey fall 2021</td>
<td>Evidence\Administrative Services Survey 2021.pdf</td>
</tr>
<tr>
<td>Administrative Services Survey fall 2021 Results</td>
<td>Evidence\Administrative Services Survey Results.pdf</td>
</tr>
<tr>
<td>APRU Closing-the-loop document</td>
<td>Evidence\Closing-the-Loop (Action Plans and Assessment).pdf</td>
</tr>
<tr>
<td>Assessment Dashboards</td>
<td>Evidence\PSLO Dashboard Sample.pdf</td>
</tr>
<tr>
<td>Block Schedule Example – spring 2022</td>
<td>Evidence\Block Schedule example - Spring 2022.pdf</td>
</tr>
<tr>
<td>Business AS Online Degree Approval</td>
<td>Evidence\Business AS ACCJC Approval.pdf</td>
</tr>
<tr>
<td>Business Student Evaluation Tool</td>
<td>Evidence\BUS 293 COOP Supervisor Evaluation.pdf</td>
</tr>
<tr>
<td>College Conversation Communication and Student Committee Participation (November 2021)</td>
<td>Evidence\College Conversation Guiding Questions - November 19, 2021.pdf</td>
</tr>
<tr>
<td>College Conversation Institution Set Standard Presentation April 2022</td>
<td>Evidence\College Conversation Institution Set Standards April 2022.pdf</td>
</tr>
<tr>
<td>College Council Minutes (February 25, 2020)</td>
<td>Evidence\College Council Minutes (February 25, 2020).pdf</td>
</tr>
<tr>
<td>College Council Minutes (September 3, 2021)</td>
<td>Evidence\College Council AGENDA (September 30, 2021).pdf</td>
</tr>
<tr>
<td>Community and Workforce Survey Dashboards 2018</td>
<td>Evidence\Community and Workforce Survey Dashboards 2018.pdf</td>
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<tr>
<td>DETERMINED Training Schedule 2020</td>
<td>Evidence\DETERMINED Schedule 2020.pdf</td>
</tr>
<tr>
<td>Distance Education Best Practices</td>
<td>Evidence\10-Principles-of-Effective-Online-Teaching.pdf</td>
</tr>
<tr>
<td>Distance Education Certification Form</td>
<td>Evidence\DE Instructor Certification Form.pdf</td>
</tr>
<tr>
<td>Distance Education Faculty Handbook</td>
<td>Evidence\Faculty Handbook.pdf</td>
</tr>
<tr>
<td>Distance Learning Committee February 2019 meeting minutes</td>
<td>Evidence\Distance Learning Committee minutes February 5, 2019.pdf</td>
</tr>
<tr>
<td>Distance Learning Strategic Plan 2017</td>
<td>Evidence\DE Strategic Plan 2017.pdf</td>
</tr>
<tr>
<td>Enrollment Event 2021 (Banner)</td>
<td>Evidence\Enrollment Event Banner 2021.pdf</td>
</tr>
<tr>
<td>Example of Block Schedule</td>
<td>Evidence\Part-time Schedule example.pdf</td>
</tr>
<tr>
<td>Faculty Senate Block Scheduling Report</td>
<td>Evidence\Standard Time Block Memo to Faculty Senate.pdf</td>
</tr>
<tr>
<td>Faculty/Staff Guidebook 2022</td>
<td>Evidence\Faculty and Staff Guidebook Screenshot.pdf</td>
</tr>
<tr>
<td>Fall 2018 Community and Workforce Survey Results Presentation</td>
<td>Evidence\Convocation Fall 2018 - Community and Workforce Survey Results.pdf</td>
</tr>
<tr>
<td>Fall 2021 Assessment Day</td>
<td>Evidence\Welcome Back Week Fall 2021 (Assessment).pdf</td>
</tr>
<tr>
<td>Financial Aid Nights Flyer</td>
<td>Evidence\Financial Aid Nights.pdf</td>
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<tr>
<td>Hiring Freeze memo</td>
<td>Evidence\UH Hiring Freeze memo.pdf</td>
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<td>Institutional Effectiveness Convocation Presentation Fall 2021</td>
<td>Evidence\Convocation-Institutional Effectiveness (Fall 2021).pdf</td>
</tr>
<tr>
<td>Ka Papa Hana Holomua Academic Plan</td>
<td>Evidence\Academic Plan.pdf</td>
</tr>
<tr>
<td>KCCP 4-2 (Division Chairs)</td>
<td>Evidence\KCCP 4-02 Division Chairs.pdf</td>
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<tr>
<td>KCCP 4-12 (Cancellation of Low Enrolled Classes)</td>
<td>Evidence\KCCP 4-14 Cancellation of Low Enrolled Classes.pdf</td>
</tr>
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<td>Liberal Arts Cohort Flyer</td>
<td>Evidence\Liberal Arts FYE Cohort 2019-2020 flyer.pdf</td>
</tr>
<tr>
<td>Liberal Arts Revised PSLOs (spring 2022 approval)</td>
<td>Evidence\Liberal Arts PSLO Vote Results (February 28, 2022).pdf</td>
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<tr>
<td>Math Boot Camp (Summer Bridge)</td>
<td>Evidence\Math Boot Camp Flyer.pdf</td>
</tr>
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<td>Midterm Report Presentation to Student Government (Agenda)</td>
<td>Evidence\Student Government Meeting Agenda 2022.pdf</td>
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<tr>
<td>NC-SARA</td>
<td>Evidence\NC SARA Directory.pdf</td>
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<tr>
<td>Next Steps Summer Program</td>
<td>Evidence\Next Steps Summer Program.pdf</td>
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<tr>
<td>Nursing 320 Syllabus (Pono Check-up)</td>
<td>Evidence\NURS 320 Syllabus Fall 2021 Pono Check-up.pdf</td>
</tr>
<tr>
<td>Onboarding Activities Schedule</td>
<td>Evidence\Onboarding dates 2019-2020.pdf</td>
</tr>
<tr>
<td>One Night to Success Presentation</td>
<td>Evidence\One Night to Success Presentation.pdf</td>
</tr>
<tr>
<td>Parent Night Presentation</td>
<td>Evidence\Parent Night Presentation WHS.pdf</td>
</tr>
<tr>
<td>Part-time Program Schedule (Website screenshot)</td>
<td>Evidence\Part-time Schedule example.pdf</td>
</tr>
<tr>
<td>Program Assessment Plans (website screenshot)</td>
<td>Evidence\PSLO Assessment Plans (with example).pdf</td>
</tr>
<tr>
<td>Program Assessment Report Example</td>
<td>Evidence\CULN Assessment Plan.pdf</td>
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</table>
Quality Matters Website Screenshot | Evidence\Quality Matters Website Screenshot.pdf
---|---
Returning Adults Flyer | Evidence\Returning Adults flyer.pdf
STEM Cohort Flyer | Evidence\STEM Cohort flyer.pdf
Testing Services APRU 2017 | Evidence\2017-APRU-Testingservices.pdf
UH Executive Policy 5.230 (Small course sections) | Evidence\UH PPIS - EP 5.230.pdf
UH Online Innovation Center | Evidence\Home - UH Online Innovation Center.pdf
UH/UHCC Shared Governance Survey | Evidence\UH_UHCC Shared Governance Survey.pdf
UH/UHCC Shared Governance Survey Results | Evidence\UH_UHCC Shared Governance Survey Results.pdf
UHCC Homepage | Evidence\UHCC - Website Homepage.pdf
Workshop Wednesdays | Evidence\Workshop Wednesdays.pdf

### Appendix B: ACCJC Annual Report 2021

#### Annual Report 2020-2021

### Appendix C: ACCJC Fiscal Report 2021

#### Annual Fiscal Report 2020-2021

### Appendix D: List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>ALO</td>
<td>Accreditation Liaison Officer</td>
</tr>
<tr>
<td>APRU</td>
<td>Annual Program Review Update</td>
</tr>
<tr>
<td>APT</td>
<td>Administrative, Technical, Professional staff</td>
</tr>
<tr>
<td>AY</td>
<td>Academic Year</td>
</tr>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CC</td>
<td>Community College</td>
</tr>
<tr>
<td>CH</td>
<td>Credit Hour</td>
</tr>
<tr>
<td>CPR</td>
<td>Comprehensive Program Review</td>
</tr>
<tr>
<td>CSLO</td>
<td>Course Student Learning Outcome</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>DE</td>
<td>Distance Education</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>DETERMINED</td>
<td>Distance Educator Training: Engage Regularly, Model Interaction, Nurture, Educate, Demand excellence</td>
</tr>
<tr>
<td>DE/L</td>
<td>Distance Education/Learning Committee</td>
</tr>
<tr>
<td>DLSP</td>
<td>Distance Learning Strategic Plan</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DOT</td>
<td>Distance and Online Teaching training</td>
</tr>
<tr>
<td>EC</td>
<td>Early College</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>EP</td>
<td>Executive Policy</td>
</tr>
<tr>
<td>FASFA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>HWST</td>
<td>Hawaiian Studies</td>
</tr>
<tr>
<td>IR</td>
<td>Institutional Researcher</td>
</tr>
<tr>
<td>ISLO</td>
<td>Institution Student Learning Outcome</td>
</tr>
<tr>
<td>ISS</td>
<td>Integrated Student Success Committee</td>
</tr>
<tr>
<td>Kauaʻi CC</td>
<td>Kauaʻi Community College</td>
</tr>
<tr>
<td>KCCP</td>
<td>Kauaʻi Community College Procedure</td>
</tr>
<tr>
<td>LA</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>NURS</td>
<td>Nursing</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>Operations and Maintenance</td>
</tr>
<tr>
<td>PCC</td>
<td>Program Coordination Councils</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PSLO</td>
<td>Program Student Learning Outcome</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td>UH</td>
<td>University of Hawaiʻi</td>
</tr>
<tr>
<td>UHCC</td>
<td>University of Hawaiʻi Community College</td>
</tr>
<tr>
<td>UHMC</td>
<td>UH Maui College</td>
</tr>
<tr>
<td>VCAA</td>
<td>Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>VCSA</td>
<td>Vice Chancellor for Student Affairs</td>
</tr>
<tr>
<td>VPCC</td>
<td>Vice President for Community Colleges</td>
</tr>
<tr>
<td>WHS</td>
<td>Waimea High School</td>
</tr>
</tbody>
</table>
General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm your College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>Name of individual preparing report:</td>
<td>Valerie Barko</td>
</tr>
<tr>
<td>3.</td>
<td>Phone number of person preparing report:</td>
<td>808.245.8336</td>
</tr>
<tr>
<td>4.</td>
<td>E-mail of person preparing report:</td>
<td><a href="mailto:vabarko@hawaii.edu">vabarko@hawaii.edu</a></td>
</tr>
<tr>
<td>5.</td>
<td>Type of Institution (select one)</td>
<td>Pacific Islands, Public Institutions</td>
</tr>
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</table>

Headcount Enrollment Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Total unduplicated headcount enrollment for last three years:</td>
<td>2018-19: 2,952 2019-20: 3,918 2020-21: 2,794</td>
</tr>
<tr>
<td>6a</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>-29%</td>
</tr>
</tbody>
</table>

6. Additional Instructions and Data Definitions:
For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Total unduplicated headcount enrollment in degree applicable credit courses for last three years:</td>
<td>2018-19: 1,060 2019-20: 1,074 2020-21: 1,103</td>
</tr>
<tr>
<td>7a</td>
<td>Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.</td>
<td>Business: 55% and Business Technology: -75%</td>
</tr>
</tbody>
</table>
**Distance Education and Correspondence Education**

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Do you offer Distance Education?</td>
<td>Yes</td>
</tr>
<tr>
<td>8a.</td>
<td>Total unduplicated headcount enrollment in distance education in last</td>
<td></td>
</tr>
<tr>
<td></td>
<td>three years:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>458</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>566</td>
</tr>
<tr>
<td></td>
<td>2020-21</td>
<td>1,781</td>
</tr>
<tr>
<td>8b.</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>215%</td>
</tr>
<tr>
<td>8c.</td>
<td>If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:</td>
<td><strong>Pivot to online modality because of the COVID-19 pandemic.</strong></td>
</tr>
</tbody>
</table>

**8. Additional Instructions and Data Definitions:**
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Do you offer Correspondence Education?</td>
<td>No</td>
</tr>
</tbody>
</table>

**9. Additional Instructions and Data Definitions:**
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

**Federal Data**

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>List the current Graduation Rate per the US Education Department College Scorecard</td>
<td>27 %</td>
</tr>
</tbody>
</table>

**10. Additional Instructions and Data Definitions:**
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard,
If your college relies on another source for reporting success metrics, please identify the source (select one).

11. College established dashboard

12. Please provide a link to the exact page on your institution’s website that displays its most recent listing of student achievement data.

12. Additional Instructions and Data Definitions:
ACCJC will include a link to this page in your institution’s entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standard I.C.3 and Eligibility Requirement 19.

## Institution Set Standards for Student Achievement

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Completion Rates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>List your Institution-Set Standard (floor) for successful student course completion rate:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70 %</td>
</tr>
<tr>
<td>13a.</td>
<td>List your stretch goal (aspirational) for successful student course completion rate:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75 %</td>
</tr>
<tr>
<td>13b.</td>
<td>List the actual successful student course completion rate:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79 %</td>
</tr>
</tbody>
</table>

13. Additional Instructions and Data Definitions:
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

<table>
<thead>
<tr>
<th><strong>Certificates</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Type of Institute-set standard for certificates:</td>
<td>Number of certificates</td>
</tr>
<tr>
<td></td>
<td>If Number-Other or Percent-other, please describe:</td>
<td></td>
</tr>
<tr>
<td>14a.</td>
<td>List your Institution-Set Standard (floor) for certificates:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>14b.</td>
<td>List your stretch goal (aspirational) for certificates:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>14c.</td>
<td>List actual number or percentage of certificates:</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>197</td>
</tr>
</tbody>
</table>

14. Additional Instructions and Data Definitions:
For purposes of this report, include only those certificates which are awarded with 16 or more units.

<table>
<thead>
<tr>
<th><strong>Associate Degree (A.A./A.S.)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Type of Institute-set standard for degrees awarded:</td>
<td>Number of degrees</td>
</tr>
<tr>
<td></td>
<td>If Number-Other or Percent-other, please describe:</td>
<td></td>
</tr>
</tbody>
</table>
15a. List your Institution-Set Standard (floor) for degrees:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>15a</td>
<td>161</td>
<td>161</td>
<td>161</td>
</tr>
</tbody>
</table>

15b. List your stretch goal (aspirational) for degrees:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>15b</td>
<td>196</td>
<td>206</td>
<td>216</td>
</tr>
</tbody>
</table>

15c. List actual number or percentage of degrees:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>15c</td>
<td>146</td>
<td>125</td>
<td>124</td>
</tr>
</tbody>
</table>

**Bachelor’s Degree (B.A./B.S.)**

16. Does your college offer a Bachelor’s Degree (B.A./B.S.)? **No**

**Transfer**

17. Type of Institute-set standard for transfers: **Number of transfers**

If Number-Other or Percent-other, please describe:

17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>17a</td>
<td>182</td>
<td>182</td>
<td>182</td>
</tr>
</tbody>
</table>

17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>17b</td>
<td>215</td>
<td>226</td>
<td>237</td>
</tr>
</tbody>
</table>

17c. List actual number or percentage of students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>17c</td>
<td>296</td>
<td>308</td>
<td>286</td>
</tr>
</tbody>
</table>

**Licensure Examination Pass Rates**

Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

<table>
<thead>
<tr>
<th>Program</th>
<th>Exam (National, State, Other)</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Pass Rate (%)</th>
<th>2019-20 Pass Rate (%)</th>
<th>2020-21 Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>National</td>
<td>85 %</td>
<td>85 %</td>
<td>89 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>National</td>
<td>95 %</td>
<td>95 %</td>
<td>100 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

18. **Additional Instructions and Data Definitions:**
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

**Employment rates for Career and Technical Education students**

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Job Placement Rate (%)</th>
<th>2019-20 Job Placement Rate (%)</th>
<th>2020-21 Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>33 %</td>
<td>70 %</td>
<td>70 %</td>
<td>86.67 %</td>
<td>78 %</td>
</tr>
<tr>
<td>Creative Media</td>
<td>33 %</td>
<td>70 %</td>
<td>0 %</td>
<td>92.31 %</td>
<td>70 %</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>33 %</td>
<td>70 %</td>
<td>67 %</td>
<td>91.67 %</td>
<td>60 %</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>33 %</td>
<td>70 %</td>
<td>88 %</td>
<td>90.91 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
### 19. Additional Instructions and Data Definitions:
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

<table>
<thead>
<tr>
<th>Program</th>
<th>2019-20 Job Placement</th>
<th>2020-21 Job Placement</th>
<th>2019-20 Graduation Rate</th>
<th>2020-21 Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assisting</td>
<td>33 %</td>
<td>70 %</td>
<td>100 %</td>
<td>92.31 %</td>
</tr>
<tr>
<td>Nursing</td>
<td>33 %</td>
<td>70 %</td>
<td>72 %</td>
<td>81.82 %</td>
</tr>
</tbody>
</table>

**Other Information**

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Programs in item 19 with less than 10 graduates the previous year are indicated with 0%.
Additionally, for item 19, 2019-2020 and 2020-2021 Job Placement Rate was determined under the Perkins V definition and thus, is not comparable to the previous Perkins IV rate (i.e., 2018-2019).

The data included in this report are certified as a complete and accurate representation of the reporting institution.
2022 Annual Fiscal Report  
Pacific Islands, Public Institutions  
Reporting Year: FY 2020-2021  
Final Submission  
03/31/2022  
Kauai Community College  
3-1901 Kaumualii Highway  
Lihue, HI 96766-9500  

General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confirm College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2</td>
<td>System Organization name</td>
<td>University of Hawai`i Community College</td>
</tr>
</tbody>
</table>

2. Additional Information:

“System Organization” refers to the entity that files financial statements, state and federal reports; allocates funds to the accredited college; is audited by outside auditors; and is ultimately responsible for the fiscal viability of the accredited college. In the case of the PIPI colleges, the System Organization is either a university or a government entity.

Contact information for Chief Business Officers

a. Name of College Chief Business Officer (CBO)  
Calvin Shirai

b. Title of College CBO  
Interim Vice Chancellor of Administrative Services

c. Phone number of College CBO  
(808) 635-0154

d. E-mail of College CBO  
shiraic@hawaii.edu

e. Name of System Organization CBO, if different than the College CBO  
Michael Unebasami

f. Title of System Organization CBO, if different than the College CBO  
Associate Vice President of Administrative Affairs

g. Phone number of System Organization CBO  
(808) 956-6280

h. E-mail of System Organization CBO  
mune@hawaii.edu

3. Additional Information:

h. This email will be copied on the final report once it has been approved by the CEO.

System Organization Data - Revenue

4. System Organization fiscal year:  
from first day of July to last day of June

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Annual General Fund and Tuition &amp; Fee Revenue</td>
<td>$ 207,227,278</td>
<td>$ 208,128,415</td>
<td>$ 210,816,445</td>
</tr>
<tr>
<td>b. Revenue from other unrestricted sources (non-General Fund)</td>
<td>$ 23,624,951</td>
<td>$ 22,975,378</td>
<td>$ 34,888,685</td>
</tr>
</tbody>
</table>

5. i. Describe primary source of Revenue listed in 5.b. (foundation, rents, transfers in from other funds, etc.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Amount</th>
<th>Sustainable/One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other Appropriated Non-General Funds</td>
<td>$ 23,624,951</td>
<td>Sustainable</td>
</tr>
</tbody>
</table>
### 5. Additional Information:

**In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.**

**a.** The “General Fund” is the general operating fund or account that is not subject to specific restrictions from the funding sources; it usually contains the salary and benefit costs for the vast majority of college employees; the CEO/CFO/CBO usually can move available budgeted funds among the expenditure accounts without governing entity priority approval.

**b.** These revenues could include donations, facilities rental, concert receipts and other college-generated revenue that is available to fund operations.

### 6. Additional Information:

**In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.**

**Beginning Balance** refers to any funds carried over from the previous fiscal year, or other funds that will be available in addition to the Annual Operating Revenue of Allocated Budget in 5a. For example, in some organizations budgeted funds are funds that had been allocated to the college in the prior year but which were not expended are added to the college’s next year’s available funds or allocated budget.

#### Annual Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total Operating Expenditures</td>
<td>$ 227,869,040</td>
<td>$ 223,025,401</td>
<td>$ 208,272,313</td>
</tr>
<tr>
<td>b. Total annual Operating Personnel Costs</td>
<td>$ 171,732,910</td>
<td>$ 164,705,376</td>
<td>$ 154,897,859</td>
</tr>
<tr>
<td>c. Other Operating Current Expenditures [Total Expenditures - Personnel Costs (a - b)]</td>
<td>$ 56,136,130</td>
<td>$ 58,320,025</td>
<td>$ 53,374,454</td>
</tr>
</tbody>
</table>

#### Borrowing

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the System Organization borrow funds for cash flow purposes?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Total System Organization Borrowing\Debt</td>
<td>$ 68,417,000</td>
<td>$ 65,507,000</td>
<td>$ 59,024,000</td>
</tr>
<tr>
<td>a. Short-Term Borrowing (less than one year)</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
<tr>
<td>b. Long Term Borrowing</td>
<td>$ 68,417,000</td>
<td>$ 65,507,000</td>
<td>$ 59,024,000</td>
</tr>
<tr>
<td>Did the System Organization issue long-term debt instruments during the fiscal year noted?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>What type(s)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total amount</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

#### Debt Service Payments (General Operating Fund)

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 2,991,111</td>
<td>$ 7,807,793</td>
<td>$ 4,672,040</td>
<td></td>
</tr>
</tbody>
</table>
### Cash Position

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>System Organization end of fiscal year Cash Balance (unencumbered cash):</td>
<td>$59,822,842</td>
<td>$69,747,218</td>
</tr>
</tbody>
</table>

### 12. Additional Information:

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Does the system organization prepare multi-year cash flow projections during the year?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### Annual Audit Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Date annual audit report for the REPORT fiscal year was electronically submitted to accjc.org, along with the institution’s response to any audit exceptions:</td>
</tr>
</tbody>
</table>

**NOTE:** Audited financial statements are due to the ACCJC no later than the end of the 9th month following the close of the fiscal year. A multi-college organization may submit a single district audit report on behalf of all colleges in the organization that are accredited by the ACCJC.

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 15. Additional Information:

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>a. College Budgeted or Planned number of Students</td>
<td>16,879</td>
<td>16,772</td>
</tr>
<tr>
<td></td>
<td>b. College Actual number of Students</td>
<td>14,784</td>
<td>14,239</td>
</tr>
</tbody>
</table>

### Other Information

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>a. During the reporting period, did the College or System Organization settle any contracts with employee bargaining units?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Did any negotiations remain open?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Describe significant fiscal impacts:</td>
<td>Most collective bargaining requirements are covered by general fund appropriations from the State</td>
<td></td>
</tr>
</tbody>
</table>

### College Data

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>a. College Budgeted or Planned number of Students</td>
<td>772</td>
<td>759</td>
</tr>
<tr>
<td></td>
<td>b. College Actual number of Students</td>
<td>724</td>
<td>681</td>
</tr>
</tbody>
</table>
### 18. Additional Information:

Student counts as defined in the College's Self-Study; headcount, full-time, full-time equivalent, etc.

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19.</strong> Unrestricted budget or operating resources allocated to the College by the System Organization</td>
<td>$ 624,076</td>
<td>$ 832,245</td>
<td>$ 404,552</td>
</tr>
<tr>
<td><strong>19.</strong> College end of fiscal year Unrestricted Cash Balance (unencumbered cash)</td>
<td>$ 3,025,956</td>
<td>$ 3,539,116</td>
<td>$ 5,287,301</td>
</tr>
<tr>
<td><strong>20.</strong> At the end of the fiscal year what was the amount, if any, of general fund or operating budget allocation that was unspent by the College?</td>
<td>$ 1</td>
<td>$ 1</td>
<td>$ 1</td>
</tr>
</tbody>
</table>

### 21. What percentage of any ending fund balance or allocation does the System Organization allow the College to carry-over into the following fiscal year?

<table>
<thead>
<tr>
<th>Cohort Year 2016 (Published fall 2019)</th>
<th>Cohort Year 2017 (Published fall 2020)</th>
<th>Cohort Year 2018 (Published fall 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.1 %</td>
<td>14.5 %</td>
<td>9.8 %</td>
</tr>
</tbody>
</table>

### 22. Were there any executive or senior administration leadership changes at the college during the report year?

No

### 23. Additional Information:

Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college and any administrators who report to that position and/or sit on the CEO’s cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

Click to Print This Page
Agenda
#Findyourfuture
Kaua‘i High School-Friday, January 31, 2020

8:15-8:25 a.m. Arrival in front of the PAC
8:25-8:30 Welcome (Margaret Sanchez) -PAC
8:30-8:40 Student Life presentation (Student Government/ Student Activities Council) -PAC
8:40-8:55-Wai‘ale‘ale/Kipaipai presentation -PAC
Pass out snacks and water

Start the breakout sessions: (6 groups will rotate through 6 sites w/ 20 minutes each)

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout</th>
<th>Subject</th>
<th>Mentor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05-9:25</td>
<td>Breakout</td>
<td>Hawaiian Studies</td>
<td>Pua Rossi</td>
<td>Lo‘i</td>
</tr>
<tr>
<td>9:35-9:55</td>
<td>Breakout</td>
<td>Trades</td>
<td>Daryl Gerardo</td>
<td>Automotive Building</td>
</tr>
<tr>
<td>10:05-10:25</td>
<td>Breakout</td>
<td>SAM/ LBRT</td>
<td>Heather Flood</td>
<td>Fine Arts Auditorium</td>
</tr>
<tr>
<td>10:35-10:55</td>
<td>Breakout</td>
<td>Creative Media</td>
<td>Steve Watkins</td>
<td>Fine Arts- Art 2</td>
</tr>
<tr>
<td>11:35-11:55</td>
<td>Breakout</td>
<td>Nursing</td>
<td>Tammie Napoleon</td>
<td>Health Sciences 124</td>
</tr>
</tbody>
</table>

12:05 Lunch (Beef Stew) at Fine Arts Auditorium
12:45 Leave

<table>
<thead>
<tr>
<th>Group/Breakout</th>
<th>*Student Mentor - Siera will be Floating Lead Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (1,2,3,4,5*,6) <strong>YELLOW</strong></td>
<td>Damon 8:15 1pm &amp; Anagen 8:15 - 10 / Tia 9:30 - 1pm</td>
</tr>
<tr>
<td>*10 Minutes Business</td>
<td>*10 Minutes Culinary</td>
</tr>
<tr>
<td>Group 2 (2,3,4,5,6,1) <strong>PINK</strong></td>
<td>Joana / Alani 8:15 to 1pm</td>
</tr>
<tr>
<td>Group 3 (3,4,5,6,1,2) <strong>BLUE</strong></td>
<td>Janezka 8:15 - 1pm Joslyn 8:15 to 9:50/11-1pm</td>
</tr>
<tr>
<td>Group 4 (4,5,6,1,2,3) <strong>ORANGE</strong></td>
<td>Hoku (class 11-11:50) / Ethan in the am then from 11 to 12pm</td>
</tr>
<tr>
<td>Group 5 (5,6,1,2,3,4) <strong>GREEN</strong></td>
<td>Ha‘e 8:15-8:55; 10-1pm (class 9- 9:50) / Demetrio 8:15 to 11</td>
</tr>
<tr>
<td>Group 6 (6,1,2,3,4,5*) <strong>PURPLE</strong></td>
<td>Kawai /Momi 8:15 to 1pm</td>
</tr>
<tr>
<td>*10 Minutes Business</td>
<td>*10 Minutes Culinary</td>
</tr>
</tbody>
</table>

*In the transition between breakout sessions mentors will walk through LRC/ Student Life and point out book store.
8:15-8:25 a.m. Arrival in front of the One Stop Center (bus arrives at Kauai High 8am)
8:25-8:40 Welcome & Introduction (Margaret Sanchez/ Joe Daisy) - in front of OSC
Pass out snacks and water, break out in teams

<table>
<thead>
<tr>
<th>Programs</th>
<th>Faculty</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trades: AMT (hybrid), CARP, EIMT, WELD (35 min total)</td>
<td>Gordon, Duke &amp; Jim</td>
<td>Greenshop Welding &amp; Carpentry</td>
</tr>
<tr>
<td>Culinary (25 min)</td>
<td>Duane</td>
<td>Culinary Fine Dining</td>
</tr>
<tr>
<td>Student Government (10 min)</td>
<td>John &amp; SG</td>
<td>Student Life</td>
</tr>
<tr>
<td>Business (15 min)</td>
<td>Wade</td>
<td>Fine Arts Auditorium</td>
</tr>
<tr>
<td><strong>Transfer - Kaieie</strong> (10 min)</td>
<td>Shaunte &amp; Rhonda</td>
<td></td>
</tr>
<tr>
<td>Auto Admissions (10 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMT &amp; ABRP (20 min)</td>
<td>Wes &amp; Sam</td>
<td>Automotive Building</td>
</tr>
<tr>
<td>Creative Media (15 min)</td>
<td>Steve &amp; CM Instructor</td>
<td>Fine Arts- Art 2</td>
</tr>
<tr>
<td>NSCI-Chemistry or NSCI-BSC (15 min)</td>
<td>- Michael 1-3 sessions (8:45-10:40) - Emily 4-5 sessions (10:45-12:00)</td>
<td>- Natural Science - Social Science (coral nursery)</td>
</tr>
<tr>
<td>Health: Nursing (15 min)</td>
<td>Tammie &amp; Mo</td>
<td>Nursing Annex</td>
</tr>
</tbody>
</table>
Start the breakout sessions: (5 groups will rotate through 5 sites w/ 30 minutes each)

<table>
<thead>
<tr>
<th>Time</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 - 9:20</td>
<td>Trades: AMT (hybrid), CARP, EIMT, WELD (35 min total)</td>
<td>Culinary (25 min)</td>
<td>Business (15 min)</td>
<td>AMT &amp; ABRP (20 min)</td>
<td>NSCI-Chemistry (15 min)  ýí Health: Nursing (15 min)</td>
</tr>
<tr>
<td></td>
<td>Student Government (10 min)</td>
<td>Student</td>
<td>Transfer - Kaijie (10 min)</td>
<td>Creative Media (15 min)</td>
<td></td>
</tr>
<tr>
<td>9:25 - 10:00</td>
<td>Culinary (25 min)</td>
<td>Business (15 min)</td>
<td>AMT &amp; ABRP (20 min)</td>
<td>NSCI-Chemistry (15 min)  ýí Health: Nursing (15 min)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Government (10 min)</td>
<td>Transfer - Kaijie (10 min)</td>
<td>Creative Media (15 min)</td>
<td>Creative Media (15 min)</td>
<td>Trades: AMT (hybrid), CARP, EIMT, WELD (35 min total)</td>
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<td>Auto Admissions (10 min)</td>
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<tr>
<td>10:05 - 10:40</td>
<td>Business (15 min)</td>
<td>AMT &amp; ABRP (20 min)</td>
<td>NSCI-Chemistry (15 min)</td>
<td>Trades: AMT (hybrid), CARP, EIMT, WELD (35 min total)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer - Kaijie (10 min)</td>
<td>Creative Media (15 min)</td>
<td>Health: Nursing (15 min)</td>
<td>Student Government (10 min)</td>
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<tr>
<td></td>
<td>Auto Admissions (10 min)</td>
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<td>10:35-</td>
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<td>10:35-10:40</td>
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</tr>
</tbody>
</table>
| 10:45 - 11:20 | AMT & ABRP (20 min)  
Creative Media (15 min)  
**Pau 11:15 - 5 min extra walking** | NSCI-BSC (coral nursery) (15 min)  
Health: Nursing (15 min)  
**Pau 11:55 - 5 min extra walking** | Trades: AMT (hybrid), CARP, EIMT, WELD (35 min total)  
Culinary (25 min)  
Student Government (10 min)  
Auto Admissions (10 min)  
**Transfer - Kaeie (10 min)**  
Creative Media (15 min)  
Business (15 min)  
**Transfer - Kaeile** (10 min)  
Auto Admissions (10 min)  
Creative Media (15 min) |

12:05 Lunch/Survey at Fine Arts Auditorium  
Tabling during lunch:  
- Programs: Student Life (Student Government/Student Activities Council) (6), Wai'ale'ale/Kipaipai, Financial Aid, University Center, Career Center, Hale Malama, Disabilities, Admissions, ECED (Toni), SAM (Ryan), BED (Rob), Tutoring (Tina)  
12:45 Bus Leave KCC
<table>
<thead>
<tr>
<th>Group/ Breakout</th>
<th>Student Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (1,2*,3,4,5,6) <strong>YELLOW</strong></td>
<td>Anagen / Ula</td>
</tr>
<tr>
<td>Group 2 (2,3,4,5,6,1) <strong>PINK</strong></td>
<td>Austin</td>
</tr>
<tr>
<td>Group 3 (3,4,5,6,1,2) <strong>BLUE</strong></td>
<td>Joana / Maile Rose</td>
</tr>
<tr>
<td>Group 4 (4,5,6,1,2,3) <strong>ORANGE</strong></td>
<td>Janezka / Kelvin</td>
</tr>
<tr>
<td>Group 5 (5,6,1,2,3,4) <strong>GREEN</strong></td>
<td>Jolina/Mahina</td>
</tr>
<tr>
<td>Group 6 (6,1,2,3,4,5*) <strong>PURPLE</strong></td>
<td></td>
</tr>
</tbody>
</table>

*In the transition between Nursing and Trades, mentors will point out the LRC, Bookstore and Performing Arts Center.

**80 bentos:**
- Kauai High Students 45
- KCC student workers 15 (9 tour guides, setup/breakdown-1
- Extra 20
Agenda
#Findyourfuture
Waimea High School-Friday, February 7, 2020

9:15-9:25 a.m. Arrival in front of the Performing Arts Center
9:25-9:30 Welcome (VCSA, Financial Aid, High School liaisons, Career Services)
9:30-9:45 Wa’ale’ale/Kipaipai presentation -Performing Arts Center
Pass out snacks and water
Start the breakout sessions: (6 groups will rotate through 6 sites w/ 20 minutes)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Department</th>
<th>Faculty</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:55 - 10:15</td>
<td>Breakout session 1</td>
<td>Trades</td>
<td>Daryl Gerardo</td>
<td>Automotive</td>
</tr>
<tr>
<td>10:25 - 10:45</td>
<td>Breakout session 2</td>
<td>SAM/ LBRT</td>
<td>Heather Flood</td>
<td>Fine Art Auditorium</td>
</tr>
<tr>
<td>10:55- 11:15</td>
<td>Breakout session 3</td>
<td>Creative Media</td>
<td>Steve Watkins</td>
<td>Fine Arts-Art 2</td>
</tr>
<tr>
<td>11:25- 11:45</td>
<td>Breakout session 4</td>
<td>Hawaiian Studies</td>
<td>Molly Summers</td>
<td>Hawaiian Studies</td>
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<td>11:55 - 12:15</td>
<td>Breakout session 5</td>
<td>Business</td>
<td>Ann Kennedy</td>
<td>Business Building 104</td>
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<td>12:25- 12:45</td>
<td>Breakout session 6</td>
<td>Nursing</td>
<td>Tammie Napoleon</td>
<td>Health Sciences 124</td>
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12:45 Lunch (Beef Stew) at Fine Arts Auditorium
1:15-1:30 Student Government/ Student Activities Council- Fine Arts Auditorium
1:30 Leave

<table>
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<th>Group/ Breakout</th>
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</thead>
<tbody>
<tr>
<td>Group A (1,2,3,4,5,6) YELLOW</td>
<td>Austin &amp; Kapua / Sophia</td>
</tr>
<tr>
<td>Group B (2,3,4,5,6,1) PINK</td>
<td>Joana &amp; Alani</td>
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<tr>
<td>Group C (3,4,5,6,1,2) BLUE</td>
<td>Damon &amp; Kawai / Tia</td>
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<tr>
<td>Group D (4,5,6,1,2,3) ORANGE</td>
<td>Janezka, Keahi</td>
</tr>
<tr>
<td>Group E (5,6,1,2,3,4) GREEN</td>
<td>Siera / Jadyn</td>
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<tr>
<td>Group F (6,1,2,3,4,5) RED</td>
<td>Momi &amp; Joslyn</td>
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</tbody>
</table>

*In transition between breakout sessions mentors will walk through LRC/ Student Life and point out book store.
Find Your Future  
Waimea High School  
February 25, 2022

9:00 - 9:10 a.m. Arrival in front of the One Stop Center (bus arrives at Waimea HS @ 8:15 am)  
9:10 - 9:15 am Welcome & Introduction (Margaret Sanchez) - in front of OSC (5 mins) Pass out snacks and water, break out in teams

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty Location</th>
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<tbody>
<tr>
<td>CARP (10 min)</td>
<td>Duke Carpentry</td>
</tr>
<tr>
<td>Culinary (15 min)</td>
<td>Steve &amp; Marty Culinary Fine Dining</td>
</tr>
<tr>
<td>Creative Media (12 min)</td>
<td>Steve &amp; Steve Fine Arts - 2</td>
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<tr>
<td>Business (12 min)</td>
<td>Candace FA Auditorium</td>
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<tr>
<td>Trades - AMT, ABRP</td>
<td>Wes &amp; Sam Automotive Classroom</td>
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<tr>
<td>(25 min)</td>
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</tr>
<tr>
<td>Botany (15 min)</td>
<td>Brian Natural Science</td>
</tr>
<tr>
<td>Student Government (10 min)</td>
<td>John &amp; SG One Stop Lobby</td>
</tr>
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</tbody>
</table>

Nursing  
(20 min)  

5 min extra walking  
Start the breakout sessions: (5 groups will rotate through 5 sites w/ 25 minutes each)

<table>
<thead>
<tr>
<th>Time</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
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<tr>
<td>Time</td>
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<td>Subject</td>
<td>Duration</td>
<td>Notes</td>
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</tr>
<tr>
<td>9:20 - 9:45</td>
<td>CARP</td>
<td>Creative Trades - AMT, Botany, Nursing</td>
<td>(10 min)</td>
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<td></td>
<td></td>
<td>Media ABRP</td>
<td>(15 min)</td>
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<td>(20 min)</td>
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<td>Culinary</td>
<td>(15 min)</td>
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<td>Student</td>
<td>(25 min)</td>
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<td>Business</td>
<td>(12 min)</td>
<td>Pau- 9:40</td>
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<td></td>
<td>Government</td>
<td>(10 min)</td>
<td>5 min extra</td>
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<tr>
<td>9:50 - 10:15</td>
<td>Creative Media</td>
<td>Trades - AMT, Botany, Nursing</td>
<td>(12 min)</td>
<td>CARP</td>
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<td></td>
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<td>ABRP</td>
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<td>Student</td>
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<td>Culinary</td>
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<td>Government</td>
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<td>Walking</td>
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<tr>
<td>10:20 - 10:45</td>
<td>Trades - AMT, ABRP</td>
<td>Botany, Nursing</td>
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<td>Student</td>
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<td></td>
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<td>Government</td>
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<td>Walking</td>
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<td>Botany</td>
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<tr>
<td>10:50 - 11:15</td>
<td>Botany</td>
<td>Nursing</td>
<td>11:20 - 11:45</td>
<td>Nursing</td>
<td>CARP</td>
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<td>(20 min)</td>
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<td>(20 min)</td>
<td>Creative</td>
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<td></td>
<td>Student</td>
<td>(10 min)</td>
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<td>Media</td>
<td>Trades - AMT,</td>
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<td>Government</td>
<td></td>
<td></td>
<td>(10 min)</td>
<td>ABRP</td>
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<td>(25 min)</td>
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<td>5 min extra</td>
<td></td>
<td></td>
<td>Culinary</td>
<td>Business</td>
</tr>
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<td></td>
<td>(15 min)</td>
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<td>(12 min)</td>
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<tr>
<td></td>
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<td>Pau- 11:10</td>
<td>5 min extra</td>
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<td>(15 min)</td>
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<tr>
<td></td>
<td>walking</td>
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</tbody>
</table>
11:50 Lunch at Fine Arts Auditorium - **students can go back and check out the student lounge**
Tabling during lunch:
- Academic Programs & Support Services: Student Life (Student Government/Student Activities Council), Wai'ale'ale/Kipaipai, Financial Aid, University Center/ UHWO Transfer, Career Center, Hale Malama, Academic Support Center, YWCA (Courtney Apo), OCET, International Education

12:30 Bus Leave KCC

<table>
<thead>
<tr>
<th>Group/ Breakout</th>
<th>Student Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (1,2,3,4,5,.) <strong>YELLOW</strong></td>
<td>Janezka Esposo / Haley-Jay</td>
</tr>
<tr>
<td>Group 2 (2,3,4,5,,1) <strong>PINK</strong></td>
<td>Kelvin / Maile Rose</td>
</tr>
<tr>
<td>Group 3 (3,4,5,,1,2) <strong>BLUE</strong></td>
<td>Siera Alaibilla-Lagundino/ Kulanui</td>
</tr>
<tr>
<td>Group 4 (4,5,1,2,3) <strong>ORANGE</strong></td>
<td>Anagen/ Robin Cabral</td>
</tr>
<tr>
<td>Group 5 (5,,1,2,3,4) <strong>GREEN</strong></td>
<td>Austin / Mahina</td>
</tr>
</tbody>
</table>

*In the transition between breakout sessions mentors will point out LRC, Bookstore and PAC.*

Agenda
#Findyourfuture
Waimea High School-Friday, February 7, 2020
9:15-9:25 a.m. Arrival in front of the Performing Arts Center
9:25-9:30 Welcome (VCSA, Financial Aid, High School liaisons, Career Services)
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Pass out snacks and water
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<td>Daryl Gerardo</td>
<td>Automotive</td>
</tr>
<tr>
<td>10:25 - 10:45</td>
<td>Breakout session 2</td>
<td>SAM/ LBRT</td>
<td>Heather Flood</td>
<td>Fine Art Auditorium</td>
</tr>
<tr>
<td>10:55- 11:15</td>
<td>Breakout session 3</td>
<td>Creative Media</td>
<td>Steve Watkins</td>
<td>Fine Arts-Art 2</td>
</tr>
<tr>
<td>11:25- 11:45</td>
<td>Breakout session 4</td>
<td>Hawaiian Studies</td>
<td>Molly Summers</td>
<td>Hawaiian Studies</td>
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<tr>
<td>11:55 - 12:15</td>
<td>Breakout session 5</td>
<td>Business</td>
<td>Ann Kennedy</td>
<td>Business Building 104</td>
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<tr>
<td>12:25- 12:45</td>
<td>Breakout session 6</td>
<td>Nursing</td>
<td>Tammie Napoleon</td>
<td>Health Sciences 124</td>
</tr>
</tbody>
</table>

12:45 Lunch (Beef Stew) at Fine Arts Auditorium
1:15-1:30 Student Government/ Student Activities Council- Fine Arts Auditorium
1:30 Leave

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<tr>
<td>Group B (2,3,4,5,6,1) PINK</td>
<td>Joana &amp; Alani</td>
</tr>
<tr>
<td>Group C (3,4,5,6,1,2) BLUE</td>
<td>Damon &amp; Kawai / Tia</td>
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<tr>
<td>Group D (4,5,6,1,2,3) ORANGE</td>
<td>Janezka, Keahi</td>
</tr>
<tr>
<td>Group E (5,6,1,2,3,4) GREEN</td>
<td>Siera / Jadyn</td>
</tr>
<tr>
<td>Group F (6,1,2,3,4,5) RED</td>
<td>Momi &amp; Joslyn</td>
</tr>
</tbody>
</table>
Find Your Future-Event Overview

Your feedback is extremely important to us. Telling us about your experience, good or bad, means that we can better understand what is important to you, what we are doing well, and where there are areas where we need to make improvements. Mahalo!

* Required

Check the name of the session you attended

- Friday, January 15, 2023 (Day 1)
- Tuesday, January 19, 2023 (Day 2)

Are you a

- high school senior
- High School Senior
- Parent
- DOE Staff or Teacher
- Other:

Are you likely to participate in one of our events in the future?

- Very likely
- Likely
- A little bit likely
- Not at all likely

How likely are you to tell a friend or family member about this event?

- Very likely
- Likely
- A little bit likely
- Not at all likely

After attending this event, how likely are you to apply to Kauai Community College?

- Very likely
- Likely
- A little bit likely
- Not at all likely

What did you like most about this event?

Your answer

What additional information would you have liked to learn/hear during this event?

Your answer

Submit Clear form
Administrative Services

ANNUAL
REPORT OF PROGRAM DATA
2021
1. Program or Unit Description

Program Mission Statement

To provide the College with the financial, technology, physical, and human resources it needs to fulfill its mission.

What is the target student or service population?

Per UHCCP 5.202, “Administrative Services support the primary program objectives of the Community College, which are to develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees, or in preparation for the baccalaureate; and by offering adult continuing education for both personal and vocational purposes Administrative Services support the faculty, staff, students and visitors of KCC.”

2. Analysis of the Program/Unit

Administrative Services provides budgetary and financial management, personnel administration, procurement and property management, facilities and grounds maintenance, information technology support, security, physical facilities planning of both repairs and maintenance and capital improvement projects, and auxiliary services. UHCC provides metrics for areas of responsibility each fiscal year (FY).

**HUMAN RESOURCES METRICS**

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<tbody>
<tr>
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<tr>
<td>Numbers of New Appts and Transfers on PNF</td>
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<td>72</td>
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<tr>
<td>Number of Form 6 Transactions Processed</td>
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<td>Number of NeoGov/WorkatUH Postings</td>
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<tr>
<td>Number of New Grievances/Investigations Filed</td>
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<td>Number of Existing Grievances/Investigations Filed</td>
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<td>Human Resources FTE</td>
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<td>Total Employee Headcount</td>
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<td>259</td>
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<tr>
<td>Executive/Managerial</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>75</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>APT</td>
<td>27</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Civil Service</td>
<td>49</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td>32</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Casual Hires</td>
<td>86</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Student Employee Headcount</td>
<td>87</td>
<td>96</td>
<td>66</td>
</tr>
<tr>
<td>Student Employee Transactions</td>
<td>244</td>
<td>270</td>
<td>219</td>
</tr>
<tr>
<td>Employees to HRO Staff Comparison (Employee Ratio)</td>
<td>137</td>
<td>129.5</td>
<td></td>
</tr>
</tbody>
</table>
### 2021 Kaua'i Community College ARPD
**Program: Administrative Services**

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Temporary Disability Benefits Claims Filed</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of Existing Temporary Disability Benefits Claims</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional Credentials</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Personnel Evaluations – Executive/Managerial</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Personnel Evaluations – Faculty Tenure and Promotion</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Personnel Evaluations – Faculty Five Year Review</td>
<td>8%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of APTs Evaluated</td>
<td>61%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Number of New Temporary Disability Benefits Claims Filed</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Existing Temporary Disability Benefits Claims</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Professional Credentials</td>
<td>98%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Personnel Evaluations – Executive/Managerial</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Personnel Evaluations – Faculty Tenure and Promotion</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Personnel Evaluations – Faculty Five Year Review</td>
<td>8%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Percentage of APTs Evaluated</td>
<td>61%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Percentage of Civil Service Employees Evaluated</td>
<td>35%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Staffing Sufficiency</td>
<td>92%</td>
<td>98.75%</td>
<td></td>
</tr>
</tbody>
</table>

### CAMPUS SECURITY METRICS

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td># security training classes attended by officers and administrators</td>
<td>4</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Number of campus personnel NIMS/ICS certified in emergency preparedness</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td># campus exercises conducted to support campus emergency readiness efforts</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td># workshops attended in developing and implementing policies and procedures</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Number of Clery Act report revisions and improvements made</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

### BUSINESS OFFICE METRICS

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of UH Purchase Orders issued</td>
<td>429</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>Number of Purchase Order Amendments</td>
<td>78</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>Average number of workdays required to issue UH Purchase Order</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Average number of workdays required to submit PO payment document to UH Disbursing Office</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Number of UH P-Card transaction processed</td>
<td>2,557</td>
<td>1,455</td>
<td></td>
</tr>
<tr>
<td>Number of UH AFP documents issued</td>
<td>328</td>
<td>254</td>
<td></td>
</tr>
<tr>
<td>Number of UH AFP payment request</td>
<td>299</td>
<td>659</td>
<td></td>
</tr>
<tr>
<td>Number of UH Inter-Island Travel Completion Reports processed</td>
<td>238</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Number of UH Out-of-State Travel Completion Reports processed</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### OPERATIONS & MAINTENANCE METRICS

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of work orders completed (fiscal year)</td>
<td>461</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Janitor FTE</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Ratio of building gross square feet per Janitor FTE</td>
<td>30,000</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>Groundskeeper/General Laborer FTE</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ratio of campus acres of land per Groundkeeper/Laborer FTE</td>
<td>50 acres</td>
<td>50 acres</td>
<td></td>
</tr>
<tr>
<td>Building Maintenance FTE</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION TECHNOLOGY METRICS

<table>
<thead>
<tr>
<th></th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of computers on campus</td>
<td>750</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Number of work orders</td>
<td>803</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>FTE IT staff</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Number of student, faculty and staff computer per IT desktop support staff</td>
<td>187.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of service requests per FTE faculty and staff</td>
<td>5.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADMINISTRATIVE SERVICES SURVEY RESULTS (Questions Modified between Survey Years)

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN RESOURCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HR provides me with accurate information regarding my employment and/or benefits</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>HR provides me with timely information regarding my employment and/or benefits</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>How often does _______ offer courteous service? [Human Resources]</td>
<td>74%</td>
<td>80%</td>
</tr>
<tr>
<td>How often does _______ offer prompt service? [Human Resources]</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>The _______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable. [Human Resources]</td>
<td>72%</td>
<td>82%</td>
</tr>
<tr>
<td>Overall, how satisfied have you been with request(s) you have made from_______? [Human Resources]</td>
<td></td>
<td>79%</td>
</tr>
<tr>
<td>CAMPUS SECURITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at KCC</td>
<td>89%</td>
<td>85%</td>
</tr>
<tr>
<td>I know what to do in the event of an emergency on campus</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td>I know where to find KCCs Annual Security Report</td>
<td>38%</td>
<td>49%</td>
</tr>
<tr>
<td>How often does _______ offer courteous service? [Campus Public Safety]</td>
<td>78%</td>
<td>87%</td>
</tr>
<tr>
<td>How often does _______ offer prompt service? [Campus Public Safety]</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>The _______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable. [Campus Public Safety]</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>Overall, how satisfied have you been with request(s) you have made from_______? [Campus Public Safety]</td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>FISCAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how KCCs mission and goals drive resource allocation through the APRU process</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Financial resources are effectively allocated and used to support student success</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>KCC distributes technology resources effectively to develop/maintain/enhance programs/services</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>I am informed of the budgeting process for the College</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>How often does _______ offer courteous service? [Business Office]</td>
<td>71%</td>
<td>77%</td>
</tr>
<tr>
<td>How often does _______ offer prompt service? [Business Office]</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>The _______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable. [Business Office]</td>
<td>71%</td>
<td>83%</td>
</tr>
<tr>
<td>Overall, how satisfied have you been with request(s) you have made from_______? [Business Office]</td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>OPERATIONS &amp; MAINTENANCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KCC’s facilities are clean and well maintained</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>KCC’s physical facilities support an effective learning and working environment</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>KCC’s physical facilities support an effective learning environment. [Grounds]</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>KCC’s physical facilities support an effective learning environment. [Buildings]</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>KCC’s physical facilities support an effective learning environment. [Classrooms]</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>KCC’s physical facilities support an effective working environment. [Grounds]</td>
<td>87%</td>
<td></td>
</tr>
</tbody>
</table>
KCC’s physical facilities support an effective working environment. [Buildings] 85%
KCC’s physical facilities support an effective working environment. [Classrooms] 90%
KCC’s facilities are clean and well maintained. [Grounds] 94%
KCC’s facilities are clean and well maintained. [Buildings] 90%
KCC’s facilities are clean and well maintained. [Classrooms] 92%
KCC’s facilities are clean and well maintained. [Classrooms] 91%

How often does _______ offer courteous service? [Operations and Maintenance] 83%
How often does _______ offer prompt service? [Operations and Maintenance] 70%
The _______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable. [Operations and Maintenance] 81%
Overall, how satisfied have you been with request(s) you have made from_______? [Operations and Maintenance] 84%

INFORMATION TECHNOLOGY
The computers on campus meet my needs 80%
KCCs classrooms are sufficiently equipped with instructional technology 76%
The coverage and speed of WIFI on campus meets my needs 75%
KCC uses tech. to effectively support communications and sharing of information across campus 73%
KCCs technology resources meet the needs of its distance education courses 60%
KCCs technology planning is integrated with its institutional planning 51%
The IT help desk provides me with technical support I need 66%
KCC distributes technology resources effectively to develop, maintain, and/or enhance its services. 73%

KCC distributes technology resources effectively to develop, maintain, and/or enhance its programs. 76%
How often does _______ offer courteous service? [Information Technology] 77%
How often does _______ offer prompt service? [Information Technology] 72%
The _______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable. [Information Technology] 83%
Overall, how satisfied have you been with request(s) you have made from_______? [Information Technology] 85%

EEO
KCC is an equal opportunity workplace that supports diversity 76%
KCC is an equal opportunity workplace that supports cultural sensitivity 76%
KCC is an equal opportunity workplace that supports gender equity 75%

Note: Questionnaire does not take into account questions answered with N/A or left blank. Students, faculty, and staff do not need to be on campus with online learning and remote working. They would not know the condition of the campus as well as accessing some services offered by Administrative Services. Additionally, some questions were altered among the survey years.

Overall the Administrative Services departments improved in almost all areas of responsibility based on changes in results from the 2018 to the 2021 campus survey. The two that were less than 70% included prompt service from Human Resources and how to locate the Campus Security Plan. This survey will be used to set the overall benchmark at 75% and develop action plans for areas that do not meet this minimum level of satisfaction.

Budget and Planning

Kaua’i CC’s financial health remained stable during FY 2021. General Fund (GF) and Tuition and Fee Special Fund (TFSF) totaled $15,154,050.00, a decrease of 3%. Expenditures also decreased by $1,231,973 or 8% resulting in a net balance of $1,516,094. This was mainly accomplished by
decreasing the allotments to departments, freezing or delaying hiring of personnel, and freezing all travel.

Federal HEERF funds have helped to absorb expenditures transitioning to online and remote learning. Funds have been used to upgrade computers for faculty and staff so they would be able to teach and work from home. Students can borrow computers and other equipment from the LRC so that they may be able to access their classes from home using zoom and other online platforms. Upgrades to classroom technology and upgrading wifi connectivity throughout campus have enabled the faculty to teach using some of the best technology available. HEERF funds will also be used to improve the air quality in the classrooms when students and faculty return to classroom settings.

**Business Office Measurements**

With the reduction in allotments to departments and all other expenditure reductions, the business office processed a total of 263 purchase orders and 1,455 P-Card transactions, a reduction of 39% and 43% from last year. The reduction in activities benefited the business office as it does not have its full complement of personnel. Two fiscal specialists, a cashier, and an account clerk position have not been filled. An office assistant from OCET has been assigned there to help the business office. These positions will be necessary once activities get back to “normal”.

Responses from the survey indicate that the unit has experienced increased favorability in each question asked. However, it should be noted the survey did not ask questions about how resources are allocated. Although these questions are the responsibility of administration rather than the business office, these questions do pose a concern and should be addressed. Monthly budgetary briefings during college council may not be sufficient and a different kind of forum may be needed.

**Operations and Maintenance Measurements**

The number of work orders decreased from 461 to 400. This could be attributed to the reduction of personnel and students on campus due to online learning and remote work.

Nine janitors regularly clean and maintain over 30,000 sq ft. each. The four general laborers mow, maintain and landscape over 50 acres and the three building maintenance workers take care of 90,000 sq. ft. each. The campus has a total of approximately 200 acres and over thirty buildings.

The O&M department has consistently been cited for exceptional work in maintaining the building and grounds of KauCC. The unit has gone above and beyond with its “can do” attitude, professionalism, and courteous service to the campus.
Human Resources

It should be noted that the metrics for Human Resources are incomplete. UHCC systems office is responsible for providing the data and those figures have yet to be posted. However, because of the hiring freeze implemented by the President, it is expected that all numbers will be decreased.

Overall, evaluation of the Human Resource office has been good. The average percentage is 78% with the HR offering prompt service being the low at 69% and HR representative being knowledgeable at 82%. Offering prompt service will be addressed as a corrective action.

Security

The operations of the Security department have been hindered by the number of personnel turnovers occurring over the last several years. Since the department was organized as a unit, there has been a consistent turnover problem resulting in a high overtime expenditure. The unit is comprised of:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Staffing Plan</th>
<th>Amount</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Security Chief</td>
<td>1</td>
<td>Security Chief</td>
</tr>
<tr>
<td>2</td>
<td>USO II</td>
<td>2</td>
<td>USO II</td>
</tr>
<tr>
<td>3</td>
<td>USO I Fulltime</td>
<td>2</td>
<td>USO I Fulltime</td>
</tr>
<tr>
<td>4</td>
<td>USO I Part time</td>
<td>2</td>
<td>USO I Part time (1 frozen)</td>
</tr>
</tbody>
</table>

Although the security department is shorthanded, it has consistently been rated favorably in promptness, courteous, and being knowledgeable. Two concerns need to be addressed are communication with faculty, staff, and students about where the annual report is and what to do in case of an emergency.

Informational Technology

The IT department is fully staffed with 4 personnel. Budget reductions in student help has limited the amount of time full-time personnel can spend on providing services through the helpdesk and also implementing the upgrades to faculty, staff, and classroom enhancements.

Although the IT department averages over 80% in favorability in its operations, there are areas where improvements can be made. For instance, providing technical assistance to students, faculty and staff (71%).

Significant Impacts to Administrative Services

It is notable that all areas reported some staffing issues or impacts from the pandemic (student workers, less students on campus, additional duties related to pandemic controls).
3. Program Student Learning Outcomes or Unit/Service Outcomes

Administrative Services will strive to maintain its current standards of operation and seek corrective actions for any concerns that are 75% or below for each Administrative Outcome (AO) below.

AO 1: The Business Office offers prompt service at least 75% of the time. Met. The 2021 survey response was 75%. The Business Office will continue to practice current procedures with no changes and this AO will be reassessed in the next survey.

AO 2: The Human Resources Office offers prompt service at least 75% of the time. Not met. The 2021 survey response was 69%. An action item will be developed to help improve this AO.

AO 3: At least 75% of the campus knows what to do incase of an emergency. Not met. The 2021 survey response was 73%. An action item will be developed to help improve this AO.

AO 4: At least 75% of the campus know where to find KCC’s Annual Security Report. Not met. The 2021 survey response was 49%. An action plan will be developed to help increase this AO.

AO 5: The IT help desk provides the campus with technical support needed (benchmark is 75%). Not met. The 2021 survey response was 71%. An action plan will be developed to help increase this AO.

AO 6: KCC distributes technology resources effectively to develop, maintain, and/or enhance its services (benchmark is 75%). Not met. The 2021 survey response was 73%. An action plan will not be developed but this AO will be reassessed in the next survey.

AO 7: KCC is an equal opportunity workplace that supports diversity (benchmark = 75%). The 2021 survey response was 74%. An action plan will be developed to help increase this AO.

AO 8: O&M provides clean and well-maintained facilities (i.e., grounds, buildings, classrooms, and bathrooms; benchmark is 75%). Met. The 2021 survey results indicated satisfaction above 90% in all of these areas. O&M will continue with current protocols based on campus satisfaction and this AO will be reassessed in the next survey.

AO 9: O&M provides prompt service (benchmark is 75%). Met. The 2021 survey response was 80%. O&M will continue with current protocols and work order system based on campus satisfaction and this AO will be reassessed in the next survey.

4. Action Plan

2021-2022 Action Plans
The Human Resources Office will hire additional staff to increase campus satisfaction of prompt service to at least 75% of the time.
Campus security will hold informational sessions during convocation to increase the campus knowledge of what to do in case of an emergency. The goal is 75% of the campus will know what to do in the event of an emergency.

Campus security will hold informational sessions during convocation to increase the campus knowledge of where to find KCC’s Annual Security Report. The goal is that at least 75% of the campus knows where to find and access the report.

The IT help desk will hire additional staff and assign a permanent staff to the helpdesk to increase satisfaction of the campus with technical support. The benchmark is 75% satisfaction.

KCC is an equal opportunity workplace that supports diversity (benchmark = 75%). The 2021 survey response was 74%. An action plan will be developed to help increase this AO.

Lighting was a concern in the 2021 survey. This concern will be brought to the attention of the OVPCC facilities office so the issue can be addressed. Outcomes will be communicated to College Council in 2022.

Administrative Services will communicate more effectively to ensure the KCC community is able to understand how the finances of the college are derived through presentations at Convocation and updates to College Council.

General Action Plans include:

Fall 2021
The Interim Vice Chancellor of Administrative Services shall meet with the respective departments to review and discuss ways to resolve the concerns. Strategies will be devised and implementation of these and action plans will begin in Spring 2022.

Spring 2022
Monthly meetings will be held to discuss highlights and shortfalls of strategies and action plans. Problems will be identified and addressed as they arise for continuous improvement.

Fall 2022
New survey to be conducted. Results to be compared to previous surveys and action plans will be developed to address areas with less than 75% satisfaction.

The next CPR scheduled for Fall 2025.

5. Resource Implications

I am NOT requesting additional resources for my program/unit.
Administrative Services Survey 2021

Administrative Services wants to hear from you! Your responses will be used to improve our services and inform our program review. Please know that all responses will be anonymous. Mahalo for your time and feedback.

1. KCC’s physical facilities support an effective learning environment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Dis...</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agr...</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Buildings</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Classrooms</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

2. KCC’s physical facilities support an effective working environment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Dis...</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agr...</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
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3. KCC’s facilities are clean and well maintained.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Dis...</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agr...</th>
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</tr>
</tbody>
</table>

4. I feel safe at KCC.

- [( ] Strongly Disagree
- [( ] Disagree
- [( ] Neutral
- [( ] Agree
- [( ] Strongly Agree
- [( ] N/A

5. I know what to do in the event of an emergency on campus.
6. I know where to find KCC's Annual Security Report.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

7. The IT Help Desk provides me with the technical support I need.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
8. KCC distributes technology resources effectively to develop, maintain, and/or enhance its services.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

9. KCC distributes technology resources effectively to develop, maintain, and/or enhance its programs.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

10. KCC’s classrooms are sufficiently equipped with instructional technology.

- Strongly Disagree
11. KCC’s technology resources meet the needs of its distance education courses.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

12. The computers on campus meet my needs.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A
13. KCC uses technology to effectively support communication and sharing of information across the campus.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

14. The WIFI on the campus meets my needs.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

15. How often does __________ offer courteous service?

- Never
- Rarely
- Sometimes
- Often
- Always
- N/A

Business Off...
16. How often does ______ offer prompt service?

<table>
<thead>
<tr>
<th></th>
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<th>Sometimes</th>
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<tr>
<td>Information ...</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

17. The ______ representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Off...</td>
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<td>Operations a...</td>
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<td>Campus Pub...</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. Overall, how satisfied have you been with request(s) you have made from _______?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
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<tbody>
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</table>

19. KCC is an equal opportunity workplace that supports__________.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<td>Diversity</td>
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<tr>
<td>Gender Equa...</td>
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</tr>
<tr>
<td>Cultural Sen...</td>
<td></td>
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</tbody>
</table>

20. I am a __________.*

- Faculty
- Staff/Administrator
- Student
Please comment on your response regarding whether you feel safe at KCC.

Short answer text

Please provide any additional comments regarding Administrative Services.

Long answer text
141 responses

Message for respondents

This form is no longer accepting responses
1. KCC’s physical facilities support an effective learning environment.

2. KCC’s physical facilities support an effective working environment.
3. KCC’s facilities are clean and well maintained.

4. I feel safe at KCC.

139 responses
5. I know what to do in the event of an emergency on campus.
139 responses

6. I know where to find KCC's Annual Security Report.
137 responses
7. The IT Help Desk provides me with the technical support I need.
138 responses

8. KCC distributes technology resources effectively to develop, maintain, and/or enhance its services.
139 responses
9. KCC distributes technology resources effectively to develop, maintain, and/or enhance its programs.
137 responses

10. KCC’s classrooms are sufficiently equipped with instructional technology.
139 responses
11. KCC’s technology resources meet the needs of its distance education courses.
139 responses

12. The computers on campus meet my needs.
139 responses
13. KCC uses technology to effectively support communication and sharing of information across the campus.

139 responses

14. The WIFI on the campus meets my needs.

139 responses
15. How often does __________ offer courteous service?
16. How often does ______ offer prompt service?

[Bar chart showing frequency of prompt service for different departments: Business Office, Human Resources, Operations and Maintenance, Campus Public Safety, Information Technology. The chart indicates the percentage of responses for each department across the categories Never, Rarely, Sometimes, Often, Always, and N/A.]

https://docs.google.com/forms/d/1rSzluP_7IMHsuMWQ5RqxsdMImLEZhupB_TtGkhvu7Dw/edit#responses
17. The _______representative I contacted was knowledgeable about my request or deferred it to others who were knowledgeable.
18. Overall, how satisfied have you been with request(s) you have made from________?
19. KCC is an equal opportunity workplace that supports_________.

![Bar chart showing responses to questions about Diversity, Gender Equality, and Cultural Sensitivity]

20. I am a ___________.

![Pie chart showing the distribution of responses to question 20]

- Faculty: 22%
- Staff/Administrator: 17.7%
- Student: 60.3%

141 responses
Please comment on your response regarding whether you feel safe at KCC.

73 responses

Yes

I feel safe

N/A

I feel that this campus needs more lighting -- whether it is outside or inside of the buildings during the evenings. The security crew has made a big improvement since some of them have left.

KCC process a safe environment for learning and studying.

I feel safe when I do go on campus

Coronaphobia.

I am an online faculty member and do not use campus facilities

Very friendly staff.
Please provide any additional comments regarding Administrative Services.

52 responses

None

N/A

we need to hire a permanent vc or have the interim become permanent

TRANSPARENCY IS IMPORTANT!!! Good or bad news. Please let us know. Thank you!

IT staff has gone out of their way to help during this Pandemic to offer technology for teaching.

Calvin has done his best to provide support for me from the start of my work to the best of his available time, resources, and abilities. He has been nothing but someone who encouraged me to move in directions that benefitted my learning, my understanding, and my growth at Kauai Community College. Without explicitly telling me exactly what to do and how to do my job, Calvin has had nothing but support for me. I know his integrity and work ethics exceed anyone I know on campus and anyone that I have ever worked for. As my recent direct report after some reorganizing of roles, Cheryl failed to meet me halfway when I reached out multiple times for her support and trust. I am certain that she is responsible for her own actions, no matter how she feels, as I am responsible for my own actions, no matter how I feel. I accept my fate and termination. I am moving through the process within my best abilities while maintaining calm,
Items to Consider as you Draft your Action Plan And Student Learning Outcome Sections

**What is Closing-the Loop?**

It is not the action plan

It is not “we will continue to monitor” without an explanation

It is documenting what changes were made

It is examining whether the implemented changes have been successful or unsuccessful

It is discussing the next steps

After implementing action plan(s)/assessment, it is the reassessment of the plan/PSLO

- If improvement occurred, document the progress
- If improvement did not occur, make modifications to the current plan, develop a new action plan, and/or continue to assess and document process

**Example 1**

PSLO: Students will be able to correctly identify the bones of the skeletal system.

Results from 2019-2020: Only 63% of students were able to identify the bones of the skeletal system (Desired Outcome = 70%).

Action Plan: Faculty required students to log 10 hours in the open lab in the library practicing identification of skeletal bones.

Results from 2020-2021: 73% of students were able to correctly identify the bones of the skeletal system.

Closing the Loop: Because students were required to complete additional practice time identifying the bones of the skeletal system, there was an increase in the number of students making correct identifications on their final exam.

**Example 2**

PSLO: Wai'ale'ale students will attain Satisfactory Academic Progress (SAP) in their first year at the same rate as non-Wai'ale'ale students.
Results from 2019-2020: 55% of Waiʻaleʻale students attained SAP (Desired Outcome = 58.9%). *We believe this is an anomaly because of COVID-19 and the shift to distance education.

Action Plan: Staff will increase contact with students using all means necessary including text/pc/zoom/Facetime and other virtual platforms to assist students in staying connected and enrolling in FALL21 semester.

Results from 2020-2021: 58% of Waiʻaleʻale students attained SAP (Desired Outcome = 58.1%).

Closing the Loop: Staff will continue to monitor SAP to see if the drop in Waiʻaleʻale students attaining SAP in their first year at the same rate as non-Waiʻaleʻale students in 2019-2020 was an anomaly and not indicative of a problem.
### English

<table>
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<th>Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Cur., Enrolled</th>
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<td>1</td>
<td>Composition I</td>
<td>3</td>
<td>M B Alexander</td>
<td>9</td>
<td>6</td>
<td>TBA</td>
<td>TBA</td>
<td>WWW</td>
<td>01/10-05/13</td>
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Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44009) is conducted online. This class is fully ASYNCHRONOUS: students are NOT required to meet with each other and/or the instructor at a specific time; however, individual online conferences with the instructor may be recommended. Email the instructor (maryalex@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44052 | ENG 100 | 10 | Composition I       | 3       | C J Mar                  | 4             | 16          | MW   | 1120-1235p    | LEC 128 | 01/10-05/13   |

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This section of ENG 100 (44052) is a VARIABLE HYBRID class consisting of a combination of face-to-face and synchronous video conference classes. CLASS SESSIONS WILL TAKE PLACE ON M 11:20-12:35. On days when you are not scheduled to attend class either face-to-face or via Zoom, you will be expected to complete work asynchronously using Laulima. Email the instructor (cjmar@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44071 | ENG 100 | 11 | Composition I       | 3       | R S Randolph            | 13            | 0           | MW   | 0830-0945a    | ONLINE | 01/10-05/13   |

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44071) is conducted online. This class is SYNCHRONOUS: Class session(s) will take place on MW 8:30-9:45 Hawaii Standard Time (HST). Email the instructor (rsrandol@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44070 | ENG 100 | 1 | Composition I       | 3       | E T San George          | 12            | 8           | MW   | 1145-0100p    | KAPHS | 01/10-05/13   |

This section of ENG 100 is designated for Early College students at Kapaa High School.

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44070) is conducted online. This class is SYNCHRONOUS: Class session(s) will take place on W 11:45-1:00. On days when you are not scheduled to attend class via Zoom, you will be expected to complete work asynchronously using Laulima. Email the instructor (cjmar@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. Special Approval: Instructor Approval

| 44176 | ENG 100 | 19 | Composition I       | 3       | E T San George          | 12            | 8           | TBA  | TBA           | WWW  | 01/10-05/13   |

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44176) is conducted online. This class is fully ASYNCHRONOUS: students are NOT required to meet with each other and/or the instructor at a specific time. Email the instructor (esg4@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. Special Approval: Instructor Approval

| 44014 | ENG 100 | 4 | Composition I       | 3       | E T San George          | 8             | 2           | TBA  | TBA           | WWW  | 01/10-02/11   |

ACCELERATED CLASS: THIS IS A 5-WEEK COURSE THAT BEGINS ON 1/10/22 AND ENDS ON 2/11/22.

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44014) is conducted online. This class is fully ASYNCHRONOUS: students are NOT required to meet with each other and/or the instructor at a specific time; however, individual online conferences with the instructor may be recommended. Email the instructor (esg4@hawaii.edu) as needed for additional information and check your.hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44330 | ENG 100 | 5 | Composition I       | 3       | C J Mar                  | 13            | 7           | TR   | 1145-0100p    | KAPHS | 01/10-05/13   |

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnx). This ENG 100 (44330) is a VARIABLE HYBRID class consisting of a combination of face-to-face and synchronous video conference classes. CLASS SESSIONS WILL TAKE PLACE ON M 11:20-12:35. On days when you are not scheduled to attend class either face-to-face or via Zoom, you will be expected to complete work asynchronously using Laulima. Email the instructor (cjmar@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44069 | ENG 100 | 6 | Composition I       | 3       | M B Alexander            | 2             | 3           | TBA  | TBA           | WWW  | 01/10-05/13   |

Prerequisite(s): acceptable English placement: go to http://go.hawaii.edu/fnx, or instructor approval.

This ENG 100 class section (44069) is an accelerated class section designed to enable students earn credit for ENG 100 and ENG 100L in one semester. Students enrolling in ENG 100 (44069) must also enroll in ENG 100L (44098). Students who withdraw from ENG 100 (44098) must also withdraw from ENG 100L (44099). This ENG 100 (44069) is conducted ASYNCHRONOUSLY. This class is fully ASYNCHRONOUS: students are NOT required to meet with each other and/or the instructor at a specific time; however, individual online conferences with the instructor may be requested. Email the instructor (maryalex@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

| 44119 | ENG 100 | 7 | Composition I       | 3       | R S Randolph            | 3             | 4           | MW   | 0830-0945a    | ONLINE | 01/10-05/13   |

Prerequisite(s): acceptable English placement: go to http://go.hawaii.edu/fnx, or instructor approval. This ENG 100 class section (44119) is an accelerated class section designed to enable students earn credit for ENG 100 and ENG 100L in one semester. Students enrolling in ENG 100 (44119) must also enroll in ENG 100L (44099). Students who withdraw from ENG 100 (44119) must also withdraw from ENG 100L (44099). This ENG 100 (44119) is conducted SYNCHRONOUSLY online MW 8:30-9:45 Hawaii Standard Time (HST). Email the instructor (rsrandol@hawaii.edu) as needed for additional information and check your.hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. This course meets the VA face-to-face requirement due to COVID-19.

| 44070 | ENG 100 | 8 | Composition I       | 3       | E T San George          | 9             | 1           | TBA  | TBA           | WWW  | 01/10-05/13   |

This ENG 100 (44070) is conducted ASYNCHRONOUSLY. This class is fully ASYNCHRONOUS: students are NOT required to meet with each other and/or the instructor at a specific time; however, individual online conferences with the instructor may be requested. Email the instructor (maryalex@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.
This ENG 100 class section (44070) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100 (44070) must also enroll in ENG 100L (44120). Students who withdraw from ENG 100 (44070) must also withdraw from ENG 100L (44120).

This ENG 100L (44120) is conducted SYNCHRONOUSLY online. This ENG 100L class section meets online via Zoom Tuesday between 2:10-3:25 PM. Twice-monthly individual conferences with the instructor via Zoom will be scheduled on Thursday for 30-minute blocks between 8:30-11:00 AM. Email the instructor (cjmar@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnX). This ENG 100L class section (44098) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100L (44098) must also enroll in ENG 100 (44069). Students who withdraw from ENG 100L (44098) must also withdraw from ENG 100 (44069).

This ENG 100L (44069) is conducted SYNCHRONOUSLY online. This ENG 100L class section meets online via Zoom Tuesday between 9:55-11:10 AM. Twice-monthly individual conferences with the instructor via Zoom will be scheduled on Thursday for 30-minute blocks between 8:30-11:00 AM. Email the instructor (maryalex@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. Textbook Cost: $0. This course meets the VA face-to-face requirement due to COVID-19.

Prerequisite(s): Qualification for ENG 100 per the KauaiCC placement instrument (http://go.hawaii.edu/fnX). This ENG 100L class section (44099) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100L (44099) must also enroll in ENG 100 (44119). This ENG 100L (44099) is conducted SYNCHRONOUSLY online MW 9:55-11:10 Hawaii Standard Time (HST). Email the instructor (rsrandol@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. This course meets the VA face-to-face requirement due to COVID-19.

Recommended prep: "C" or higher in ENG 100. This class will be held primarily as a socially-distanced F2F in the KCC music classroom, and students are expected to attend all classes. Students will adhere to all COVID-prevention guidelines during instruction. Students need regular access to a desktop or laptop computer and a reliable Internet connection to complete course assignments. If circumstances change and do not allow us to meet F2F in larger groups, we will shift to smaller groups with greater social distancing. Should circumstances require a student(s) to attend class remotely, the instructor will use Zoom and Laulima to deliver instruction. Email the instructor (shep@hawaii.edu) for more information if needed. Textbook cost: $0.

Prerequisite(s): Qualification for ENG 100L (44098) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100L (44098) must also enroll in ENG 100 (44069). Students who withdraw from ENG 100L (44098) must also withdraw from ENG 100 (44069).

Recommended prep: "C" or higher in ENG 100. This class will be held primarily as a socially-distanced F2F in the KCC music classroom, and students are expected to attend all classes. Students will adhere to all COVID-prevention guidelines during instruction. Students need regular access to a desktop or laptop computer and a reliable Internet connection to complete course assignments. If circumstances change and do not allow us to meet F2F in larger groups, we will shift to smaller groups with greater social distancing. Should circumstances require a student(s) to attend class remotely, the instructor will use Zoom and Laulima to deliver instruction. Email the instructor (shep@hawaii.edu) for more information if needed. Textbook cost: $0.

Prerequisite(s): Qualification for ENG 100L (44099) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100L (44099) must also enroll in ENG 100 (44119). Students who withdraw from ENG 100L (44099) must also withdraw from ENG 100 (44119). This ENG 100L (44099) is conducted SYNCHRONOUSLY online MW 9:55-11:10 Hawaii Standard Time (HST). Email the instructor (rsrandol@hawaii.edu) as needed for additional information and check your hawaii.edu email account regularly for class notifications. To take an online class, you need regular access to a desktop or laptop computer and a reliable Internet connection. This course meets the VA face-to-face requirement due to COVID-19.

Recommended prep: "C" or higher in ENG 100. This class will be held primarily as a socially-distanced F2F in the KCC music classroom, and students are expected to attend all classes. Students will adhere to all COVID-prevention guidelines during instruction. Students need regular access to a desktop or laptop computer and a reliable Internet connection to complete course assignments. If circumstances change and do not allow us to meet F2F in larger groups, we will shift to smaller groups with greater social distancing. Should circumstances require a student(s) to attend class remotely, the instructor will use Zoom and Laulima to deliver instruction. Email the instructor (shep@hawaii.edu) for more information if needed. Textbook cost: $0.

Prerequisite(s): Qualification for ENG 100L (44098) is an accelerated class section designed to enable students earn credit for ENG 100L and ENG 100 in one semester. Students enrolling in ENG 100L (44098) must also enroll in ENG 100 (44069). Students who withdraw from ENG 100L (44098) must also withdraw from ENG 100 (44069).

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Recommended prep: "C" or higher in ENG 100. This class will be held primarily as a socially-distanced F2F in the KCC music classroom, and students are expected to attend all classes. Students will adhere to all COVID-prevention guidelines during instruction. Students need regular access to a desktop or laptop computer and a reliable Internet connection to complete course assignments. If circumstances change and do not allow us to meet F2F in larger groups, we will shift to smaller groups with greater social distancing. Should circumstances require a student(s) to attend class remotely, the instructor will use Zoom and Laulima to deliver instruction. Email the instructor (shep@hawaii.edu) for more information if needed. Textbook cost: $0.

Recommended prep: "C" or higher in ENG 100. This class will be held primarily as a socially-distanced F2F in the KCC music classroom, and students are expected to attend all classes. Students will adhere to all COVID-prevention guidelines during instruction. Students need regular access to a desktop or laptop computer and a reliable Internet connection to complete course assignments. If circumstances change and do not allow us to meet F2F in larger groups, we will shift to smaller groups with greater social distancing. Should circumstances require a student(s) to attend class remotely, the instructor will use Zoom and Laulima to deliver instruction. Email the instructor (shep@hawaii.edu) for more information if needed. Textbook cost: $0.

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**General Education Requirements:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>FGA</td>
<td>Foundation GMP-A</td>
</tr>
<tr>
<td>FGB</td>
<td>Foundation GMP-B</td>
</tr>
<tr>
<td>FGC</td>
<td>Foundation GMP-C</td>
</tr>
<tr>
<td>FQ</td>
<td>Foundation Quantitative Reasoning</td>
</tr>
<tr>
<td>FS</td>
<td>Foundation Symbolic Reasoning</td>
</tr>
<tr>
<td>FW</td>
<td>Foundation Written Communication</td>
</tr>
<tr>
<td>DA</td>
<td>Diversification-Arts</td>
</tr>
<tr>
<td>DB</td>
<td>Diversification-Biological Science</td>
</tr>
<tr>
<td>DH</td>
<td>Diversification-Humanities</td>
</tr>
<tr>
<td>DL</td>
<td>Diversification-Literatures</td>
</tr>
<tr>
<td>DP</td>
<td>Diversification-Physical Science</td>
</tr>
<tr>
<td>DS</td>
<td>Diversification-Social Science</td>
</tr>
<tr>
<td>DY</td>
<td>Diversification-Laboratory (science)</td>
</tr>
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</table>

**Focus Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AC</td>
<td>Alternative Communication</td>
</tr>
<tr>
<td>CH</td>
<td>Cognitive Health</td>
</tr>
<tr>
<td>HAP</td>
<td>Hawaiian, Asian, and Pacific Issues</td>
</tr>
<tr>
<td>PC</td>
<td>Pacific Island Culture</td>
</tr>
<tr>
<td>PH</td>
<td>Physical Health</td>
</tr>
<tr>
<td>WI</td>
<td>Writing Intensive</td>
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</table>

**Special Designations:**

<table>
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<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>ONLD</td>
<td>Fully Online Program</td>
</tr>
<tr>
<td>ONL5</td>
<td>5-Week Online Program</td>
</tr>
<tr>
<td>SF</td>
<td>Sustainability Focused</td>
</tr>
<tr>
<td>TXT0</td>
<td>Textbook Cost $0</td>
</tr>
<tr>
<td>OI</td>
<td>Off-Island</td>
</tr>
<tr>
<td>OS</td>
<td>Off-Site</td>
</tr>
<tr>
<td>C19</td>
<td>Online due to COVID-19</td>
</tr>
<tr>
<td>EC</td>
<td>Early College</td>
</tr>
<tr>
<td>SF</td>
<td>Sustainability Focused</td>
</tr>
<tr>
<td>TXT0</td>
<td>Textbook Cost $0</td>
</tr>
<tr>
<td>OI</td>
<td>Off-Island</td>
</tr>
<tr>
<td>OS</td>
<td>Off-Site</td>
</tr>
<tr>
<td>C19</td>
<td>Online due to COVID-19</td>
</tr>
<tr>
<td>EC</td>
<td>Early College</td>
</tr>
</tbody>
</table>

**Class Meeting Days:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>M</td>
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<tr>
<td>T</td>
<td>Tuesday</td>
</tr>
<tr>
<td>W</td>
<td>Wednesday</td>
</tr>
<tr>
<td>R</td>
<td>Thursday</td>
</tr>
<tr>
<td>F</td>
<td>Friday</td>
</tr>
<tr>
<td>U</td>
<td>Sunday</td>
</tr>
<tr>
<td>S</td>
<td>Saturday</td>
</tr>
<tr>
<td>TBA</td>
<td>To Be Announced/Arranged</td>
</tr>
</tbody>
</table>

©2022 University of Hawaii  Updated: 04/22/2022 01:47:54 PM HST
July 22, 2020

Dr. Joseph Daisy  
Chancellor  
Kaua’i Community College  
3-1901 Kaumuali’i Highway  
Lihue, HI  96766

Dear Chancellor Daisy,

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met January 22, 2020, to review the Substantive Change Application from Kaua’i Community College to offer:

- Distance Education: Online Associate of Liberal Arts Degree and Associate of Science Business Degree

The Committee acted to approve the substantive change.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to prepare this Application for Substantive Change. The Commission encourages the College’s continued work to ensure educational quality and to support student success.

If you should have any questions concerning this letter or the Commission action, please don’t hesitate to contact me. We’d be glad to help you.

Sincerely,

Stephanie Droker, Ed.D.  
President

Cc: Dr. Valerie Barko, Accreditation Liaison Officer  
Ms. Martina Fernandez-Rosario, U.S. Department of Education
# COOPERATIVE WORK EXPERIENCE – LEARNING OBJECTIVE EVAL (end of semester)

**Student name________________________ Major________________________**

**Supervisor________________________ Worksite________________________**

## COMMENTS

<table>
<thead>
<tr>
<th>ABILITY TO LEARN</th>
<th>□ Learns with Repetition</th>
<th>□ Average</th>
<th>□ Comprehends and follows through</th>
<th>□ Learns quickly, alert</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK HABITS</td>
<td>□ Follows some directions</td>
<td>□ Follows directions, satisfactorily</td>
<td>□ Steady Conscientious, worker</td>
<td>□ Accurate, resourceful, efficient</td>
</tr>
<tr>
<td>SAFETY</td>
<td>□ Needs supervision &amp; reminders</td>
<td>□ Generally meets safety standards</td>
<td>□ Meets safety standards</td>
<td>□ Conscientious and careful</td>
</tr>
<tr>
<td>NEATNESS</td>
<td>□ Needs reminders</td>
<td>□ Adequate</td>
<td>□ Thorough</td>
<td>□ Organized and tidy</td>
</tr>
<tr>
<td>ADAPTABILITY</td>
<td>□ Accepts changes with supervision</td>
<td>□ Adapts to changes</td>
<td>□ Adapts Well to changes</td>
<td>□ Flexible and efficient</td>
</tr>
<tr>
<td>SELF-ESTEEM</td>
<td>□ Needs encouragement</td>
<td>□ Generally positive</td>
<td>□ Positive</td>
<td>□ Confident</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>□ Needs supervision and reminders</td>
<td>□ Generally reliable</td>
<td>□ Responsible</td>
<td>□ Very independent</td>
</tr>
<tr>
<td>INITIATIVE</td>
<td>□ Needs occasional prodding</td>
<td>□ Does Assigned work</td>
<td>□ Occasionally seeks extra work</td>
<td>□ Good judgment and initiative</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td>□ Sometimes motivated</td>
<td>□ Generally motivated</td>
<td>□ High interest</td>
<td>□ Motivated and involved</td>
</tr>
<tr>
<td>PEER RELATIONS</td>
<td>□ Occasionally has difficulty</td>
<td>□ Generally cooperative</td>
<td>□ Works well with others</td>
<td>□ Excellent interaction</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>□ Tends to follow</td>
<td>□ Can lead with encouragement</td>
<td>□ Shows Leadership skills</td>
<td>□ Effective leader, good judgment</td>
</tr>
<tr>
<td>ACCEPTANCE OF SUPERVISION</td>
<td>□ Has some difficulty</td>
<td>□ Accepts Supervision</td>
<td>□ Cooperative</td>
<td>□ Very cooperative, good follow-through</td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td>□ Makes occasional errors</td>
<td>□ Usually makes good decisions</td>
<td>□ Makes good decisions</td>
<td>□ Competent in making decisions</td>
</tr>
<tr>
<td>WORK AREA ATTENDANCE</td>
<td>□ Leaves without permission</td>
<td>□ Generally at work area</td>
<td>□ Dependable</td>
<td>□ Always where assigned</td>
</tr>
<tr>
<td>WORK SKILLS</td>
<td>□ Below average</td>
<td>□ Generally meets standard</td>
<td>□ Meets standards</td>
<td>□ Consistently meets standards</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>WORK QUALITY</td>
<td>□ Below average</td>
<td>□ Generally meets standards</td>
<td>□ Meets standards</td>
<td>□ Consistently meets standards</td>
</tr>
</tbody>
</table>

Student worker’s outstanding strengths: _________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________

Student worker’s areas to improve: _____________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________

**Supervisor Rating of Job Oriented Learning Objective/Project:**  
□ Full Accomplishment (A)  
□ Above Average Accomplishment (B)  
□ Average Accomplishment (C)  
□ Below Average Accomplishment (D)  
□ No Accomplishment (F)

**Overall Rating of Student’s Work Performance**  
□ Excellent (A)  
□ Good (B)  
□ Average (C)  
□ Below Average (D)  
□ Unsatisfactory (F)

Worksite Supervisor Signature  
Date

Student’s Signature  
Date

COOP Instructor Signature  
Date
Prompts for College conversation

How do you Want to Receive Information from KauCC?

Do you think that KCC sends too many emails? Too few? Do you want different information sent via email?

Do you check KCC’s social media sites? Do you think the right kind of information is posted on social media?

Do you think that KCC sends too many texts? Too few? Do you want different information sent via text?

Are there certain situations in which you like to receive emails or texts?

Do you feel that you can give input into decisions made by the college?

Have you ever been part of a college committee?

(Talk about committees that the college has)

What would you need to consider being part of a college committee? (for example mentoring on the committee, a stipend)
College Conversation

Institution Set Standards
Wednesday, April 6, 2022
12:45 - 1:45 PM
This policy establishes the framework for institution-set standards for student achievement to meet Accrediting Commission for Community and Junior Colleges (ACCJC) requirements.

Eligibility Requirement #11: The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

Standard I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
UHCCP 4.203 Policy Standards

Each standard shall have a baseline or minimum level of achievement, and an aspirational target for improvement. These aspirational targets shall be aligned with system strategic plan targets. The standards adopted are as follows:

- Course Completion (ACCJC)
- Degrees and Certificates Awarded (UHCC; ACCJC requires separate reporting of these, not a combination)
- Native Hawaiian Degrees and Certificates Awarded (UHCC)
- Pell Recipient Degrees and Certificates Awarded (UHCC)
- Transfer to Baccalaureate Institutions (ACCJC)
- Integrated Postsecondary Education Data System (IPEDS) Student Success Rate (UHCC)
- Licensure and Certification Examination Success Rate (ACCJC)
- Job Placement Rate (ACCJC)
Purpose of Today’s Conversation: Reflection on Improving Institutional Performance: Institution-Set Standards

This section of the report provides an institutional reflection on institutional performance in the following institution-set standards included in the college’s 2022 Annual Report:

1. Course Completion Rates
2. Certificates - combined with degrees for UHCC reporting
3. Associate Degree (A.A./A.S) - combined with certificates for UHCC reporting
4. Transfer
5. Licensure Examination Pass Rates
6. Employment rates for Career and Technical Education Students
Questions to guide the College Conversation

1. Has the college met its floor standards?
2. Has the college achieved its stretch (aspirational) goals?
3. What initiative(s) is the college undertaking to improve its outcomes?
4. How does the college inform its constituents of this information?
**Course Completion Rates**

<table>
<thead>
<tr>
<th>13.</th>
<th>List your Institution-Set Standard (floor) for successful student course completion rate:</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70 %</td>
<td>70 %</td>
<td>70 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a.</th>
<th>List your stretch goal (aspirational) for successful student course completion rate:</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>75 %</td>
<td>75 %</td>
<td>75 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b.</th>
<th>List the actual successful student course completion rate:</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>79 %</td>
<td>79 %</td>
<td>79 %</td>
</tr>
</tbody>
</table>

**13. Additional Instructions and Data Definitions:**
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.
## Certificates

### 14. Type of Institute-set standard for certificates:

<table>
<thead>
<tr>
<th>If Number-Other or Percent-other, please describe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a. List your Institution-Set Standard (floor) for certificates:</td>
</tr>
<tr>
<td>14b. List your stretch goal (aspirational) for certificates:</td>
</tr>
<tr>
<td>14c. List actual number or percentage of certificates:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a. List your Institution-Set Standard (floor) for certificates:</td>
<td>66</td>
<td>66</td>
<td>66</td>
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<tr>
<td>14b. List your stretch goal (aspirational) for certificates:</td>
<td>81</td>
<td>85</td>
<td>89</td>
</tr>
<tr>
<td>14c. List actual number or percentage of certificates:</td>
<td>197</td>
<td>165</td>
<td>183</td>
</tr>
</tbody>
</table>

### 14. Additional Instructions and Data Definitions:
For purposes of this report, include only those certificates which are awarded with 16 or more units.
## Associate Degrees

<table>
<thead>
<tr>
<th>Type of Institute-set standard for degrees awarded:</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Number-Other or Percent-other, please describe:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>161</td>
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<tr>
<td>15b. List your stretch goal (aspirational) for degrees:</td>
<td>15b. 2018-19</td>
</tr>
<tr>
<td></td>
<td>196</td>
</tr>
<tr>
<td>15c. List actual number or percentage of degrees:</td>
<td>15c. 2018-19</td>
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<tr>
<td></td>
<td>146</td>
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<tr>
<td>Transfer</td>
<td>Type of Institute-set standard for transfers:</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
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<tr>
<td>17.</td>
<td>If Number-Other or Percent-other, please describe:</td>
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<tr>
<td>17a.</td>
<td>List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>17b.</td>
<td>List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>17c.</td>
<td>List actual number or percentage of students who transfer to a 4-year college/university:</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>
## Licensure Exam Pass Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Exam (National, State, Other)</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Pass Rate (%)</th>
<th>2019-20 Pass Rate (%)</th>
<th>2020-21 Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>National</td>
<td>85 %</td>
<td>85 %</td>
<td>89 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>National</td>
<td>95 %</td>
<td>95 %</td>
<td>100 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

### 18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.
Employment Rates for Career and Tech. Ed.

<table>
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<tr>
<th>Program</th>
<th>Institution-Set standard (%)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Job Placement Rate (%)</th>
<th>2019-20 Job Placement Rate (%)</th>
<th>2020-21 Job Placement Rate (%)</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>33 %</td>
<td>70 %</td>
<td>70 %</td>
<td>86.67 %</td>
<td>78 %</td>
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<tr>
<td>Creative Media</td>
<td>33 %</td>
<td>70 %</td>
<td>0 %</td>
<td>92.31 %</td>
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<td>70 %</td>
<td>67 %</td>
<td>91.67 %</td>
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<tr>
<td>Hospitality and Tourism</td>
<td>33 %</td>
<td>70 %</td>
<td>88 %</td>
<td>90.91 %</td>
<td>100 %</td>
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<tr>
<td>Medical Assisting</td>
<td>33 %</td>
<td>70 %</td>
<td>100 %</td>
<td>92.31 %</td>
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<tr>
<td>Nursing</td>
<td>33 %</td>
<td>70 %</td>
<td>72 %</td>
<td>81.82 %</td>
<td>93 %</td>
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</tbody>
</table>

19. Additional Instructions and Data Definitions: For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.
Questions to guide the College Conversation

1. Has the college met its floor standards?
2. Has the college achieved its stretch (aspirational) goals?
3. What initiative(s) is the college undertaking to improve its outcomes?
4. How does the college inform its constituents of this information?
Extension of Institution-Set Standards

UHCC Institution-Set Standard floor and aspirational goals expired in Academic Year (AY 2020-2021).

The UHCC System has extended the AY 2020-2021 floor and aspirational goals for UHCC Institution-Set Standards for AY 2021-2022.
MAHALO!

Your contribution to the college’s continued improvement and ACCJC Midterm Report is appreciated and valued.

Mahalo for participating in this College Conversation on Institution-Set Standards.
KAUA`I COMMUNITY COLLEGE (Kaua`i CC)
College Council Meeting Minutes DRAFT
February 25, 2020
3:04 pm
OCET 105

Present: Mark Baltazar, Valerie Barko, Kalei Carvalho, Jose Castillo, Joe Daisy, Amanda Fluharty, Ryan Girard, Frankie Harriss, Jon Kalk, Ann Kennedy, Peggy Lake for Cheryl Stiglmeir, Kathlen Lee, Pat McGrath, Tammie Napoleon, Rose Ramos-Benzel, Calvin Shirai, Kailana Soto, Molly Summers, Gordon Talbo

Guests: Tarin Eseneiaso, Student Government

Call to Order
Meeting called to order by J. Daisy at 3:04 pm.

Approval of Minutes
Minutes of the February 11, 2020, meeting were submitted.
A. Kennedy motioned to approve. G. Talbo seconded the motion.
Action: Vote: 13 - Approve, 0 - Against, 0 - Abstentions. Minutes approved.

Chancellor's Report
J. Daisy thanked everyone for their patience as he worked through week four. He had questions about the agenda and wanted to seek further understanding on how things work about the College Council and how things are processed.

Old Business
- APRU Update on Positions
  F. Harriss reported that 3 positions were approved because they were not costing the college more. Non-tenure track positions allow us to move forward without any costs to college while we get more engagement from those individuals.

  - **Ag Position** – Will be a non-tenure track position and will help move the program forward during the year.
  - **English Position** – There are two non-tenure track positions. Only one of the positions will become a tenure track position while the other one will remain as a non-tenure track position. No cost savings to the college, but there is a long-term need in English and is a priority position.
  - **Art Position** – This is a non-tenure track position. Presently, no one leading art classes. We need someone working on a full-time schedule, engaging in the process of updating curriculum and courses, and offering services on campus committees.

Items under Review
- KCCP 4-1, Academic Probation – Tabled until VCSA returns.
- Guidelines 3-4 Free Expression Campus Guidelines – Tabled until VCSA returns.
- KCCP 4-8, Division Chair Selection Procedures – Send comments to division chairs, J. Kalk, or F. Harriss.
- Draft Policy of Course Repeats Update.
  J. Kalk reviewed the proposed amendment to the policy. Changes will enable students to understand academic and financial ramifications of repeating courses. Rules will be set, including warning students of possible consequences.

  F. Harriss noted the importance of voting on this policy at the next meeting because the proposed amendments impact registration and must be incorporated in the upcoming catalog.

Accreditation Update (Standing Item)
- No update

Campus Update (Standing Item)
- C. Shirai reported that they are still working on moving people from the Business Education and Health Sciences building. A meeting will be scheduled with F. Harriss, T. Napoleon, A. Kennedy, and P. Watase to discuss the move.

New Business
- Position Requests
  J. Daisy raised questions about positions and how they’re added to the agenda. He questioned if it was a good use of College Council time to discuss and vote on positions that we are required to fill and that are already funded. He noted that positions in APRUs are compared against resources that are available; he wanted to know if this applied to new positions. He also asked about the difference between new positions and replacement positions. Post APRU, there are financial implications, but when facing limited resources and competing demands, he asked how positions get vetted and how it gets to College Council.

  P. McGrath replied that it is unclear. There is a qualitative difference between a replacement position and new position. Traditionally, new positions have to go through APRU for justification and data support. Replacement positions seem the same way, but it is dependent on the timing; you would only include it in your APRU if you were working on it and you knew you needed a replacement position. There are division and division chair discussions about positions, but there isn’t a formal process on replacement positions and they’re presented on the College Council agenda.

  J. Kalk pointed out that there seemed to be a misunderstanding about the role of College Council. We seem to have lost our purpose of serving as an advisory body to the Chancellor by voting on items. If the different units had more of a role in strategic planning and thinking about larger scale decisions and resources, then individual cases and individual positions don’t need to come to College Council because it has already been planned for.

New Position Requests
- Electronics Technology Position (G. Talbo)
Request for a replacement position due to Bob Swanson’s resignation at the end of the semester. Need to maintain this as a 9-month tenure track position. Georganne Purvinis brings in a lot of money for the space grants and it is unrealistic for her to do it on her own. Increased promotion of the program is being done through marketing and Kimi Nagahisa is going to the high schools to promote robotics and STEM.

F. Harriss commented that the program falls in line with ASNS and that this program has employers coming to campus twice a year that make direct contact with students for employment opportunities. People have to understand that for an island of this size, the program is never going to have large enrollment numbers. The funds that both Georganne Purvinis and Bob have brought in makes us, as a college, look great and we’re able to compete with other universities.

Based on J. Kalk’s feedback about College Council’s role, J. Daisy suggested we use new language when voting to say that College Council “recommends for the Chancellor’s consideration...”

F. Harriss motioned to recommend for the Chancellor’s consideration filling the Electronics Technology position. G. Talbo seconded the motion. **Action:** Vote: 16 - Approve, 0 - Against, 0 - Abstentions. Motion approved.

**● Mathematics Position (R. Girard)**

Request for a full-time non-tenure track position that will allow flexibility in teaching various math courses. Early college is in high demand; 56 credits worth of Early College courses were requested from the high schools.

F. Harriss noted that the only caveat with the non-tenure track positions is that it can’t be a non-tenure track position forever. If you keep the position for 7 years, you need to determine if you really need this position. We need to know when the clock expires for this position. If it doesn’t reset at year one, we have to decide if we’ll use lecturers or if we’re going to make it a tenure track position.

F. Harriss motioned to recommend for the Chancellor’s consideration filling the mathematics position. G. Talbo seconded the motion. **Action:** Vote: 16 - Approve, 0 - Against, 0 - Abstentions. Motion approved.

**Student Government Survey on Block Scheduling**

M. Baltazar reported that they received 79 responses from students. Of the responses, 38% prefer the current schedule, 61% would prefer the 2-day block schedule, and 80% of the students are on campus 5 days a week.

**Block Scheduling**

J. Kalk requested that College Council consider implementing the block scheduling for Fall 2020. All academic divisions agreed that it would be feasible.

J. Kalk motioned to recommend for the Chancellor’s consideration adopting the block schedule for Fall 2020. P. McGrath seconded the motion. **Action:** Vote: 10 - Approve, 0 - Against, 3 - Abstentions. Motion approved.
Probation Policy and Edits
Tabled for the next meeting.

Adjournment at 4:40 pm.

Minutes by Layla Lankford
COLLEGE COUNCIL
Friday, September 3, 2021
8:00 AM – 9:30 AM,
Zoom: https://us06web.zoom.us/j/85685613798
AGENDA

Welcome
- Welcome to new member, Juno Apalla; Mahalo to Kat Lee.

Approval of Minutes of May 4, 2021 Meeting

Chancellor’s Report
- Opening Updates
- The Year Ahead
- Standing Committees
  - Please update E. Kamai with any changes by September 10, 2021

Old Business
- For Action
- For Information
  - KCCP 4-3, Joint Credit/Non-Credit Classes (F. Harriss)
  - KCCP 4-10, No-Show Drop and Executive Policy 7.209 Student Participation Verification in Coursework (F. Harriss)
  - KCCAP 4-13, Faculty Evaluations, UHCCP #9.203 Faculty-Five Year Review (F. Harriss)
- Budget
- Organizational & Resource Planning Update

Accreditation Update (Standing Item) - V. Barko
- Timeline for 2022 Midterm Report to ACCJC - Draft (M. Sanchez for V. Barko)

Campus Space Update - (Standing Item) - C. Shirai

New Business

Announcements

Adjournment

If you are unable to attend, please send a proxy in your place.
The next meeting is scheduled for September 17, 2021, 8:00 AM – 9:30 AM
What are the general skills required to work successfully in your company or field of work? Please check all that apply.

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<thead>
<tr>
<th>Skill</th>
<th>Value</th>
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<td>College Degree</td>
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<td>Communication</td>
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<td>Customer service</td>
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<td>Logic/problem-solving</td>
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<td>Research</td>
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<td>Sales</td>
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<td>Specific license/credential</td>
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<td>Trade skills</td>
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<td>Access, other general skill</td>
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<td>Experience working with people with disabilities</td>
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DETERMINED Tentative Schedule

Daily Schedule

Morning Session 8:30 AM - 12:30 PM
Lunch Break 12:30 - 1:00 PM
Afternoon Session 1:00 - 4:00 PM (at the latest)

* Short breaks will be taken periodically throughout the day

Tentative Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics and Laulima Tools</th>
<th>Assignments</th>
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| Monday (5/18) | ● Introductions,   
  ● Request Development Site (IC1)   
  ● Overview of DETERMINED Training site   
  ● Laulima Tools:   
    ○ Favorites Tab (IC2)   
    ○ Site Info   
      ■ Add Participants (IC3)   
      ■ Manage Tools (IC4)   
      ■ Tool Order (IC5)   
      ■ Edit Site Information   
        ● Theme (IC 6)   
    ○ Resources (IC 7)   
    ○ Gradebook Classic (IC 8)   
    ○ Web Content (IC 9) | In Class Assignments:   
  ● Request Development Site   
  ● Manage Favorites Tabs   
  ● Add Participants   
  ● Manage Tools   
  ● Tool Order   
  ● Edit Site Theme   
  ● Resources   
  ● Gradebook Classic   
  ● Web Content |
|           | Homework Assignments:   
  ● Read   
    ○ Using Assignments tool   
    ○ Using Forums tool   
    ○ Using Test & Quizzes   
  ● Review ADA & Accessibility Links   
  ● Read   
    ○ “10 Principles” Reading |
<table>
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<th>Tuesday (5/19)</th>
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<tr>
<td><strong>Questions,</strong></td>
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<td><strong>Discussion: 10 Principles (IC 10)</strong></td>
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<td><strong>Discussion: Course Site Review (IC16)</strong></td>
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<td><strong>Discussion: ADA &amp; Accessibility (IC 11)</strong></td>
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| Thursday (5/21) | Questions,  
|                | Discussion: Lessons Design Principles  
|                | Laulima Tools:  
|                |   • Lessons (HW)  
|                |   • Syllabus (HW)  
|                | In Class Assignments:  
|                |   • Discussion: Lessons Design Principles  
|                |   • Lessons Tool  
|                | Homework Assignments:  
|                |   • Post Lesson  
|                |   • Post Syllabus  
|                |   • Prepare Presentation of Ideal Lesson Module  
|                |   • Review Daily Scores  
|                | Resources:  
|                |   • Video Tutorials  
|                |     ○ Lessons  
|                |     ○ Web Content  
| Friday (5/22)  | Questions,  
|                | Discussion of “Method to the Madness”  
|                | In Class Assignments:  
|                |   • Final Presentation  
|                |   • Assignments Tool  
|                |   • Forums Tool  
|                |   • Test & Quizzes Tool  

10 Principles of Effective Online Teaching: Best Practices in Distance Education
In the traditional college classroom today, faculty and students arrive with a certain set of expectations, shaped largely by past experiences. And although students may need the occasional (or perhaps frequent) reminder of what’s required of them, there’s usually something very familiar about the experience for both faculty and students alike.

In the online classroom, an entirely new set of variables enters the equation. It’s a little like trying to drive in a foreign country. You know how to drive, just like you know how to teach, but it sure is hard to get the hang of driving on the left side of the road, you’re not quite sure how far a kilometer is, and darn it if those road signs aren’t all in Japanese.

This special report explains the “rules of the road” for online teaching and learning and features a series of columns that first appeared in the Distance Education Report’s “Between the Clicks,” a popular column by Dr. Lawrence C. Ragan, Director of Instructional Design and Development for Penn State’s World Campus.

The articles contained in the report will help you establish online instructor best practices and expectations, and include the following principles of effective online teaching:

• Show Up and Teach
• Practice Proactive Course Management Strategies
• Establish Patterns of Course Activities
• Plan for the Unplanned
• Response Requested and Expected
• Think Before You Write
• Help Maintain Forward Progress
• Safe and Secure
• Quality Counts
• (Double) Click a Mile on My Connection

These principles, developed at Penn State’s World Campus, outline the core behaviors of the successful online instructor, and help to define parameters around the investment of time on part of the instructor. In his articles, Ragan identifies potential barriers and limitations to online learning, and specific strategies to assist instructors in achieving the performance expectations.
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- Principles of Effective Online Teaching: #3 Establish Patterns of Course Activities ...................................... 9
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- Principles of Effective Online Teaching: #6 Think Before You Write ............................................................. 15
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- Principles of Effective Online Teaching: #9 Quality Counts ............................................................................. 21
- Principles of Effective Online Teaching: #10 (Double) Click a Mile on My Connection .................................. 23
I was recently invited to conduct a Magna online seminar based on a research project identifying strategies to help faculty manage the online workload. Apparently this topic hit a nerve of concern for faculty, support staff and administrators alike. The response to the presentation suggested this was an important area for further exploration and development. The presentation generated many more questions than I was able to address during the program.

Helping faculty learn to survive and even thrive online is critical if we are to realize the potential of this new learning space. This column will be my attempt to tease out the most critical of the questions I received, to reflect and respond, and to share my insights on a variety of topics. I hope you will find it informative and helpful.

Communicating expectations

During the presentation, I made reference to a strategy that an institution can employ to help faculty save time online. I referred to a document created at the World Campus as the “10 commandments” of faculty performance. Simply put, it is the articulation of what our organization expects from our online instructors in order to ensure a quality teaching and learning experience. Although this may initially sound like a “heavy handed” approach—faculty being told how to perform—I would offer another interpretation.

When we step into a physical classroom we are stepping into a time-tested model with well-defined operating parameters. There is a class schedule and syllabus that tells me when to meet with my class, for how long, and even the room location. There are a set of familiar tools such as a chalkboard, a podium and seating for the students. There is also an inherited protocol of classroom experience—I am the teacher and you are the student. We both roughly understand the dynamics of the interactions of this arrangement. My responsibility as the course instructor is to show up in the designated location, and conduct the course to the best of my ability through to successful completion for the students.

The asynchronous online classroom has little or no similarity to the classroom experience. There may be no “class schedule,” no meeting room or physical location, and, certainly in the asynchronous classroom, no defined timeframe for operation. Even the dynamics between teacher and student is challenged because online we can all appear to “be equal.” Other than a vague sense of responsibility to “teach the course,” the instructor has little definition of these new and often ill-defined operating parameters. The course instructor is left on their own to figure out what constitutes a successful learning experience.

Many years ago I was in a faculty meeting and we were discussing the issue of defining instructor performance. I was soft-selling the idea of defining these behaviors for fear of insulting our faculty. One senior faculty, well versed in the domain of online education, responded to my approach by saying, “if you don’t tell us what is expected, how will we know what to do to succeed?” His point was well taken. Although we assume that faculty know something of the face-to-face learning setting, we cannot assume that knowledge translates to the online classroom. It is our responsibility to provide the instructor with the best definition of successful performance for their success and the success of their students.

Clearly defining and communicating the expected performance behaviors for online instructors saves faculty time because it eliminates uncertainty.
In recent discussions around this topic we acknowledged this is an evolving document based on what we and our faculty have experienced in our online activities. My intent in sharing this document more broadly is to test our basic assumptions and refine our thinking. I welcome input and insights into this document and know that it will evolve and change over time. Additionally, each institution or organization must review and consider how these expectations are interpreted within the operating context of their own online program.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.

FROM PAGE 4

about roles and responsibilities. These suggested guidelines, based on best practices gathered through experience, serve as a benchmark for faculty to gauge their online course activities and manage their online workload. The intent of the “Online Instructor Performance Best Practices and Expectations” (or “10 Commandments”) document generated by the World Campus is not meant to be all-inclusive but rather to define a baseline of online performance.

Principles of Effective Online Teaching: #1 Show up and Teach

By Lawrence C. Ragan, PhD.

In the previous article, I introduced the need to effectively define and communicate for instructors what it is expected in the online classroom. This is based on the premise that, for many instructors, the online teaching and learning environment is different from the face-to-face educational setting. Often, instructors teach in the face-to-face setting the way they were taught. That is, they use similar instructional strategies as instructors as those they engaged in as learners.

This can be a good thing if they experienced sound instructional strategies during their formative years. Most would agree however, that our own learning came in educational settings that were sometimes less than optimal. So, many instructors end up repeating the same mistakes as their professors. Now, overlay the new dynamics of the online classroom.

What we know about teaching in the classroom, good or bad, may not translate well online with somewhat complicated technologies, new social orders, and media-rich resources. Without express guidance on what is expected of the online instructor, they are left to “figure it out,” leading to frustrated students and probably a less than desirable teaching experience.

The “10 principles” of online instruction were developed by Penn State’s World Campus to specifically define the performance expectations of the online instructor. This document attempts to create an expectation of the core behaviors of the successful online instructor, and serves to clear the air on how the instructor can be most effective in teaching their online course. These expectations establish a minimum set of activities for online instructors, and help to define parameters around the investment of time on part of the instructor.

During a recent online faculty development program we engaged in the question of quality of performance by the online instructor. One individual expressed their understanding that the online instructor should be available to the students 24/7. I raised a concern about this approach with the participants because I feared this belief would inhibit good instructors from getting involved in teaching online. It was clear that, although well intended, asking the online instructor to be available, that is online, all the time was setting them up for failure and frustration. We do not expect that dedication from the face-
to-face instructor, and nor should we expect that of our online instructors.

Principle #1: Show Up and Teach

“Students in an online course rely on the instructor to follow the established course schedule and to deliver the course within the scheduled time frame. The online instructor is expected to make schedule adjustments as needed to manage special circumstances.”

This may seem like an unnecessary statement of the obvious. The online instructor is expected to conduct the class from beginning to end and to make adjustments when necessary in order for the student to complete the learning experience. However, the necessity of this statement is borne of the misimpression that the online class “teaches itself.” Since most of the course is already authored and designed for online delivery, the instructor may believe they simply need to serve as the proverbial “guide on the side” as the students navigate the learning system.

Additional evidence of this belief was expressed early on in the development of online learning, when some educators expressed concern that the online class could be “self taught” and reduce the need for the instructor. Although there are courses designed as self-instructed modules, this is not the predominant model for the effective online classroom. The role of the instructor is actually more important than ever before. The students are looking to the instructor to serve as the guide, facilitator and “teacher” and the need for them to do so is pronounced because of the lack of face-to-face interactions.

One commonly held belief about the learning design and development of the online classroom is that the core teaching material, resources, and instructional strategies need to be in place prior to the start of the class. In general, this is true. Whereas in the face-to-face classroom the instructor may craft the learning as the class unfolds, the online classroom generally requires more preparation and development time before the event begins. If you think of the time it takes in both the face-to-face and online classroom as roughly equal, you begin to realize one difference between the two modalities is a shift in the time and energy it takes to develop and deliver. More time may be spent prior to delivery of the online classroom with more energy in teaching once the class has begun. This approach creates a more stable and usually more enjoyable teaching experience for the instructor because they are not continuing to create course material while also providing instruction. This approach however also depends on the instructor being an active participant in the online classroom managing the learning at a distance.

Of all the responsibilities of the online instructor, the role as “teacher,” however that is defined, is the most critical. For many, the design and development of the learning space prior to delivery can be a liberating experience. For once, more attention is placed on interacting with the students around the course content than worrying about the generation of tomorrow’s slide presentation or handout materials. Faculty are free to concentrate on responding to student inquiries regarding the course content, addressing particularly difficult subject matter or discussing relevant topics in discussion spaces. Many faculty respond that they enjoy this aspect of online learning more than face-to-face because they can be more efficient and more equally reach all students.

The online classroom does however have a slight drawback in this area as well. That is, the instructor is required to “attend” to the classroom dynamics and manage the learning experience more than in the face-to-face classroom. Students may come to depend on the instructor as their primary link to the course and demand more time and attention individually since that attention is only a click away. One strategy often employed by experienced instructors is the use of a “frequently asked questions” section and well developed syllabus that addresses many of the course dynamics most likely to generate student inquiries.

The Role of the LMS

Most learning management systems provide a rich array of tools that assist the faculty in attending to the details of course management. For example, reporting functions such as summaries of student online activity, participation in discussion groups and completion of course assignments can easily be generated and tracked. It is to the advantage of the online instructor to become familiar and competent with the learning management system in order to take full advantage of this capability.

Ultimately it is the role of the instructor to oversee the course from beginning to end. Not “showing up for class” in the online environment leads to confused and frustrated learners. The online classroom requires diligent attention to course progress. The face-to-face classroom provides a defined set of parameters including time and location for both instructor and learner. The online classroom does as well—the parameters simply need to be communicated and managed for a successful learning experience for both the instructor and the student.

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In the previous article, I discussed the first expectation of instructors teaching online as “Show Up and Teach.” The primary point of this simple statement was to explicitly define the anticipation that the instructor actively participate in all dimensions of the online classroom. Most importantly however, “Show Up and Teach” was designed to counter the misperception that, once created, the online classroom can manage itself.

Since, in most cases, the course content has been created and stored in the learning management system, some instructors may believe that their role of providing the course content is complete and therefore their role as instructors in the online experience is complete. Just as we expect in the face-to-face classroom, the online instructor is required to be visible and active in leading the learning experience. The second expectation in the list describes the type of active participation required in the online classroom and speaks to the need for class oversight and management.

**Principle # 2: Practice Proactive Course Management Strategies**

The online instructor can help create a successful learning experience by practicing proactive course management strategies. These strategies include, but are not limited to, monitoring assignment submissions, communicating and reminding students of missed and/or upcoming deadlines, and making course progress adjustments where and when necessary.

With a new course, new instructor and perhaps new students, it will be necessary to monitor and respond to student activity (or lack thereof) more proactively.

NOTE: The term “course management” can encompass many dimensions of the educational experience. For example, managing student rosters, assigning team structures, grading assignments and submitting grades and taking discipline action can all be part of “course management.” For the purposes of this article, “course management” is used to refer to those activities directly related to the teaching and learning activities involved in the online course.

Now I wholly expect this expectation to raise a few eyebrows and even draw a knee-jerk reaction of “I expect my students to monitor their own progress in the course, just like in my face-to-face classroom, if they fail they fail and it’s their own fault!” In most cases, online instructors use the same philosophy toward managing the educational activities and participation as employed in the face-to-face classroom. The level of oversight and management of the educational activities is fundamentally a personal choice and reflects an individual philosophy as well as the practical limitations presented by the educational setting. The degree of course management must be balanced with the time and energy available and demands of the course structure. It is also dependent upon the age and experience of both the instructor and the learner.

Initially, a different level of course management by the online instructor may be required. This instructional oversight is necessary because the online classroom presents a significant shift in the understanding of roles and responsibilities on part of both the instructor and the student. Also, the degree of course management will evolve and become more efficient with experience. The instructor will learn how to clearly define and communicate student expectations as well as define and communicate their own performance standards. With a new course, new instructor and perhaps new students, it will be necessary to monitor and respond to student activity (or lack thereof) more proactively. Through trial and error, the instructor will develop a sense of where and when to insert course management strategies that lead to the best learning outcomes for the students positively.

The challenge for the online instructor is to find the degree of interaction and intervention that works with the dynamics of their online classroom. The goal is to structure the course management strategies so
that the online learner is able to control their own learning experience. As may be expected, the more actively managed classroom will place more demands of time and energy on the instructor. The expectation that the instructor teach as well as manage the online classroom can place additional responsibilities onto an already busy online instructor. If the instructor is busy with sending reminders to individual students regarding missed class assignments or project completion dates they may not be spending time responding to inquiries and interactions around course content. After the course has been taught a time or two, it may be helpful to reflect on the time spent teaching the online class, the instructor may reveal “time drains” of classroom management that detract from the primary role of providing instruction.

There is an additional dimension of this performance expectation that relates to the number of students enrolled in the course. Low-enrolling courses (under 40 students) enable a higher degree of instructor oversight due to the student-teacher ratio. It is simply easier to monitor the activities of 40 students than 400. These courses are typically designed for more interaction and dialogue between course participants. Monitoring and managing student performance (or lack thereof) may happen by simply reviewing the posting log or activity records in the learning management system. A quick follow-up email can remind the student of the required class assignment, or missed homework.

In medium to large enrollment courses, a different approach to course management may be required. Typically the course activity monitoring tools within the learning management system can serve to identify students not keeping pace with the course. An automated response may be programmed to remind those individuals of missed assignments. The general course announcement tool can be used to remind all students of important deadlines or upcoming course events. If the large enrolling course has multiple discussion spaces, other creative solutions may be required to monitor student participation.

The goal is to empower the online learner to take responsibility for managing their own learning experience and free the instructor to concentrate their time and energy on crafting a truly engaged learning experience.

The Key to Success

Regardless of the size of course enrollments, the key to a successful teaching and learning experience for both the learner and instructor is communication. Clearly defining and communicating the expectations will address the uncertainty of what role and responsibility is required of each participant. The efficiency and effectiveness of this communication will evolve with experience. Chances are it will not be perfect the first, second or maybe even third offering. Refining the course management is a continual “work in progress” that requires a commitment on part of the instructor to carefully monitor, adjust and improve the communications of expectations to the learners.

With proper design, management, tracking and adjustments, the management of the learning activities of the online classroom can lead to a rewarding learning experience for all course participants. The goal is to empower the online learner to take responsibility for managing their own learning experience and free the instructor to concentrate their time and energy on crafting a truly engaged learning experience. Watching and learning from others, using student feedback, analyzing evaluation data and frequently asked questions can provide insights into where and how to improve the learning experience. Some are of the belief that the tools and capabilities of the online classroom can lead to a richer and more equitable learning experience than the face-to-face classroom because we can provide communications to all participants. Certainly the opportunity exists to structure a learning experience rich in interaction, student-managed and focused on addressing the needs of the students in attaining the course learning outcomes.

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FROM PAGE 7

The goal is to empower the online learner to take responsibility for managing their own learning experience and free the instructor to concentrate their time and energy on crafting a truly engaged learning experience.
Principles of Effective Online Teaching: #3 Establish Patterns of Course Activities

By Lawrence C. Ragan, PhD.

So far in this series we’ve defined several fundamental “principles” of teaching in the online classroom. Number 1: “Show Up and Teach” expressed the expectation that the instructor, although not required to be physically present in a location, be an active presence as the teacher in the online classroom. Number 2: “Practice Proactive Course Management Strategies,” stressed the importance of instructor engagement in the online classroom and taking a proactive role in managing the learning activities in the virtual learning space. This article focuses on one aspect of the online classroom that benefits both the learner and the instructor, that of establishing the pace and sequence of learning events and activities.

Principle # 3: Establish Patterns of Course Activities

“Although the online classroom environment provides tremendous flexibility of time and place of study, establishing and communicating a course pace and pattern of work can aid both instructor and student and alleviate confusion of course operation. For the student, an established pattern of course activities allows for planning and management of other non-course activities around their e-learning activities. For the instructor, establishing and communicating a course schedule and pattern of work serves to define the boundaries between the online class activities and the rest of life.”

One of the most challenging aspects of designing an online classroom is working without the confines of time and location. Although this may have great initial appeal to both learner and instructor, the reality of this lack of operating parameters becomes quickly evident.

The Seemingly “Timeless” Classroom

In the beginning, the online classroom was seen as having tremendous advantage over a fixed-time course format. The “answer” for those busy adults who wanted to continue their education without leaving home, work and their community was touted as “study at your convenience, anytime and any place!” Who could disagree with the concept of getting an advanced degree without leaving home or needing to take a leave-of-absence from the workplace? As a matter of fact, some of the early marketing materials spoke to the ease of access with phrases such as, “your degree is just a click away!” and “earn your degree on your terms!”

For the traditional-age college student the draw to take a course that did not require attending classes at 8:00 am Monday morning also had great appeal. It seemed that everyone could find a reason to like the flexibility of study based on one’s personal schedule and needs. As it turns out, the potential of the “timeless” classroom was slightly oversold for the majority of online coursework. Although there are exceptions, most online courses follow a defined schedule of operation from start to finish.

One of the most challenging aspects of designing an online classroom is working without the confines of time and location. Although this may have great initial appeal to both learner and instructor, the reality of this lack of operating parameters becomes quickly evident. Courses without time and location operating parameters can become management challenges for busy students participating in online class activities while still balancing the demands of work and family life. For the instructor, the lack of time and location constraints can cause a blending of class and non-class activities. Establishing a pattern of course activity and communicating this sequence to the learner enables the learner to develop a plan of study to address the requirements of the course. This course schedule and pattern also aids the instructor to contain the course-related activities to an appropriate duration and workload.

Learner Benefits

In many ways, the operation of the
on-line classroom resembles the face-to-face format more than it does the independent learning model of the correspondence distance education class. There are set start- and end-dates. Tasks need to be completed and assignments submitted within defined timeframes. In some cases, an actual synchronous event such as a chat session, teleconference or webinar style meeting may be required. The individual learner may progress through the course material and take self-check quizzes on their own but there are frequently group projects, presentations, and discussion forums requiring a high degree of team-work and cooperation.

The challenge for the online learner is to establish the discipline and time management skills to keep paced with the requirements of the online classroom. Some research has suggested, at least anecdotally, that traditional aged learners and younger may be more challenged in the online classroom because they have not developed these core skills.

A course with a predictable pattern of operation and sequence of events provides the online learner with the structure they need to succeed. An instructional design model with consistent pacing and course activities allows the learner more control over their online learning experience. For example, if lessons begin and end on consistent days and assignments are due on a regular schedule the learner can plan other life activities around these aspects of their online course. Where the course structure deviates from an established pattern, early notification and reminders are helpful in order to aid the learner in making the necessary adjustments.

Instructor Benefits

An unforeseen challenge for the online instructor is knowing when the class day is “over.” The temptation to reach out and be available to the online learner all the time is hard to resist when the laptop and wireless computers make accessing the course so easy. The very advantages of flexibility and freedom of choice regarding where and when to conduct the course turns into a trap that makes the instructor feel the online classroom demands constant and ready access. The results can be an exhausted and overwhelmed instructor, even when class size is manageable. As in the face-to-face classroom, online instructors need to establish defined and reasonable work periods where course-related activities occur. These work timeframes help to confine course work to a time frame separate from other life activities (such as family time and vacations!).

Defining and communicating these work patterns also aids the learner in understanding that the instructor “has a life.” Although instructors are open to receiving emails and course communications at all hours of the day and night, the learner quickly comes to realize that the instructors’ response (except in cases of dire emergencies, of course) will be confined to a defined timeframe. Both learner and instructor fall into a comfortable rhythm of class-related activities. One well-seasoned online instructor I know shared with me that his students know exactly when he is available and when he is not and they behave accordingly.

2. Use the syllabus or course information page to communicate the schedule of course-related activities.
3. Use a dynamic communications method such as group email or the general class announcement pages to inform the class of unplanned changes to the course activity schedule. If possible, describe why the change has occurred.
4. Provide the instructor “work schedule” informing students of the time constraints of your course related activities. These may also be posted to the syllabus or welcome letter.

Summary

The many advantages of “anytime, anyplace” education can also present challenges for both learner and instructor in time management and operation. Establishing and maintaining a predictable pattern of course studies can serve the learner by providing a foundation for planning other life activities. For the instructor, a defined schedule of class activities can serve to prevent the class from interfering with other responsibilities and balance the expectations of learners who may desire 24/7 access to their “virtual teacher.”

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The Key to Success

A few simple strategies for applying the principle of establishing a pattern of course activities include:
1. Establish and maintain a predictable course pattern of course-related activities. This may include such activities as “opening” new lessons, due dates and times for assignments, schedules for synchronous activities and self-assessment and online quizzes/exams.
Principles of Effective Online Teaching: #4 Plan for the Unplanned

By Lawrence C. Ragan, PhD.

The 10 principles of online instructor performance have thus far focused on proactive strategies that ensure the instructor is visible and active in the online classroom. Somewhat predictably, this article addresses the need to communicate changes to the established pattern of course activities.

Principle #4: Plan for the Unplanned

Online learners look to the instructor as their main source of course information and progress. If an instructor will be unable to log into the course for more than four business days (e.g., during professional travel), the instructor is asked to give one week’s notice to the students. In emergency cases, instructors are asked to notify students as soon as possible if they will need to be away from the course and when they will provide additional course operation information.

Creatures of Habit

One of the touted advantages of the online learning space is the flexibility it allows the instructor and the learner. Because in an asynchronous online course there are no fixed meetings times or locations, the time of instruction or study is at the discretion of the participant. Although all class participants appreciate this educational freedom, it is often a requirement for those who must travel and have a desire to continue the educational activities. The predictability and accountability of established patterns of course activities allow both the instructor and student the ability to plan and manage the learning sequence. Changes to these patterns can confuse and frustrate the learner when not appropriately informed.

In the online classroom, the instructor may be the primary link between the learner and the educational institution. Established course-related patterns reduce stress and frustration on the part of the learner because they provide predictable patterns of activities. When these patterns change, either by planned or unplanned circumstances, that all-important predictability is interrupted. Communicating changes to the established patterns with the online learner serves to reduce the stress and anxiety of pattern adjustments.

Life Happens

The good news and bad news of instructing in an online course is that there are fewer technology-related excuses for not being able to continue the course operation. Travel, either local, nationally, or internationally does not typically deter course activities because a reliable internet connection is often an “internet café” away. With a little preplanning, course operation can continue without much adjustment or interruption. The bad news is there is little room for “downtime” for the online instructor! This speaks to the need to consider the pacing of the learning events during the time of course design. Carefully consider the cycle of course activities in relation to the length and duration of the required student activities, a.k.a. homework, so that the pace is comfortable and doable for both learner and instructor.

Even in the best-designed course however, “life happens.” Little and large surprises can impact the pace and pattern of the course operation. If travel schedules and special events are known prior to the course offering, consider these events when designing the course syllabus. For those other small or not-so-small occasions when “life happens,” having and communicating a strategy for informing the students of these changes can go a long way to maintaining course continuity. In many cases the interruptions may be brief and simply change the due date of an assignment or limit instructor access for a few days. These types of course adjustments are easily communicated to the students via the announcement.
page or whatever “all class” communication tool is used in the course.

It is not necessary (unless you want to) to share with the students what event has caused the course operation adjustment. Simply informing the students of the change with a definite “resume function” date will allow the student to adjust their course responsibilities accordingly. For example, when an unplanned event or travel may limit your ability to maintain course participation, simply stating that, “Due to an unexpected change in schedule plans I will be unavailable for the next two days for ENG 101. Due to my schedule change, the Lesson 4 assignment, Loop Design Schematic, should be completed and submitted by Friday June 20th.”

There are times when life happens larger than a simple date change or schedule adjustment. In these cases you may be unable to communicate with the class members. Planning for these events can be more challenging. If there is a teaching or grad assistant supporting the course delivery, they may be able to step in and pick up the course communications. In other cases, an effective strategy may be to provide the students an “emergency contact” such as a departmental staff assistant or colleague who has agreed to serve as a point of contact for the students. Keeping in mind that in many cases the distant student cannot “wander around the halls” seeking information on the interruption to the course activities.

Learner Benefits

Knowing how changes to the defined schedule of course events will be communicated greatly reduces the stress for the online learner when changes occur. An email, course announcement page posting or phone message describing the interruption and when the course activities will resume, alleviates the anxiety of the learner whose primary contact is through the course instructor. Informing the students at the beginning of the course, for example through a brief statement in the course syllabus, enables them to manage their activities accordingly. Additionally, providing contact information regarding more long term or “larger” emergencies situations can also serve to reduce student anxiety.

Instructor Benefits

Having a prescribed strategy for managing and communicating unplanned schedule changes can reduce the “panic” reaction on the part of the instructor. Clearly communicating to the students the method you will use (email, text messaging, course postings etc…) to announce course changes provides you and the students a predictable method of handling such events. Having a “back-up” plan for managing larger course interruptions can reduce your concern should something more significant happen.

The Key to Success

A few simple strategies for applying the principle of establishing a pattern of course activities include:

1. Develop and plan a communications strategy for managing brief and more significant interruptions to the course operation.
2. Communicate to students how course interruption information will be communicated.
3. Clearly define for the students the nature of the interruption, the anticipated duration, any impacts to course operation or activities, and when you expect to resume course participation. It is up to your discretion to define the reason for the interruption.
4. Arrange with a departmental staff assistant, graduate or teaching assistant or colleague a plan for managing for larger/longer course interruptions.

Summary

For the online learner, the instructor may serve as the primary point of contact with their online learning activities. When that service is interrupted, confusion and anxiety may arise. Having thought through communications strategies for both short term and long term scenarios enables all class participants to manage those times when schedules change, course adjustments need to be made, and “life happens.”

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FROM PAGE 11
The “10 principles” of online instructor performance have thus far focused on proactive strategies that ensure the instructor is visible and active in the online classroom. This article discusses a “reasonable” time frame for instructors in responding to student inquiries.

Principle #5: Response Requested and Expected

Timely instructor feedback is essential for the online learner in order to manage their learning experience. Instructors are expected to provide feedback to student inquiries within one business day. If the instructor cannot provide a detailed response within one business day, the instructor is asked to respond to the student within one business day to note when a more detailed response will be provided.

Expecting a Response NOW

Much of our academic and personal lives now include some dimension of information technology. It has become the expectation that we all have, and use, email accounts and instant messaging systems for connecting with our children. We are quick to use web searches for information gathering before setting out for a vacation or purchasing a large ticket item. The impact of these communication and information tools is at first subtle but quickly becomes integral to how we do our work and play. With the speed of our modems and penetration of broadband access, we have come to count on an immediate and ready response to our inquiries and communications. We become annoyed at the web site that takes too long to load or the colleague or family member that takes too long to respond to our email. It’s as though someone slipped a little note under our door marked “urgent reply requested” when we receive an email requiring a response. Each email seems to be marked “urgent!”

Whether we agree or not on the amount of time we expect until we get a response, we have developed individual “norms” for how long it should take before we send a second “gentle reminder” message or, finally in frustration, pick up the phone and attempt a response via the old fashioned person-to-person voice method! Don’t you hate it when your inquiry goes unanswered within our expected timeframe?

A delay in the response rate for the online learner is complicated by the fact that further progress in their academic work may hinge on the instructor’s reply or feedback to an idea or question. In the case of the true distance online learner, this delay of response is multiplied by the lack of contact with the learning institution. The learner is less able to stop by the instructor’s office or even to check in with the departmental office to seek resolution to an issue. In most of the research examining student satisfaction with the online learning environment, connectedness to the instructor is frequently cited as the most rewarding and potentially most frustrating aspect of learner satisfaction.

A Reasonable Response Timeframe

The challenge for the online instructor is defining a reasonable timeframe for responding to student inquiries, assignments, or discussion postings. An instructor once stated that they fully intended to be active and responsive to their learners by checking into the course “at least once a week!” Needless to say, this response rate would be unacceptable to most participants when the entire online learning experience may be only 14 or 15 weeks long! In a course with a shorter duration, this rate or response would prove detrimental to student progress.

Left to individual instructor discretion, a “reasonable” response timeframe may vary from 24 to 72 hours. Depending on the nature of the course, content domain, expectations of the audience, course duration, and the support system provided, this range may be considered acceptable. Industry standards suggest a reasonable response timeframe of one business day (24 hours) during the week and 48 hours over a weekend. This window of response enables both the instructor and learner to establish a rhythm of interaction that supports learner progress and is manageable for the instructor. It also implies that the instructor is attending to the course activities at least once per weekday, and at least once over the weekend.

Without clearly defined guidelines and expectations, instructors are left to determine their own standards leading to wider variations between courses. If the online learner is participating in
several online courses, this can lead to frustration and aggravation as the student accommodates each instructor’s rate of response. A programmatic or institutional standard allows a more consistent expectation for both the instructor and learner.

Setting the Expectation Too High

Some instructors view the rate of response as a measure of the quality of their instruction. The quicker they respond, the higher they perceive the quality. Although this is an admirable goal, it can also set up unreasonable expectations on the part of their learners. The old adage of “the shortest time of response becomes the longest expected” can set unreasonable expectations on part of the learner. An often-told story to illustrate this point is of the instructor who, working late one evening, responded immediately to a student’s inquiry at 2:00 am. The student, of course, was pretty impressed, thinking, “this teacher’s available 24/7.” After several hours of interaction, the instructor quit working. The student, continuing to send in assignments, assumed something had happened to the instructor when they stopped responding at 4:00 am. Finally in a panic, the student called the instructor at home to make sure nothing terrible had happened!

Establishing and communicating a plan for responding to course inquiries can alleviate much of the confusion and aggravation for all course participants. This plan of response may include the normal course “hours” for when the learner may expect a response, a method of “emergency contact information,” and the intended timeframe in which the student may expect a response. This way, the student is not left wondering why, after 4 hours, they still did not hear from their instructor. This approach also defines the responsibilities for the instructor and prevents the impression that they must be available 24/7.

Learner Benefits

For the online learner, knowing the defined response timeframe of the instructor enables them to plan and sequence their learning experience. If the timeframe described will not suffice in a given situation the student may wish to seek alternative contact with the instructor. A well articulated response plan or protocol also balances the unreasonable expectations that the instructor is available 24/7 and will respond immediately to every inquiry. The online learner must respect the need for the instructor to separate the course activities from other work and family responsibilities.

Instructor Benefits

By providing a defined acceptable window of response the instructor can plan their course-related activities, and control the expectations that they respond immediately to every inquiry. A one-business day/two-day weekend rule allows the instructor the freedom of managing their course work. It also provides an incentive to check and monitor course level activities on a daily basis. Included in their response plan may be a description for the student of the type of information they can expect a response to, and the nature and timeline of the response. In order to reduce frivolous inquiries, the instructor may indicate, for example, that the student should first consult the course syllabus for the information prior to sending the instructor an inquiry.

The Key to Success

A few simple strategies for applying the principle of establishing a pattern of course activities include:

1. Clearly understand program or institutional expectations for instructor response rates to student inquiries, lesson assignment feedback or discussion postings.
2. Clearly describe for the learner what they may expect by way of response time. The instructor may also wish to define the course “operating hours” and other special time-related course features. For example, posting a notice that Monday evening between 6:00 and 8:00 pm EST the instructor will be available on IM for course-related consulting.
3. Monitor student inquiries carefully. If similar inquiries are received on an aspect of the course operation or content, it may suggest a refinement in the instructions, adjustment to the content, or additional clarification.

Summary

For the online learner, timely feedback from the instructor to a student inquiry serves as a vital link between learner and learning system. Establishing and communicating a response rate expectation can eliminate the guessing and frustration of not receiving an immediate response. Excessive delays, for example longer than 72 hours, may inhibit student progress in the course and will most definitely lead to student dissatisfaction with their learning system.

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Principles of Effective Online Teaching: #6 Think Before You Write

By Lawrence C. Ragan, PhD.

As our series on the principles of effective online teaching continues, this article introduces the importance of careful and thoughtful communications from the online instructor to the class participants.

Principle # 6: Think Before You Write

Feedback on assignments is most helpful to students when clear and concise language is used to explain the degree to which relevant course outcomes have been met. Even when student questions are vague, instructors are encouraged to stimulate a dialog that will help students understand and communicate their needs.

The Whole Package

The promise of online learning has created tremendous excitement and energy because of the richness of the media, the ability to serve learners anytime and anyplace, and the convenience of learning within the context of our daily lives. With increased broadband connections, the immediacy of “connection” via synchronous and asynchronous technologies creates a feeling of almost instant community. One of the most challenging dimensions however of the online classroom remains the aspect of human interactions. As it turns out, the technology is often not a limitation. The delicate and intricate art and science of human-to-human communications continues to prove a critical piece of the success of the online teaching and learning experience.

In today’s online classroom, student-to-student and student-to-instructor interactions remain an important component of the learning experience. Increasingly studies report that this is a vitally important feature of success for the online learner. These interactions, conducted largely via text characters on a screen, may be delivered through static messages such as instructions embedded in a lesson or directions on completing an assignment, or as dynamic messages delivered via chat windows, emails, or text messaging. Regardless of the format of the messages, they each share a potential common delivery flaw, they are presented without the rich set of verbal or visual cues provided in a face-to-face exchange.

A “Simple” Text Message Sent

It is widely accepted that the spoken word is not the only message sent or received during a face-to-face communications exchange. Subtle or not-so-subtle messages are also communicated via voice intonations, facial expressions or body language. It turns out that what we hear is contextualized in how it is presented creating a complex system of meaning. In the online classroom, dependent largely on the written word, the expression of ideas, opinions, humor, criticisms or praise represents a “simpler” form of communications stripped of other visual cues. This leaves text messages delivered open for a degree more of interpretation or misinterpretation by the receiver. Although we have an increasingly rich set of media-based communications tools such as voice delivered via podcasts or audio messages or even video, the vast majority of dialogue between sender and receiver is primarily text-based. Add to this text-based communications system the potential global reach of online learning and the cultural aspects of communications quickly becomes a factor for these online exchanges.

Most experienced online instructors can relay a variety of stories illustrating the frustration of a dialogue with a student that went awry due to a misinterpretation or misunderstanding of the intended message. These “communication lessons” temper the instructor’s next response and, through trial and error, the online instructor improves these messages to remove room for misinterpretation or misunderstanding. Even then, it is always interesting to experience the misuse or confusion of what appears to be a “perfectly clear” message or instructions. When these messages are intended for delivery to the entire class, the value of clear and concise text is magnified!

Taking Advantage of the Format

There are several advantages asynchronous communications provides that can help in addressing the deficits of delivering text-based messages. With forethought and planning, these advantages can turn what appears to be a limitation into a positive dimension of online communications. The most obvious is that, due to the asynchronous nature of the online course, time for crafting and reflecting on a response is more available than the immediacy needed in the face-to-
The Role of Netiquette

As in any set of interactions, understanding and adhering to the rules of dialogue and interactions is critical for effective communications. This is even truer for online exchanges. Some might suggest that we have not yet, as a society, agreed upon a common set of norms for online communications. Many of the rules applied are contextual to the particulars of the online communications forum. Online etiquette rules may be provided as general guidelines at the start of the course, or in situations where special rules apply clearly defined. It is also the responsibility of the instructor and hold participants accountable to a set of engagement rules.

Although this may seem like “extra work” for the online instructor, institutional policies defining appropriate online communications behavior may already be available. Of course the instructor is also to be held accountable for adhering to and applying standards of behavior in the online classroom. Over time, the example set by the online instructor establishes the acceptable and unacceptable behaviors for the rest of the class participants.

Instructor Benefits

For the instructor, the time allotted in many asynchronous learning online experiences provides the ability to craft a well-thought-out response or delve deeper into the student inquiry in order to better understand the problem. Developing a set of prepared responses to common instructional problems improves the instructional efficiency, enables the use of “best” responses, and allows the instructor time to further develop supporting materials that aid student learning.

Learner Benefits

Clearly defined communications, whether pre-written or provided spontaneously, serve to improve the learning efficiency by removing doubt, confusion, or questions that detract from the learning task. Learners benefit from a well-crafted assignment feedback that has been developed and refined over time by getting the best response possible. They will spend less time trying to decipher or interpret the message or instructions and more time engaged in the lesson activity. In addition, language that is clear and concise aids the global learner by removing barriers of understanding local or contextualized language.

Summary

Of all the dimensions of the online classroom. Another advantage allows instructors to reuse a single, well-crafted response to the more “predictable” questions or challenges that might arise in the course. Frequently a collection of these responses can be amassed and accessed on an assignment-by-assignment basis. Additionally, these messages can be improved over time based on their effectiveness. To avoid seeming “canned,” the instructor can freshen up the response with a personal reference or specific point based on an individual’s post. Various writers from Cicero to Pascal have been credited with the quote “if I’d had more time I would have written a shorter letter.”

The online classroom provides the luxury of that time to craft the effective and short, concise message. Special care is called for when crafting feedback to a student. The subtleties of humor, for example, or the use of colloquialisms can challenge the receiver to interpret the correct meaning of the instructor’s message. Simple, clear and direct (tactful and polite of course) responses will be of more help to the learner than witty sayings or sarcastic comments that may work in a face-to-face exchange but do not translate well to the online environment. The online instructor is also encouraged to engage the learner where possible, in a dialogue expanding and exposing the student’s struggles before providing feedback.

The global nature of the online classroom exacerbates the communications difficulties for students not of the same geographic location. Not only can message points be lost or misinterpreted, but also the style of writing can confuse, offend, or mislead the learner. The instructor who takes pride in the “intellectual rigor” of face-to-face debate in an online course, needs to articulate the appropriate parameters of that same discussion in the online forum. This can be done through a thorough description of the rules for engagement and perhaps example of acceptable and unacceptable language in the exercise instructions.
classroom, interactions between class participants remains a critical and challenging factor of success. Developing and continuously improving the static messages can greatly improve the online experience for both student and instructor.

Establishing and adhering to a set of rules for communications behavior can reduce the occurrence of misunderstanding or confusion. Finally, taking full advantage of the unique features of the online classroom including time to reflect and well-crafted responses, can lead to a more satisfying teaching and learning experience for all class participants.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.

Principles of Effective Online Teaching: #7 Help Maintain Forward Progress

By Lawrence C. Ragan, PhD.

The 10 principles of online instructor performance have thus far focused on proactive strategies that ensure the instructor is visible and active in the online classroom. Returning assignment and exam grades in a timely manner enables the student to stay on track and make positive progress in their studies is the subject of number 7.

Principle #7: Help Maintain Forward Progress

Students in the online classroom rely on the timely return of assignment and exam grades in order to maintain progress in their studies. The instructor is asked to facilitate this process by submitting grades of all digitally formatted assignments and exams to students within two business days of receipt. Proctored exams should be graded and submitted to students and/or appropriate administrative systems (whatever is appropriate) within five business days of the completion.

Monitoring Progress

In the face-to-face classroom, students are able to monitor their progress in the course through subtle and not-so subtle strategies. The instructor typically establishes a procedure and precedent for how assignments are graded and returned and announces when the grades will be posted to the most recent quiz or exam. If this information is withheld from the students, the constant inquiries and questions may be enough to stimulate completion of the task on the part of the instructor. Additionally, the students have immediate and ready access to the instructor via after-class discussions, office hours, or casual encounters in the departmental office. Each of these techniques serves to inform the savvy student as to their progress in the course and allow them to adjust their course workload appropriately.

The online classroom is at a bit of a disadvantage due to the lack of these subtle or not-so subtle cues for students monitoring their course progress. Although the student can send a communication requesting feedback to the instructor, the message can just as easily be ignored. Casual or random meetings between instructor and student separated by geographical distance or time zones differences are obviously less likely to happen online. The online student is more dependent upon the instructor to post or communicate graded progress through other more formal techniques.

In many cases, course assignments are inter-related or sequential in nature, for example writing assignments constructed over the duration of the course and culminating in the final writing project. Quizzes and exams, a rich learning opportunity for “learning what and how to learn,” can be effective for providing corrective feedback to students as they progress through the course. In some cases, additional progress in the course requires feedback and completion of the first assignment or test score before subsequent work can proceed. Timely feedback in both these cases enables the student to take corrective measures if necessary in order to successfully complete the course.
The Key to Forward Movement

The instructor plays a critical role in informing the students of their progress on assignments and quizzes or exams. An expectation of a two-business day turn-around ensures the student receives the information necessary to maintain positive forward progress. Once the student has electronically submitted the assignment for grading, it is essential that the instructor review the submission and respond within a reasonable period of time. In some institutions this time frame may be specified by policy or cultural practices. Whatever the defined timeframe may be, the communication to the students of when they may expect a response enables them to monitor and plan their course activity and if necessary, take corrective action.

Initial Instructional Design Considerations

An important design construct in the creation of any educational experience is the alignment between the course learning objectives and the assessment strategies. Alignment refers to the proper relationship between the nature of the learning objectives and the type of student performance (a.k.a. assignment or evaluation) that adequately measures student the degree of student success. Do the measurement techniques/strategies match-up to what was described as the desired learning goal for the student? Considering that match-up from the beginning can alleviate some of the potential for over-design of the assessment strategies that put undo burden on the instructor and the student!

This particular performance expectation is the most likely to raise concerns from faculty who feel the two-day turn around is unreasonable or unattainable due to a number of variables including the number students in the course, the nature of the content, and the complexity of the assignments. These variables may directly impact the instructor’s ability to turn around student grades in a short time frame. If it is understood from the beginning of course design that the assessment and evaluation strategies require significantly more processing time, alternative techniques may be considered. At the very least, the course author can determine the pacing and nature of the evaluation and assessment techniques that may limit the negative impact on the learners.

There will always be situations requiring assessment techniques that cannot be returned in the specified time frame. Where and when these occur, communications to the online learner as to when they can expect a response can serve to minimize the degree a delay may impede student progress.

1. Assignment and exam feedback provide enables the student to monitor progress and adjust course activities if necessary.
2. Ready feedback also serves to maintain a communication link between the student and course instructor.

Instructor Benefits

1. Planning for timely feedback of assignment and exam grades serves to establish milestones (a.k.a. deadlines) for course instructors.
2. Considering strategies for providing immediate feedback can provide a mechanism for controlling the use of assessment strategies to those critical to the course and in support of the learning objectives.
3. Providing timely feedback enables students to self-monitor course progress.

Timely feedback is generally considered a “customer service” best practice.

The Key to Success

A few simple strategies for applying the expectation of a two-business day response to assignment or quiz and exams grades.

1. Clearly define assessment strategies for determining student achievement of course and module level objectives at the time of course design.
2. Seek additional input from colleagues, instructional designers and/or students on the alignment of the stated course objectives with the student assignments and quiz/exam assessment strategies.
3. Determine if institutional policy, standards, or cultural practices exist that need to be considered when designing or delivering an online course.
4. Consider communications strategies that explicitly define the expected turn around time for feedback. If the anticipated turn around time is greater than normal, consider providing students partial feedback in order to maintain forward course momentum.

Summary

Establishing a protocol of providing student feedback/grades on electronically submitted assignments or exams ensures student progress on course activities. A two-business day turn-around or other institutionally defined time frame ensures that students have ready access to course progress data. The alignment of the assignment and exam strategies to the stated course and module objectives can greatly reduce stress or tension of “over designing” measurement techniques.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.
As our series on the principles of effective online teaching continues, we look to the need for the instructor to use institutionally supported communications tools as the primary method of communicating with students in the course.

**Principle # 8: Safe and Secure**

It is highly recommended that all course-related communication between the instructor and the student occur within institutionally supported and maintained communication systems. Preferably, this communication will occur within or be managed by the learning management system.

**Not the same old address book!**

Before the advent of email and other electronically based communications systems, we had surface mail. An “address” typically referred to a physical location, street address or post box where the receiver could be located with some degree of certainty. We relied on surface mail as our primary distribution method for mass communications. Maintaining an up-to-date list of participants’ street addresses and phone numbers was tricky but not overwhelming. Occasionally people did move or change phone numbers but these were the exceptions not the rule.

Managing communications with students in today’s online environment presents a drastically different set of management issues. Not only do we not communicate in the same “space,” we use multiple tools for different purposes. Students may maintain one address for social networking, another for self-publishing and yet a third for maintaining email contact. The frequency of access depends as well on the nature and purpose of the communication system. The concept of a permanent address no longer applies with access to new communication accounts merely a click away. The communication space of choice today may not likely be so in a year. While these systems do provide tremendous new capabilities in style and function of how we communicate, they also present a unique challenge to the online course instructor trying to maintain a current and accurate contact list for course participants.

**More than an inconvenience**

In most online learning spaces, instructor-to-student interactions is a critical dimension of the teaching and learning process. The need for instant and predictable access to class participants is a requirement if the instructor is to see the course through to completion. As the student navigates through lesson assignments, discussion postings, and online quizzes or exams, the need for contact with the instructor is integral to success. Not infrequently, student-to-instructor communications are required to resolve issues, inquiries or disputes around various aspects of course components. In some cases these may be appropriate for all class participants to view. A student posting to a discussion space may serve the purpose of asking a question others had on their mind. The instructor is able to address the question to all class participants with a single response. Other issues may be more individual in nature and are not appropriate for general postings. These issues or concerns may be addressing student performance, a course adjustment, or the discussion of a grade dispute. In these cases, using the appropriate communication tool is important to both parties.

In today’s communication-rich Internet, establishing an email account in one of hundreds of free email systems is as simple as filling out an online application. Typically these systems manage the email traffic quite efficiently as well as providing other ancillary services. The primary disadvantage of the use of these email systems is that the correspondence is stored and managed on a computer server external to the institution. Additionally, these external systems can change with some frequency making it difficult to track the student’s most recent account! If student-to-instructor correspondence is managed via these external email systems, it may be difficult to recreate all communications thread if necessary.

**Conducting institutional business**

For the purposes of conducting institutional business, such as the operation of a course, it is advised that online course instructors establish the use of the email function embedded within an institutionally provided and supported learning management system (LMS). Although the institution may support the use of a pop-mail systems, where the email is pushed to the client’s computer, the trail of email...
Communications is harder to trace. The LMS functions as a portal to the learning content and frequently hosts the discussion spaces, quizzes and exam features as well as communication systems and class roster. When the student-to-instructor communication takes place within this environment it is easier to track and manage all aspects of the communications including number and time of posting, original posting and responses.

Most LMS applications enable the instructor to link email postings from within to an external email tool. By setting up this transfer, the instructor is sure to receive the student email or notification of an email in their general email tool while maintaining a copy of the communication within the LMS. It is recognized that other modes of communication between instructors and students (e.g., fax, phone, surface mail) may also be needed in courses. The instructor is advised to use the system most appropriate for the communication task at hand.

Establish communication protocol early and often

As in many other aspects of conducting the online course, setting clear communications expectations removes doubts and “excuse loopholes” and reduces the potential for a misunderstanding. A student response such as “I did send you an email, it must have gotten lost in etherspace!” carries less weight when the instructor is able to check for the exact time and receipt of the posting. When both parties know that all communications are being recorded and tagged, statements blaming “down systems” or bad routing are less likely to be used as a defense for a late or non-existent response.

An often-stated best practice is to define early in the operation of the course the methods by which the instructor will accept student input, feedback, assignments, and communications. This may be done at the same time or in conjunction with Expectation Number 3: Establish Patterns of Course Activities, where the instructor defines their own response behaviors. Using the announcement feature of the LMS or posting a reminder to the discussion space reinforces the desired communications strategies. One colleague describes how she “trains” her students to post questions to the general class list rather than individually to her. She responds to an individual posting by removing any identifying information and posting her reply to the general site. This way all students benefit from the question/answer. Usually, she reports, the students quickly pick up on the value of posting general questions to this site creating a more effective and efficient communications method.

Learner benefits

1. Using the LMS communication system serves the student by consolidating course-related information into one location making it easier to track and monitor course activities.
2. The student has a record of validation for submitted assignments, correspondence as well as email threads and communications.
3. All data is stored on institutionally managed systems ensuring confidentiality and security.

Instructor benefits

1. Using the LMS communication system serves the instructor by consolidating course-related information into one location making it easier to track and monitor student and course activities.
2. The instructor has a record of student submitted assignments, correspondence as well as email threads and communications. This information is useful in grade or performance disputes and resolution of conflicts.
3. All data is stored on institutionally managed systems ensuring confidentiality and security.

The key to success

A few simple strategies for creating an efficient and effective communications systems within the online course.

1. Clearly define the acceptable communications methods to students for all course-related activities. Describe the appropriate method for posting general course questions as well as personal emails.
2. Define your instructor performance expectations in order to reduce follow-up emails and unrealistic expectations from students.
3. Set an example of acceptable communications methods by responding to general questions in the all-class discussion space quickly.

Summary

Establishing appropriate communications methods for the online course serves students and instructor by ensuring a safe and secure environment for course-related activities. Using the institutionally supported learning management system provides increased degrees of security and confidentiality and keeps “institutional business” within the appropriate confines. Clearly stating communications protocol as well as instructor performance expectations and adhering to these standards will eliminate confusion and reduce ambiguity in course transactions.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.
Principles of Effective Online Teaching: #9 Quality Counts

By Lawrence C. Ragan, PhD.

The 10 principles of online instruction have thus far focused on proactive strategies that ensure the instructor is visible and active in the online classroom. Number 9 introduces the need to pay attention to and evaluate the quality of the course materials and operational environment as a regular part of course design, development, and delivery.

Principle # 9: Quality Counts

High-quality course content is essential for a successful learning experience. For this reason, instructors should monitor and address dimensions of the course that may impact course integrity, including inaccurate course content, editing errors, confusing information and instructions, broken links, and other course design issues.

The good and bad news

In the world of “things online,” we have come to embrace the idea that we can all be producers and publishers of information with a few clicks of the mouse. Increasingly accessible media delivery systems such as YouTube and blogs offer tremendous power for information distribution unrivaled in our publishing history. The low barrier-to-entry media production devices such as iPod recorders, digital video tools like FlipVideo, and cell phones enable us to record an event and publish to YouTube, iTunesU, or a public blog almost instantaneously.

Another complementary development impacting information and media delivery is the changing nature of the Internet itself. The advent of Web-based environments that enable dynamic content modification is a far cry from the static html-based Internet we all knew and loved only five short years ago. Not only can we create and distribute our thoughts, media, and resources more easily than ever before but we can also access and modify that information on the fly!

As powerful as these two developments are, they introduce a new challenge for both the online instructor and learner. The very power instilled by these emerging technologies and capabilities of instant delivery and updating threatens the quality standards of the course materials in the online classroom. For example, in a more static Web-based environment, a technical editor may review text prior to posting. Likewise, a colleague or department head may review the course content for accuracy and pedagogical soundness. This is done to ensure the course had some level of “quality assurance” prior to being delivered to the online student. The challenge facing today’s instructor and learner is that the speed of delivery may outpace our ability to ensure a level of technical or pedagogical accuracy and quality.

The role of quality assurance

If the goal of the institution is to provide a quality experience, consideration must be given to the strategies and methods for a reasonable level of quality assurance. Most online programs would support the belief that students who experience less-than-acceptable quality standards within their learning experience will elect not to continue with that program because it reflects poorly on their degree. In the “wide open” world of online education, increasingly transparent learning environments are becoming the norm rather than the exception. Maintaining processes, procedures, or systems that enable the dynamic generation of course-related content while maintaining adherence to institutional quality standards remains a challenge to all online programs.

Certainly where institutional resources are brought to bear on the design, development, and delivery of the online learning program, resources to conduct a quality check may be staffed at a higher level and processes instituted to ensure the course meets institutional standards. The quality check is a bit more difficult for the online course designed, developed, and delivered by the individual faculty member or in small teams. However, with some creative thought, pre-planning and preparation, the quality assurance of the online learning event can be preserved.

Quality assurance domains

One method of addressing course quality and integrity would be to consider strategies for each of the three component parts of the online learning event, content accuracy, instructional design, and overall systems performance. This makes the task of quality assurance more manageable and realistic. It may be that not all of these domains need to be addressed at the same time, but rather phased in over several offerings. Also, if resources to assist in the quality-assurance process were available, it would make the task more feasible.

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are limited, a bit of creativity is called for in order to assure that the course has been reviewed by a “second set of eyes.”

Content accuracy, perhaps the most critical and visible dimension of course integrity, needs to be checked prior to the first course delivery. This includes course content prepared well in advance of the first delivery and less subject to regular updates. This information tends to be more static in nature and may include text files, slide presentations, and audio and video material. Requesting that a colleague or graduate student review the materials for accuracy can be a quick way of ensuring that the first interaction the learner has with the course is a quality experience. If errors are detected during course delivery, every attempt should be made to correct the information or, if that is not possible, to draw attention to the error and alert the students to the issue. Another creative strategy to ensure content accuracy and editing is to let the students know that input is welcome on errors they may encounter.

Issues regarding the quality of the instructional design can be a bit more challenging to identify until the course has been offered one or more times. If instructional design services are available, asking for a pedagogical review of the course by an experienced designer or another online educator may help to target potential design flaws. Additionally, using the student input from a mid- and post-course survey can yield valuable information on how to improve the design quality of the online course. Since many online courses face some revision offering to offering, the most recent instructor typically knows what worked and to what degree it worked. Requesting feedback from the instructors of a course regarding the pedagogical effectiveness of the online course is a great way to gather additional input for improvements. Finally, the quality of the overall systems performance plays an important role in the effectiveness of the learner’s experience. This may include checking the performance of navigation buttons, embedded links, and instructions. If a course learning management system is used, then many of these features may already be accounted for through the features of the system. Requesting a colleague or staff assistant or even a family member to access your course to test the system functionality is a good way to assess the course readiness. Asking the young ones in the house to see if they can “break” the course will quickly reveal system functionality gaps.

**Learner benefits**
1. An online learning experience that has been thoroughly tested and reviewed for quality across multiple domains will inherently lead to better learner outcomes.
2. Inviting the learner in the quality assurance process will provide direct user-evidence of course effectiveness.

**Instructor benefits**
1. Instituting quality assurance processes is a critical step in the design, development, and delivery of the online experience resulting in increased user satisfaction and attention to the learning outcomes.
2. Quality assurance processes will dramatically reduce the time required to address systems failures, unclear instruction, and potential user frustration.
3. Input from colleagues and users greatly enhances the overall course design and delivery resulting in a more robust and higher quality teaching and learning experience.

**Summary**
Establishing strategies for addressing the quality of the online learning experience from inception through to delivery is critical to ensure learner and instructor success. Considering several aspects of the online learning experience, such as content resources, instructional design strategies, and systems performance is one way of breaking the task into manageable chunks. Building relationships with colleagues, either local or from other institutions, is a great way to “shed some light” on your course and gather improvement suggestions. The learners are typically a willing and ready source of user input. Devising methods for gathering user input through mid- and end-of-course surveys, discussion forums, or random questionnaires can inform and affect the overall course success.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.
As we wrap-up the 10 principles of online instruction series, let’s review the list as it stands to date:

1: Show Up and Teach
2: Practice Proactive Course Management Strategies
3: Establish Patterns of Course Activities
4: Plan for the Unplanned
5: Response Requested and Expected
6: Think Before You Write
7: Help Maintain Forward Progress
8: Safe and Secure
9: Quality Counts

This final statement rounds out the “top 10” by establishing the expectation that the online instructor adequately understands the online learning platform available to the online learner. This expectation has two primary intents. The first is that the instructor is able to functionally operate at the same level as the students taking the course. The second outcome of this expectation is that when the instructor experiences the performance and function of the delivery system from the students’ perspective, appropriate adjustments can be made to the design of the learning system, if required.

Principle #10: (Double) Click a Mile on My Connection

The online instructor needs immediate and predictable access to the same technology as is required for student participation. Online course delivery requires access to high-speed Internet access (DSL, cable modem, or satellite). Instructors should access the complete description of the technical requirements for their program in order to ensure compliance. The online instructor is also expected to experience each functional dimension of the online course in order to assess systems functionality and performance.

Required Functionality
Most online learning systems require learner access to high-speed bandwidth for optimal systems performance and functionality. It has become increasingly difficult to access and participate in the media- and interactive-rich learning systems typically encountered in today’s online classroom. With the advent of socially constructed social and learning spaces, such as collaborative authoring documents and media rich publication systems, as well as virtual learning spaces such as Second Life and Croquet, a broadband connection, in many cases, is a requirement of participation. Today’s online learner recognizes this requirement as a cost of the advantage of the “anytime/anyplace” educational opportunity.

In order for the instructor to adequately participate in these learning systems, they too must have immediate and ready access to broadband capability. The “timelessness” nature of the online classroom creates an opportunity for anytime/anyplace teaching as well as learning. Classroom activities are no longer confined to a fixed class-meeting time frame. For the asynchronous online activities, the instructor may interact with their students on a continual basis from early in the morning through the late evening hours. Many instructors appreciated and embrace the freedom this allows for time management over the duration of the course offering. Conceptually at least, the total amount of time required to instruct the course would be equal to that of the face-to-face but is distributed over a longer period of time. This dimension of the online classroom creates an expectation that the instructor has a similar technological platform and bandwidth as the students.

The technology requirements posted by the institution as a requirement of participation for the learner can serve as a guide for the online instructor as well. Typically these requirements state the technology platform and connection rate for optimal systems performance. If the instructor determines that their operating platform is significantly different than what is required of the learner, alternative arrangements may be necessary. For example, if the instructor does not have access to broadband connection, identifying other access locations such as local libraries, Internet cafes, or educational facilities may serve as access sites.
The Student View

It has been said that the best way to learn a concept is to try and teach it! This axiom also applies to understanding the impact of the design and development of the learning system through the eyes of the learner. In a traditional classroom, the margin of error for how the “system” functions is considerably more controlled. The room layout, light switches, desks and chairs and white/chalk boards tend to function in the expected manner when we use them. In the online classroom, the features of the system can behave in one manner for the course “editor” or author and quite another for the student. For example, setting up team spaces for projects, drop boxes or discussion boards can appear to the course editor as a simple task of employing the feature. Until a frustrated student requests help, the instructor may not realize that the permissions were not properly assigned while setting up this feature. Many learning management systems have a “student view” option that causes the system to perform as it would for a student. This feature is invaluable for identifying the systems performance from a student’s perspective.

Increasingly course authors are encouraged to create and embed multimedia elements to enrich the learner experience. The course author may embed an image file, which while small in visual size, may be large in data size causing the page to load at a painfully slow pace. If the instructor reviews all pages prior to course delivery, these types of performance deficiencies will become evident and steps can be taken to improve systems operation. It is also advisable to check links, discussion forums postings, and drop box and quiz functionality. By performing all of the systems “tests” prior to the learners, small issues can quickly be remedied before causing undo student frustration and an endless string of support calls or emails.

Learner Benefits

1. The instructor is able to participate at the same level or higher in carrying out the responsibilities of providing course instruction.
2. Viewing the online course through the “eyes of the learner” the instructor can monitor systems performance and proactively address outstanding issues.

Instructor Benefits

1. The instructor is optimally positioned to serve the instructional needs of the students.
2. The instructor is better able to address questions of systems functionality and has an appreciation for the impact of performance learner.

The Key to Success

Following a few simple strategies for ensuring systems performance can lead to a more efficient and effective learning system and most importantly, a quality learner experience.

1. Access and monitor institutionally stated technology platform requirements. Seek to match or exceed these requirements in order to ensure instructor performance.
2. If the instructor determines that they are not able to match the stated systems requirements, alternative approaches may be required including identifying another course instructor, providing alternative methods of access and upgrading systems components.
3. Prior to course delivery “pilot test” the course system. This may include inviting colleagues, students or family members to access and use the various system features.

Summary

As with many aspects of the online classroom, the technological infrastructure plays a critical role in determining student and instructor satisfaction. Ensuring that the online instructor has the same or higher system configuration maintains their ability to meet the instructional needs of the class participants. Devising methods for testing all elements of the course prior to delivery serves the instructor by reducing potential areas of error that generate student frustration and complaints. This strategy also serves to ensure a quality online learning experience by removing potential problem areas before they impact the learner.

Dr. Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State’s World Campus.

Reference:

The “10 principles” of online instructors featured in this report were developed by Penn State’s World Campus to specifically define the anticipated teaching and classroom management behaviors of the online instructor. The document attempts to create an expectation of the core behaviors of the successful online instructor. These expectations establish a minimum set of activities for online instructors. It also helps to define parameters around the investment of time on part of the instructor.
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DE Instructor Certification Form

To teach distance education courses at Kauai Community College, an instructor must be certified by the Distance Education Coordinator (DEC).

In order to start this process, please complete the following survey. It is broken up into several categories. Once you begin the survey you cannot stop. Some questions require lengthier responses, so please consider word processing them separately first. Once you're done, you can then copy and paste them into the specific survey fields. The questions (as well as the categories) are listed below.

Once the process is done, you will receive notification from DEC of your certification status. He or she may ask to meet with you to follow up and discuss your responses further.

1.) Pedagogy and Class Management
   ~How would you describe (or envision) your role in a distance course?
   ~How are you planning to manage your course? Will you be using an LMS or CMS to manage your course? Please explain why or why not. Also, if you are, which one will you be using—e.g., Laulima, Schoology, Edmodo, etc.?
   ~How are you planning to communicate with your students?
   ~What other learning/teaching tools or applications are you planning to use to manage your course?
   ~In your opinion, what are the most important considerations when scheduling assignments, tests, quizzes, and projects for a distance course?
   ~Do you have anything else you want to add about managing a distance course?

2.) Student Engagement
   ~How are you planning to engage the students enrolled in your distance course?
   ~Do you have anything else you want to add about student engagement?

3.) Assignments, Homework, and Projects
   ~What kinds of assignments are you planning to give your students? Please explain why.
   ~How are you planning to administer these assignments?
   ~How are you planning to verify that the person completing the assignments is the registered student?
   ~How often do you plan to monitor student submissions?
   ~How long will it usually take to review and return student work?
   ~How are you planning to give students feedback on their work?
   ~Do you have anything else you want to add about assignments, homework, and projects?

4.) Quizzes and Exams
   ~Are you planning to quiz or test your students? Please explain why or why not.
   ~If you are planning to quiz or test your students, what kinds of questions are you planning to ask? Please explain why.
   ~If you are quizzing or testing your students, how are you planning to administer these assessments?
~How are you planning to verify that the person taking the quizzes and exams is the registered student?
~Do you have anything you want to add about quizzes and exams?

5.) Additional Information
~Do you have a current (or old) distance course site that you'd be willing to share with the Distance Education Coordinators to review?

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Kauai Community College
Distance Education
Faculty Handbook
(Updated: September 2020)
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Before Considering Teaching Distance Education

Policies Governing Distance Education

Any instructor who wants to teach distance education courses online must be certified by the Professional Development Coordinator (or DL Committee designee). Instructors from other UHCC institutions, at the discretion of the Professional Development Coordinator (or DL Committee designee), who have been similarly certified or completed distance education training at their respective campuses may be allowed to teach distance education courses at Kaua‘i CC without completing the training institute, however, must comply with the evaluation schedule outlined in this document. The specific steps of this certification process are outlined here.

There are two types of distance education courses that require an instructor certification:

- Fully Online Courses, which are taught primarily using the University of Hawaii’s learning management system (i.e., Laulima and/or Google Classroom). Fully online courses provide students an opportunity to complete coursework without physically attending in person. Although fully online courses do not meet on campus, the curriculum for the courses is similar to the curriculum provided in a traditional face-to-face section. Most, if not all, of the course instruction must take place online. If an instructor plans to require any face-to-face or in-person activities, he or she must include this information in the notes section of the course availability page. For example, if an instructor wants his or her students to take an in-person quiz or exam, he or she should include a notation in the course availability page stating this.

- Hybrid Courses are taught partially online but have regular on-campus meetings. The hours spent on campus vary from course to course, and students should check the course availability page to identify the meeting times and locations. The required on-campus meeting dates and times should be clearly stated in the schedule and once published should be strictly adhered to.

Support for Distance Education

The Distance Learning Committee

The Distance Learning Committee (DLC) is a sub-committee of Faculty Senate. Its
representatives are tasked with addressing the evolving technology needs of distance education courses in a variety of disciplines that use technology for instructional purposes. The DLC is the recommending body for policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning. See the DLC’s charter.

The Professional Development Coordinator
The Professional Development Coordinator (PDC) serves as a liaison between faculty and administration in distance education related issues, leads planning efforts for DL professional development, serves on the DLC, and certifies instructors to teach distance courses. The PDC also assists faculty with technical and pedagogical matters related to distance education.

Technical Support
Technical support for faculty/staff and students for distance education courses are available through several campus and system entities (see Table 1). There is limited technical support for faculty on weekends, holidays, in between active semesters, and on days in which Kauai Community College’s campus is closed.

<table>
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<td>laulima.hawaii.edu (click the Faculty/Staff or Student Tabs)</td>
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<td><a href="http://www.hawaii.edu/its/support-tools/">http://www.hawaii.edu/its/support-tools/</a></td>
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<tr>
<td>Onsite Computer and Tech. Services</td>
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<td>Kauai Community College, IT Services Help Desk, LRC 119</td>
<td>808-245-8342 or <a href="mailto:itkauai@hawaii.edu">itkauai@hawaii.edu</a></td>
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<tr>
<td>Onsite Laulima Support</td>
<td>Faculty/Staff</td>
<td>Kauai Community College, NATSCI 111</td>
<td>808-245-8215 or <a href="mailto:pdkaucc@hawaii.edu">pdkaucc@hawaii.edu</a></td>
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</tbody>
</table>

Table 1: Technical Support for DL Courses

Distance Learning Teaching Certification
In order for an instructor to be certified to teach distance courses, they must do the following:

1. Read and review the “Before You Teach Online” packet provided by the Professional Development Coordinator,
2. Satisfactorily complete the Distance Educator Training: Engage Regularly, Model
Interaction, Nurture, Educate, Demand excellence or successfully “test out” by providing evidence of engaged distance education that incorporates the best practices of online education.

3. Review the Professional Development Coordinator’s recommendation(s) and complete any follow-up activities,

4. Have his or her first distance course taught through Kauai Community College be evaluated by an approved peer evaluator and receive a rating of “Satisfactory” or better,

5. Have at least one distance course evaluated every two academic years by an approved peer evaluator and receive a rating of “Satisfactory” or better, and

6. Participate in one online professional development activity per academic year (activities should be vetted by the Professional Development Coordinator before completing/attending).

*Note that DE Certification can be revoked if one does not comply with the above criteria or if one receives a rating of “Unsatisfactory” by an approved peer evaluator.

**Certification Process**

1. Contact the PD Coordinator or your Distance Learning Committee representative to indicate your desire to be certified to teach distance education courses at Kauai Community College.

2. When you receive the “Distance Education Certification Application” packet, read and review all documents and complete the application.

3. The PD Coordinator will review your application and send you an email stating one of the following:
   a. That you have been certified to teach distance education courses.
   b. That he or she has questions and/or concerns about your application and would like to meet with you to discuss things further.

4. Once you are certified, you will be contacted by the PD Coordinator (or a DL Committee designee) to arrange an evaluation of your first DL course taught and all subsequent course evaluations.
   a. If you receive an unsatisfactory evaluation at any time, you will be asked to meet with the PD Coordinator to determine an appropriate professional development and improvement plan. Your certification may be suspended during this time.

5. In order to maintain your certification, you must…
   a. Have at least one distance course evaluated every two academic years by an approved peer evaluator and receive a rating of “Satisfactory” or better.
i. The PD Coordinator (or a DL Committee designee) will contact you sometime in the semester before any course evaluations are due.

ii. The PD Coordinator (or a DL Committee designee) will provide you a list of names of evaluators to choose from. You will have the option to suggest others; however, it will be up to the PD Coordinator (or a DL Committee designee) to approve.

b. Participate in one distance education professional development activity per academic year.

   i. The PD Coordinator will send announcements about vetted events throughout the semester.

   ii. You can attend others; however, if you plan to use any of these to satisfy this requirement, please contact the Professional Development Coordinator beforehand.

6. If at any time you lose your certification, you must petition the PD Coordinator (or DL Committee designee) to begin the recertification process.

Preparing to Teach Online

Prior to beginning the design of a distance course, please take a look at the following resources.

- 10 Best Practices for Teaching Online (Stanford University)
- Best Practices for Teaching Online (Brown University)
- 10 Principles for Effective Online Teaching: Best Practices in Distance Education (Faculty Focus)

Listing Distance Learning Course on DL Courses Website

In order to ensure maximum exposure for your DL class to students across the state, it will be listed on the DL courses website (http://www.uhonline.hawaii.edu/courses/).

Accessibility

All distance courses at Kauai Community College must be capable of providing reasonable accommodations to students who are vision and hearing impaired. These accommodations need to be coordinated by KCC’s Disabilities Services office (http://kauai.hawaii.edu/disability-services) and students need to provide the instructor with a copy of the accommodations statement provided by his or her Disabilities
Services counselor.

**Course Check-in (Fully Online & Hybrid)**

Kauai Community College’s protocol for the first day of all distance education courses are as follows:

- Faculty are required to send a welcome announcement to their distance courses by midnight of the first day of instruction.
- Faculty are required to assign a “Check-in” assignment by midnight of the first day of instruction. This assignment will be due no later than the first week of instruction.

**Welcome Announcements**

Faculty who are teaching distance courses must post a welcome announcement to their courses by midnight of the first day of instruction. Besides welcoming students to the course, this announcement should direct students to the following information:

- the course syllabus, policies, requirements, and a tentative schedule.

It should also inform them of the required Check-in assignment (see below) and its due date.

**Check-in Assignment**

All distance courses must assign a check-in activity by midnight of the first day of instruction. This assignment should be due no later than the first week of instruction; however, it is strongly suggested that this assignment be due much earlier, e.g., the third day of instruction. (Requiring an earlier deadline will allow faculty members to contact and/or flag a student before removing him or her from the course.) Unless prior arrangements have been made, if a student does not complete this assignment in a timely manner, an instructor, using the MySuccess early alert system, can report him or her as a “no show,” which could result in the student being dropped from the course. (See [KCCP 4-10](#).) The check-in assignment can start up to five business days prior to the first day of instruction.

This assignment can be low-stakes. All that is required is the following:

1. That students log-in to the course LMS using their UH log-in credentials.
2. That students complete an assignment that asks them to read and acknowledge receipt of the course syllabus. For example, a student must log-in to the course page in Laulima and access the “Syllabus” tool, where they will read the course syllabus and then post a comment in the course “Discussion Board” stating that
they read syllabus and understand the course policies.

Student Orientation to Online Learning

Kauai Community College provides student orientations to both fully online and face-to-face courses as well. Faculty can orient students through the course within the first week of class by creating a video or directions. Faculty are advised to recommend the following resources to their students to orient them to learning in an online format:

- New distance students can participate in an on campus Distance Education Student Orientation, which are held the week before classes start in fall and spring semesters. For more information, please contact the Counseling and Advising Office.
- A fully online Distance Education Student Orientation (http://kauai.hawaii.edu/deorientation/story_html5.html).

Library, Tutoring Center, and Other Resources

Library

Faculty/Staff and students can access online library services (http://libguides.kauai.hawaii.edu/main) (e.g., catalog, e-books, electronic databases, librarian support, orientations, and specific library research documents). Distance students have their own dedicated Distance Learning Librarian.

Academic Support Center

The Academic Support Center (http://kauai.hawai’i.edu/academic-support-center) offers tutoring services. If students are taking at least one course through one of the UHCC campuses, then they also have access to Tutor.com (http://www.tutor.com), an online tutoring service.

IT Services

Faculty/Staff and students can access computer services assistance by contacting IT Services (https://sites.google.com/a/hawaii.edu/kauaicc-workorders/) at 808-245-8342. Alternatively, they can request assistance by visiting the following help sites:

- Laulima Student Help
- Laulima Faculty Help
- University of Hawaii Information and Technology Services
Syllabus Requirements

All faculty members must provide students with a course syllabus specific to the course, as well as proof that students have received it (see “Check-in Activity”). All course syllabi must adhere to any instructional division and/or Curriculum Committee policies. If a distance course has any special requirements—e.g., attending a synchronous activity every week, completing a proctored quiz/assignment, etc.—these must be included in the course syllabus as well.

Proctoring for Distance Courses

If a faculty member is planning to assign a proctored assignment (e.g., a test or quiz), they must do the following:

1. Prominently place a notice in the syllabus about any proctored assignments and information on how to complete it.
2. Make arrangements with the appropriate testing center—i.e., at Kauai Community College or one of the other official testing sites around the UH System. Provide them with any required information—e.g., name of students scheduled to complete the assignment, the opening and closing dates for any assignments, any provide information about any student accommodations, etc.
3. Be ready to arrange for students who cannot come to a UH System campus to complete the assignment at another appropriate location—e.g., State Library, Hawaii DOE campus, etc. (contact the Office of Institutional Effectiveness or the Professional Development Coordinator for more information).

Archive a Course

After the semester ends and grades are turned in, courses are automatically unpublished and archived. If a faculty member is concerned about losing resources, he or she can archive material on their own. They should be careful not to keep sensitive student information on unsecured media or web/cloud services.

Download a Gradebook

Although not required, faculty should download a copy of their gradebooks once final grades have been submitted. Like the archive, download the gradebook for safekeeping but do not store on an unsecured media or web/cloud services. In addition, faculty may
choose to do this every week or so during the semester.

**Archive Faculty Emails**

If a faculty member decides to use the “Mailtool” in Laulima, they may want to select the “Send me a copy” option in order to *archive* any messages sent. Unfortunately, messages sent via the Mailtool are not automatically archived by the UH Gmail service.
Important Policies

Authentication

In order to ensure that the person completing work in a distance course, faculty are required to have their students log-in to the University of Hawaii’s official LMS (i.e., Laulima and/or GoogleClassroom).

It is also highly recommended that DL faculty assign one activity that requires a student to appear in person at a UH testing facility, where he or she will have to provide a picture ID in order to complete the assignment.

Academic Integrity

All course syllabi should include a definition of cheating and plagiarism and either have a link to or the embedded text from the section of the KCC Student Conduct Code that discusses cheating and plagiarism. It is also recommended that faculty have a discussion or forum (or similar) assignment in which he or she has a dialogue with students about what it means to plagiarize and cheat.

Regular Effective Contact

The primary student complaint about distance courses is that the instructor has not kept in touch, either by not answering emails promptly or by not posting announcements or discussion responses. As a best practice, the Kauai Community College DLC strongly encourages instructors to have regular and frequent contact with students. It is also suggested that faculty include, in their syllabi, policies that dictate contact. This can include the following:

- The way in which students should contact the instructor--i.e., via UH email, course discussion board, telephone, etc.
- Message format and information policies--e.g., “When leaving a voicemail, please state your question in a clear and concise manner and provide your contact information. It is highly recommended that you repeat this information at least once.”
- When a student should expect a response from the instructor when using an approved contact method--e.g., “Emails will likely receive a response no later than 24 hours of receipt, barring emergencies or other unforeseen
circumstances.”

- Emergency policies--e.g., “If you need to contact me to inform me about an emergency, please email or IM me using the following subject line: ‘Emergency.’ If leaving a voice message, please state that you are calling about an emergency.”
- Etc.

Copyright

Kauai CC endorses the copyright statement of Gavilan College’s Distance Education Handbook for Faculty:

Understanding what copyright is, why it exists, and being able to effectively apply “fair use” guidelines for copyrighted materials used in a course are essential tools for any educator. However, teaching online generally adds some additional challenging questions to the mix. To ensure faculty are provided with a clear and comprehensive overview of the topic, faculty are requested to read the shared Copyright 101 module created by BYU. “Copyright 101” is designed to:

- Increase faculty knowledge and understanding of copyright and licensing issues; and know what it means to say that someone owns the copyright to a creative work.
- Learn more about why copyright law exists and where it all started (the history of copyright).
- Know how to resolve basic copyright/licensing questions and when and who to ask for more help.
- Realize and respect the ethical/moral aspects involved in using materials protected by copyright.
- Be able to answer a variety of copyright questions and solve specific case studies.

The Teach Act: The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 extends an instructor’s legal use of copyrighted materials in online instruction at accredited nonprofit education institutions. Applying the TEACH Act is complex and relies on the instructor’s adherence to a specific set of criteria… Faculty may find the resource, The TEACH Act: How the Law Affects Online Instruction created and shared by Florida State University helpful.

Creative Commons: Dialogue about the friction between copyright law and digital media has led to the development of Creative Commons. Creative Commons (CC) provides flexible copyright licenses that copyright owners may choose to apply to their work. The CC licenses grant more flexibility than traditional copyright but not as much as “public domain.” A work in the public domain may be used freely. A Creative Commons licensed work still requires the user to adhere to specific guidelines but may be as simple
as “crediting the author.” The popularity of CC has resulted in the fostering of a culture of sharing, and there are now thousands of works online that faculty may use without violating copyright. If the instructor is seeking images or audio for a class, it is in the interest of the instructor to check for CC licensed work. The following link can be helpful in this regard: “What is Creative Commons?”

Dropping Students

If a student does not participate in course activities during the first week of instruction, a faculty member can report, via the MySuccess early alert system, a student as a “no show,” which could result in that student being dropped from the course (see KCCP 4-10). Of course, a faculty member can use discretion when reporting.

If a student is not participating regularly in a course, the faculty member should flag the student via the MySuccess early alert system to alert him or her and his or her counselor that there are concerns about the lack of participation. A student cannot be removed after the first week of instruction by the instructor; however, students can drop or withdraw from a class voluntarily for several weeks after the beginning of the semester. (See here for add/drop and withdrawal deadlines.)

Visitation and Evaluation Protocols for Distance Courses

Like face-to-face courses, DL courses can (and should) be evaluated periodically by peers and/or administrators. Most policies concerned with course visits are governed by KCCP 4-13. Additionally, if a faculty member wants to gain and maintain his or her DL Certification, he or she will have to...

- Have his or her first distance course taught through Kauai Community College be evaluated by an approved peer evaluator and receive a rating of “Satisfactory” or better and
- Have at least one distance course evaluated every two academic years by an approved peer evaluator and receive a rating of “Satisfactory” or better.

Office Hours

Like face-to-face courses, distance courses should provide students set opportunities to meet with their instructors. Because students who enroll in distance courses often cannot come to campus on a regular basis, DL faculty should provide online office hours utilizing web-based tools such as Google Hangouts or Skype. These office hours should be conducted at times that are accessible to students, which may require
offering sessions late in the evening, early in the morning, and on weekends. Faculty do not have to be on campus to conduct online office hours.

**Dealing with Disruptive Students Online**

If a faculty member encounters disruptive students online, he or she should first try to reach out to these students and seek a resolution. If one cannot be made, the faculty member should contact his or her division chair, program coordinator, or the Vice Chancellor for Academic Affairs for assistance.
DE/DL Meeting

Tuesday, February 5, 2019 1:15-2:00
Location: OSC 204

Agenda

Last Meeting Follow-up

1. Distance Course Evaluation
2. DL Course Self Assessment Worksheet

New Business

3. Jeff Mexia to discuss DE certification workflow (1:15-1:35)
4. DE peer evaluations assignments for spring 2019 (1:35-1:40)
5. Vote on Minutes (1:40-1:45)
6. Review- ACCJC peer review team recommendation for improvement RE distance education External Evaluation Report

   Discuss-College Recommendation #2 To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents, such as the KCC Distance Education Handbook. (II.A.7) (1:45-2:00)

Notes
Notes from 10/4 Meeting (Reported by Adam Zalesksi)

1) All DE reps are to report back the following 4 comments to their divisions. One, when teaching a DE class they should be using the DE faculty handbook as a guideline for best practices. Two, you need to get certified by Jeff Mexia before teaching an on-line class. Three, your on-line class will be evaluated the first time you teach it. Four, your on-line class will get evaluated every 2 years after the first evaluation. You should be able to located the faculty handbook under the "faculty and staff" tab and then click on "other resources"

2) We need to continue to update the list of faculty that need to have their DE classes evaluated. Jeff is going to send me the master list.

3) Because at least 5 reps from the DE committee attended the mandatory meeting let by Frankie Harris on the topic of distance learning for accreditation, we can count that as a DE meeting.

4) I will schedule our next meeting for Friday, November 9th from 12-1. Our 4th and final meeting of the semester will be late November or early December.

I was comfortable doing two separate meetings to accommodate more reps. However, Friday 12-1 was the single most popular availability and most people expressed an interest verbally to meet on Friday from 12-1. There was a suggestion to do another doodle pool. However, I think there was enough consensus about Friday 12-1 that it is not necessary to send out another doodle pool. If anyone disagrees, let me know and I will send it out again.

5) We need to elect a secretary. If anyone would like to nominate someone or if someone would like to volunteer, let me know.
Distance Learning Strategic Plan
Distance Learning Committee
Fall 2017
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Background

Kaua‘i Community College (Kaua‘i CC) is committed to offering quality distance education courses to increase access for our students. Kaua‘i CC is the only higher education institution on the island of Kaua‘i. Being in such a rural and isolated location, it is imperative that the College use distance education to expand educational opportunities for its students. The University of Hawaii’s (UH’s) Strategic Directions 2016-2021 document calls for increasing educational offerings and pathways for students.

UH is committed to:

- Expanding programs by focusing on degrees that meet state workforce needs.
- Develop a marketing and branding program that disseminates information on existing and new degree programs.
- Establish a full suite of support services (admissions, financial aid, academic advising, etc.) for students in distance learning programs.
- Ensure quality in our distance learning programs through professional and curricular development and assessment.

While Kaua‘i Community College does not currently offer any distance education programs, it does offer numerous courses that increase access and allow students on Kaua‘i to pursue one of over 58 online degree and certificate programs available through the University of Hawaii. Kaua‘i CC is committed to improving the quality and support for its distance students and instructors.

This strategic plan establishes standards of practice, strategic objectives, and a plan of action to ensure all distance education courses offered are of the highest caliber.

Current Status

General Information

In AY ‘16-‘17, Kaua‘i Community College offered 52 course sections via distance education. This is a 44% increase since AY ’12-’13. This increase was due, in part, to the College’s strategic goal in AY ‘12-‘13 that prioritized the growth of distance course offerings.
Student Data
In AY ‘16-'17, there were 673 Kaua‘i Community College students enrolled in distance courses in the UH system. Of these students, 342 are enrolled in courses originating from Kaua‘i Community College.

This semester (Fall 2017), there are 313 Kaua‘i Community College students enrolled in distance courses around the system. Of them, 158 are taking courses originating from Kaua‘i Community College.

Faculty Information
As of AY ‘11-'12 to the present, 50 Kaua‘i Community College faculty have been certified to teach distance education courses at Kaua‘i CC. Of the 50, 32 are still employed with the College and teaching courses online.

Strengths and Weaknesses

Strengths

- The College ensures that instructors of distance courses are qualified, or at the very least, well-equipped to teach via distance.\(^1\)
- The College has an established policy for course and peer evaluation.\(^2\)
- The University Center website provides information about student support services and other resources (e.g., course listings, orientation information, questionnaires to gauge preparedness, etc.).
- An organically created workgroup of instructional designers (and other staff) from the UHCC system have begun meeting to discuss how to strengthen its distance offerings and programs.
- The Kaua‘i CC professional development coordinator is a member of the DL Committee, which ensures there are PD opportunities for DE faculty.

Weaknesses

- Currently, the UH System distance course listing is not directly linked to Banner. Hence, it only reflects the courses of instructors who have taken the time to update their course offerings.
- Information and support services/resources for students and faculty are not centrally located, and hence, not always easy to find.

\(^1\) See “Distance Learning Teaching Certification” in the Distance Education Faculty Handbook for specifics.
\(^2\) See “Certification Process” in the Distance Education Faculty Handbook for specifics.
The College hasn’t had a comprehensive discussion of how to measure the success of our distance offerings—e.g., should it expect the success rates for distance courses to be the same as face-to-face courses.

Many students who are enrolled in distance courses don’t seem to understand that the expectations and rigor of a distance course is the same (or possibly higher and more) than a traditional face-to-face course.

The Kaua‘i CC course listing page does not effectively utilize the notes section to provide students with important information about course policies and expectations.

The navigation and look and feel of distance courses vary around the UH system, making it difficult for many students to effectively navigate their courses.

The current learning management system (LMS), Laulima, does not provide some key tools for teaching distance education courses—e.g., there is no native video conference tool or virtual whiteboard.

### Standards of Practice

- Kaua‘i CC offers high-quality distance courses that meet the same learning outcomes and academic rigor as face-to-face courses.
- Kaua‘i CC offers high-quality support services for both distance education students and instructors.
- Kaua‘i CC ensures its distance learning instructors are certified to teach courses through the distance learning mode and meet the same qualifications to teach the subject matter as face-to-face instructors.
- Kaua‘i CC uses appropriate technology and tools to ensure that distance courses are accessible to all students, including those who may need accommodations.

### Strategic Objectives

- Ensure all distance courses meet the standards of practice within 3 years.
  - Assessment Measures:
    - Percentage of faculty certified to teach distance education courses under the new certification process
    - Percentage of faculty submitting program assessment data (i.e., via LiveText Via)
  - Within 3 years, all instructors teaching distance learning courses will be peer evaluated using the new DL procedures.
    - Assessment Measure:
      - Percentage of faculty being evaluated under the new course/peer evaluation process
  - Increase the number of Kaua‘i CC distance students earning a C or better by 3% per year in order to bring us within 10% success gap with face-to-face courses.
    - Assessment Measures:
- Percentage of students who successfully complete a course (i.e., receive a C or better) in distance courses
- Percentage of students who successfully complete a course (i.e., received a C or better in face-to-face courses)
Action Plan

Year 1 (2017 - 2018) - Build Infrastructure
- Update strategic plan
- Student needs survey, Student focus group, Interviews
- Faculty needs survey
- Distance Education Faculty Handbook
- Accreditation policies in place
  - Peer evaluation process
  - Certification Process
  - Academic Freedom, Verification, etc.
  - New UH DL policy
- Explore alternative platforms
- Offer professional development to address ADA compliance issues
- Analyze current offerings
- Determine the state of distance education at Kaua‘i Community College
- Invest in Quality Matters and Online Learning Consortium

Year 2 (2018 - 2019) - Exploring Expansion
- Make recommendations for mandatory questions on distance course evaluations (student evals)
- Evaluate alternative platforms suggested by the UH system and provide feedback
- Assess course offerings to determine if the College is offering the right mix of distance courses
  - Is the College offering courses that position students to attain degrees in the top 20 programs?
- Explore offering full distance programs

Year 3 (2019 - 2020) Implementation of Distance Programs
- Hire Instructional Designer pending funding
- Coordinate online offerings, possibly using a terminal degree cohort model
- Ensure all distance education courses have been peer evaluated
- Ensure all distance education courses are incorporating universal design and identified best practices

Years 4/5 (2020 - 2022) - Evaluation
- Analyze strengths and weaknesses of distance programs
- Student success rates comparable to face-to-face courses
- Or where are we now, and set a percentage increase
Congratulations to Our Graduates...

Fall Info 'Aha
Get help registering for college this fall!

Thursday, July 29 @ 5:00
Kauai.Hawaii.Edu

Food

Give aways
BUSINESS ASSOCIATE IN SCIENCE (AS) DEGREE

Business Associate in Science (AS) Degree, 61 credits

Fall Semester 1
- BUS 120 Principles of Business, Statistics (3 credits)
- ENT 125 Starting a Business (3 credits)

Spring Semester 2
- MGT 120 Principles of Management (3 credits)
- COMP/TECH ICS 101 (3 credits)

Fall Semester 3
- WRITTEN COMM ENG 100, ENG 209 (3 credits)
- MARKETING ENT 130, MKT 120 (3 credits)

Spring Semester 4
- ENT 150 Basic Accounting and Finance for Entrepreneurs (3 credits)
- ECON 130 Principles of Microeconomics (3 credits)

Fall Semester 5
- ORAL COMM SP 151, SP 251 (3 credits)
- MGT 122 Human Relations in Business (3 credits)

Spring Semester 6
- MGT 124 Human Resource Management (3 credits)
- ECON 131 Principles of Macroeconomics (3 credits)

Fall Semester 7
- ACC 201* Introduction to Financial Accounting (3 credits)
- May be substituted with ACC 124 & ACC 125 (3 credits)
- BLAW 200 Legal environment of Business (3 credits)

Spring Semester 8
- ACC 202* Introduction to Managerial Accounting (3 credits)
- May be substituted with ACC 126 (3 credits)
- CULTURAL ENVIRONMENT Core Options (3 credits)

Fall Semester 9
- NATURAL ENV Any 100-level or higher Natural Science course. DB 3 credits or DP AND a DY one-credit science (DY) lab course (4 credits)
- MATHEMATICS MATH 100, MATH 103 or higher (3 credits)

Spring Semester 10
- BUS 293 Co-operative Education (3 credits)
- BUS 190 Survey of International Business (3 credits)

Total credits: 61
To: Faculty Senate  
From: The Faculty Senate ad hoc scheduling committee (Mary Alexander, Loni Delaplane, Ann Kennedy, Wade Tanaka)  
Date: 24 Sept 2019  
RE: Discussion draft for exploring KCC’s standard time blocks for scheduling classes

The purpose of revisiting the standard time block schedule is to best serve our current student population, which, over the years, has shifted to more part-time than full-time students with an increasing number opting for two-day per week classes. Figure 1 shows a significant shift away from 5-day per week schedules for students. The yellow bar shows the number of students taking classes 5 days per week. In 2005, 46% of students were registered for courses 5 days per week, while in 2018, that percentage drops to 29%. Conversely, the red bar below shows the number of students taking courses 2 days per week. In 2005, 18% of students opted for 2-day schedules, while in 2018, this number rises to 27% of students choosing 2-day schedules.

The process of reviewing the standard time blocks began in Faculty Senate in 2018, when a discussion draft including several versions was created and circulated to get feedback from each division. In Spring 2019, Faculty Senate convened an ad hoc committee to gather this feedback and create a more complete draft. Representatives were selected from the divisions that use standard time blocks: BED, LAH, and SAM with a representative from Student Services. The results are compiled in this document, and are presented here to initiate a campus-wide discussion on our schedule for the purpose of best meeting student needs.
The guiding principles when generating the proposed time blocks include:

- Starting at 8:30 a.m. to better utilize the first-period time block
- Including an all-college hour
- Designating time for meetings
- Including more 2-day per week class options while retaining 3-day-per week options and accommodating 4- and 5-credit options
- Providing a seamless transition into the evening schedule
- Programs that operate with a cohort model where most students take a prescribed schedule of classes need not conform to the standard time blocks. (Examples of cohort programs include, but are not limited to Nursing, Culinary Arts, Automotive and several other CTE programs.) However, if students from these cohort programs may also be taking non-cohort courses, cohorts may want to plan their start, end, or break times to align with the standard time blocks.

Fig 2 (below) shows the Proposed Schedule Blocks and Current KCC Schedule Blocks. Key features include:

- The proposal for TR is similar to our current schedule: 2-day per week classes that meet for 75 min., 10 mins between time blocks. The biggest difference in the TR schedule is the start and end times are shifted in hopes of creating a more usable first-period time block.

- The most significant change in the proposed schedule is for the MWF morning time blocks. Instead of 3-day per week classes that meet for 50 min. on MWF, the proposed time block has MW morning courses meeting two days per week and has Friday morning as a flexible time block that may be used for: 1-day-per-week classes, overflow time for high-credit courses (a 5-contact-hour course may meet in a standard 3-credit time block for 3 contact hours plus 2 additional contact hours on Friday morning, for example), and courses that are a better fit for a 3-day per week setting. In this way, the proposed schedule does not preclude courses from being scheduled on a MWF schedule for 50-min., it just requires these classes either start or end with the standard time block time to enable students to take a class either before or afterward.
Below, we address some anticipated questions and concerns.

- Why is a new standard time block being proposed?
  
  *Some faculty observed that TR sections of courses seemed to fill more quickly than MWF sections and that the campus seems less busy on Friday mornings. Another observation is that the 75-minute time block on MW afternoons was oversubscribed. It was also noted that other campuses in the UHCC system have recently changed to a predominantly MW (rather than MWF) and TR schedule and feedback seems positive. Based on these observations, a conversation started about whether the standard time blocks could be improved upon and what that might look like. Faculty Senate then began seeking input from the campus through division FS reps and student government. Additionally, Faculty Senate requested a data study from the Institutional Researcher about course-taking trends at KCC. The data revealed that KCC’s student population is predominantly part-time and that taking classes on two days per week is increasingly popular. At this point, Faculty Senate commissioned an ad hoc committee to further investigate this issue, taking into account the feedback from the divisions and student government, as well as the data provided by the IR. The goal of this committee was to determine whether a change was needed, and if so, to produce a draft of new standard time blocks. This draft would then be shared with faculty in Fall 2019.*

- Will a new time block template that de-emphasizes 50-minute, 3-day per week classes reduce the number of options for students?
While it is true that changing that standard MWF time blocks from 50 mins to 75 mins will mean that we can’t fit as many time blocks between the hours of 8am and noon on MWF, we believe that having an 8:30 start time will lead to a more utilized* first time block, which means that there are effectively the same number of time blocks utilized: currently there are five standard time blocks between 9AM and 5PM, and the proposal includes five standard time blocks between 8:30AM and 5PM.

*For reference, in Fall 2018 Nurs 212 was the only course offering in the MWF 8-8:50 time block.

- Is the answer simply to better utilize the MWF 8-8:50 timeblock?
  There seem to be a variety of reasons why 8AM is not an ideal start time:
  - Traffic driving into Lihue peaks around 8AM, making for a more challenging and time-consuming commute.
  - Students and faculty who care for children often can’t make 8AM classes because of school drop-off times.
  - Some faculty have observed that more students tend to be tardy to 8AM classes, missing important instructional time.

- Scheduling classes four days per week plus Friday mornings means some faculty will perceive that they are “off” on Fridays and they will not come into campus, even for Friday faculty and committee meetings.
  Currently, and in the proposal, Friday afternoons are reserved for faculty meetings. As part of their duties, faculty are required to participate in service to the college, which often means attending Friday meetings, regardless of their Friday teaching duties.
  Furthermore, there is no policy in place currently that requires faculty to teach on any particular day. If a faculty member is intent on not teaching on Friday, that can be accomplished under the current standard time blocks by only teaching classes on MW afternoons and TR. A similar argument could be made for faculty teaching online or off-campus. If faculty are not fulfilling their duties, that should be addressed, but it is outside of the scope of this project.

- Some classes/students are pedagogically better served with shorter, more frequent meetings such as those provided by a 3-day-per-week schedule.
  The need for exceptions to the standard time blocks is recognized in the proposal. Some reasons to schedule outside of the standard time blocks include accommodating preferences for 3-day-per-week classes, lab courses, 4- or 5-credit classes or 1-day per week classes. Creating a new standard time block does not preclude faculty from scheduling classes that do not align with the standard blocks. When scheduling outside of the standard time blocks is preferred, it’s recommended that these class times coincide with either the start or end times of the standard blocks to enable students to enroll in classes either immediately before or after these classes.

- Student government representatives requested a daily lunch break, but that is not reflected in this draft.
  Although the student government representatives have requested a daily lunch break, not scheduling courses for 1.5 hours each day reduces our ability to offer classes during this high-demand time and creates more competition for our limited classroom space. Therefore, a proposed compromise is factored into the standard time block draft in that MW 12:45 - 2:00 is reserved for this purpose.
Welcome to
Kauaʻi Community College
Table/Summary of Contents

1. About Kaua‘i CC
2. Student and Career
3. Staff
4. Learning Outcomes
5. Philosophy of Board Governance
6. Campus Units
   a. Administration
   b. OBIT
   c. OCPP
   d. OPPD
   e. ODDS
7. Campus Organization
8. Leadership Team
   a. Chancellors
   b. Board of Education
   c. Interim Provost
9. General Information
   a. Features of the Region
9. Administration
10. Communication
11. Student Services
   a. Academic Services
   b. Support Services
   c. Other Services
12. Campus Directory
   a. A–B
   b. C–D
   c. E–F
   d. G–H
   e. I–J
   f. K–L
   g. M–N
   h. O–P
   i. Q–R
   j. S–T
   k. U–V
   l. W–X
   m. Y–Z
13. Kaua‘i Community College • 3-1010 Kauluwela Highway, Līhu‘e, Kaua‘i • 808-829-4500

Kaua‘i Community College • 3-1010 Kauluwela Highway, Līhu‘e, Kaua‘i • 808-829-4500
RESIDENT SURVEY

N = 278 Respondents
# RESIDENT SURVEY: Age of Respondent

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-21</td>
<td>67</td>
<td>24%</td>
</tr>
<tr>
<td>22-35</td>
<td>96</td>
<td>35%</td>
</tr>
<tr>
<td>36-45</td>
<td>72</td>
<td>26%</td>
</tr>
<tr>
<td>46-61</td>
<td>28</td>
<td>10%</td>
</tr>
<tr>
<td>62+</td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td>Null</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>278</td>
<td>100%</td>
</tr>
</tbody>
</table>
### RESIDENT SURVEY: Hours Worked Weekly

#### Hours Worked

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 10</td>
<td>46</td>
<td>17%</td>
</tr>
<tr>
<td>10-20</td>
<td>30</td>
<td>11%</td>
</tr>
<tr>
<td>21-30</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>31-40</td>
<td>89</td>
<td>32%</td>
</tr>
<tr>
<td>More than ..</td>
<td>73</td>
<td>26%</td>
</tr>
<tr>
<td>Null</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>278</td>
<td>100%</td>
</tr>
</tbody>
</table>

58% of Respondents Work Full-time
**RESIDENT SURVEY: Current Education Level**

<table>
<thead>
<tr>
<th>Education</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of High School</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>All of High School</td>
<td>33</td>
<td>12%</td>
</tr>
<tr>
<td>Some College</td>
<td>89</td>
<td>32%</td>
</tr>
<tr>
<td>College Certificate</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>Bachelors Degree or higher</td>
<td>88</td>
<td>32%</td>
</tr>
<tr>
<td>Null</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>278</td>
<td>100%</td>
</tr>
</tbody>
</table>

52% of Respondents Have Less Than an Associates Degree
RESIDENT SURVEY: Additional Education?

Do you plan to obtain more education?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Null</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56</td>
<td>217</td>
<td>5</td>
</tr>
</tbody>
</table>

78% of Respondents Would Like Additional Education
RESIDENT SURVEY: Why Stopped Attending

- Work full-time
- Too expensive
- Degree not offered on-island
- Classes not scheduled when I can attend
- Not required for my job
- Limited access to childcare
- Other (please specify)
- Kaua‘i CC is too far from home
- Difficulty with math
- Do not see financial benefit
- Do not have a career goal
- Transportation issues
- Difficulty writing and/or reading English
- Do not have a high school diploma or GED
- Do not know how to register or enroll
- Difficulty speaking English

Work Full-Time and Too Expensive = Main Reasons Why Respondents Stopped Attending School
# RESIDENT SURVEY: Scheduling

<table>
<thead>
<tr>
<th>Scheduling Option</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online classes</td>
<td>68%</td>
</tr>
<tr>
<td>Evening classes</td>
<td></td>
</tr>
<tr>
<td>Early morning classes</td>
<td></td>
</tr>
<tr>
<td>Compressed weekly scheduling</td>
<td></td>
</tr>
<tr>
<td>Weekend classes</td>
<td></td>
</tr>
<tr>
<td>Block scheduling</td>
<td></td>
</tr>
<tr>
<td>Classes offered at a center in my community</td>
<td></td>
</tr>
<tr>
<td>Classes offered at my place of employment</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

68% of Respondents Want Online Classes
RESIDENT SURVEY: Less than Associate Degree

- Online classes
- Evening classes
- Early morning classes
- Compressed weekly scheduling
- Weekend classes
- Block scheduling
- Classes offered at a center in my community
- Classes offered at my place of employment
- Other (please specify)
N = 41 Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Automotive</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Business Services</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Construction</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Food and Beverage</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Government</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Media/Advertising</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Non-profit</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Retail/Wholesale</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Tourism</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Other: attorneys</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Other: Behavior analysis -</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Other: I make furniture in</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Other: Utilities</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>
# WORKFORCE SURVEY: Recruits

## Recruits During Last Two Years

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua‘i County</td>
<td>38</td>
<td>93%</td>
</tr>
<tr>
<td>Mainland United States</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Neighbor Islands within Hawai‘i</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

93% employees recruited from Kaua‘i County and 98% of employees recruited from Hawaii during the past two years.
**WORKFORCE: REQUIRED SKILLS**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>85%</td>
</tr>
<tr>
<td>Customer Service</td>
<td>83%</td>
</tr>
<tr>
<td>Logic/Problem-solving</td>
<td>61%</td>
</tr>
</tbody>
</table>

Skills: Other general skill
- experience working with people with intellectual/developmental disabilities
<table>
<thead>
<tr>
<th>Incentive</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend class during work hours</td>
<td>20%</td>
</tr>
<tr>
<td>Incentive: Flex-time</td>
<td>15%</td>
</tr>
<tr>
<td>Incentive: Technology (e.g., computer)</td>
<td>17%</td>
</tr>
<tr>
<td>Travel costs</td>
<td>13%</td>
</tr>
<tr>
<td>Tuition reimbursement</td>
<td>21%</td>
</tr>
<tr>
<td>Other incentives</td>
<td>11%</td>
</tr>
</tbody>
</table>

- **51%** = Tuition Reimbursement
- **49%** = Attend class during work hours
- **37%** = Flex-time
MARKETING UPDATES

“In the Making” Campaign Launched

• Pole Banners

• Framed Messaging Posters Throughout Buildings
MARKETING UPDATES

Contact Maritza Mandarino with updates

X 217
maritza9@hawaii.edu
<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>YEAR</th>
<th>AGENCY</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ulu ka aina: The land grows and lives</td>
<td>April 2018</td>
<td>US Department of Agriculture (USDA)</td>
<td>$49,406</td>
</tr>
<tr>
<td>Agroforest Project</td>
<td>May 2018</td>
<td>USDA Pacific Island</td>
<td>$74,495</td>
</tr>
<tr>
<td>Manokalanipo Ma Uka a I Kai – Moku o Puna E Ula Ka Aina</td>
<td>May 2018</td>
<td>Kamehameha Schools</td>
<td>$10,000</td>
</tr>
<tr>
<td>The Truth Initiative</td>
<td>May 2018</td>
<td>Truth Initiative</td>
<td>$20,000</td>
</tr>
<tr>
<td>The Pila Kikuchi Collection</td>
<td>July 2018</td>
<td>National Endowment for the Humanities</td>
<td>$86,443</td>
</tr>
<tr>
<td>IN DEVELOPMENT</td>
<td>Sept. 2018</td>
<td>TSIP – National Science Foundation</td>
<td>$300K-$500K</td>
</tr>
<tr>
<td>IN DEVELOPMENT</td>
<td>Sept. 2018</td>
<td>TCUP Ti Planning Grant – National Science Foundation</td>
<td>$100,000</td>
</tr>
</tbody>
</table>
STAY HERE. GO FORWARD!

2017/2018 FACTS

• 33 programs offered above certificate level
• 144 students
• Fall-to-spring persistence = 91%
• Degrees Awarded = 38

New Distance Education Programs

Pathways to Teacher Licensure, Leeward CC
AS, Respiratory Care Practitioner, Kapʻiolani CC
BA, Economics, UH Mānoa
BA, Public Administration (Community Health), UH West Oahu
BSW, Social Work, UH Mānoa
MA, Counseling Psychology (Clinical Mental Health Counseling), UH Hilo
TEST Question: What is your favorite color?
ACCREDITATION
2018
KAUAʻI COMMUNITY COLLEGE IS ACCREDITED

Kauaʻi Community College has been accredited by The Accrediting Commission for Community Colleges and Junior Colleges since 1971
WHAT DOES BEING ACCREDITED MEAN?

Accreditation is an **ASSURANCE TO THE PUBLIC** indicating that Kauaʻi Community College meets national education standards and is dedicated to continuous improvement.
Which of the following is NOT a reason that institutional accreditation is important for students?

- Institution is able to offer federal financial aid
- Demonstrates that the institution meets or exceeds standards of higher education quality
- Students complete their degree on-time
- Other colleges/universities, employers, and/or licensing agencies accept credentials
WHY YOU SHOULD CARE ABOUT ACCREDITATION?

Only accredited schools are able to offer federal financial aid to their students.

Employers, trade or profession-related licensing agencies, and other colleges and universities accept a student’s credentials.

Accreditation demonstrates that an institution meets standards of higher education quality.
How often does the college undergo a Comprehensive Review by ACCJC?

- Every 3 years
- Every 5 years
- Every 7 years
- Every 10 years
Kauaʻi Community College undergoes a Comprehensive Review for reaffirmation of accreditation every seven (7) years
How many ACCJC Accreditation Standards are there?

37

19

7

4
ACCREDITATION STANDARDS

STANDARD 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity

STANDARD 2: Student Learning Programs and Support Services

STANDARD 3: Resources

STANDARD 4: Leadership and Governance
Which is NOT a step in the Comprehensive Review process?

- Internal Evaluation by the College
- External Evaluation by ACCJC Commission
- Commission Review and Accreditation Action
- Continuous Institutional Improvement
COMPREHENSIVE REVIEW PROCESS

✓ Internal Evaluation (i.e., Institutional Self Evaluation Report; ISER)

External Evaluation (i.e., Team of Peer Evaluators)

Commission Review and Accreditation Action

Continuous Institutional Improvement (i.e., Quality Focus Essay; QFE)
WHO IS INVOLVED WITH ACCREDITATION?

Faculty, Staff, Students, and Community Members

- Development of Institutional Evaluation Report
- Meetings with Peer Review Team
- Participation in Open Forums with Peer Review Team
- Quality Focus Essay Projects
<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>15-18, 2018</td>
</tr>
<tr>
<td>October</td>
<td>15-18, 2018</td>
</tr>
<tr>
<td>November</td>
<td>15-18, 2018</td>
</tr>
<tr>
<td>January</td>
<td>15-18, 2019</td>
</tr>
</tbody>
</table>
Visit Dates: October 15 – 18, 2018

Team Chair: Dr. Sunita Cooke, Superintendent/President, MiraCosta College, Oceanside, CA

Total Number of Team Members: 11
ADDITIONAL INFORMATION

ACCJC Website: www.accjc.org

College Website: http://kauai.hawaii.edu/accreditation
‘A'ohe pu'u ki'eki'e ke ho'ā'o 'ia e pi'i.
No cliff is so tall that it cannot be scaled.

No problem is too great when one tries hard to solve it.
(Pukui, ‘Ōlelo No’eau #209)

Welcome Back Week Schedule Fall 2021

Monday 16 August

**Academic Program Meetings: Making Assessment Simple and Meaningful**

Instructional faculty are required to meet with their program’s scheduled meeting time frame. Counselors and lecturers are welcome but not required to join.

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:00 AM</td>
<td>● Automotive, Culinary, Early Childhood Education, Medical Assisting, Nursing, and Public Health (faculty for these programs required to attend).</td>
</tr>
<tr>
<td></td>
<td>● <a href="https://example.com/zoom">Via Zoom</a></td>
</tr>
<tr>
<td></td>
<td>○ <strong>Meeting ID:</strong> 946 7708 2155</td>
</tr>
<tr>
<td></td>
<td>○ <strong>Passcode:</strong> Assess_CTE</td>
</tr>
<tr>
<td>10:30 - 12:30 PM</td>
<td>● Accounting, Business, Carpentry, Creative Media, Electrical Installation &amp; Maintenance, Electronics Technology, Facilities Engineering, and</td>
</tr>
<tr>
<td></td>
<td>Hospitality and Tourism (faculty for these programs required to attend).</td>
</tr>
<tr>
<td></td>
<td>● <a href="https://example.com/zoom">Via Zoom</a></td>
</tr>
<tr>
<td></td>
<td>○ <strong>Meeting ID:</strong> 915 6778 9602</td>
</tr>
<tr>
<td></td>
<td>○ <strong>Passcode:</strong> AssessCTE2</td>
</tr>
<tr>
<td>1:00 - 3:00 PM</td>
<td>● ASNS, Liberal Arts, Hawaiian Studies, and General Education (faculty for these programs and those not identified by any other program are required</td>
</tr>
<tr>
<td></td>
<td>to attend this session).</td>
</tr>
<tr>
<td></td>
<td>● <a href="https://example.com/zoom">Via Zoom</a></td>
</tr>
</tbody>
</table>
Meeting ID: 968 9232 6979
Passcode: GLEANS

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 - 4:30 PM</td>
<td>Using HOT (Here of There) Classroom Equipment</td>
</tr>
<tr>
<td></td>
<td>● How to utilize standalone classroom web conferencing equipment</td>
</tr>
<tr>
<td></td>
<td>Target Audience:</td>
</tr>
<tr>
<td></td>
<td>● Instructional faculty teaching hybrid courses</td>
</tr>
<tr>
<td></td>
<td>Via Zoom:</td>
</tr>
<tr>
<td></td>
<td>● <a href="#">Register</a> for your unique Zoom link</td>
</tr>
</tbody>
</table>

**Instructional Design & Educational Technology Support Office Hours (8/16)**

If you have questions or need assistance with UH Google services, Laulima, Zoom, or anything else, office hours are available. See the table below for times and meeting link.

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM - 12:00 PM</td>
<td><a href="https://hawaii.zoom.us/j/95306107149">https://hawaii.zoom.us/j/95306107149</a></td>
</tr>
<tr>
<td>By appointment</td>
<td><a href="mailto:pdkaucc@hawaii.edu">pdkaucc@hawaii.edu</a></td>
</tr>
</tbody>
</table>

Also see the following:
- For Information about UH Google services (e.g., Gmail, Google Calendar, Google Docs, etc.), please see the [Kaua‘i CC Google Workspace Guide](#).
- For Information about the Laulima Learning Management System, please see the [Kaua‘i CC Laulima User Guide](#).
- For information about Zoom, please see the [Kaua‘i CC Zoom User Guide](#).

**Tuesday 17 August**

**Convocation (via Zoom)**
- All faculty and staff - REQUIRED
- Meeting ID: 965 5176 5561

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 11:00 AM</td>
<td>Convocation</td>
</tr>
<tr>
<td></td>
<td>8:30 AM: Oli - Pua Rossi</td>
</tr>
<tr>
<td></td>
<td>8:30- 8:45 AM: Welcome/Business - Joe, Calvin, Margaret, and DCs</td>
</tr>
<tr>
<td></td>
<td>8:45 - 9:00 AM: Academic Planning Update - Frankie Harriss</td>
</tr>
<tr>
<td></td>
<td>9:00 - 9:10 AM: Administrative Services/Campus Update - Calvin Shirai</td>
</tr>
<tr>
<td></td>
<td>9:10 - 9:25 AM: Student Affairs Update - Margaret Sanchez</td>
</tr>
<tr>
<td></td>
<td>9:25 - 9:35 AM: IEUC Update - Valerie Barko</td>
</tr>
<tr>
<td></td>
<td>9:35 - 9:45 AM: Title III Update - Andrea Erichsen</td>
</tr>
<tr>
<td></td>
<td>9:45 - 9:55 AM: OCET Update - Cheryl Lum</td>
</tr>
<tr>
<td>Time</td>
<td>Presentation</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:55 - 10:10 AM</td>
<td>Title IX Update - Isaiah Ka`auwai &amp; Courtney Apo</td>
</tr>
<tr>
<td>10:10 - 10:20 AM</td>
<td>Campus Safety - Mahi'ai Na'ihe</td>
</tr>
<tr>
<td>10:20 - 10:30 AM</td>
<td>Janet Berreman</td>
</tr>
<tr>
<td>10:30 - 10:45 AM</td>
<td>The State of the College - Joe Daisy</td>
</tr>
<tr>
<td>10:45 - 11:00 AM</td>
<td>Erika Lacro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-1:00 PM</td>
<td>CARES (BIT) Informational Session</td>
</tr>
<tr>
<td></td>
<td>The Kauai Community College CARES Team proactively and collaboratively</td>
</tr>
<tr>
<td></td>
<td>identifies and assesses students experiencing academic, emotional, and</td>
</tr>
<tr>
<td></td>
<td>psychological challenges by providing holistic support services. The team</td>
</tr>
<tr>
<td></td>
<td>provides early intervention and management of situations that may pose a</td>
</tr>
<tr>
<td></td>
<td>threat to the safety and well-being of our campus community.</td>
</tr>
<tr>
<td></td>
<td>This informational session will introduce the campus CARES Team members, who</td>
</tr>
<tr>
<td></td>
<td>and when to refer a student to CARES, and the process for making a referral</td>
</tr>
<tr>
<td></td>
<td>for a student.</td>
</tr>
<tr>
<td></td>
<td>Target Audience:</td>
</tr>
<tr>
<td></td>
<td>● All faculty and Staff</td>
</tr>
<tr>
<td></td>
<td>Via Zoom:</td>
</tr>
<tr>
<td></td>
<td>● <a href="#">Meeting Link</a></td>
</tr>
<tr>
<td></td>
<td>● Meeting ID: 914 3439 8102</td>
</tr>
<tr>
<td></td>
<td>● Passcode: xfMe68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 - 2:00 PM</td>
<td>Hale Mālama Support &amp; Services Informational Sessions</td>
</tr>
<tr>
<td></td>
<td>Hale Mālama is dedicated to the health, safety, overall well-being, and</td>
</tr>
<tr>
<td></td>
<td>quality of life for all students at Kaua`i Community College. We believe</td>
</tr>
<tr>
<td></td>
<td>students who are able to uncover their voice, discover their purpose, and</td>
</tr>
<tr>
<td></td>
<td>recover their individual truth will not only take their place in society as</td>
</tr>
<tr>
<td></td>
<td>strong and resilient individuals but will also have the academic passion to</td>
</tr>
<tr>
<td></td>
<td>create positive change.</td>
</tr>
<tr>
<td></td>
<td>1:00 - 1:30 PM HINET and Human Needs</td>
</tr>
<tr>
<td></td>
<td>Learn about the food, financial, and additional support programs available to</td>
</tr>
<tr>
<td></td>
<td>all KauCC students; how to refer a student for SNAP benefit assistance; and</td>
</tr>
<tr>
<td></td>
<td>how the HINET program benefits support student's academic success.</td>
</tr>
<tr>
<td></td>
<td>1:30 - 2:00 PM Mental Health and Wellness</td>
</tr>
<tr>
<td></td>
<td>Learn about Hale Mālama: Hale Mālama’s Culture of Care is based on Pilina</td>
</tr>
<tr>
<td></td>
<td>(cultural connections/relationships). When we connect w/ our students, faculty,</td>
</tr>
<tr>
<td></td>
<td>staff, community-based organizations, etc...it is with respect, love, and</td>
</tr>
<tr>
<td></td>
<td>humility. We consider who we are as an entity and who we are serving. This</td>
</tr>
<tr>
<td></td>
<td>includes trauma-, poverty-, and culturally-informed approaches of support</td>
</tr>
<tr>
<td></td>
<td>that creates space for increased coordination of services for mental health</td>
</tr>
<tr>
<td></td>
<td>and wellness.</td>
</tr>
<tr>
<td></td>
<td>Target Audience:</td>
</tr>
<tr>
<td></td>
<td>● All Faculty and Staff</td>
</tr>
<tr>
<td></td>
<td>Via Zoom:</td>
</tr>
<tr>
<td></td>
<td>● <a href="#">Meeting Link</a></td>
</tr>
<tr>
<td></td>
<td>● Meeting ID: 355 112 2444</td>
</tr>
<tr>
<td></td>
<td>● Passcode: Hinet-420</td>
</tr>
</tbody>
</table>
Instructional Design & Educational Technology Support Office Hours (8/17)

If you have questions or need assistance with UH Google services, Laulima, Zoom, or anything else, office hours are available. See the table below for times and meeting link.

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Link</th>
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</thead>
<tbody>
<tr>
<td>1:00 - 4:30 PM</td>
<td><a href="https://hawaii.zoom.us/j/95306107149">https://hawaii.zoom.us/j/95306107149</a></td>
</tr>
<tr>
<td>By appointment</td>
<td>(<a href="mailto:pdkaucc@hawaii.edu">pdkaucc@hawaii.edu</a>)</td>
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- For information about Zoom, please see the [Kaua‘i CC Zoom User Guide](#).

### Wednesday 18 August

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:00 AM</td>
<td>Laulima: Quick Start</td>
</tr>
<tr>
<td></td>
<td>● Accessing Site</td>
</tr>
<tr>
<td></td>
<td>● Finding Courses</td>
</tr>
<tr>
<td></td>
<td>● Enabling Tools</td>
</tr>
<tr>
<td></td>
<td>● Establishing Development Sites</td>
</tr>
<tr>
<td></td>
<td>● Accessing Templates</td>
</tr>
<tr>
<td></td>
<td>● Best Practices</td>
</tr>
<tr>
<td>Target Audience:</td>
<td>● New and inexperienced Laulima users</td>
</tr>
<tr>
<td>Via Zoom:</td>
<td>● <a href="#">Register</a> for your unique Zoom link</td>
</tr>
<tr>
<td>10:30 AM-12:00 PM</td>
<td>Zoom: Getting Started</td>
</tr>
<tr>
<td></td>
<td>● Establish a Zoom account with UH ITS</td>
</tr>
<tr>
<td></td>
<td>● Enabling Cloud Recording</td>
</tr>
<tr>
<td></td>
<td>● Settings</td>
</tr>
<tr>
<td></td>
<td>● Scheduling, Starting, Joining, and Ending a Meeting</td>
</tr>
<tr>
<td></td>
<td>● Sharing Screen</td>
</tr>
<tr>
<td></td>
<td>● Recording</td>
</tr>
<tr>
<td></td>
<td>● Enabling Closed Captioning/Live Transcripts</td>
</tr>
<tr>
<td></td>
<td>● Best Practices</td>
</tr>
<tr>
<td>Target Audience:</td>
<td>● New employees, those without UH Zoom accounts, new/inexperienced Zoom users</td>
</tr>
<tr>
<td>Via Zoom:</td>
<td>● <a href="#">Register</a> for your unique Zoom link</td>
</tr>
</tbody>
</table>
1:00-2:00 PM  ADA and Student Accommodations with Alicia Sams
   ● ADA Accommodations
   ● Disability Etiquette
Target Audience:
   ● All faculty and staff, especially instructional faculty
Via Zoom:
   ● Register for your unique Zoom link

Instructional Design & Educational Technology Support Office Hours (8/18)
If you have questions or need assistance with UH Google services, Laulima, Zoom, or anything else, office hours are available. See the table below for times and meeting link.

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Link</th>
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<tbody>
<tr>
<td>2:30 - 4:30 PM</td>
<td><a href="https://hawaii.zoom.us/j/95306107149">https://hawaii.zoom.us/j/95306107149</a></td>
</tr>
<tr>
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Thursday 19 August

All Faculty Meeting (via Zoom)
Required for all instructional faculty with lecturers and non-instructional faculty welcome but not required to join.
- **Meeting ID**: 949 8904 5169
- **Passcode**: KCCFaculty

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15 AM</td>
<td>Welcome and announcements</td>
</tr>
<tr>
<td>9:15-9:30 AM</td>
<td>Jeff Mexia, Kailana Soto, and Frankie - Participation Verification Process</td>
</tr>
<tr>
<td>9:30-9:50 AM</td>
<td>Margaret’s Team - Hale Malama, CARES Team, ASC</td>
</tr>
<tr>
<td>9:50-11:15 AM</td>
<td>Frankie: Academic Assessment and Planning</td>
</tr>
<tr>
<td>11:15 AM-12:00 PM</td>
<td>Early College - Those faculty members scheduled for fall EC should attend</td>
</tr>
</tbody>
</table>
Instructional Design and Educational Technology Support Office Hours (8/19)

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<td>1:00 - 4:30 PM</td>
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<tr>
<td>By appointment</td>
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- For information about Zoom, please see the Kaua‘i CC Zoom User Guide.

**Friday 20 August**

Statehood Day Holiday
THINK YOU CAN’T AFFORD TO PAY FOR COLLEGE?

GUESS AGAIN!

Join us for our **FREE** virtual financial aid and scholarship information nights to find out more.

Our webinars will help you learn

- **How to get access to over $150 billion in grants, loans, and work-study funds** from the federal government to help pay for college.

- **Tips on filling out the Free Application for Federal Student Aid** or FAFSA which opens on October 1.

- **How to access over $70 million dollars in scholarships and grants** that are awarded to Hawai’i students each year to help pay for college, regardless of family income.

**Webinar Dates 6:00pm - 8:00pm**

**Financial Aid Info Nights**
- August 18
- August 25
- September 1
- September 8
- September 15
- September 22

**Scholarship Info Nights**
- September 9
- September 21

Find out more at: collegeiswithinreachhawaii.com/finaidnights2021

**College is worth the investment**

and can be affordable for you and your family!
March 24, 2020

MEMORANDUM

TO: UH OFFICERS

FROM: DAVID LASSNER

SUBJECT: ADDRESSING FORTHCOMING FISCAL CHALLENGES

First, thank you for all you have been doing and continue to do to support our students, our employees and our state during this unprecedented crisis. I have never been prouder to be part of your team.

Even as we face new challenges and wrinkles every day, we must also look to the future. It is clear that the disruption to the global, national and local economy will be as severe as at any time during our lifetimes. The specific extent of the negative fiscal effects are not known at this time. But based on the most recent recession just over 10 years ago, we should be prepared for deep impacts in the forthcoming fiscal year, which starts in over 90 days.

Following our collaborative discussion with all of you, we are announcing the following austerity measures effective immediately:

1. A freeze on all permanent hires with appropriated funds. Exceptions may be granted only by an Officer of the University of Hawai‘i: UH Hilo and UH West O‘ahu Chancellors, UH Mānoa Provost, UH Vice Presidents, and UH President;

2. Postponement through the current and next fiscal year of all faculty Special Salary Adjustments (SSAs) and staff Special Compensation Adjustments (SCAs). Exceptions may be granted only by an Officer of the University of Hawai‘i; and,

3. A freeze on all out-of-state travel with General Funds or Tuition & Fee Special Funds (TFSF). Exceptions may be granted only by an Officer of the University of Hawai‘i. This remains in place even after restrictions associated with the COVID-19 crisis may be lifted.

You should also take appropriate measures to defer discretionary expenditures as possible.
These are not solutions but short-term tactics. We must also begin to look at options and approaches to substantially and structurally reduce ongoing expenditure requirements within all units while continuing to address our most critical mission priorities.

It saddens me that we have to impose these constraints and begin planning for reductions at this difficult time. But these measures will help us get through the financially difficult months ahead so that we can emerge from this crisis well-poised to serve our state.

I trust that each of you will exercise with great discretion your authority to grant exceptions.
Aloha APT Supervisors

Just a reminder that APT performance evaluations will be due in November.  [https://www.hawaii.edu/ohr/apt/performance-evaluation/](https://www.hawaii.edu/ohr/apt/performance-evaluation/)

Evaluation Period
The standard evaluation period for APT employees with employment security is November through October. Supervisors create performance expectations, provide feedback and complete evaluations online in the [Performance Evaluation System](https://www.hawaii.edu/ohr/apt/performance-evaluation/) (PES). I'll reach out separately to supervisors regarding the evaluation period for their employee(s) on probation.

Refer to the [APT Personnel Systems page](https://www.hawaii.edu/ohr/apt/performance-evaluation/) for more information on PES

Should you have any questions, please contact me.

Thank you.

JoRae

--
JoRae Baptiste
Human Resources
Kaua'i Community College
3-1901 Kaumualii Hwy
Lihue, HI 96766
Phone: 808 245-8323
APT Performance Evaluation Reminder

1 message

JoRae Baptiste <jorae@hawaii.edu> Thu, Nov 5, 2020 at 10:55 AM
Bcc: vabarko@hawaii.edu

Aloha supervisors of APT(s):

The standard APT evaluation period runs from November 1, 2019 through October 31, 2020. Supervisors are encouraged to start completing on-line evaluations for subordinates that have completed their probationary period. The last day to complete the 2019-2020 evaluations is Friday, December 4, 2020.

For employees who have not yet completed their 3-year probationary period, supervisors shall complete evaluations on or before the end of the 12th month of service, 24th month of service, and 36th month of service (from date of hire).

- **December 4, 2020** – last day for supervisors to complete on-line evaluations for APT employees with employment security (November 1, 2019 – October 31, 2020). For employees without employment security, evaluations must be done at 12th, 24th and 36th month from date of hire.

Should you have any questions, please do not hesitate to contact me.

JoRae

--

JoRae Baptiste
Human Resources
Kaua‘i Community College
3-1901 Kaumuali‘i Hwy
Lihue, HI 96766
Phone: 808 245-8323
## ACCREDITATION CYCLE

Completing the third year of the cycle

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITIES/REPORTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 (Year 1)</td>
<td>Continuous Improvement; QFEs</td>
</tr>
<tr>
<td>2020 (Year 2)</td>
<td>Continuous Improvement; QFEs</td>
</tr>
<tr>
<td>2021 (Year 3)</td>
<td>Continuous Improvement; QFEs</td>
</tr>
<tr>
<td>2022 (Year 4)</td>
<td>Continuous Improvement; QFEs; Midterm Report Due Oct 17, 2022</td>
</tr>
<tr>
<td>2023 (Year 5)</td>
<td>Continuous Improvement; Self-Study</td>
</tr>
<tr>
<td>2024 (Year 6)</td>
<td>Continuous Improvement; ISER</td>
</tr>
<tr>
<td>2025 (Year 7)</td>
<td>Comprehensive Review</td>
</tr>
</tbody>
</table>

* Institutional Report and Fiscal Report Due Every Year
ACCREDITATION: ANNUAL REPORTS

https://www.kauai.hawaii.edu/accreditation

Please click the links below to read:

SUBSTANTIVE CHANGE APPROVALS

ACCJC ACCREDITATION DOCUMENTS

ANNUAL REPORTS

ACCJC INSTITUTIONAL SELF EVALUATION REPORT

REAFFIRMATION OF ACCREDITATION LETTER 2019

EXTERNAL EVALUATION REPORT 2019

ANNUAL

FISCAL
A Midterm Report is required midway between comprehensive evaluation visits as specified in the Commission’s Action letter.

The next report from the College will be the Midterm Report\(^1\) due on October 17, 2022. The institution’s next comprehensive review will occur in the fall term of 2025.

**Purpose:** update the Commission on: ISER improvement plans, 2) improvement recommendations made by the previous comprehensive peer review team, 3) institutional performance (student learning outcomes and institution-set standards), and 4) Quality Focus Projects.
MIDTERM REPORT REQUIREMENTS

- Cover Sheet
- Certification Page
- Table of Contents
- Report Preparation
- Fiscal Reporting
- Appendices
- Plans Arising from the Self-evaluation Process
- Response to Recommendations for Improvement
- Reflection on Improving Institutional Performance: SLOs (1.B.2)
- Reflection on Improving Institution Set Standards (1.B.3)
- Report on the Outcomes of the Quality Focus Projects
1. Human Resources will develop a list of review dates for APT evaluations to remind supervisors of review deadlines for the 2018-19 year.

2. The College will create a guide for orienting and mentoring lecturers prior to the spring 2019 semester.

3. The Professional Development Coordinator will maintain an active three-year campus professional development plan that is visible to all employees of the College (beginning August 2018).

4. Service outcomes will be developed or revised for both the Testing Center and Operations and Maintenance prior to the fall 2018 semester.
5. The College’s academic programs will develop core sequencing plans for part-time students, who are increasing at our college when compared to full-time students. This action item is directly related to one of our Quality Focus Essays, Scheduling for Success.

6. The College will dedicate a College Conversation and convene a student focus group to develop strategies to increase student participation in both student government and college committees during the 2018-19 year.

7. The College will use the current Administrative Services survey results to establish baseline target values for future surveys. The survey will be given every two years in the future, and used to inform the APRU. The next survey will be disseminated in 2019.
AREAS FOR IMPROVEMENT IDENTIFIED BY THE VISITING TEAM

1. In order to improve institutional effectiveness, the College is encouraged to continue to improve the transition to assessing of course learning outcomes through program learning outcomes and to use the results to improve student learning and achievement. (I.B.4)

2. To improve effectiveness of its online offerings, the College should consistently apply the best practices articulated in College plans and documents, such as the KCC Distance Education Handbook. (II.A.7)

3. In order to improve institutional effectiveness, the team recommends that the System develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)
QUALITY FOCUS PROJECTS

#1 Scheduling for Success

#2 Integrated Career and Academic Services for Grades 11-14
MIDTERM REPORT TIMELINE (TENTATIVE)

Summer 2021

- ALO presents requirements of Midterm Report with Chancellor’s Cabinet
- ALO meets with each member of the Chancellor’s Cabinet to review progress and evidence for plans and recommendations in their respective areas
- Develop draft timeline and process for report completion

Fall 2021

- ALO presents requirements of Midterm Report to the campus at Convocation and draft timeline and process for report completion (August 2021)
- ALO presents draft timeline and process to College Council for review, discussion and approval (August/September 2021)
- Committees (Integrated Student Success, Assessment, and Distance Learning) reviews and updates evidence for the Quality Focus: Essay Initiatives, College Recommendation for Improvement #1, and College Recommendation for Improvement #2 (September - October 2021
- VCSCA and ALO host session with Student Services to reflect on improving institutional performance of student learning outcomes for student and learning support services (October 2021)

Spring 2022

- VCSCA and ALO host session at Welcome Back Week with faculty to reflect on improving institutional performance of student learning outcomes for instructional programs (January 2022)
- Complete evidence collection and draft report; share with the campus via College Council for review and feedback (January 2022)
- Incorporate UHCC Recommendation for Improvement into the draft report (January 2022)
- Present Midterm Report to Student Senate and seek feedback (February 2022)
- Incorporate campus feedback (via College Council) into the final draft of the report (February 2022)
- Finalize draft of report and validate links and confirm evidence (March 2022)
- Chancellor will host College Conversation on Improving Institution Set Standards and results will be incorporated into the final report (early April 2022)
- Share final report with the campus for review via College Council (late April 2022)
- Incorporate final edits into 2022 Midterm Report (May/June 2022)
1. What are the strengths of the process that helps lead the College to improve teaching and learning?

2. What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?

3. Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

4. In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the College’s schedule.
Using the most recent Annual Report, the College will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

1. Has the College met its floor standards?
2. Has the College achieved its stretch (aspirational) goals?
3. What initiative(s) is the College undertaking to improve its outcomes?
4. How does the College inform its constituents of this information?
MARKETING: EVENT BANNER

Congratulations to Our Graduates ... Now It's YOUR TURN!

FALL INFO 'AHA
GET HELP REGISTERING FOR COLLEGE THIS FALL!

THURSDAY, JULY 29 @5:00
KAUAI.HAWAII.EDU

FOOD
GIVE AWAYS
WE WANT YOU Back!

We are open & ready to help get signed up for your fall classes.

Contact Us!

Phone: 245-8225
Email: arkauai@hawaii.edu

Mailed to 563 stopped-out students
YOU'RE ALMOST THERE!

You are just one click to secure your spot in the classes you need to graduate.

STEP 1: Register for classes.
STEP 2: Make payment Arrangements

Register online today at: www.star.hawaii.edu

POSTCARDS: RETURNING

Mailed to 455 unregistered students
24 Podcasts completed

https://www.kauai.hawaii.edu/podcast

100-300 views (average) on Instagram and Facebook
Digital Certainty Index
Site: Kauai Community College
Score: 84.0/100 - 1.6
Fix this issue and reach 86.6 points: Mobile speed

Quality Assurance
Site: Kauai Community College
Score: 97.1/100 + 0.5
Fix this issue and reach 97.9 points: Pages that are difficult to read

Accessibility
Site: Kauai Community College
Score: 83.7/100 - 2.4
Review this potential issue to reach up to 85.7 points: Is this video audio-described?
## Grants Submitted Summer 2021

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Project Title</th>
<th>Opportunity ID</th>
<th>Principal Investigator</th>
<th>Amount Requested</th>
<th>Length of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending</td>
<td>Scheduling for Success</td>
<td>APIA Scholars Program Strengthening Institutional Capacity for Native Hawaiian and Pacific Islander Students in Higher Education</td>
<td>Frankie Harriss</td>
<td>$14,000</td>
<td>1 year</td>
</tr>
<tr>
<td>Pending</td>
<td>Mauo: The Perpetuation of Well-Being</td>
<td>Application for New Grants Under the Native Hawaiian Education Program</td>
<td>Margaret Sanchez</td>
<td>$1,825,236</td>
<td>3 years</td>
</tr>
<tr>
<td>Pending</td>
<td>Cognition Learning Center (CogS)</td>
<td>Hawaii GEER Innovation Grant - State of Hawaii</td>
<td>Calvin Shirai</td>
<td>$105,557</td>
<td>1 year</td>
</tr>
<tr>
<td>Pending</td>
<td>A Work-Based Learning (WBL) Approach to STEM Instruction in Information Technology and Network Security.</td>
<td>AANAPISI</td>
<td>Frankie Harriss</td>
<td>$1,225,714</td>
<td>5 years</td>
</tr>
<tr>
<td>Pending</td>
<td>Kukulu Ae: Building Up and Out</td>
<td>ED-GRANTS-042621-002</td>
<td>Joseph Daisy</td>
<td>$2,663,216</td>
<td>5 years</td>
</tr>
</tbody>
</table>

Total Submitted: $5,833,732
## Grants Awarded Spring 2021

<table>
<thead>
<tr>
<th>Type</th>
<th>Program/Project Description</th>
<th>Principal Investigator</th>
<th>Amount</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Verizon Innovative Learning Rural Young Woman Program</td>
<td>Cheryl Ann Stiglmeier</td>
<td>$97,999</td>
<td>1 year</td>
</tr>
<tr>
<td>Renewal</td>
<td>Ka‘ika’i A’o Internship &amp; Workforce Service</td>
<td>Gordon Talbo</td>
<td>$760,740</td>
<td>5 years</td>
</tr>
<tr>
<td>New</td>
<td>Ulu: Fruit to Flower</td>
<td>Brian Yamamoto</td>
<td>$50,000</td>
<td>1 year</td>
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</tbody>
</table>

**Total Awarded:** $908,739
“Kaua’i resident Kalei Carvalho earned a master’s degree in education in learning and design and technology from University of Hawaiʻi at Mānoa’s College of Education in spring 2021, without having to leave her island. She was selected to represent the University Center Kaua’i as its student speaker at Kaua’i Community College’s commencement ceremonies in May.”

MAHALO!
Ka Papa Hana Holomua

Academic Affairs Plan:
*Fall 2021 - Fall 2026*

Kauaʻi Community College
Executive Summary
The current Vice Chancellor for Academic Affairs (VCAA) took office in July 2018 and found that there was not a specific, detailed campus plan for the Academic Affairs unit. Through dialogues with faculty members, campus constituents, and community stakeholders, it was evident that many opportunities existed that needed further exploration towards setting a direction and priorities for the Academic Affairs unit that could be used to guide the office and unit in the years to come. This planning process began in earnest in spring of 2019 and took on additional urgency, focus, and priority shifts as the unit rapidly adjusted to the impacts of the COVID-19 pandemic which forever changed our educational landscape in March of 2020. The following have occurred as part of this planning process:

- A Strengths, Weaknesses, Opportunities, and Threats analysis;
- A shift to zero-based and balanced budgeting for responsible fiscal management of college resources;
- Development of a shared Academic Affairs Vision;
- Development of shared Core Values with principles of best practices to guide and support team building, leading by example, conflict management, ‘ohana, and the spirit of kākou, inclusiveness;
- A commitment to the importance of our shared governance processes and team approaches;
- Academic Affairs goals and measures of success;
- Identified priorities for the VCAA whose role is to provide resources the faculty members need for a job well done;
- A shift to focus on program-level student learning outcomes assessment;
- A separation of General Education “program” assessment from the Liberal Arts Program assessment;
- Elimination and/or re-organization of low performing certificates and degree programs while adding a Public Health certificate program, freeing resources for future endeavors, expanding credit/non-credit opportunities and Early College offerings and pathways;
- Commitment to professional development and leadership; and
- Program faculty derived plans for the long-term viability and success of our Kaua‘i Community College Academic Programs in service to our community.

Academic Affairs will annually evaluate this five-year plan for achievement and necessary revisions. The plans and responses from other college units to University of Hawai‘i Community Colleges are provided within to aid Academic Affairs with the integrated planning process.

With gratitude to everyone who participated so collaboratively and constructively,

Frankie Harriss, VCAA
Academic Affairs: Ka Papa Hana Holomua

Overview
It was important to reflect on our campus and Academic Affairs priorities that shaped where we wanted to go as a campus and unit prior to COVID-19 and its detrimental financial impacts. These priorities serve to guide decisions, actions, and answer the questions of: What is our promise to our students (mission)? Where are we now? Where do we want to be in five years (vision)? What courses of action will aid us in vision achievement (goals)? And, developing strategies now will certainly be necessary towards informing our resource allocations and actions for navigating the current environment to still achieve our faculty-determined goals and vision. It is worth stating that our campus mission, academic vision, and goals are passionately held, collaboratively derived, and collectively engaging, aspirational motivators that ensure the exceptional quality of our academic programs and enriching student experiences. To that end, KauCC is consistently ranked among the best performing community colleges in the nation (Pacific Business News, August 27, 2019; WalletHub, August 16, 2021).

Mission
Kaua’i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua’i ma ke ‘ano he kahua e ho'oulu, hoʻā, a ho'oihina ikaʻia ai ka 'ike a me ka na'auao o nā kānaka a'o aku a a'o mai no ka ho'owaiwai ʻana i ke kaiāulu a me ka honua.

ʻO ke kahua ma mua, ma hope ke kūkulu.  
First comes the foundation, then comes the building.
(ʻŌlelo Noʻeau, number 2459)

Kaua’i Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.
Core Values and Principles of Best Practices

As members of a higher education and island ‘ohana, we promote trust, honesty, respect, and responsibility while making every effort to demonstrate these core values through the following best practices and in the spirit of kākou, inclusiveness.

### ‘ohana

<table>
<thead>
<tr>
<th>‘āina</th>
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<tbody>
<tr>
<td>• Fulfill your professional and personal responsibility (kuleana) for the sustainability of the campus.</td>
</tr>
<tr>
<td>• Be mindful about your relationships to this island and its people.</td>
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<tr>
<td>• Share and use college resources responsibly and sustainably.</td>
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<tr>
<td>• Encourage success by providing appropriate resources and needed support.</td>
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<tr>
<td>• Provide a safe space.</td>
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<tr>
<td>• Be mindful in the application of your words so they are used with integrity and thoughtfulness for their power.</td>
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<tr>
<td>• Encourage experimentation and innovation without fear of failure by providing a safe space.</td>
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<tr>
<td>• Communicate clearly to limit misunderstandings.</td>
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<tr>
<th>ha’aha’a</th>
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<tr>
<td>• Practice humility to avoid arrogance.</td>
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<tr>
<td>• Work and lead in service to others.</td>
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<tr>
<td>• Respect others and yourself.</td>
</tr>
<tr>
<td>• Seek to understand and honor diverse perspectives.</td>
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<tr>
<td>• Look within before reacting.</td>
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<tr>
<td>• Identify and respect what is working and embrace positive changes when necessary.</td>
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<table>
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<th>ahonui</th>
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<tbody>
<tr>
<td>• Practice patience and empathy in your interactions with others.</td>
</tr>
<tr>
<td>• Employ healthy coping strategies to manage stress and maintain mental, emotional, and physical health.</td>
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<tr>
<td>• Provide opportunities to foster growth and leadership in others.</td>
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<tr>
<td>• Act in a professional manner, with collegiality and civility, to help the group attain its goals.</td>
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<tr>
<td>• Be constructive rather than disparaging.</td>
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<tr>
<td>• Address differences and conflicts with openness while working towards consensus.</td>
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<table>
<thead>
<tr>
<th>nānā i ke kumu</th>
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<tr>
<td>• Seek knowledge from many sources.</td>
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<tr>
<td>• Use every situation and task as a teaching and learning opportunity.</td>
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<tr>
<td>• Engage in continuous professional and self improvement.</td>
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<tr>
<td>• Be constructively self-reflective to find resources within yourself.</td>
</tr>
<tr>
<td>• Learn from mistakes.</td>
</tr>
<tr>
<td>• Inspire others.</td>
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<th>aloha</th>
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<tr>
<td>• Be appreciative, welcoming, kind, and supportive.</td>
</tr>
<tr>
<td>• Exhibit compassion, grace, charity, and forgiveness towards others.</td>
</tr>
<tr>
<td>• Give and receive gratitude (aloha aku, aloha mai).</td>
</tr>
<tr>
<td>• Mālama kākou.</td>
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</table>
Academic Affairs Vision
Inspire learners to innovate, create, and propel their ideas into the future.

Academic Affairs Goals and Measures of Success
KauCC Academic Affairs has an overarching goal of remaining a separately accredited college operating its own quality programs in service to the island of Kaua‘i.

I. Ensure Academic Quality
1. National Program Accreditation
   - Maintain programmatic accreditation for:
     - Automotive Technology,
     - Culinary Arts,
     - Medical Assisting, and
     - Nursing.
   - Obtain programmatic accreditation for the Early Childhood Education Program.
2. Regional Accreditation
   - Resolve all academic relevant ACCJC Recommendations in the Midterm and next Institutional Self Evaluation Report (ISER).
     - Complete and implement identified academic related Quality Focus Essay (QFE) I: Scheduling for Success work for the Midterm and ISER in service to our students.
     - Meet or exceed academic relevant ACCJC Standards in next ISER.
3. Implement General Education “program” assessment using Institutional Student Learning Outcomes.
   - Success in subsequent and related coursework will further inform impact of General Education Quality.
4. Employer satisfaction in workforce graduates is 90%.
5. Performance after transfer to Hawai‘i four-year institutions:
   - Transfer student GPA of C or better for 90% of transfer students.
   - Transfer student persistence of 80% to degree completion.

II. Engage Students
1. All five CCSSE benchmarks are exceeded.
2. Provide quality professional development. This will support a college-wide learning culture that is flexible and supportive of changing student needs by:
   - Incorporating innovative educational practices into the professional development plan for faculty training.
   - Ensuring focus on quality online instruction with enhanced student engagement.
Sharing successful innovations through organized campus professional development sessions.
Sharing innovations through college conversations.
Improving the Employee Guidebook/Handbook.

III. **Promote Sustainability by using college resources thoughtfully**

1. Engage in grant seeking.
   - The VCAA will identify viable grant opportunities and in collaboration with the Grant Developer, provide training, support, and assistance to Academic Programs to obtain college extramural funding of $4 million.

2. Deliver on identified program plans provided to VPCC as identified in this plan and required submitted memos.

3. Examine and address small programs and low-enrolled courses strategically.

4. Ensure faculty members are familiar with the KauCC *Sustainability Plan*. Deliver on the relevant and achievable goals and measures identified for Academic Affairs in the KauCC *Sustainability Plan* (was set to end 2020).

5. Examine recruitment, retention, development, and succession planning for instructional faculty members through annual prioritization planning.

6. Zero-based and balanced budget to be maintained annually.

IV. **Be responsive to evolving Kaua‘i community and workforce needs.**

1. Through APRUs/CPRs evidence:
   - Essential program modifications,
   - Regular, productive Advisory Board Engagement,
   - Promotion of community partnerships,
   - High Licensure and Certification Pass Rates,
   - High Completion rates for certificates and degrees,
   - Increased experiential learning opportunities,
   - Contributions to workforce development, and
   - Career program placement rates.

2. Generate essential credentials and pathways and collaborate where opportune with the Office of Continuing Education and Training (OCET), community stakeholders, and other UH colleges.

V. **Integrate Hawaiian cultural roots and concepts**

1. Apply ‘Olelo Hawai‘i to activities and forms.

2. Obtain recommendations for implementation from Makaloa Council.
Summary

Within this summary KauCC Academic Affairs highlights efficiencies, cost savings, and innovations both implemented and possible as identified by programs. These, and others, are discussed in more detail under each program. Most recommendations made in the first KauCC response were actioned and are emphasized under each Program Optimization Actions section.

Academic Affairs Optimization Actions

Budget Austerity and Responsible Fiscal Management

The KauCC Academic Affairs unit has taken seriously the collective responsibility and necessity to achieve cost savings, explore efficiencies, balance costs under a reduced budget, and recalibrate programs based upon current and potential future needs. These endeavors began prior to COVID with a 15% Academic Affairs budget allocation reduction (greater savings were achieved) in FY2020 which continued with heightened urgency in FY2021. Academic Affairs froze its budget allocations in March of 2020 in anticipation of a potential budgetary crisis and has since only made purchases deemed essential to the quality of academic programs. All five academic divisions have operated judiciously under budgetary uncertainties. Collaborative opportunities are being explored for repositioning via campus and cross-college working groups and program initiatives.

Instructional Dean and Faculty Positions Towards Right-sizing

- KauCC will not immediately fill the instructional dean position (represents academic and CTE programs) and the VCAA will continue to serve in this role until a staffing prioritization plan is collaboratively made based on UH structural decisions. The VCAA also serves as the Early College Coordinator.
- Six full-time instructional faculty positions were vacated leading into AY2020-2021.
- Through campus actions Academic Affairs has further reduced personnel by seven additional full-time instructional faculty positions for AY2021-2022.
- As many as seven more instructional faculty positions will be vacated over the next one to five years through anticipated retirements.
- The EIMT program is coordinating a stop out, teach out, and termination in tandem with the retirement plan of the full-time faculty program lead.
- Relative to campus size, a loss of fourteen full-time instructional faculty positions is significant.

In support of our instructional personnel, KauCC ideally plans ongoing programmatic adjustments for repositioning and right-sizing in tandem with anticipated faculty member attrition where possible, and especially since the pragmatic timeline for large-scale UH right-sizing and repositioning plans would take some years to achieve.
Moving forward and beyond anticipated attrition, there are several ACCJC Eligibility Requirements (ERs) that come into concern including Mission (ER 6), Educational Programs (ER 9), and Faculty (ER 14) that need to be assessed before additional actions should be taken. KauCC would like the ongoing opportunity to make decisions about its programs through program prioritization, in collaboration with its faculty members, towards the necessary cost savings and efficiency targets balanced against quality service to its students, community, and the state and its role in the UHCC system to that end.

*Program Prioritization*

Academic Affairs has proactively taken actions on one program and thirteen certificates that have not performed well, are obsolete, or are not able to be delivered by full-time instructional faculty members. These actions taken are not considered to be detrimental to mission delivery. Additionally, the EIMT AS program is in progress for stop out and termination actions. By taking these actions, resources can be reallocated towards viable programs for meeting current needs and better positions KauCC for available resources to meet future needs. KauCC will continue thoughtful review for program prioritization.

**Certificate and Program Actions**

- Beekeeping CO stopped out Spring 2021 with termination Fall 2021;  
- Plant Biology and Tropical Agriculture (PBTA) CA terminated Spring 2021;  
- PBTA AS requested for termination for Spring 2021 thru VPCC, VPAPP, and President;  
- PBTA CO and ASC stop out Fall 2021 (on hold pending system decisions);  
- Sustainability Science Management (SSM) CA terminated Spring 2021;  
- SSM CO stopped out Spring 2021 and termination for Fall 2021;  
- Community Health Worker (CHW) CO terminated Spring 2021;  
- School Health Aid (SHA) CO terminated Spring 2021;  
- Adult Care Home Operator (CHO) CO terminated Spring 2021;  
- Advanced Geographic Information Systems (GIS) CO and Geographic Information Systems CO stopped out Fall 2021 termination Fall 2022;  
- Fitness Professional ASC stop out Spring 2021 and Termination Fall 2022;  
- Accounting Office Assistant CO stop out for Fall 2021 and termination Fall 2022 (in progress); and  
- EIMT AS will be stopped out fall 2022 with some courses taught in Construction Technology (modeled on UHMC) with termination Spring 2024 (in progress).

With the exceptions of the Fitness Professional ASC and Accounting Office Assistant CO, these actions are for programs in which there are currently no full-time faculty members. The Fitness Professional ASC is low-performing in terms of enrollments and graduates. The Accounting Office Assistant CO was deemed obsolete due to technology advancements in consultation with the advisory board. The EIMT AS program will teach out in tandem with a faculty member’s retirement and essential
components will be retained under a consolidated Construction Technology program and via Office of Continuing Education and Training (OCET). Several of the above certificates also have the potential to instead be designed for delivery under OCET for revenue generation while meeting community and industry needs.

**Courses and Lecturer Budget Reduction**

Academic Affairs is examining courses (and certificates) that must otherwise be delivered by lecturers for minimizing expenses. This is more relevant where courses are not essential to meet extant program requirements and/or might be made available by other campuses with sufficient seats to meet our student demand. A few examples include Spanish and Japanese language courses, which are currently being offered online by several other campuses showing sufficient open seats for serving interested KauCC students. Where these points for collaboration are identified, KauCC will work with relevant campuses. With UHCC scheduling still in flux for AY2021-2022, it is essential that courses upon which we might rely for online delivery by another UHCC end up being available. The push to return to more heavily in-person courses may constrain or complicate this potential.

The preferred approach would be cross-listing of CRNs similar to those done with the five-week online program so that students can register through KauCC as opposed to encountering obstacles via counseling, financial aid, degree transfer, etc. In this process of achieving cost savings and efficiencies, our students must not experience increased barriers to success. Though students are free to “shop around,” where the college expects students to take remotely delivered courses from different campuses, the college is nevertheless obligated to make facilitation efforts in compliance with ACCJC expectations. These approaches are logistically time-consuming and rely on the VCAA who is the only administrator available to explore and facilitate. Ideally, over time, system initiatives (common schedules, agreements for online content, etc.) will expedite the process and expand potential.

**Innovations**

Likely due to our smaller size, which requires we be creative with our resources, KauCC has always been a highly innovative campus. The below highlights provide evidence and insight into our innovative campus culture which is proving useful at this unparalleled time in our history.

- Certificates are awarded because the local workforce values these credentials and the certificates also serve as accomplishment motivators for our 77% part-time students.
- Providing students opportunities to earn industry recognized external certifications paired with KauCC certificates and degrees boost graduates’ employability.
- ACCJC approval for delivering six programs fully online;
- International articulation agreement for Business;
- Run credit/no-credit courses in collaboration with OCET for cost savings and revenue generation;
• Developed courses for OCET;
• Outcompeted universities for NASA ROCKSATx program payload space and will launch from Wallops August 2021 in addition to supporting with our ground station at KauCC;
• Delivered a MEDA program on Maui at no additional cost to either campus;
• Development and expansion of OER materials for student cost savings;
• Actively exploring creative scheduling solutions (Scheduling for Success) to enhance student success as well as achieving efficiencies and cost savings (One Night to Success, improved program scheduling, improved collaboration with GE courses, PT scheduling, compressed and accelerated courses, cohorts, etc.);
• Capitalizing on and continuing to seek alternative funding sources/grants and industry collaborations;
• Reduced software licensing costs through Open Source software (OSS) (see Creative Media);
• Co-teaching hybrid model (see Creative Media)
• Minimizing low-enrolled courses through scheduling improvements;
• Created an Early College (EC) Health Pathway in collaboration with P-20 and WHS Health Academy;
• Re-envisioned Beekeeping program and scaled up Apiary towards revenue generation (for the college and the island);
• Shifting program-identified low-enrolled classes amenable to on-line delivery to that modality and developing system collaborations supporting scheduled delivery;
• Enhanced Distance Learning opportunities as determined by program faculty;
• Established pathways and articulation agreements;
• Utilizing existing full-time faculty for merged programs, reducing costs; and
• Merging of low-enrolled programs (AMT/ABRP and CARP/FENG);
• In partnership with UHMC, piloted the use of high school transcript information for placement into English and math; and
• Consolidated math courses to shorten pipelines to college-level math and through the STEM pathway.

Possible Future Efficiencies and Cost Savings
• Co-teach courses across UHCC campuses;
• Establish a UHCC lecturer pool for programs;
• Partner and align with OCET to provide continuing education requirements post-graduation from the MEDA program offered via distance education;
• Align UHCC schedules to facilitate shared, online course delivery and student scheduling needs;
Opportunity for other UHCCs to provide online, advanced courses in Information Technology and lower division courses in CEE/EE in collaboration with our faculty to serve KauCC students;
Opportunity for other UHCCs to provide online ESL courses to KauCC students;
Guide our ESL students to campuses with robust, three-tier ESL programs in place—including online options.
Creation of EC pathways as a replacement for KauCC’s Construction Academy for AEC classes and bring additional secondary students to KauCC;
Save costs by pausing courses and certificates that may temporarily be low-enrolled due to COVID-19 impacts until those sectors/industries rebound; and
Efficiently schedule courses to avoid low-enrolled sections and to serve more student needs.

Cost Savings Recommendations
Faculty members made additional cost savings recommendations for consideration and these are presented in no particular order below. These recommendations are from individuals and are not necessarily representative of any broad faculty body support. However, this section was added here to facilitate collation of recommendations for VPCC from faculty while maintaining their anonymity.

- KauCC has scheduled renovations for Business Education Division (BED) and Health Education Division (HED) spaces that were delayed last summer but are again anticipated for summer 2021. Though we realize there are special funds for these projects, it makes little sense on a budgetary crisis to move forward across the system with any renovations, except in the urgent cases of health and safety. Might we prudently be considering our brick and mortar spaces in tandem with right-sizing and repositioning UH for meeting future needs? Space utilization studies and energy audits should be occurring while we re-envision our future as a system. COVID has provided more confidence in online delivery and evidenced potential for telework opportunities such that we might need fewer classroom and office spaces and could instead plan to renovate spaces for alternative uses.
- With a continuation of online delivery into a third full semester, and likely greater regular, post-COVID continued online delivery of course materials, permit faculty (and others as relevant to the positions) to continue working from home, thus saving on the additional costs of providing spaces, electricity, air conditioning, water, cleaning, maintenance, etc. that are tied to brick and mortar only options. Many businesses have recognized these cost savings such that our future business landscapes are rapidly evolving. UH should take forward some unanticipated opportunities presented by forced COVID explorations.
- With a longer semester than required for contact hours (approximately 16 weeks when 15 weeks is sufficient), UH may be able to shorten the semester by several
days. This could come with a proportional decrease in pay for 9-mo positions, and therefore result in system-wide savings.

Revenue Generation

● More revenue generating options similar to culinary events such as the Annual ACF Breakfast, Maison du Savoir etc.

Additional Recommendations

● In the Organizational and Resource Planning document, avoid otherizing by referring to the three islands other than O‘ahu as "neighboring islands" so that the plan seems less centric to O‘ahu, is instead inclusive to all UHCCs, and specific where particular colleges are being identified for actions. This can also be confusing for those on other islands/counties when translating neighboring islands, because to them, O‘ahu is a neighboring island.

● Use a cross-listed CRN approach to cross-campus shared courses when programs must rely on an online course being delivered by a different campus by reserving seats in a manner similar to that used for the UHCC five-week online LA AA degree. This student-friendly approach facilitates home campus course registration, avoids financial aid issues, avoids the necessity to seek a counselor’s approval, and minimizes accreditation concerns.

● The term campus is typically used with one college that has multiple campuses. The seven UHCCs are independently accredited colleges. Unless we are moving to be one UHCC with multiple campuses, to avoid confusion with terminology, we should be referring to each of the seven UHCCs as colleges rather than campuses.

● Focus on student success and support services in combination with proposed campus sharing models. Better integrate cross-college groups by including student affairs team members who can mitigate unanticipated, negative repercussions to students.

Faculty Senate

Kaua‘i Community College meets the higher education needs of the community, for industry and public service, for transfer to baccalaureate programs, for job training and certification, and for personal growth. To appreciate the college’s special role and responsibility to serve the people within its rural community, it is valuable to look to the history of the college and its place within the University of Hawai‘i System. The college was originally established as a vocational school within the state Department of Education in 1926 and became part of the UH System as a community college in 1964. The UH System itself grew from the University of Hawai‘i, which was founded in 1907 as a land grant institution named the College of Agriculture and Mechanic Arts.
This history, and the college’s role as an indigenous-serving institution, has created a promise to the community to both train students for the jobs needed in the community, and to produce active and engaged citizens to lead and contribute to the community’s future. It will not be possible to fulfill this promise if the college is left without operable programs or sufficient faculty, staff, student support services, and resources.

The small size of the college has been an asset in its ability to pilot innovations that have eventually been adopted throughout most or all of the UHCC system (See list of innovations) These contributions have been much more vast than would be expected based only on proportional size. Without an appropriate degree of autonomy, this “innovation incubator” status would not be possible.

Over the past several years, the college has ended, consolidated, or otherwise acted on courses and programs that have been consistently low-enrolled. Partially due to these program actions, a fair number of faculty positions have not been renewed over recent years. The result is that the college is already “lean” in the size of its faculty; these pre-pandemic actions should be taken into account when considering the “right size” of the college.

The faculty have strong concerns about proposed “hub and spoke” models that may harm our autonomy and our ability to serve our mission. Cost/benefit analyses needs to be performed on the proposed actions in “Plan #3” before plans are made or actions are taken. Due to Institutional size, Plan #3 proposals may impact KauCC differently than other campuses. For example, our college has no Dean positions.

KauCC faculty should retain an equal voice on matters of faculty concern in any model. This includes:

- development and implementation of curriculum,
- assessment of student learning,
- program review,
- allocation of budget and resources,
- faculty governance,
- the evaluation process for faculty, and
- faculty evaluation of administration.

The role of the faculty in shared governance is described in Regents’ Policy 1.210. These responsibilities must be maintained and respected.

For any model that relies on large numbers of students taking courses systemwide, some issues that need to be resolved include:

- differences in scheduling time blocks among campuses,
- differences in curriculum and in some cases material or equipment used in the same program at different campuses. For example, there will be problems if students are trained with X software at KauCC but their 200-level course at another college uses Y,
how the campus will be “credited” for supporting students to earn degrees that may originate from another campus in the system, and how this supports the college’s mission, and

additional complexity for students enrolled at multiple campuses: student support services including advising, financial aid, scheduling, and transfer of courses.

Faculty are open to collaboration across the system to improve the availability and efficiency of offerings. This has already been started in some programs, with our Business program being a notable example. However, in-person options are crucial to preserve, especially in programs with strong “hands-on” components. If done well, collaborative efforts could result in more seamless options for our students to take courses and programs that may not otherwise be available.

Agriculture/Plant Biology and Tropical Agriculture
VPCC Memo: Align Agriculture programs and alphas; evaluate pathways (CTE and ASNS); coordination across ten campuses with president initiating systemwide planning.

History, Culture, Support, and Future
Agriculture in Kaua’i is part of the culture, history, place, and future of this island. Agriculture in Hawai’i has transitioned from large scale corporate agricultural production to diversified entrepreneurial agribusiness that produces for local markets. This new direction requires a large, well-trained workforce in agriscience and agribusiness. Consequently, there is a need to educate more students in agriculture, food, and natural resource management. Research projects at KauCC provide a local learning environment for students and foster local agriculture in the community. Projects contribute to breadfruit research, inspire, and energize students about agriculture, and provide students with motivation to develop and produce locally grown staple foods such as breadfruit, taro, and sweet potato for Kaua’i’s community and economy (Appendix A).

The mayor of Kaua’i emphasized the need for the college to educate the youth of Kaua’i in Agriculture and to excite and develop student passion (Appendix B). The College of Tropical Agriculture has filled four of their Agricultural Extension Agent positions on Kaua’i with young, enthusiastic individuals who are working on new crop ideas and facilitating clean produce for the marketplace. Program highlights are featured in NOELO (Appendix A) and in the Hawaii Farm and Food Magazine (Appendix C). And, VPCC, Erika Lacrou, provided support towards the extramural funding of agricultural endeavors on Kaua’i, including Ulutopia, due to the important role agriculture plays in the future of the island (Appendix D).

Professor Brian Yamamoto is leading the Breadfruit Institute National Tropical Botanical Garden project titled, Ulutopia Hilag: Providing Opportunities for Vibrant Agriculture in Hawai’i. This research endeavor includes the following projects:
- Agronomic data collection and analysis;
- Annual yield production due to fertilization methods;
- Breadfruit disease analysis, collection and prevention;
- Breadfruit leaf litter carbon sequestration;
- Statewide tissue nutritional analysis of breadfruit;
- Breadfruit root cutting propagation research;
- Breadfruit microbial biome research;
- Value added products made from breadfruit grown at Ulutopia.
- Legislative-supported breadfruit flour production initiatives on Kaua’i; and
- Feed the needy: Thousands of pounds of breadfruit donated to the Kaua’i Independent Foodbank, DOE schools, and KauCC staff and students.

The Breadfruit research farm provides students with hands-on experiential learning opportunities for BOT 101/101L, BOT 105, BOT 130/130L, and AG classes. Students collect and analyze data to develop an understanding of crop dynamics.

**Program Optimization Actions**

- January 14, 2021, KauCC stopped out the Beekeeping CO fall 2021 with termination approved for spring 2022.
- January 15, 2021, KauCC submitted a request to terminate the Provisional PBTA Associate of Science (AS) degree program with a recommended effective date of Spring 2021. The campus is awaiting the President’s approval.
- January 15, 2021, KauCC terminated the PBTA CA.
- The memos indicated an intention to retain the PBTA CO and convert the PBTA ASC as a CTE pathway and to rebuild the Agriculture concentration under the ASNS degree for those students seeking a transfer pathway. While system dialogues are underway, the college has stopped out the PBTA CO and ASC for fall 2021.
- The campus has created and approved an Agriculture and Environmental Science (AESC) concentration under the existing ASNS degree for Fall 2021. This concentration provides students with the best transfer options to the many and highly varied UH four-year programs. An action memo for implementation was paused by UHCC with the directive that no new concentrations are to be developed until the future of UHCC programs is determined.

The campus will participate in working groups and ongoing discussions towards a system directive for the future of agriculture as led by the President. The campus will action the remaining PBTA CO and ASC in alignment with the decisions and outcomes of those dialogues.
Creative Media

VPCC Memo: Consolidate related programs; streamline degree options; and/or stop out low enrolled programs; OVPCC will coordinate a forum to discuss systemwide CM strategy.

The Creative Media (CM) program at KauCC has been impervious to the pandemic, continuing to grow. In Fall 2017, the program’s first semester, 26 students declared as program majors. Each succeeding semester has seen a steady growth trend in CM majors: 40 students in Fall 2018 and 55 students in Fall 2019. Recent data shows 62 declared majors in the program at census in Fall 2020. During this period of over 100% growth, the program has streamlined its curriculum, eliminating overlapping content while preserving the complete AS degree and industry-recognized certificates in Graphic Design, 3D Animation, Video Production, Music Production, Still Photography, Event Technology, and Website Technology. Intentional scheduling across the degree and certificates supports the new cohort-based model being implemented in Fall 2021, with the goal of further increasing student persistence and graduation rates. This new model allows the program to offer fewer lecturer-taught courses each semester while still meeting student needs and increasing fill rates of courses offered. The incorporation of an internship component is a natural outgrowth of the program’s existing community outreach and service learning components and will support students’ transition to the workforce.

Each term, students across the KauCC CM program collaborate in semester-long service learning projects creating professional fundraising programs for local non-profit organizations, forging invaluable relationships with potential employers and internship sponsors while providing students with the opportunity to contribute meaningfully to their community and learn real “live job” skills. These projects have all grown out of highly positive word-of-mouth support among the community’s non-profit organizations about the students’ excellent work, reliability, and professionalism, and this service learning component of the program has become a highlight for students, faculty, the campus, and the community. Previous program clients include Easter Seals, Big Brothers/Big Sisters, Kaua‘i Ocean Recreation Experience (K.O.R.E.), and the Kaua‘i Humane Society; students also produce videos that promote other programs at KauCC, including Business, Accounting, Culinary Arts, and Automotive Technology. Currently, students across the program are working with the KauCC Hawaiian Studies program, the Kaua‘i Museum, the Kaua‘i Animal Education Center, and Wilcox Medical Center (Hawaii Pacific Health) to develop professional fundraising and advertising materials, podcasts, and video programs.

Collaborative Effort

The program is exploring a collaborative effort with the Music program and the Performing Arts Center (PAC) in which students in Event Technology and Music Production courses will provide similar “live job” support at the PAC. This provides opportunities for students to assist during revenue-generating events. During the remainder of the pandemic, students will polish their skills as Event Technologists and Music Production Professionals by supporting other programs’ courses with live performance aspects, such as musical performance, theater, and dance (specifically
hula). Post-COVID, a working system for CM collaboration with the PAC will be established, allowing students to contribute to the campus and community while fine-tuning their own skills with real-life experiences.

**Co-teaching Hybrid**

Traditional hybrid course delivery allows students to use industry-standard equipment, work collaboratively on field productions, and receive one-on-one coaching, while also receiving instruction through synchronous and/or asynchronous online delivery. A more innovative hybrid method (*co-teaching hybrid*) currently being used to teach 3D animation has a lecturer from another UH campus teach synchronously online, while a KauCC faculty member acts as the classroom coach to help students with assignments and resolve technical issues, fostering cross-campus cooperation to meet student needs.

The success of this co-teaching hybrid model is such that the program encourages the development of a UHCC lecturer pool for CM which would support using this model for highly-specialized and intermediate-level courses across the UHCC System. To support such an undertaking, KauCC faculty could contribute lecturers with advanced skills and hybrid teaching experience in a variety of areas, most particularly Introductory and Intermediate Event Technology (CM 170 and CM 171), a focus area with considerable earning potential and post-COVID demand which is currently offered only at KauCC.

**CM Memo to VPCC**

The below is an excerpt from the Creative Media Cross-College working group memo to VPCC for further optimizations identified.

*Elimination of Consistently Low Enrolled Courses*

KauCC currently offers the following intermediate-level CM courses which are often low-enrolled and unique to the campus:

- CM 171 - Intermediate Event Technology (Audio/Visual)
- CM 191 - Intermediate 3D Animation
- ART 225 - Intermediate Graphic Design
- CM 181 - Intermediate Website Technology

Since adequate time and resources will not be available to raise enrollment to the level needed to fill these courses, they could be eliminated.

*Reduce Seven Certificates of Competence into Two Certificates of Achievement*

KauCC currently offers seven (7) Certificates of Competence. With the elimination of the intermediate-level courses listed above, certificates could be reduced to two (2) by combining the following intro-level courses. This would reduce lecturer costs, eliminate most low-enrolled courses, and better align KauCC’s certificates with traditional certificates offered at other campuses.
CA - Music, Video, Photography, Audio/Visual

CM 110 - Intro to Music Production
CM 120 - Intro to Video Production
ART 107D - Intro to Photography
CM 170 - Intro to Event Technology (Audio/Visual)

CA - Web, Writing, Graphics, Animation

CM 180 - Intro to Website Technology
CM 156 - Writing for Media (Script/Screenplay, Song/Lyrics, Print)
ART 125 - Intro to Graphic Design
CM 190 - Intro to 3D Animation

If these changes are made, however, enrollment and graduate employment will be reduced because the CM program will no longer offer intermediate lessons and hands-on practice that matches industry needs.

Courses Suitable for Online Delivery
At KauCC, the following courses which are required for a CM degree could be taught online with minimal impact to the program. It is strongly recommended that faculty members who teach the courses listed below are first consulted to determine the best mode of delivery for their students.

**Courses Suitable for Online Delivery**

ART 101 - Intro to Visual Arts
ART 113 - Intro to Drawing
ETRO 101 - Intro to Electronics
ICS 101 - Digital Tools in Information World
ENG 100 - English
Natural Environment
Social Environment
ART 125 - Intro to Graphic Design (If taught using Open Source software)
Mathematics
ART 225 - Intermediate Graphic Design (If taught using Open Source software)
CM 181 - Intermediate Website Technology
CM 190 - Intro to 3D Animation (If taught using Maya)
CM 191 - Intermediate 3D Animation (If taught using Maya)
ENT 125 - Entrepreneurship
Cultural Environment

KauCC and UHMC conduct extensive hands-on project work that serves their students and local communities. These efforts often involve students from various CM courses. For example, at KauCC students from multiple courses work together each term to complete programs for local non-profit organizations. Music production students create soundtracks, graphics students create social media ads, and photography students take stills while video students plan, record and edit the final video programs. These
collaborative projects require hands-on work between faculty members, students and the local community. The Satellite Delivery Model may prevent this project work from occurring due to the need for extensive local coordination and support.

Additionally, ART 112 (Intro to Digital Arts) must be taught by each campus. This course is a vital pipeline for each CM program and a prerequisite for all CM core courses. ART 112 provides foundational lessons which reduce ramp-up time in the courses that follow. ART 112 gives students first-time exposure to various focus areas and career paths, and introduces them to the faculty members who teach core courses in the program. Initial trials where instructors from other campuses taught ART 112 have resulted in lower CM program enrollment, higher student failure, poor project completion, and higher course withdrawals.

**Program Optimization Actions**

- Provisional status for the CM AS was extended by Presidential action from February 5, 2021, to June 30, 2023.
- The articulation and transfer agreement with the Creative Media program at UHWO is under review, with the intent of improving smooth transfer of students’ earned credits.
- A cohort-based model for the CM program launches Fall 2021, reducing lecturer-taught courses while intentionally scheduling courses across all aspects of the program to increase student persistence and graduation rates. Full-time and part-time students will plan their progression through the degree and certificate program using a reliable and predictable schedule of offerings.
- A necessarily software-heavy program, the KauCC program has led all other UHCC CM programs in shifting almost entirely to Open Source Software (OSS), yielding annual savings of $18,000.
- The co-teaching hybrid model has been extremely successful and offers a cost-saving opportunity for creative collaboration across campuses offering CM degrees and certificates while simultaneously providing all students with access to the best instructors in all areas of concentration within Creative and Digital Media. Using this model, programs across the UHCC System will be able to offer instruction in high-demand, highly specialized areas with considerable earning potential for graduates, without the need to hire additional faculty at each campus. Possible areas of study within CM which could benefit from this approach include Event Technology, Music Production, Animation, and Journalism/New Media.
- Courses identified for online delivery as points for collaboration with other UHCCs.
- Reducing the existing seven COs into two CAs.
- The sole full-time faculty member handles all program coordination and development duties in addition to teaching.
Business, Marketing, and Finance

VPCC Memo: Consolidate related programs, streamlining degree options on campus, and/or stop out or terminate low enrolled programs or programs not meeting workforce needs; OVPCC will coordinate a forum with industry representatives as part of facilitated work group meetings.

There should be no consideration of eliminating any BMF programs of the campus or anywhere within the system. Individual KauCC BUSED programs have been proactive to collaborate with peers across the system to consolidate sections of courses to reduce lecture costs. There are many opportunities for revenue generation on both the credit and non-credit sides of the BMF arena.

Accounting

Servicing a mostly rural but diverse business community of mainly medium to small-sized companies, the KauCC Accounting Program hones a wide set of skills and knowledge, maximizing student success on-the-job and long-term employability. Microsoft Excel, QuickBooks, Payroll, Tax (individual and business) courses fortify a foundation in financial and managerial accounting—well-received by hiring employers. As a result, students are readily placed in internships and successfully find employment upon graduating. Moreover, many interns who start as temporary workers continue employment with accounting-related establishments beyond graduation.

Kaua‘i CPAs increasingly hire KCC interns and two-year graduates and these as well as bookkeeping firms favor and hire students equipped with a broad range of accounting know-how and skills (Appendix E, Edward L. Punua, CPA letter).

Upswings in part-time students (80%) versus full-time (20%) prompted the already proven approach, Stackable Credits, to better serve this growing population. Stackable credentials focus on targeted skill sets that allow part-time students to complete credits in a shorter amount of time to gain employment sooner, which minimizes crippling tuition and debt obligations. These certificates further serve as intermediary milestone achievements, which promote continuing toward earning an associate degree in accounting.

The U.S. Department of Labor defines “stackable credentials” as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them move along a career pathway or up a career ladder to different and potentially higher paying jobs.” According to Forbes.com the median quarterly wage increase was more than $3,000 across all persons finishing a “short” stackable credential (programs as short as 12 credit hours, up to one year). Stackable credits open the door to low-cost, quality-focused programs, recognizing that higher education is not a one-size-fits-all proposition (Forbes.com, October 17, 2016).

Strong student interest in stackable credits revealed via KauCC’s third semester student informal surveys in fall 2020:
• “Great for those who want to focus in a certain area and not become a CPA.”
• “Will help me gain employment faster.”
• “Helps students become qualified in certain accounting jobs without the degree; therefore, students could start working in the field while they complete their degree.”
• “Would make it possible for students to enter the workforce quickly in the field, earn money and get exposure while they advance their studies (associates or bachelors).”

Embedding “stackable” certificates aligned to industry certifications within associate degrees is a practical way of helping students progress along the education continuum while earning credentials with labor market value (Center for Occupational Research and Development, April 2018). The KauCC Accounting Program added two such highly recognizable external certifications--QuickBooks and Taxaide income tax preparation.

Stackable credentials support career pathways, a combination of vigorous and high-quality education, training, and other services that are aligned with regional industry needs and support postsecondary credential attainment and career advancement. Whereas a career pathway typically focuses on an entire career field, stackable credentials focus on sets of competencies within the pathway. An ideal setting for the development of a stackable credentials program would be one in which a local career pathways system—sustained by strong partnerships with employers and community agencies—is already in place (Center for Occupational Research and Development, April 2018). The KauCC Accounting Program has long enjoyed strong relationships with community professionals and agencies, some who also serve on our Accounting Advisory Committee. A core group of professionals meet bimonthly, keeping faculty abreast of current employer needs in our community. Due to these alliances, CPA and bookkeeping firms willingly hire KauCC accounting majors for internships and graduates for long-term employment.

Overwhelmingly positive, Kaua'i enterprises embrace shorter certificates in addition to two-year degree outcomes. Successful business owner Charlee commented, “Thanks for all the information. Wow! It really helped to define our needs. The Small Business Accounting Certificate checks all the necessary boxes for a small business like ours—QuickBooks, Excel, and payroll are all important.”

Program Optimization Actions
• Eliminated low-enrolled course offerings (ACC 124, ACC 255, BUSN 188) resulting in maximized enrollment at other UHCC campuses and reduced Lecturer costs at KauCC.
• Decreased the number of duplicate course sections to none with the goal of first filling a section before adding another of the same course, if warranted, based on
student wait lists. This action reduces low-enrolled courses and minimizes the need for Lecturers.

- Strategically added online Accounting course offerings, from one to four total, effectively increasing enrollment and reducing low-enrolled courses, but at the same time sustaining favorable student success and completion 83% per 2019-20 ARPD.

- Initiated the termination process for the Accounting Office Assistant Certificate due to increasing automation in these skill areas (stop-out fall 2021 and terminate fall 2022). Ongoing discussions with Advisory Committee members support maintaining other credentials however strategic planning with professionals will continue in order to best serve dynamic community needs.

- Minimized Early College course sections in the next academic year, from four to two, thereby reducing Lecturer costs.

- Added external industry certifications (QuickBooks and Taxaide Income Tax Preparation) to fortify shorter certificates, thereby increasing student employability. Currently laying groundwork for additional value-added external industry credentials.

Business

Program History and Overview

- The Business Program began in 2014 as a Provisional Program and was awarded Permanent status by Board of Regents in 2019.

- Offers the following Certificates and Degree:
  - Certificate of Competence in Retail Management;
  - Certificate of Competence in Management;
  - Certificate of Competence in Entrepreneurship;
  - Certificate of Achievement in Management;
  - Certificate of Achievement in Entrepreneurship; and
  - Associate in Science Degree in Business.

- All Certificates ladder into the AS Degree.

- KauCC is the only campus to offer the AS in Business Degree.

Accomplishments and Foresight

- BUS Majors have gone from 0 in 2014 to 68 in 2021.

- BUS Program has articulation agreement with UHWO.

- BUS Program is the only program at KauCC with an International Articulation agreement, established in 2018 with Otago Polytechnic in Dunedin, NZ.
● ENT courses were integrated into the HPER Personal Trainer Certificate, the Creative Media program, and the proposed Building Construction Technology program.
● Non-Major SSH has been the highest of all CTE programs, aside from Nursing for the past two AYs.
● The BUS faculty member redesigned ten courses over the AY 2019-2020 and into the summer.
● The BUS faculty member integrated OER materials for all three ENT courses to reduce costs for the students.
● The BUS program has integrated project-based learning in its MKT 120, BUS 190, and ENT 125, ENT 130, and ENT 150 courses. These projects have been featured numerous times in the UH News, NOELO, The Garden Island, and FORBES magazine (Forbes, November 18, 2019).
● ENT 125 students participated in the Social Ventures Foundation EPIC 2020 global challenge, during which student teams from around the globe develop business concepts that can alleviate community poverty, and one team made it to the finals. This team was the only Community College team and the only representative from the United States to make it to the finals.
● Going 100% online, asynchronous in Fall 2020, has spiked demand and has led to an additional five sections being added for fall 2020 and two additional sections for spring 2021.
● BUS Majors have increased from 42 in AY 2019-2020 to 68 in AY 2020-2021, and the online program has attracted working/returning adults and off-island students.
● 48% of BUS Majors are Native Hawaiian.
● Retention of BUS majors from fall to spring AY 21 is 100%.

Program Optimization Actions
● This VPCC communication initiative worked in spring 2021 as KauCC was able to place students into ICS 101 and BLAW 200 sections that were being taught by full-time faculty at other UHCC campuses.
● KauCC facilitated open discussions around UHCCORP Plan #3 with PCs from HawCC, KapCC, LeeCC, and UHMC on 2/10 and have a follow up meeting on 2/24. Outcomes of discussions to follow.

Future Opportunities
● The BUS program has created multiple courses for OCET in the past and can create more in the future to generate revenue.
● BUS has an opportunity to create additional international agreements with countries like Jordan and Iraq due to its involvement in the Global Solutions Sustainability Challenge.
The BUS program was approached by Representative Nadine Nakamura to design and execute a *Pivot for Recovery* workshop series that could be held to help Kaua‘i businesses and businesses across the state during the COVID environment.

BUS Program continues to bring external revenue to the campus. Most recently, KauCC was selected by the National Association for Community College Entrepreneurship to participate in the Verizon Innovative Learning program, which will bring $120,000.00 in funding annually.

The AS Degree in Business can serve as the model for the single UHCC Business Degree with concentrations in Accounting, Marketing, Management, and Entrepreneurship.

KauCC BUS program is willing to work with other UHCC programs to offer options for our students provided that BUS courses taught at other campuses:

- Are online, asynchronous;
- Are taught by full-time faculty;
- Use the same materials used in KauCC ENT courses; and
- KauCC BUS program retains the capacity to offer additional sections of courses if full-time faculty become fully loaded.

**Culinary Arts**

VPCC Memo: Meet Spring 2021; OVPCC providing specific prompts for facilitated work group discussions; cross-campus groups submit recommendations to VPCC by 12 March 2021.

The Culinary Arts Program is vital to the workforce needs on Kauai. Although the Culinary PCC will not meet till Friday 2/19, all campus program faculty, as well as the KauCC Culinary Arts program Advisory Committee, agree there is a strong need for the Culinary Arts Programs on Kaua‘i and is the best resource for culinary employment on island. Currently, the culinary industry is not healthy because of the pandemic, but when the economy reopens, the need for college trained professionals will arise again which will require additional in person training on Kaua‘i.

All Culinary Arts Programs in the UH system are currently accredited by the American Culinary Federation (ACF). Students that graduate with a degree in the program, become Certified Culinarians by the ACF, and are ready to be placed within the workforce in the community. All culinary classes throughout the UH system are also articulated within each campus.

KauCC Culinary Arts runs as a cohort, this gives the student a stronger progression in learning and adapting to needs to obtain the degree and results in KauCC Culinary program having the highest graduation rate in the State.
The community professionals in the industry have strong ties with our culinary faculty and frequently recruit our graduates to meet their workforce needs. Prior to the pandemic, Hawaii Lodging and Tourism Association (HLTA), Hawaii Food and Wine Festival (HFWF), Hawaii Culinary Education Foundation (HCEF), American Culinary Federation Kauai Chapter, Poipu Beach Resort Association, Hawaii Restaurant Association, Kauai Farm Bureau, Waipa Foundation, Rotary Club of Poipu Beach, and the Spring Gourmet Gala have all generously supported the Culinary Arts Program with fundraising opportunities, mentoring, training and employment opportunities for students. Additionally, numerous student scholarships are awarded annually through many of these supporters.

Program Optimization Actions

- KauCC Culinary Arts program has reduced budget shortfalls by eliminating a campus meal program that was designed to provide affordable meals to students, but could not operate without incurring campuses financial losses. With this action, the Cashier position has been furloughed and food expenses are limited to culinary production courses.
- A retired faculty member was not replaced.
- The program operated without hiring lecturers, despite that retirement.
- KauCC Culinary is currently running as a hybrid program with several culinary and general education courses taught remotely.
- Due to the hiring freeze, the Certificate of Competence in Food Prep (CO) Culinary Arts program has been temporarily paused to reduce costs.
Since Fall 2020, the program has established a cost-savings collaboration with the Kaua‘i Agriculture Department where they assist the program by donating Kaua‘i grown produce needed to teach our production courses.

The Culinary Arts programs throughout the State are articulated with many of the same courses that could be shared. However, being the only cohort culinary program within the system, availability of class scheduling may be an issue.

Towards further potential costs savings by reducing lecturer costs, the CULN 116 Intro to Culinary Sustainability course is the only stand-alone course that could be offered via distance to system. Also, CULN 100 Math for Culinary could also be offered to other campuses via distance.

PCC Articulated courses and options from the meeting scheduled 2/19/21.

Centralized Lecture courses-Three articulated "lecture" classes we considered for centralized Distance Completely Online (DCO). They include CULN 111, CULN 112, CULN 115. Due to the distinct needs for each program, some programs found it to be a useful strategy while others, especially with cohorts, found challenges in meeting students' needs due to various reasons. Rather than taking an "all or none" approach, the PCC noted the diversity of each program and has asked each campus to formalize their rationale. As noted in area #1 above, strong consideration should be made in providing some level of programmatic and curricular autonomy under their purview of each program/college when considering participation in a centralized lecture approach. However, there are questions about who will control coordinating these centralized online courses. If an instructor from one college is underloaded, how do you choose who gets to teach the class to make up for their load. Also, how do we share tuition revenue for this.

Defining Low Enrolled Courses-The PCC noted various definitions of "Low Enrolled Courses" across various colleges. The current definition as noted on Phase 1 Guiding Questions notes, "To what extent can low enrolled courses (<10) be scheduled more strategically and cost effectively?" Especially with the current issues surrounding social distancing, this could be 100% of a class. From college to college we have noted differences. Is the question using "less than 10" as a guide or is this something set by the UHCC system? Does each college determine its own criteria? Is this meant for standard lecture classes? Another question is being a cohort program, we are not able to place students into our classes once they go through the program and replace with other students, especially the second-year classes. KauCC is a smaller college so how does it compare to a college with 300 culinary students to 20 students.

Hospitality and Tourism

VPCC Memo: Meet Spring 2021; OVPCC providing specific prompts for facilitated work group discussions; cross-campus groups submit recommendations to VPCC by 12 March 2021.
Hospitality and Tourism (HOST) Program Coordinator discussions occurred with faculty from UH Maui College, Kapi‘olani CC, and Hawai‘i CC to address programmatic issues related to the UH system organizational budget planning request.

**The Visitor industry is our state’s number one economic driver.** While the pandemic has negatively impacted employment for our industry workers, the State of Hawai‘i recognizes that tourism is essential to our recovery. Hospitality program faculty unanimously support the continuation and support for the sustainability of our programs throughout the state. The 2020 APRU data substantiates this support with healthy Demand indicators on Kaua‘i, Maui, and Hawai‘i islands. Kapi‘olani CC’s Demand is Cautionary; however, these data reflect the higher numbers of majors in relation to the number of positions available in the county and state. At KauCC, the HOST Program is in the top four out of the 13 CTE programs at the college. Data suggest that the economic downturn affects those in lower-socioeconomic levels, primarily rural and minority groups. This may create greater demand for Certificates and Associate degrees, and places KauCC in a better position to address local employment needs.

**Each island has a unique student demographic,** and discussions with community task force members substantiate their support to maintain programs that meet individual community needs, and the needs of our students. HOST program faculty concurred that our program curriculum varies from campus to campus; however, our foundational courses are aligned. All Certificates and AAS degrees are equally important and support workforce development on our respective islands.

**The KauCC HOST program provides** Certificates, an Associate degree, and an articulation with UH West O‘ahu. The HOST program continues to promote and support transferability to both two-year and four-year system campuses. A viable Prior Learning Assessment (PLA) initiative has facilitated timely degree completions for students, and the program has the highest number of PLAs awarded on the campus. Additionally, Early College courses in AY 2020 included five HOST courses offered at Kaua‘i High School. An estimated four to six courses will be delivered at one to two island high schools next academic year. The HOST program was approved by ACCJC for online delivery August 12, 2020, and currently offers both online and synchronous online courses. A Perkins grant with UHMC affords students free online interactive training simulations that support experiential learning on a global delivery platform to address industry requirements.

**Community networking and industry connections** are key components on our island. These professional alliances have developed over the years and contribute to our graduates securing mentorships, internships, and most importantly jobs, in our island hotels and with our industry partners. The HOST program participated for four years in the annual LEI (Lead, Explore, Inspire) island-wide event, sponsored in part by the Hawai‘i Tourism Authority, to promote careers in the Visitor industry to high school students. This statewide initiative supports our HOST programs and the Visitor industry on our respective islands.
HOST faculty, on Kaua‘i, and in our system bring a wealth of education, certification, and industry experience to the classroom. Work in our island communities provides our students with significant professional connections to our Visitor industry.

Program Optimization Actions

- The KauCC HOST program addressed the budget shortfall through the elimination of low-enrolled classes and redundant additional course sections.
- The scheduling of synchronous and asynchronous classes may include off-island students and promote further resource-sharing opportunities. However, KauCC students tend to favor synchronous online learning or in-person versus asynchronous learning. In a survey of 30 students in HOST classes in spring 2021, 63% of students preferred synchronous zoom classes, 27% in-person classes, and 10% of students preferred asynchronous online learning.
- Future discussions with system HOST faculty on collaboration and course integration or consolidation are supported. Full-time faculty loads require priority over lecture assignments.
- Continued collaboration with system-wide faculty to create grants that support programs and experiential learning platform opportunities for our students.
- Lecturer costs can be reduced through an amalgamation of students in low-enrolled courses. More discussions are needed to ensure an equitable process for all campuses.

Early Childhood Education

VPCC Memo: Meet Spring 2021; OVPCC providing specific prompts for facilitated work group discussions; cross-campus groups submit recommendations to VPCC by 12 March 2021.

Overview of Program

The Early Childhood Education (ECED) Program supports the mission of the Kaua‘i Community College by providing a readily accessible, quality, training, and education program that prepares students to work in varying capacities with 0-8 year-old children and their families in a variety of settings, or to transfer to a University setting to pursue bachelors and advance degrees. High school students wanting to be teachers, working adults, new parents, and entrepreneurship in family child care are the target student population. Furthermore, students meet one on one with the ECED Program Coordinator ensuring a clear academic pathway. KauCC welcomes and recognizes PLA. Coordinating with counselors, PLA is granted by matching the requirements for courses to returning adult learners who are in the field working towards an Associate’s degree.

A strong early childhood system is essential to the well-being of young children and their families. Studies show the period from birth through age five is the time when
children’s brain development is most responsive to positive environments, setting the stage for lifelong learning, health, and well-being (National Scientific Council on the Developing Child, 2007). High quality early childhood programs enhance school readiness for all children and are of particular benefit to children living in poverty or facing other risk factors. The island of Kaua’i currently has 28 Family Child Care (FCC) licensed homes that are open where the ratio enables care for two infants and four toddler/preschoolers. There are 28 Early Childhood Programs that are both private and public-funded.

**ECED Employers**

ECED employers of graduates include Child and Family Services (CFS) Kaua’i Head Start, Kamehameha Schools, Department of Education, and various private and charter-school preschools. Students graduating with the AS degree in ECED are sought after by employers. Several students work in ECE programs while attending college and/or attending the ECED program to obtain certification for, or a promotion within, a current employment position they hold. In addition, ECED students graduating with the AS degree are in demand as qualified teachers for all Department of Human Services (DHS) licensed facilities and NAEYC accredited Preschool programs. CFS Kaua’i Head Start is seeking expansion for “preschool sites.” Further, the Executive Offices for Early Learning (EOEL) mandate will be expanding preschools at existing elementary schools. Community partners have stated that the ECED program at KCC should be the model of a quality primary training program that fulfills the workforce demand on Kaua’i.

**Cohort Model**

Designed as a cohort model, a new group of students will be admitted every two years. The ECED program prepares students with the knowledge, skills, and dispositions needed to work collaboratively with young children and families in various professional capacities. The training that students receive blends theory and practice through coursework and hands-on experiences in the real world of a preschool program. Students will progress through the program together, completing a 9-credit Certificate of Competence and a 25-credit Certificate of Achievement enroute toward completing the 60-credit AS degree in Early Childhood Education. With an AS degree, students are ‘teacher qualified’ in the preschool setting. Persistence Fall to Spring was 79% (2019-2020) up 9% from 2018-2019.

**Collaboration with Preschools**

Meeting with the preschool directors maintains collaboration and strengthens the partnership allowing ECED and Nursing student learners to observe in their schools. The collaboration expands quality practicum sites for ECED lab students who reside on both sides of the island. Scheduling is an issue as six-seven students at one practicum lab site would be challenging for one mentor teacher. Kaua’i has 28 Department of Human Services (DHS) licensed preschools both private and public-funded. KauCC has 15 affiliation agreements. Currently there are 18 ECED practicum students at KauCC placed in six preschool sites overseen by the ECED Program Coordinator.
Program Health
Overall the ECED Program is “healthy” after being “cautionary” for the past four years in Demand and Effectiveness. The rubric defines the “call” based on the demand for new and replacement county positions divided by the graduates. Since AY 2015-16, the ECED program graduated 27 students in the past five years. The number of students has increased by five (2018-2019) from 31 to 36 (2019-2020). Students have been offered jobs at their practicum sites, and a few will transfer to a UH four-year university. Some students open their own Family Child Care (FCC) in their homes. Other graduate occupations are: Lead Teacher, Program Director, and Educational Assistant. Projects and exercises prepare and support students individually and collectively to succeed in academic endeavors and engage in life-long learning” supporting KauCC’s Mission Statement.

Program Optimization Actions
- Maintain the cohort model, one section of ECED courses offered once per academic year to continue student persistence and graduation rates. Program courses are more likely to fill and can also then be delivered by the full-time faculty member reducing lecturer costs. Anecdotally Kaua’i students are culturally “collective” vs individualism supporting and learning from each other.
- Field Experience I and II classes remain in person to ensure students acquire the skills necessary. Alleviates faculty flying in from another campus to observe students at practicum sites.
- Merging low enrolled classes by co-teaching across UH campuses to reduce lecturer costs and overload.
- ECED program is actively working on NAEYC accreditation and can be compromised with no program.
- Qualified preschool teachers are a highlighted concern of the ECED Advisory Committee.
- Further collaborative efforts are highlighted in the ECED Cross-College Group memo for VPCC.

Medical Assisting
VPCC Memo: Meet as PCC to respond to recommendations; Include non-credit MEDA program leaders in the discussion.

Overview
The MEDA Certificate of Achievement (CA) program continues to be a healthy program. In addition, as of 2019 the program is no longer considered a small program using the UHCC less than ten graduates, three-year average metric. Medical Assisting remains a high demand occupation, ranking 6th in Hawai’i according to Hawai’i Workforce Data.
Nationally, 40% of MAs have college-level education and 26% have associate degree level education.

The MEDA program continues to serve its target student population e.g. AY 2019-2020, 43% of majors were Native Hawaiian and 43% Filipino. Approximately 50% of MEDA program graduates each year are Pell grant recipients indicating that the MEDA program is meeting its target student population of low-income students. The MEDA program is cost effective and efficient in its use of resources. Even with only one full time nine-month faculty member assigned to the program SSH has continued to increase, resulting in the MEDA program generating more revenue in tuition and fees than in previous years. The 28 semester hours per student compares favorably with similar larger healthcare programs. This is in part due to curricula modifications made two years ago that have now resulted in all students enrolled full-time in both fall (16 credits) and spring (15 credits) semesters.

Program outcomes are excellent and remain above the national accreditation benchmarks in all areas e.g. persistence, graduation, certification exam passage and employment etc. Local employers continue to hire MEDA graduates and remain highly satisfied with the quality and academic preparation of KauCC graduates. It is becoming increasingly common for employers to require a graduation from an accredited program as a condition of hire in addition to offering a higher hourly pay rate. No gap exists between college-level medical assisting graduate numbers and workforce needs on Kaua‘i. However, a gap does exist between higher education medical assisting graduate numbers and workforce needs on other outer islands as there are no UHCC MA programs on Lāna‘i, Maui, Moloka‘i, or Hawai‘i to meet their workforce demand for MAs.

The MEDA program has used creative strategies to construct a pathway that provides access to students on outer islands without any additional cost. The unique student population and student needs on the outer islands can be best served by the KauCC program. The MEDA program offered its CA to students on Maui using classroom and lab facilities on the UH Maui College(UHMC) campus in Fall 2019, to address Maui’s workforce needs for MAs. This was achieved with support from a Perkins grant for equipment and supplies and at no cost to either campus. This model provides a scalable opportunity that aligns with the other outer islands’ workforce needs for MAs.

**Demand**

Demand for MAs remains strong despite the impact the COVID pandemic has had on healthcare access. According to sector partners, even though some healthcare providers are offering telehealth visits they comprise a small and, in some cases, a decreasing number of daily visits. In some areas, telehealth is really not applicable. Additionally, now more than ever; more not fewer MAs are needed to meet workforce needs. Telehealth, along with the newer quality payments models and reporting, have inadvertently doubled the administrative burden and has resulted in sector partners administration supporting the hiring of two MAs per Primary Care Provider with more than 2,200 patients. Comprehensive Primary Care Plus is an example of a program that has demonstrated the need for additional MAs.
**Intersection of Program Quality and Cost Savings**

KauCC MEDA program graduates high quality MAs due to the in person contact for classroom and lab instruction. Hands on, in person contact is essential for developing professionalism and a strong team-based work ethic. Sector partners question the ability of an MA program which uses asynchronous didactic to adequately prepare students for the complexities of the MAs role in clinical practice. MEDA students graduate with a level of professional maturity that allows them to be highly productive members of the clinic team upon workforce entry. MEDA graduates understand their role as part of the healthcare team and make significant contributions to high functioning teams. This development of professional maturity is in part due to the small cohort size and the programs faculty’s time and effort working in person with students to develop these “hidden skills”. Often, this additional in person interaction time takes place outside of classroom time and is not part of the formal curriculum. The MEDA program provides employers with graduates who have more than strong academic and clinical skills. They are highly valued employees.

The hub and spoke model to serve more communities was used on Maui in 2019 with KauCC being the hub for UHMC. This model works well although it requires significant additional program and clinical coordination to be successful. The KauCC MEDA program is right sized to meet the workforce needs of the population on Kaua’i. In addition, its unique approach places it in a strong position to provide a culturally congruent and thoughtful approach to Native Hawaiian and Filipino students on all the outer islands.

**Program Optimization Actions**

Opportunities exist to partner and align with non-credit for continuing education post-graduation. This annual requirement to maintain MA certification is currently unmet by UHCC. Asynchronous online continuing education courses also provide opportunity for significant revenue generation by non-credit UHCC OCET departments as all health sciences professionals are required to complete annual continuing education. This demand has increased due to the COVID pandemic as opportunities for in person conference attendance has dropped significantly. Additional opportunities exist to create a clinical based associate degree to meet emerging workforce needs for MAs with advanced clinical skills. The unmet workforce needs for MAs on Maui and Hawai’i islands provide an opportunity for UHCC to use the hub and spoke model to meet those workforce needs.

**Industrial and Engineering Technology**

**Auto Body Repair and Painting**

VPCC Memo: Neighbor Island Auto-related programs should plan for a hub and spoke model of consolidated ABRP/AMT programs.
Overview of Program
The Auto Body and Repair (ABRP) program was stopped out in 2018 and has been inactive for two years until the Kaua‘i auto body industry requested that instruction be provided again to prepare technicians to meet their needs. An industry Advisor meeting was held in April 2019 to discuss how to bring back the needed training for this industry. As a result of discussions with the auto body industry and UHCC ABRP programs, the Automotive Technology (AMT) program at KauCC revised its Program Action Request (PAR) to include newly modified courses under AMT from the previously inactivated ABRP courses and the ABRP program was terminated.

Program Optimization Actions
New AMT courses designed for the ABRP industry create a new CA in Non-Structural Analysis and Damage Repair increasing the total certificates to be awarded under AMT. Other courses and another certificate will be developed in the future as demand increases in this area to justify the need. Maui College ABRP program was also recently terminated and has followed KauCC’s model to have its ABRP courses under the AMT program. Collaboration with the Hawaii Auto Body Association and the UHCC ABRP PCCs are ongoing to identify how to best utilize resources and instruction available to assist programs that may not have instructors available to teach specific courses or content. Potential zoom lectures may be provided by a Hub campus and a local auto body technician may be hired to cover shop activities as options being considered to assist Maui College ABRP program. Advanced training required by the Auto Body Association that cannot be covered in the normal two-year credit program will have specialized training created and taught through OCET.

HawCC has a strong ABRP program and HonCC recently restructured their program to include training for DOE students. Both of these programs have strong industry support along with employment data that supports the significance of maintaining their programs. Curriculum will be shared among each program to help build each program to where it should be with HawCC as the lead. All campuses agree on the importance of maintaining the ABRP programs and to assist the smaller programs to rebuild and bring them back to industry standards.

ET/ETRO
VPCC Memo: Neighbor Island electronics-related programs should plan for consolidation of programs, moving to hub and spoke model with Maui as the hub.

Program highlights
● High demand for AS-ETRO Tech graduates by PMRF subcontractors (gov/defense) and other local high-tech employers (Xerox, PacComm, Pacific Wireless Comms, Spectrum, ASCM, FAA, KIUC, Bio-Tech, even tourism,) (See Appendix F). The demand for electronic technicians is greater than the program can supply. See this link for electronic tech job openings at PMRF since July 2019. PMRF Electronic Tech related openings.
Due to the campus size and population of Kaua‘i, this STEM program is typically low-enrolled.

Similarly, ETRO programs on other islands are low-enrolled but fill technical needs of the community.

We articulate (informally) with Maui so students can pursue a Bachelor’s (BSET).

This year we have the highest enrollment (12 freshmen) in nine years. It is unfortunate that the past two years were the lowest enrolled, but the job market was excellent.

**Program Optimization Actions**

- All hands-on classes should remain in person to ensure students acquire the skills necessary.
  - Ability to use tools of the trades such as multi-meters, oscilloscopes, power supplies, function generators, and spectrum analyzers cannot be acquired via on-line training.

- All ETRO/ET programs require a programming class (ICS 111) and networking classes (alpha prefixes vary: CCENT, ET, ECET, ETRO). These classes are amenable to on-line delivery.

- Due to the hiring freeze, we only have one FT faculty member. This one faculty member needs to cover the heavily hands-on electronics classes. Ideally, the programming and networking classes should be made available by the system.

**Facilities Engineering**

VPCC Memo: KauCC will consolidate Facilities Engineering, EIMT, and Construction Technology (similar to Construction Technology program at UHMC; Campus should take action on this recommendation, considering cross campus alignment with similar programs.

The consolidation of the Carpentry and Facility Engineering programs was created to help the college justify the building and maintenance trades on the island of Kaua‘i by making it possible to meet the minimum numbers required by the UH BOR Executive Policy 5.229 *Programs with Low Number of Degrees Conferred*. The decision was made to modify the existing Carpentry AAS Degrees to allow pathways to the Construction Technology (merging two programs into the established Carpentry AAS degree) in alignment with the Construction Technology (CTEC) program at Maui College. The Facility Engineering terminal CO has not had student completers formally noted in the total student graduates. Program consolidation will involve converting the existing terminal CO into a CA so that completion rates are formally reported by UH. This will better represent the employment and placements of students in the jobs available on Kaua‘i.

The Computer Aided Design and Welding courses are added to the program to give these stand-alone courses a CO and CA under the Construction Technology Program to help boost enrollment and to budget funds to run the courses through the Trades
Division. The Computer Aided Design is articulated with the P-20 DOE Pathways and needs to be included in the proposal so those courses can transfer to the UHCC system. Welding courses will reestablish themselves because of public demand with increased AWS training standards to become an addition to the Construction CA under the new CT degree.

**Program Optimization Actions**

Consolidation efforts are modeled after the UHMC Construction Technology (CTEC) AAS Degree while building on the strengths of the Carpentry programs at KauCC. The following statements are our recommendations:

- Creation of EC pathways as a replacement for KauCC’s Construction Academy for AEC classes which will also bring additional secondary students to KauCC and potentially become a “spoke” for the HonCC AEC AS Program.
- Consolidate these programs as planned and have full-time faculty teach courses in as many disciplines as possible, reducing lecturers and additional staff, and combine courses that are similar under one program.
- Realizing the Hotel Industry will rebound, and these courses will be needed in the future, conduct a restructuring of course offerings and temporarily pause scheduling of low enrolled classes.
- Teach courses every other year with every other year start dates in areas to better utilize classroom space and staff.
- EIMT Program AAS will be phased out and some courses will be taught in Construction Technology to increase student placement into entry level positions. Journeyperson courses will be transferred to OCET through their apprenticeship programs to better utilize resources. Phase out will begin AY 2022-2023 with no new enrollment and be completed by Spring 2024.

With the retirement of the EIMT tenured faculty in July 2024, the salary of this position will lead to campus cost savings. Minimal lecturers are used on remaining courses for which current faculty meet the MQs. Loss of EIMT courses will ensure students take other Construction Technology classes and increase the enrollment in Construction Technology AAS courses. The majority of Construction Technology students are returning adults seeking an occupational change or a work promotion. KauCC is the only source of training for Kaua’i residents to update their skills in the Tourism and Hospitality Building Maintenance Industry.

**Information Technology**

VPCC Memo: OVPCC will coordinate a forum with industry representatives as part of the next round of work group meetings to respond to recommendations and develop a strategic approach-across UHCC-to respond to industry needs.
Program Optimization Actions

- All ETRO/ET programs require a programming class (ICS 111) and networking classes (alpha prefixes vary: CCENT, ET, ECET, ETRO). These classes are amenable to online delivery. We usually teach the subjects, but with only one instructor now (due to budget constraints and the hiring freeze an open position was not filled) it is not possible.
- Additional higher-level courses (more programming, database, security) should also be offered online. This would support those ETRO students who wish to advance their IT careers. Importantly, PMRF has requested we offer more advanced courses, but this could be offered at the system level.

Arts and Sciences

Hawaiian Studies

VPCC Memo: Follow through on opportunities to align, streamline, and collaborate on scheduling; Develop articulation agreements to recognize electives across campuses; specialized classes should be offered online to enhance access and enrollment.

Unique Place-Based Program

Since KauCC began offering the AA in Hawaiian Studies, the program has continued to grow and flourish. This degree program is critical to connecting our students with community groups and offering place-based learning experiences. We have partnered with community groups such as Mālama Hulēʻia, Mālama Māhāʻulepū, the National Tropical Botanical Garden, Polynesian Voyaging Society, Waipā Foundation, and Nāpali Coast ʻOhana. Our program also manages a wetland loʻi (taro field) where students from other programs and outside community members obtain hands-on, cultural experiences. Through these partnerships and opportunities, we are upholding the mission of our college and connecting the community with KauCC.

KauCC’s Hawaiian Studies program provides opportunities for students to learn more about their island home and to work with other cultural practitioners. Students also have the opportunity to earn additional certifications through our program, such as an ASC in Hawaiian Studies, and certificates in Hawaiian Botany, Voyaging, and Mālama ‘Āina (Sustainability). Another area that’s unique to our program, and to our college, is that we have a wetland loʻi kalo system right on campus. We are the only community college in the system with this resource. The loʻi provides students with both hands-on and place-based learning opportunities that enrich the quality of what we are able to offer our students.

We are planning to redesign the Mālama ‘Āina certificate so that it better aligns with our AA degree requirements and the needs of the community. There has been a growing interest in this certificate due to COVID and our community’s vision of being a
sustainable Kaua‘i. However, there needs to be a few changes to the overall requirements so that it’s easier for students to complete the necessary courses.

**Increased Online Delivery**

Since 2015, the program includes more asynchronous online courses to meet the growing needs of our students. The HWST 107 course is also approved for the five-week online cohort offered by LeeCC, which has increased our enrollment (92%). The program meets the needs of our local high schools by offering two EC courses in Hawaiian Language.

**Supports Other Associates Programs**

The Hawaiian Studies program supports other programs by offering classes that are needed for graduation. The HWST 107 course, for example, is one of the highest-enrolled courses on campus, supporting Liberal Arts, Nursing, and other CTE students who are working towards their degrees. While not all program course enrollments are high, we take pride in the quality of our classes and the enriching experiences our students have while in our program.

**Collaborations and Alignment**

Our Hawaiian Studies faculty and staff work alongside other Hawaiian Studies faculty from across the system to ensure alignment with our course content and learning outcomes. To streamline the transition to other four-year programs, we collaborate to prepare our students for the journey ahead. We also acknowledge the uniqueness that each campus has to offer our students.

For students who choose to continue on to one of the 4-year institutions, our courses provide a solid foundation that prepare them for transfer. We are in constant communication with the other institutions and we ensure that our students are prepared for the upper-level courses. For example, HWST 107 is a course that is needed at UH Mānoa. We make sure that our learning outcomes match across the system, but we also have the freedom to include ideas, concepts, and experiences that are specific to Kaua‘i. In this way, our students are provided with other knowledge and skills that they can bring to their new campus.

In terms of workforce development, there is no specific career path for our students because we believe (and have seen) that students with a cultural foundation are successful in many different areas. Our Hawaiian Studies program allows students to enter into a variety of careers. Some of our graduates are now teachers and college professors, archivists, researchers, directors at both the state and federal level, archaeologists, and business owners. We believe that there is no limit to where our students can go with the right foundation, and our Hawaiian Studies program provides that support.

**Program Optimization Actions**

The Hawaiian Studies Program at KauCC will:

- Offer more courses via Distance Learning.
• Work with community partners to determine and meet their needs and prepare our students for the workforce.
• Offer courses in the later afternoon and evening to meet the needs of our working students.
• Offer lower-enrolled courses less frequently. Our course load will fall upon two full-time faculty and several lecturers. As a result, we plan to provide more offerings of courses that have a higher fill-rate and cut costs by offering the lower-enrolled courses intermittently. For example, offering HWST 270 every other year as opposed to every other semester.
• Continue to offer hands-on and place-based opportunities for our students to provide unique cultural experiences specific to their island home and culture.
• Build upon our current resources, such as our Hawaiian Studies wetland lo‘i, to offer experiential learning opportunities.
• Re-envision and redesign our current Mālama ‘Āina Academic Subject Certificate so that it is more sustainability focused and aligns with our general education requirements.

Liberal Arts

VPCC Memo: Reduce sections taught by lecturers; Coordinate scheduling to reduce system wide low-enrolled classes; identify efficiencies in policies, procedures, tools, and reports to facilitate course sharing; optimize scheduling; enhance student access; assess elimination of boutique classes and disciplines/alphas which are consistently low enrolled; set criteria for cancelling classes and procedures for exceptions; and consider increasing maximum enrollment for courses.

Initiatives

Early College

EC classes account for roughly ¼ of KauCC’s total enrollment. The LA program has offered a considerable portion (36-41 sections per AY) of all campus EC courses since the inception of EC: six sections during the AY 15-16 (55% of KCC’s total EC offerings), 16 in AY 16-17 (73%), 24 in AY 17-18 (69%), 41 in AY 18-19 (65%), 37 in AY 19-20 (77%), and 36 in AY 20-21 (68%, despite COVID-related cutbacks).

Joint Credit/Non-credit Courses

Joint credit/non-credit courses serve as a way to make courses such as our music ensembles viable. Few students enroll each semester for credit in these courses, but there is significant, ongoing community demand for the non-credit option. Community members routinely enroll through OCET, and the instructor’s salary is split between the college’s regular faculty payroll and that for OCET’s instructors, based on the ratio of credit to non-credit students. The program is exploring opportunities to expand this model to other disciplines, such as ART courses, which also enjoy similar ongoing community demand.

Collapsing Pipeline Classes
See the Math section below for some specific situations where the pipeline has been shortened. See the English section below for discussion of how English course offerings and English as a Second Language (ESL) support have been and are being reviewed to better serve students.

**Academic Subject Certificates**
The LA program offers ASCs in Math and English to encourage students to pursue their areas of interest. These ASCs allow students to complete foundational courses and prerequisites for further study at UH four-year campuses.

**Intentional Scheduling**
Intentional scheduling within the LA program (and in collaboration with block-scheduled programs such as Nursing, Automotive, and Culinary Arts which depend upon LA for general education courses), has improved, enabling students in all programs to enroll in required courses with fewer scheduling conflicts. Course offerings for the upcoming academic year are being determined based upon KauCC students’ needs, full-time faculty expertise, and the availability of online offerings from other UHCC campuses which can support KauCC’s own course availability.

**Challenges**

**CTE-Specific General Education Courses**
Various LA disciplines have created GE courses targeted for CTE programs. Examples of these courses include PHYS 101: Career and Tech Ed Physics and ENG 106: Technical Communication. However, because such class sections need to be scheduled to meet the general education needs of CTE programs, this often results in the sections being low-enrolled. The program is working with the ISS committee to find ways to emphasize the importance of students’ following the academic pathway set out in their degree programs, most particularly the importance of taking required English and Math courses in the first 30 credits of study. One possible way of accomplishing this is to ensure that STAR advises students in this direction more obviously, as student feedback indicates that students tend to register in the courses which STAR displays at the top of its list of suggestions. In addition, Program Coordinators who directly advise students are also being asked to specifically address this issue with students during the earlier part of the registration period.

**Balancing Full Loads/Full Classes**
Cancelling low-enrolled classes can lead to underloaded full-time faculty, so KauCC creates a balance between offering the courses that students need for graduation while minimizing low-enrolled courses as far as possible. Complicating these efforts is the fact that several of our GE classes developed to serve special populations are not the standard three TE load, and thus it frequently becomes difficult to create exact 27 TE loads for all faculty. The necessity to offer these courses to support other programs’ specific needs and to serve underprepared students leads to slightly over-loaded or under-loaded faculty. Student attrition between the beginning of instruction and the census date may also lead to courses being incorrectly labelled as low-enrolled, when
the decision to offer the course was made when enrollment was at least 50% of capacity.

To address these interconnected challenges, the program has undertaken a variety of approaches in addition to the improved advising initiatives outlined under the CTE-Specific General Education Courses heading above. The first is to review curriculum and associated TEs. In English, faculty moved to increasing the number of credit hours in the lowest-level course, ENG 75, to six credits during the last curriculum cycle in AY 2019/2020. This now allows for more contact with students than the pre-existing five-credit course, making it possible to cover the essentials of the material that was formerly addressed in ten credits of coursework (ENG 18, 19, and 21, and IS 103). It also has the added advantage of making it easier to arrive at 27 TE loads for faculty teaching this course. ENG 100L, our one-level-below college ready course, is currently being revised to a lecture model, rather than a lab, to better reflect the type of instruction faculty have found most effective for students at that level. This will change the TE calculation to a more standard 3 TE, again making it easier to reach the required 27 TEs without overload or shortage. Music classes, currently designated as lecture/lab courses while being actually taught primarily as lecture, are likewise being revised, with the resulting change in TE calculations.

A second approach to addressing this issue is related to more intentional and careful scheduling. Curtailing the number of sections offered for required courses with non-standard TEs, which are often the general education courses specially designed for CTE programs, encourages students to enroll in these courses in the days/times/semesters when they are offered, rather than taking them out of sequence with their cohort classmates. This should lead to higher fill rates with fewer chances of low enrollment-based cancellations.

Lecturer-taught courses which have online offerings from other UHCC campuses have likewise been curtailed in the next academic year’s schedule. By giving up low-enrolled courses that are not essential to our degree completions and letting other campuses offer those courses, we are able to reduce lecturer costs and allow full-time faculty to focus on serving our students’ essential needs and teaching within their areas of expertise that likewise address student need for diversification and foundational courses. An example of this is temporarily curtailing our just-revitalized Japanese language courses, taught by an instructor with qualifications in both HIST and JPN, allowing him to focus on developing and teaching asynchronous online HIST courses which meet students’ foundations needs across the UHCC system (including 5-week courses), and also provide high-interest asynchronous online HIST courses focusing on Asian history and meeting diversification requirements.

A related scheduling change has been a move to generally offering more online courses that are high-interest yet not too highly specialized, which still fulfill multiple degree requirements and may therefore attract students from other campuses. Due to the demands imposed by the COVID restrictions, more faculty are comfortable with teaching online overall, and this has facilitated offering a wider spectrum of courses
online. An example of this is a shift in WI & DL English literature courses toward offering asynchronous and synchronous online options unique to KauCC. Reviewing and revising standard offerings in other disciplines to warrant WI (and, in future, HAP) designations is another way of making our online offerings more attractive to students; for example, ART 101, while offered via distance from several UHCC institutions, is seldom offered as a WI course, and when it is offered as such, it reliably enjoys full enrollment. Therefore, KauCC will be offering ART 101 as an asynchronous online WI course next academic year.

Lecturers and Hiring Freeze Impact

- Our Psychology and Art departments now consist entirely of lecturers, which affords the college significant savings compared to hiring new full-time faculty for these positions. About 10% of all KauCC students take a Psychology class, and (exclusive of the courses specific to the CM program), on average 104 KauCC students enroll in ART classes each semester. Because these courses reliably fill and are in high demand across the UHCC System, they offer excellent opportunities for providing online instruction to other UHCC campuses. For example, ART 113 is currently attracting students in record numbers now that it is being offered asynchronously online.

- Historically, we have been dependent upon grant funding to support some positions; when the grant funding expired, we would normally transition to a FTE general-funded position to continue the newly-established program and/or courses, but the current fiscal situation now makes this impossible, necessitating more creative solutions. For example, we will soon lose a PHYS instructor for this reason, but because the courses developed as part of the grant were developed to be fully online during COVID, that will well serve the campus going forward and may be an area where students at other campuses might also benefit from that online format. Further savings will be achieved by the courses being taught by a lecturer rather than the full-time instructor.

- We already have seven unfilled faculty positions in Liberal Arts, and we anticipate retirements and losses in more disciplines (BIOL, ENG, HWST/HAW, PHIL/REL, PHYS, and MICR).

Program Optimization Actions

The Liberal Arts Program at KauCC has and will continue to:

- Increase online offerings in high-demand ART and PSY courses with high fill rates to provide access to students across the UHCC System. Other possibilities for such offerings include AG courses and any other curricula unique to KauCC.

- Developed a shared funding model with OCET for courses with consistent community enrollment and re-enrollment, such as music ensemble classes. This successful model may be able to be expanded to other subject areas.
• Revise curriculum and course TEs to facilitate meeting the 27 TE standard faculty assignment, avoiding overload and underload.
• Implement more intentional scheduling in collaboration with supported programs, and offering more courses online which may appeal to students throughout the UHCC system.
• Curtail lecturer-taught sections and courses.

English

• No English courses are taught by lecturers. Although we were forced to eliminate a non-probationary FT English position, the remaining faculty will all teach full loads in the upcoming academic year.
• Prior to COVID-19, the college offered at least one EC English section at each of Kaua‘i’s three public high schools per semester. These offerings have garnered KauCC and UHCC increasing respect in the DoE and community for their rigor and quality; EC’s introducing KauCC to DoE students is leading to more Kaua‘i high school graduates choosing KauCC as the place to begin their post-secondary journeys. Due to COVID-related cutbacks, the DoE has curtailed its overall requests for EC courses, but we anticipate a return to pre-COVID numbers once funding re-stabilizes.
• 200-level electives satisfying multiple graduation requirements have drawn enrollment throughout the UH system, such as ENG 272B, which satisfies DL, WI, and HAP graduation requirements at UHM and KauCC. As an elective for KauCC’s Hawaiian Studies Program, it is also a future possibility for alignment with our recently added EC Hawaiian Charter school. The program is also currently looking at revising our “traditionally modeled” literature courses to mirror UHM’s 270-272 numbering system, which will allow us to offer more flexible and higher-interest courses to attract higher KauCC enrollment and further diversify online offerings for the UHCC system.

Program Optimization Actions

• In a difficult but necessary proactive optimization action to adjust to our altered loads and budgetary shortfall, we were forced to eliminate a non-probationary FT English position.
• We have reduced our number of ENG 75 sections from three per academic year to two, which will encourage higher fill rates. ENG 100 and 100L corequisite composition courses continue to be in high demand, but the 5.5 TE load for the corequisite model has made it difficult to provide all faculty with 27 TEs. To address this, we are moving to a model used at other UHCCs to offer the corequisites as two lecture courses, rather than a lecture and a lab, which will
increase the TE load for the corequisites sections to 6 TEs while also increasing tuition for the 100L course from one credit hour to three.

- Significant progress has been made to collaborate with other UHCC campuses, especially LeeCC, to better serve our ESL students with a robust, three-tier ESL program with many DE offerings. While we had hoped to develop our own ESL program to meet this need, this is an opportunity for cost-saving collaboration.
- The English program is revising “traditionally modeled” literature courses to mirror UHM’s 270-272 numbering system. This shift will allow us to offer more flexible and higher-interest courses to attract enrollment while serving students across the UHCC system.
- The program is also exploring offering the complete English pathway (ENG 75-ENG 100/100L) as an online summer institute across both summer sessions, aiming to attract students who want to “get English out of the way” before the regular 16-week semesters begin, and position them for academic success.

**MATH**

**Early College (EC)**

- Community perceptions of our campus have improved because of collaboration between high schools and KauCC.
- Increased instructor collaboration between campuses.
- EC has created learning opportunities between instructors.
- Career pathways from high school, to college, to career are being formed (ex. creation of EC Waimea HS Health Academy).
- KauCC faculty created the template for the Introduction to College Math course that has been adopted statewide. This course provides a clear path for students who are non-STEM tracked to be qualified to take any non-STEM college level math upon entry to college (system-wide).

**Addressing Low-Enrolled Courses**

Fall 2019 through Spring 2020, there were 13 low enrolled sections (which does not include Early College).

- Spring 2019 - two low enrolled 75X courses, offered fewer sections this Fall 2020, consolidated by combining three sections into two sections via asynchronous online. Resulted in two fuller sections of 75X as well as some students moving into Math 75X/100 accelerated cohorts for Fall 2020. Preliminary feedback indicates that asynchronous online might not be the best learning modality for this demographic of students. Consequently, we are proactively scheduling the spring Math 75X courses as synchronous online instead.
- Calc III and Calc IV were consistently low enrolled, thus Math 253 was created. Math 253 condenses Calc III and IV into a single four-credit course, compared to
six credits and 2 semesters previously. This saves students time and money while accomplishing content needed for transfer (UH Manoa, Hilo and West Oahu) and lead to higher enrollment overall.

- Due to these changes, we only have 3 low enrolled courses for Fall 2020-Spring 2021. We made changes in our Fall 2021 schedule to address the three low enrolled courses by offering 88 students access to one open 103 math course.

**Cohorts**

- Some examples of cohorting students include STEM 103/140X, STEM 241/242, Non-STEM 75X/100, and Nursing students in Math 115.
- Increasing retention - STEM Cohort has shown great success - we desire to keep our students here on Kaua’i and open doors to receive students through the system.
- To reduce math faculty overload and for cost savings, the STEM Cohort for Spring 2021 was cancelled as it was projected to be low-enrolled.
- The 8 week /8 week offerings of Math 103/140X in the Fall and 241/242 in the Spring as part of the STEM Cohort initiative have been highly successful for the past two years. However, the 241/242 sections for Spring 2021 have been canceled due to anticipated low enrollment.

<table>
<thead>
<tr>
<th>Math Class</th>
<th>Breakdown of Student Enrollment</th>
<th>8wk/8wk Group F18-S19 and F19-S20</th>
<th>Comparison Group F15-S20 non-Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td># students</td>
<td>20</td>
<td>493</td>
</tr>
<tr>
<td>103</td>
<td>% successful</td>
<td>0.95</td>
<td>0.53</td>
</tr>
<tr>
<td>140X</td>
<td># students</td>
<td>20</td>
<td>188</td>
</tr>
<tr>
<td>140X</td>
<td>% successful</td>
<td>0.8</td>
<td>0.61</td>
</tr>
<tr>
<td>241</td>
<td># students</td>
<td>22</td>
<td>145</td>
</tr>
<tr>
<td>241</td>
<td>% successful</td>
<td>0.86</td>
<td>0.66</td>
</tr>
<tr>
<td>242</td>
<td># students</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>242</td>
<td>% successful</td>
<td>0.79</td>
<td>0.74</td>
</tr>
</tbody>
</table>

- Math 75X/100 Data: Percentage of Math 75x students completing college-level math in ONE YEAR is 16% according to data from 2016-2017 to 2018-2019 Academic Year.
The model of combining Math 75x and Math 100, we provide students with the opportunity to complete College-Level Math in ONE SEMESTER with the success rates exhibited in the table below. We are not only shortening the math pipeline but increase success tremendously, hence improving time to degree completion. An average of 4.4 times college-level math completion rate in half the time period.

<table>
<thead>
<tr>
<th>Course Cohort AY</th>
<th>N</th>
<th>Completed College Level in 2 SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>75X</td>
<td>270</td>
<td>44 16%</td>
</tr>
<tr>
<td>2016/2017</td>
<td>132</td>
<td>18 14%</td>
</tr>
<tr>
<td>2017/2018</td>
<td>92</td>
<td>18 20%</td>
</tr>
<tr>
<td>2018/2019</td>
<td>46</td>
<td>8 17%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>270</td>
<td>44 16%</td>
</tr>
</tbody>
</table>

- The model of combining Math 75x and Math 100, we provide students with the opportunity to complete College-Level Math in ONE SEMESTER with the success rates exhibited in the table below. We are not only shortening the math pipeline but increase success tremendously, hence improving time to degree completion. An average of 4.4 times college-level math completion rate in half the time period.

**Shortening the Math Pipeline**

KauCC math Faculty have been leaders in the UH system in shortening the math pipeline, at all levels. Many of these innovations have been piloted at KauCC and later adopted by the UHCC System.

- Piloted alternative placement measures based on high school achievement.
- Introduced an open-enrollment math class (Math 21, which has been replaced by Math 75X, see below).
- Condensed elementary and intermediate algebra into a single course (Math 26, which became Math 82X). We have also cancelled this course when enrollment was low.
- Created a non-STEM developmental math pathway course, Math 75X, which became open enrollment, to provide more relevant preparation for Math 100/111/115.
• Created Math 140X to condense Math 135 and 140 into a single precalculus course.
• Created Math 253 to condense Math 243 and 244 into a single Calculus III/IV course. This course now articulates as Math 243/244 at UH Manoa, Hilo, and West Oahu.

Faculty Load
• Some faculty are on overload due to the high EC math demand and because we are short one full-time faculty member.
• In addition to fulfilling the roles as Math Coordinator, Math faculty members are serving in major leadership roles that offer assigned time such as: PTK Regional Coordinator, Division Chair, Faculty Senate Chair, and in the past, Curriculum Chair and Accreditation Lead. Leadership reduces instructional time but offers valuable development for these faculty members and benefits the campus and system by this service.

Program Optimization Actions
• Although we have proved a need for another math instructor, this position has been forfeited due to these challenging circumstances. We recognize the uncertainty of our future with the demand for math courses, including EC. We are optimizing our current faculty loads while balancing course offerings along with fill rates.
• Explore grant writing opportunities to allow for further cross-curricular collaboration and improvement of our ASNS and STEM pathways.
  ○ March 2021, some STEM faculty members will plan to take a grant writing training supported by our NSF B2B grant.
  ○ Recently partnered with KapCC and worked to submit a Collaborative Research NSF INCLUDES Alliance Grant. Our proposal was focusing on STEM Pathway Enhancement and Efficiency Development for Underrepresented Populations or SPEEDUP. Due to unanticipated complications, the collaborative was unable to proceed.
• From a recent student survey of students who took math within these past 4 semesters, feedback from students indicates strong preference for in person classes (see chart below). Instructors also find it challenging for students to authentically learn in an online setting. We will maintain as many math classes to be accessible in person for our students on Kaua’i. More specifically, at least one section per semester of 75X, 100, 103, 115, 140X, and one section per year for 88, 82X, 111, 112, and all Calculus courses.
With the work that our KauCC math faculty have put in to condense the STEM sequence (103, 140X, 241) while maintaining a strong rigorous flow of curriculum, we will prioritize these courses for our Kaua’i STEM students and potentially offer 140X to students across the system as an alternative to 135/140 sequence.

We will make various cohorts a priority while we are able to fill the sections since we see these students have a supportive learning community and positive success.

Natural Sciences

VPCC Memo: (see also relevant ASNS concentration under Ag); Concentrations should be offered based on hub and spoke model; Evaluate the relative strength and weakness of their current concentrations and determine viability of each; Consider coordinated multi-year course schedules, particularly for concentrations, to be offered across UHCCs.

ASNS Overview and Growth

AS-Natural Science (ASNS) prepares students for transfer to Bachelor of Science programs at four-year universities and eventually prepares students to meet Hawai’i workforce needs in STEM. ASNS currently has three concentrations: Biological Science, Physical Science, and Engineering.

The ASNS at KauCC is growing and has room for expansion in enrollment, completion, and transfer.

- The start of ASNS coincided with more than doubling of math and science major course offerings and enrollment in those courses, e.g., 10 years ago MATH 140, MATH 241/242, CHEM 161/162, and PHYS 170/272 were each offered every other year. BIOL 171/172 was not offered at all for years. With the ASNS, we can now run all of these courses every year (and sometimes multiple sections per year).
- Formally established in Spring 2019 and still working out some minor issues.
Enrollment and completion trends are steadily up and we anticipate expanding by 50% or more within the next five years. There is untapped potential.

Program Optimization Actions

- Collaborate with other campuses to offer lower-division engineering specialty courses online via a rotating assignment schedule that distributes the teaching load in a fair but logistically and financially sustainable way [specifically: CEE 270, CEE 271, (one or more of EE 160/ICS 111/EE 110), EE 211, EE 213, EE 260, EE 296, and ME 213].
  - These courses are required by one or more of the most popular engineering majors (Civil, Electrical, and Mechanical) affecting the majority of our ASNS students. Each course is a prerequisite for one or more major courses. Students who cannot take these courses before transferring are thus set back at least a semester or more.
  - At CCs, the courses are either chronically very low-enrolled or not offered at all. The current system of online offerings is an inefficient free-for-all to decide which campus will host the necessary courses, which raises cost, equity, and viability issues for individual faculty and campuses.
  - The most urgent need: EE 160 (also fulfilled by ICS 111 or EE 110) a computer science course that is easy to offer online. We need a way for our students to take this course every year. Currently we aren't able to provide this.
  - Almost all other courses (besides EE 160) have substantial lab components that are difficult to meaningfully complete exclusively online. The UHCCs must overcome barriers such that students taking the online courses can get reasonable access to essential lab resources at the nearest CC to their home, regardless of which campus is hosting the online course.

- Math is Key: Quality, nature, and access to math can be a crucial benefit to enrollment, success rate, time to degree, completion, and even consideration of a STEM pathway for students.
  - EC math boosts enrollment and time to completion: EC math makes STEM a less daunting option for incoming KauCC students and shortens their pathway.
  - Accelerated math offerings (8wk/8wk) and combined calculus (MATH 253) increases completers and reduces time to completion (see math discussion in LA section). The latter (MATH 253) is critical for our engineering graduates and eliminates the need to run a chronically very low-enrolled course (MATH 244).

- Approve new ASNS concentration in Agricultural and Environmental Science (AESC) to capture students who otherwise might not pursue a degree in STEM.
○ The concentration can attract students who might not otherwise pursue a 
STEM career, help meet student and community needs, and build a more 
robust ASNS program.
○ Adding an AESC concentration offers a guiding degree pathway for CC 
students that better aligns for transfer to four-year programs in Agriculture, 
Environmental Science, and Natural Resources.

● Coordinate marketing, advising, and tracking of ASNS students
○ Ensure academically prepared students consider STEM and, if so, are on 
the right pathway for their prospective major and career
○ Identify and facilitate removal of barriers limiting graduation, transfer, 
student experience, and career success
○ Design and coordinate connections between Early College and the ASNS 
○ Form a local advisory board of engineers, scientists, educators, students, 
and community leaders to advise and work with the program.
○ Market ASNS: at local High Schools; develop better faculty-to-faculty 
collaboration with HS science instructors and counselors 
○ Monitor and consider inequality: Many CC students, particularly on Kaua‘i, 
are less likely to thrive in online learning. As some courses move online, 
we should ensure our students do not miss out on vital in-person learning 
as well as lab, field, and practical experiences that can help ensure their 
success.

● Take advantage of sensible funding opportunities
○ Apply for multi-year external funding to increase NH students in STEM 
through a new AESC concentration of the ASNS;
○ Study impacts of accelerated math on ASNS graduation and pilot a STEM 
cohort model; and
○ Cultivate good relationships with past and future STEM donors to UH 
Foundation.
Kauai Community College (KauCC) - Counselor Response

UHCC System Planning Objectives

| Student and academic support services | • Campuses will evaluate job descriptions and workloads of positions to determine where workload is appropriate for 9-month vs 11-month assignments.  
| | • Campuses will align counseling staffing based on 350:1 student to counselor benchmark. |

Response

Table 2-page 6 of 16 (2021, January 26, Community College Organizational and Resources Plan 3)

Overview
The Counseling and Advising Department has aligned our functions and activities to support the system and college student success initiatives which include the Hawaii
Graduation Initiative outline: Connection, Entry, Retention, Completion to transfer and/or work. Due to the relatively small size of our campus, five of the eight counselors are required to participate in multiple program, department, campus and system activities and initiatives. The Counseling Department works under a “Case Management” context, providing wrap-around services to our students from pre-admission through completion. Counselors are highly accessible to students, Faculty, Staff, and the Community At-large.

The job duties of counselors at KauCC have been evaluated as requested and it has been determined that 11-month positions allow for all of the activities and program development to continue to deliver quality counseling and support to our students.

<table>
<thead>
<tr>
<th>Counseling 11 Month Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic and Student Support Advising Counselors</strong></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Other Duties include but are not limited to:** Onboarding New and Returning Students, Next Steps, First Year Experience, Returning Adults, Transfer, 3-4 Campus Committees, 3-4 System Committees, High School Liaison for early admit students and support for Early College admissions, DPC, TPRC, and Campus Division liaisons. Academic Program support which includes program development, support with stopped out programs, and low enrolled classes, Student Success follow-up, Academic Essentials, and STAR GPS consulting and troubleshooting and being members on various Academic program Advisory Committees. Development of Banner Prerequisite and Corequisite rules for Registration and troubleshooting errors, Financial Aid verifications and consultation, and Placement Testing and follow-up on alternative placement methods for program and course admissions. Community activities representing the college at various outreach events and meetings.

*Lead Counselor:* Coordinates Counseling program activities and serves as the communication conduit with Campus and Department programs. Acts as the point person in communicating counselor needs, concerns, and feedback to the VCSA. Liaison with faculty, staff, and division chairs. Oversees the front desk office assistant(s) and serves as the primary supervisor for the student workers. Ensures that new counseling/advising faculty are provided with a mentor, including for the evaluation process and contract renewal and tenure promotion process. Attends monthly student affairs leads meetings and reports back to the counseling team.
Counseling 11 Month Faculty

*Student Life Duties*: Advisor to ASUH-KCC Student Government; Advisor to Student Activities Council; management and training of campus clubs and organization; advisor to University of Hawaii Student Caucus representatives; management of Student Life Center facilities and classrooms; facilities reservations; leadership training; procurement training; processing and reconciliation of all approved proposals, requisitions, pcards, reimbursements, stipends; distribution of student identification cards and bus passes; supervisor to student employees; recruitment and retention of student leaders; planning and implementation of statewide student conferences; planning of campus activities; co-sponsorship of community events; recruitment and assignment of campus committees; and commencement planning.

*Technology Coordinator duties*: Provides leadership technical support and oversight for STAR program development which requires reviewing all Program Action Requests processed through the Curriculum Committee. Oversees the My Success early alert system and the administration of the KauCC Faculty’s Automatic Drop program. As the University of Hawaii is continuously developing technological resources, there is a continuous need for training and updating. The most recent intervention added has been the STAR Balance appointment scheduling program.

*Disability services counselor*: Collaborates with each academic counselor for onboarding, academic advising, and student support interventions for students qualified to receive services and accommodations.

*Career Counselor*: Conducts student appointments, holds target workshops, and teaches in the classroom setting to FYE students, high school students, and community organizations. Provides services on average to 450 students per year and works with about 200 employers on Kauai. Heavily involved in enrollment services, first-year experience, onboarding, and retention efforts. Career services are accessed at a disproportionately larger rate during the summer months.

Explanation of Student Support Counselors: Hired specifically to address specific areas identified by the University of Hawaii System.

### Student Success Pathway Framework

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>ENTRY</th>
<th>RETENTION</th>
<th>COMPLETION Transfer /Career (Work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS Placement Assessment, Scheduling for Success, and Marketing workgroup ISS onboarding workgroup</td>
<td>Complete applications FAFSA Placement Testing and/or evaluating alternative placement methods. Scholarship Committees</td>
<td>Connect with Academic Success Center Hale Mālama HINET Community Service</td>
<td>Transfer Advising-Ka’ie’ie Program, Auto Admissions, KCC Transfer Website</td>
</tr>
<tr>
<td>Academic Planning-Review program requirements, Progress to</td>
<td>FY Mandatory Academic Advising</td>
<td>Support Services-Hale Mālama, Disabilities, Veterans, Mental Health</td>
<td></td>
</tr>
</tbody>
</table>

50
<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>ENTRY</th>
<th>RETENTION</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>graduation, Prior Learning Assessment &amp; Course substitutions</td>
<td>Admissions into selective programs (Nursing, MEDA)</td>
<td>Represent students during non-academic and academic grievance process</td>
<td>Transfer /Career (Work)</td>
</tr>
<tr>
<td>Career/College Assessments- Students complete assessments to gather information about themselves to decide on a program and career path using Focus2, MBTI, Strong, or College Scorecard</td>
<td>College/Career Exploration- Students understand the labor market, industry trends, and education options using Hawaii Career Explorer, OOH, or ONET</td>
<td>Goal Setting &amp; Action Plan- Students have an action plan that includes SMART goals and follow-up plans.</td>
<td>Job Seeking &amp; Employability Skills- Students know of job searching strategies, placement techniques and gain practical experience before graduation.</td>
</tr>
</tbody>
</table>

**Right Sized**

*"Right-sized counseling model."* The current recommendation is that academic advisors are provided to students at a 390:1 ratio. Currently, KauCC employs 3.7 counselors with academic advising duties. KauCC average student headcount of 1,461 is one academic advisor to every 394 students. KauCC counselors meet the ratio benchmark as suggested in the UHCC planning document. Over the last two years the counseling and advising office has lost two full time counselors which caused a shift in the workload for the remaining counselors.

**11 to 9 Month Study**

Another recommendation that could lead to right sizing is to examine counselors’ job descriptions to determine if certain positions could move from 11 months to nine months. A quick query of the number of appointments a counselor had indicates that more students met with their counselor during the summer months than during spring and fall. The nursing program at KauCC runs year-round, including summer. In the chart below we examine the appointments of counselors over the summer registration time frame to develop the counselor appointment ratio for the fall semester.
## Utilization of best practices for systematic and integrated holistic student support

A student survey was developed by our student services team that addresses possible needs of each new student that attends KauCC. The responses are triggered when a student selects a need, and the information is sent to the appropriate service. *i.e.* Mental Health, Food Insecurity, Tutoring, and other student support needs.

*MySuccess* is also used to flag students that have a need that is triggered by the instructor. The various supports on campus are looped in. The advisors or service then reaches out to the student.

Improved coordination and planning with Admissions, Financial Aid, Academic Support, Career Services, and Academic Affairs.

### Integrated Student Success Committee Charter

The *Institutional Student Support (ISS) Committee* was formed to provide a case management model with wrap around services. The ISS committee has worked together since 2018 and became an official campus committee in January of 2019. The committee’s charter is as follows.

The Integrated Student Success Committee (ISS) Mission:
The mission of the ISS is to identify, plan and implement initiatives supporting student success. This Committee will examine best practices and make recommendations on policies, programs, and services to support student success and system initiatives.

### KCC Strategic Goals

The Committee's work supports the following Strategic Goals:

- Strategic Goal 1: Increase the Number of Graduates
- Strategic Goal 2: Increase the Number of Native Hawaiian Graduates
- Strategic Goal 3: Increase the Number of Low-Income Student Graduates
- Strategic Goal 5: Eliminate Access and Success Gaps
- Strategic Goal 6: Reduce the Time to Degree: Accelerate College Readiness
- Strategic Goal 7: Reduce the Time to Degree: Increase Student Retention and Credit Accumulation

### Composition of the Committee

The Committee will be composed of one voting representative from the following areas:

- Instructional faculty from each division
- Student Affairs
  - Admissions and Records
- English
- Math
- Institutional Effectiveness
  - Institutional Research
  - Marketing
- ASUH KCC
- Financial Aid
- Counseling and Advising
- Student Success
- Library
- Career Center
- Student Success Coordinator

Ex-officio members:
- Vice-Chancellor for Student Affairs
- Vice-Chancellor for Academic Affairs

Membership terms are two years and renewable. The chair or co-chairs will be elected by the members and serve for two years, and their term can be renewed. The co-chairs will be responsible for setting the agenda, delegating note-taking responsibilities, running the meeting, and posting minutes. When there is not a clear consensus, recommendations will be accompanied by vote tallies.

Reporting Structure: The ISS Committee will report to the College Council through the Vice Chancellor for Student Affairs or the Vice Chancellor for Academic Affairs.

Better alignment with Strategic Directions and collective student success priorities. As mentioned above in the ISS Charter, the team meets to discuss the campus' strategic plan and collectively develop strategies to meet the goals. The team has subcommittees including: Onboarding, Retention, Transfer, Placement Assessment, Scheduling for Success, and Marketing. Planning is continuous and a year-round counseling model that supports metrics-driven policies and practices to improve enrollment, retention, and completion. Our understanding of metric-driven policies and practices is proactive and not reactive. Planning a timeline for onboarding is one practice that we implemented to improve enrollment and retention. The counseling and advising department net promoter score was 94% in 2019-2020 Academic Year.

**Enrollment**

Working with the high school counselors and developing relationships with students before starting at KauCC has worked well for both the students and our enrollment. The calendar of events for 2018-2019 for Fall 2019 entry can be found below. We continue to schedule these events ahead of time, working with the DOE personnel, faculty, and KauCC staff. This past School Year, we changed the venue to ZOOM as the primary vehicle to complete this event. The turnout was good, and those involved are appreciative of the consideration and time of developing an online platform to connect.
<table>
<thead>
<tr>
<th>School Year</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Freshmen</td>
<td>162</td>
<td>186</td>
<td>199</td>
</tr>
<tr>
<td>Total New from Public Schools</td>
<td>156</td>
<td>179</td>
<td>187</td>
</tr>
</tbody>
</table>


### 2019-2020 ONBOARDING ACTIVITIES

**Fall High School Counselor Meeting**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19</td>
<td>11:00 AM-2:30 PM</td>
<td>KauCC</td>
<td>All High Schools</td>
</tr>
</tbody>
</table>

**Financial Aid Nights**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>5:30 PM</td>
<td>Kaua‘i High</td>
<td>Kaua‘i High</td>
</tr>
<tr>
<td>October 28</td>
<td>5:30 PM</td>
<td>Island School</td>
<td>Island School</td>
</tr>
<tr>
<td>October 2</td>
<td>5:30 PM</td>
<td>Kapa‘a High</td>
<td>Kapa‘a High</td>
</tr>
<tr>
<td>October 17</td>
<td>5:30 PM</td>
<td>Waimea High</td>
<td>Waimea High</td>
</tr>
</tbody>
</table>

**Freshman Career Exploration Fair Table**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28</td>
<td>9:00 AM-1:00 PM</td>
<td>Grand Hyatt Kauai</td>
<td>Kauai, Waimea, &amp; Kapa’a</td>
</tr>
</tbody>
</table>

**Campus Tour #findyourfuture for Juniors/Seniors**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28</td>
<td>8:30 AM-1:00 PM</td>
<td>KauCC (fine arts auditorium)</td>
<td>Kapa‘a High</td>
</tr>
<tr>
<td>January 31</td>
<td>8:30 AM-2:00 PM</td>
<td>KauCC (fine arts auditorium)</td>
<td>Kaua‘i High</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>School</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>--------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>February 7</td>
<td>8:30 AM- 1:00 PM</td>
<td>KauCC (fine arts auditorium)</td>
<td>Waimea High</td>
</tr>
</tbody>
</table>

**Application Days**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 11-12</td>
<td>8:30 AM – 1:30 PM</td>
<td>HS</td>
<td>Kapa’a High</td>
</tr>
<tr>
<td>February 10</td>
<td>7:45 AM-9:00 AM</td>
<td>HS</td>
<td>Kaua`i High</td>
</tr>
<tr>
<td>February 26-27</td>
<td>8:30 AM -1:30 PM</td>
<td>HS</td>
<td>Waimea High</td>
</tr>
</tbody>
</table>

**Spring High School/KCC Counselor Meeting**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 7</td>
<td>8:30 AM-11:00 AM</td>
<td>KCC</td>
<td>All High Schools</td>
</tr>
</tbody>
</table>

**Placement Assessment**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9-10</td>
<td>8:30 AM – 1:30 PM</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>February 26</td>
<td>8:30 AM – 1:30 PM</td>
<td>HS</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>March 9</td>
<td>8:30 AM – 1:30 PM</td>
<td>HS</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

**Create Username and Health Records**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14</td>
<td>8:30 AM-1:30 PM</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>March 10</td>
<td>8:30 AM-1:30 PM</td>
<td>HS</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>March 31</td>
<td>8:30 AM-1:30 PM</td>
<td>HS</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>
Registration Day

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14-16</td>
<td>8:30 AM-1:30 PM</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>April 13-14</td>
<td>8:30 AM-1:30 PM</td>
<td>KCC</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>April 13-15</td>
<td>8:30 AM-1:30 PM</td>
<td>KCC</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

Returning Adults - Our academic advisors work with the system and the metric driven initiative to increase the returning adults population and Kauai CC has been moving that needle since 2107.

RETURNING ADULTS
- January 18-19, 2018, System Kick Off event
- Spring 2018, Free Class scholarship
- Fall 2018, Kauai CC – Free Book Event
- Fall 2018, One Night to Success started at Kauai CC
- Fall 2019, Almost There Scholarship
- Spring 2020, Returning Adults Scholarship of $200.00
- Fall 2020, Round Two Stronger You


<table>
<thead>
<tr>
<th></th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Registration Status Returning Students</td>
<td>89</td>
<td>104</td>
<td>115</td>
</tr>
</tbody>
</table>

Retention
Counselors discuss the transfer process with students and develop a plan for the courses needed and the estimated transfer date. We also have an indirect impact on persistence and degrees awarded. The MySuccess program works when faculty raise a flag of concern, and counselors reach out to students helping them find ways to be successful. In 2019 students did better than in 2018, the persistence measure went up by 3%. Persistence may have improved because of the support services with tutoring, MySuccess, Hale Malama, and the Career Center.

<table>
<thead>
<tr>
<th></th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Fall to Spring ALL Students</td>
<td>71%</td>
<td>67%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Completion
In 2018, 343 students graduated, which is higher than the previous year by 132 students. The number of graduates dropped in 2019, with 53 fewer students graduating. Counselors meet with students at least one time per semester, and more if needed. Review students STAR for possible errors in course pathway for grad pre-check.

<table>
<thead>
<tr>
<th></th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates Awarded ALL</td>
<td>211</td>
<td>343</td>
<td>290</td>
</tr>
</tbody>
</table>

Transfer
The transfer numbers have continually increased over the last three AY years. Student transfer has increased because of the Ka’ie’ie program. The Ka’ie’ie program is a transfer MOU with UH Manoa where students can be dual enrolled. Automatic transfer benefits students by reducing the application process and fees, making it a smoother transfer process.

<table>
<thead>
<tr>
<th></th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers to UH 4-yr ALL</td>
<td>80</td>
<td>82</td>
<td>89</td>
</tr>
<tr>
<td>Transfers to UH 4-yr NH</td>
<td>23</td>
<td>25</td>
<td>28</td>
</tr>
</tbody>
</table>

ISS
The counselors at KauCC recognize the need for a case management system and have been working hard through the ISS committee and the Onboarding and Retention workgroups to develop these systems. The following are recommendations to further this effort:

- Develop case management in STAR Balance that includes intake forms, tracks contacts, and tracks student progress
- Account for contacts (i.e., email, phone, and texts). The use of these communication modalities has increased with COVID-19, and often these types of Advising go undocumented
- Ideally, we pull reports per student or do queries to follow groups and look at trends.

Update: We are trying the Salesforce program that the system has purchased and are hoping it will work for our needs.
Summary

The Counselor group believes that along with establishing an objective ratio, the System and Campus Administrators need to account for efficiency and effectiveness measures. Over the past 20 years, KauCC has averaged a demonstrated higher retention rate on system reports. More recently, our high school Onboarding interventions have increased direct High School enrollment which is one of the toughest System success measurements.

Importantly, the “Right Sized” model takes into account that at a “small” campus, Advising is only one of many hats that Counselors wear. Counselors have heaviest loads during Pre-Registration and Registration periods for Fall, Spring, and Summer terms. Counselors “actively” participate in most campus activities aside from Fiscal operations. The KauCC Counselor’s believe that we “live” our jobs in such a rural community. We are highly recognizable and ultimately approachable.

The Counselor group has provided evidence of our “year around” service to the college and specifically to our students at all stages. We understand the need for accountability measurements and have worked to develop various tracking systems to record and provide measurement data. It is always the challenge in academia to provide data analysis for decision making. It is our hope that as the UHCC quickly evolves through the stage of understanding accountability through objective measures into also considering efficacy measures. Beyond the simplistic “Right Size” measures, we sincerely hope that there is room for considering what is needed to work the “Right Way” (pono). Implementing an online “Case Management” tracking system will be the key to understanding “Right Way” (pono) work load.

ADMINISTRATIVE SERVICES

Administrative Services

The Administrative Services Department is responsible for the fiscal, human resources, operations and maintenance, IT, and security of KauCC (See Appendix G. The department is currently managed by an interim Vice Chancellor of Administrative Services. Assisting the VCAS is a SR14 Secretary II.

Business Office

The Business Office (BO) has been processing purchase orders, P-card transactions, and overseeing grant budgets, requisitions, and purchase orders without three key personnel: Fiscal Specialist, Account Clerk, and a Cashier. The Fiscal Specialist is responsible for the daily grant transactions. The Account Clerk is responsible for helping with daily purchase orders, timesheets, and travel documents. The Cashier usually does mail, phone operator responsibilities, cash handling, and front office operations. An
Office Assistant (OA) has been temporarily assigned from the OCET to support Business Office cashier functions and to coordinate CARES purchases with RCUH.

Since the College was tasked with reducing its expenditures, the BO has been able to maintain its operations with minimal impact. However, this capacity is feasible only because there has been no need to process travel documents and the departments have been restrained in their expenditures further lessoning processing tasks. However, once operations have been normalized, there will be a need to fill these three key positions. Although the BO has been approved to fill the vacant Position #81996, which has been set for a Fiscal Specialist, Band A, who’s primary responsibility would center around UH policies and procedures surrounding procurement, it has been determined that it would be more advantageous for an already downsized BO (decreased from seven full-time positions to three full-time positions) to redefine Position #81996 to a Senior Fiscal Specialist, Band B. The Senior Fiscal Specialist will not only provide back-up support to the Fiscal Administrator, but the Senior Fiscal Specialist will also primarily oversee all extramural funding for KauCC. During this time of economic hardship, extramural funding from private, State, and Federal organizations have surged; increasing the need to have a dedicated Fiscal Specialist to maintain compliance with budgets, policies, and procedures so that there is fiscal support for the Principal Investigators. Currently, this responsibility (one of many) is assigned to the Fiscal Administrator.

Operations and Maintenance
KauCC has nine full-time janitor positions assigned to 30,000 square feet per FTE janitor position. KauCC also has two Building Maintenance Workers and one Maintenance Mechanic to maintain the college’s 35 buildings totaling approximately 270,000 gross ft². Usually there are four General Laborers and one Equipment Operator that maintain approximately 75 acres of grounds on a regular basis. KauCC has a total of 200 acres. Because of the University President’s mandate on freezing positions, a General Laborer II position has not been filled.

Human Resources
The Office of Human Resources (OHR) is comprised of two personnel: one HR Specialist and one HR Assistant IV. A temporary HR Specialist position remains vacant. The positions assist the approximately 259 total employee head count and 96 student employees. OHR has processed 446 PNF transactions and 432 Form 6 transactions, in addition to receiving grievances, worker comp claims, and temporary disability claims.

Security
In the last three years, there has been three different Security Chiefs with the latest being hired in December 2019. There are also vacancies in the supervisory and part-time positions. This can be attributed to the low wages and part time nature of the positions. The department is usually staffed by one Security Manager, two Security
Officer II, three Security Officer I, and three part-time Security I positions. Currently one Security Officer II and two part time positions are occupied by casual hires.

**Informational Technology**

With the retirement of an IT specialist (eliminated by the legislature), the IT department is staffed with four personnel including the Media Specialist who was moved to assist the IT department in a previous reorganization effort. This year, budget restrictions hampered the department in providing prompt service through the helpdesk, which is usually staffed by student workers. The absence of student help limited the amount of time available to full time personnel for being responsive to other duties.

**Cost Savings**

The annual cost savings due to retirements and vacancies for Administrative Services FY20-21 is approximately $270,000. It is anticipated that one or two of the Business Office positions will need to be filled in the near future, reducing the savings by approximately $18,000.

**Office of Continuing Education and Training**

VPCC Plan #3: Administration of non-credit programs will be centralized to provide a consistent and aligned approach to continuing education for workforce development. Centralized functions will focus on coordination of priority workforce needs and administrative functions. Campuses will continue to deliver the education and training. Centralized functions will be piloted in AY 2021-22.

- **Recommendation:** It is recommended that support services such as curriculum development and marketing be centralized to system-level positions to increase support for smaller campuses and non-credit programs like ours. Other services such as registration can be supported by centralized system support and with a local (on-campus) person. Fiscal duties can be supported by the business office personnel.

VPCC Plan #3: Campuses will coordinate planning and implementation of workforce development to achieve economies of scale and meet industry needs, employing technology for flexible delivery. (e.g., online).

- **Recommendation:** KauCC OCET recommends that we centralize curriculum development and some program coordination to meet statewide workforce demands and support our local community needs. To ensure that programs run on the smaller island colleges (like KauCC) it is recommended that the colleges with larger enrollment or almost guaranteed enrollment, work with the smaller colleges to offer and “guarantee” that a course or program will run.

VPCC Plan #3: Campuses will integrate campus-based non-credit planning and support with academic programs to leverage academic strengths and to advance students’ transition from non-credit and credit classes and programs.

- **Recommendation:** Non-credit and credit will begin communications to allow non-credit to market and advertise low/under-enrolled programs to help bump up
registration. In addition, as programs are consistently under-enrolled, it is recommended that the programs be reconfigured to meet community needs and offered solely under non-credit.

**VPCC Plan #3:** By 2022, campuses will have limited general-funded campus personnel, focused on program logistics and innovation and/or formal apprenticeships for priority workforce areas.

- **Recommendation:** KauCC Non-Credit cannot further reduce general funded positions. Director-vacant/frozen, Secretary to Director (filled- and coordinates the union apprenticeship program), two Office assistants (one filled, one working for Business Office), two Program Coordinators (one filled, one recent vacancy/frozen). The one coordinator serves as the Director “proxy” in a temporary assigned position as lead coordinator and is responsible for the work of two program coordinators.

**VPCC Plan #3:** Each campus’ continuing education programs will develop a business plan which includes support for campus or regional priorities for continuing education and for staffing that is supported by program fees.

- **KCC OCET / Non-Credit Business Plan**

**VPCC Plan #3:** Work group will propose a strategic plan for continuing education including common expectations regarding the objectives of continuing education and resources to support continuing education programs.

- **KauCC OCET / Non-Credit will continue to participate in the working group and bring together ideas and expectations to support the objectives of the non-credit programs.**

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**Performing Arts Center**

**VPCC Plan #3:** Centralized administration of non-credit programs.

- The Performing Arts Center (PAC) currently functions as a pure revenue-generating program under OCET. The [PAC Business Plan 2020](#) details a potential collaborative model that will help diversify the PAC’s sources of revenue. In effect, the model could give equitable access to the facility to the credit, non-credit sides of the college, and the public. Since public monies as well as private donations funded the original construction of the center, and the CIP projects were funded by public monies, the PAC must be available to the public for use.

**VPCC Plan #3:** Coordinate planning and implementation of workforce development to achieve economies of scale and meet industry needs, employing technology for flexible delivery. (e.g., online).

- The PAC does not satisfy a major economic need or workforce development need for the island of Kaua‘i as it has no major Performing Arts industry other than the non-profit local theatre groups and the transient large productions that visit Kaua‘i such as Disney, MTV, Netflix, Amazon, and etc. The PAC does satisfy a major economic need within the venue management industry as it provides industry-standard facility, amenities, labor, and equipment.
VPCC Plan #3: Campuses will integrate campus-based non-credit planning and support with academic programs to leverage academic strengths and to advance students’ transition from non-credit and credit classes and programs.

- The PAC at KauCC will further engage in collaborative efforts with the Academic Affairs unit. Each collaborative effort is a form of “fee waiver” for the use of the PAC valued at about $3,000 or two day’s use (one rehearsal date and one performance date) in the facility, equipment rental, and labor costs. These costs were absorbed by the PAC under OCET in the past. However, this is not a sustainable financial model and needs to be revisited as there is no free use of the PAC.

VPCC Plan #3: By 2022, campuses will have limited general-funded campus personnel, focused on program logistics and innovation and/or formal apprenticeships for priority workforce areas.

- The PAC at KauCC strives to conduct operations that will become self-sufficient and self-funding over time. This plan will take about 5-10 years to fully mature, according to the PAC Business Plan linked below. The effort will also take a collaborative inter-departmental and inter-disciplinary approach to make the plan successful. The PAC is positioned to be the major distributor of public information, central to economic growth and stimulation in our local community infrastructure.

VPCC Plan #3: Each campus’ continuing education programs will develop a business plan which includes support for campus or regional priorities for continuing education and for staffing that is supported by program fees.

- Kauai CC PAC Business Plan 2020
- Kauai CC PAC Business Plan Addendum

VPCC Plan #3: The Working group will propose a strategic plan for continuing education including common expectations regarding the objectives of continuing education and resources to support continuing education programs.

- If/when the working groups convene for the PACs, KauCC will support the effort as a member of the working group.

**International Programs**

VPCC Plan #3: Administration of non-credit programs will be centralized to provide a consistent and aligned approach to continuing education for workforce development. Centralized functions will focus on coordination of priority workforce needs and administrative functions. Campuses will continue to deliver the education and training. Centralized functions will be piloted in AY 2021-22.

- Once the working group meets, support services such as curriculum development for the English as a Second Language (ESL) Program and marketing can be discussed to determine if centralization of these services are appropriate. Other services such as registration for programs like ESL can be supported by centralized system support with a local (on-campus) person. Fiscal duties can be supported by the business office personnel.
VPCC Plan #3: Campuses will coordinate planning and implementation of workforce development to achieve economies of scale and meet industry needs, employing technology for flexible delivery. (e.g., online).

- Not applicable, However, during the height of the pandemic, it was clear that program delivery needed to shift to meet the needs of the international partner institutions and students from abroad. KauCC International Program Coordinator shifted from a full face-to-face program delivery model to a virtual delivery model. This shift has gained insight into the ability to offer a hybrid and purely online short-term program moving forward to diversify offerings. As programs return to face-to-face, we may have students participate in some distance learning programs prior/or at the conclusion of their on-island/face-to-face programs. Additionally, due to experience gained with virtual program delivery, this has opened up new possibilities for additional offerings to different markets.

VPCC Plan #3: Campuses will integrate campus-based non-credit planning and support with academic programs to leverage academic strengths and to advance students’ transition from non-credit and credit classes and programs.

- From Non-credit International Program S.W.O.T analysis (Business Plan page 17) on OCET/Non-credit program:
  - We offer a high-quality place-based program offered by KauCC faculty members and community partners;
  - Our short-term customized training 100% satisfaction rate;
  - Non-credit programs feeding students to credit programs; and
  - We also partner with other UHCC non-credit programs to offer a college-prep ESL program to prospective international students. These students enter our credit program upon completion of the non-credit program.

VPCC Plan #3: By 2022, campuses will have limited general-funded campus personnel, focused on program logistics and innovation and/or formal apprenticeships for priority workforce areas.

- Proposal for Restructuring International Program and Coordinator’s Role (taken from International Program Business Plan)
  - The international program coordinator’s position remains a general funded 11 months faculty position, but the focus of the program coordinator’s will shift from OCET/short-term customized training to the credit side international programs as discussed in this plan (primarily international recruitment and student support, but also includes study abroad and internationalization). The shift will be completed in FY 2026.
  - OCET/non-credit/short-term customized training program will become a self-sustaining unit by FY 2026, with minimal involvement of the coordinator to ensure the integrity of the college’s international program and harness all of the international partnerships to benefit the entire college.
  - Under this plan, the credit side international program will be able to cover its cost by AY 2023 and OCET/non-credit/international program will be able to reach a self-sustaining model by FY2026.
VPCC Plan #3: Each campus’ continuing education programs will develop a business plan which includes support for campus or regional priorities for continuing education and for staffing that is supported by program fees.

- International Programs Non-Credit Business Plan (Please note that the Business Plan is for the entire international program, not just non-credit).

VPCC Plan #3: Work group will propose a strategic plan for continuing education including common expectations regarding the objectives of continuing education and resources to support continuing education programs.

- When the International Programs meet as a working group meets, it is the intention that KauCC International Program Coordinator will participate and work toward adopting the agreed-upon suggestions for transitions to a sustainable program.
Appendices

Appendix A

Farm to Table
Recipe: Serving up Mark Oyama's Korean Style 'Ulu Poke

The Value of Venison
How Maui Nalani Venison is restoring Maui's delicate ecosystems

Strawberries in Hawai'i
Hawai'i conditions allow for year-round growth

HAWAI'I FARM & FOOD
Green Again

Mahi Pono brings diversified agriculture to central Maui
FALL 2020

Aloha Farmers and Friends,

DESPITE THE DISCONCERTING LIMBO EACH OF US IS IN DURING THIS COVID-19 pandemic, I am so impressed and gratified that Hawai‘i farmers and ranchers are still working hard for our communities and still farming. Practically overnight, many local producers went from the consistent sales they had built up over many years, to a strictly survival mode. They’ve been forced to adapt to a new standard in which most island visitors are not around, and residents have changed how and where they eat and shop, turning the markets upside down. Previously, at least 50% of food was eaten away from home, at restaurants or cafeterias, many of which have since closed or greatly reduced availability. Although so much has changed, farmers continue to adjust to meet the needs of the community. The realities of the pandemic have been a stark reminder not to take farmers and food for granted. Check out the Hawai‘i Farm Bureau (HFB) website for details about programs developed to provide relief to support local ag at https://hfbofi.org.

2020 State Legislative Wrap-up

Each year, HFB monitors and participates in the legislative process to ensure that farmer’s needs are considered as new laws are created and state funds are allocated. This year, our initiatives to transfer leaseable state ag land to the Hawai‘i Department of Agriculture (HDOA), to make it easier for farmers to qualify for state ag leases, to fund new UH CTAGR ag research and extension agent positions, to authorize an Agriculture Enterprise Program, to fund pest, plant, and disease control, and others, were each getting good support, and ultimately, funding was allocated to several of the state’s irrigation systems, ag parks, and harbor improvements, but it was an understandably disappointing session. We will continue to pursue state legislation and funding to support farmers and ranchers once legislators reconvene. Thank you for your participation and support.

Please consider joining HFB to help support the Hawai‘i agricultural community. For over 70 years, Hawai‘i Farm Bureau members have come together to become the Voice of Agriculture in the islands. Our legacy includes leadership and advocacy, public service and outreach, ag literacy, and initiatives that protect the environment and preserve its productive beauty for the next generation to use and enjoy. We continue to evolve to serve the needs of members and their families.

Mahalo,

Randy Cabral
Hawai‘i Farm Bureau President
MARK OYAMA’S

Korean Style ‘Ulu Poke

BY MEGAN KONO

ORN AND RAISED ON THE
Garden Isle, Mark Oyama always
knew he wanted to be a chef.
Oyama’s desire to become a chef was
rooted from his ‘anahe‘i (childhood)
days spent on his uncle’s farm as well
as raising market hogs, steers, and
heifers as a member of the Kaua‘i 4-H
Livestock club.

Today, Chef Mark Oyama is the
founder and president of award-winning
Contemporary Flavors, specializing in
Pacific Rim and continental fine dining
cuisine reflected from over 35 years of
international experience. Oyama also
owns and operates Mark’s Place, a popular
take-out eatery in Lihue that serves local
bento and plate lunches created with his
gourmet twist since 1998.

Oyama’s passion for food lead him
to become an assistant professor at the
esteemed Culinary Institute of the
Pacific at the Kaua‘i Community College
(KCC). The college’s culinary program
stresses nutritional value and new product
recipes. Oyama uses fruit from KCC’s
‘Ulu Utopia, a breadfruit (‘ulu) research
project that launched in December 2014.
‘Ulu Utopia, a 40-acre plot on the back of
the college with 64 ‘ulu trees, is a project
of the Innovation Center at KCC. Their
mission is to identify issues internally and
externally with an indigenous lens and
cultural perspective to support learning
experiences and hands-on projects that
are faculty led, interdisciplinary, and
addresses community needs.

Korean Style ‘Ulu Poke

INGREDIENTS:
1 lb (or about 4 cups) steamed
‘ulu, chopped
¼ cup ko choo jung paste
½ cup sugar
¼ cup rice vinegar
2 T. sesame oil
1 T. toasted sesame seeds
2 stalks green onions, cut

DIRECTIONS:
To make this savory ‘ulu poke, start
by deep frying the bite-size ‘ulu
pieces till crispy. When the breadfruit
is done, place them on the side to
cool. In a large mixing bowl, mix all
the ingredients thoroughly and add
in the fried ‘ulu. Gently toss until all
pieces are evenly coated with the
poke sauce. Place onto a serving
platter or into a bowl and enjoy.
Botany students at the Kaua‘i Community College harvesting ‘ulu (breadfruit) in their Uluopua Research Farm, a 40-acre plot with 64 ‘ulu trees, for the community, Kaua‘i Community College Culinary School, the Hawai‘i Foodbank, and restaurants to try breadfruit.

“The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long-term data on agronomic cultivation of breadfruit in Hawai‘i,” says Brian Yamamoto, professor of biological science at KCC and ‘Uluopua’s current project director.

Hawai‘i’s agriculture has transitioned from large-scale plantations to diversified entrepreneurial agribusiness. This new direction brings a need to educate more students in agriculture, food, and natural resource management. While providing a local learning environment for students and fostering local agriculture in the community, ‘Uluopua’s research project does just that.

“The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long-term data on agronomic cultivation of breadfruit in Hawai‘i.”

—Brian Yamamoto
Appendix B

December 13, 2019

Chancellor Helen Cox
Kaua‘i Community College
3-1901 Kaumualii Highway
Līhu‘e, HI 96766

Dear Chancellor Helen Cox,

Please accept my heartfelt support for a full-time Plant Science and Agriculture faculty position within the Math and Science Department of Kaua‘i Community College (KCC).

As Mayor of our county, there are many important issues that our administration and employees continue to address and improve upon. Our community is a system that works best when we work together toward common priorities and goals. I believe that agriculture is one component that lies at the heart of our community and if there’s one thing Kaua‘i is known for, it’s our heart. We are all responsible for creating a vibrant economy for our people, and agriculture plays an essential role in our island’s economic development.

Our county team continues to be dedicated to helping our island farmers and ranchers increase production through our programs such as Kaua‘i Grown and our islandwide Sunshine Markets. We also have an ongoing agriculture summer intern program and have recently hired a Kaua‘i Agriculture Business Specialist. This year, we simultaneously created a Business Innovation sector of our Office of Economic Development to explore new and emerging industries, including agriculture, while inspiring and empowering our up-and-coming entrepreneurs. We strongly support the development of Kaua‘i’s agriculture industry, and our youth are essential to ensure the industry thrives for years to come.

I commend and thank KCC for offering an early college program in the area of Natural Resources and Agriculture for many of Kaua‘i’s high school students. We are excited that our youth are finding an interest in the agriculture industry, and we want them to continue to succeed in their passions, talents, and goals because they are our next leaders. The future of our agriculture industry truly does depend on the success of our keiki, and the tools that they are given to achieve their dreams and goals. For these reasons, I fully support the establishment of a full-time Plant Science and Agriculture position at KCC and humbly and respectfully encourage the leadership of our university system to consider fulfilling this needed position in the upcoming school year.

Thank you for the opportunity to share my support for KCC’s agriculture program, and our Kaua‘i youth.

With warmest aloha,

[Signature]

Derek S. K. Kawakami
Mayor, County of Kaua‘i

www.kauai.gov
4444 Rice Street Suite 235 • Līhu‘e, Hawai‘i 96766 • (808) 241-4900 (b) • (808) 241-6877 (f)
An Equal Opportunity Employer
Appendix C

SUSTAINABLE ECOSYSTEMS AND ENERGY

Ulutopia

A TINY ORCHARD’S POTENTIAL ROLE IN SHAPING KAUA‘I’S SUSTAINABLE FUTURE

Tucked away on a 40-acre plot in back of Kaua‘i Community College (KCC), a tiny orchard of 64 breadfruit (ula) trees prospers, shielded by the protective walls created by mature vegetation and fed by the Garden Island’s clean air. It may seem unremarkable to the casual observer at first glance, but often looks are deceiving—as this small orchard plays a key role certainly in Kaua‘i’s and possibly the state’s sustainable future.

In December 2014, the Ulutopia Breadfruit Research Project is a joint venture between KCC and the National Tropical Botanical Garden’s (NTBG) Breadfruit Institute. It is the brainchild of Susan Murch and Diane Regone of the NTBG Breadfruit Institute, and Sharad Marahatta, formerly with KCC and currently an assistant professor at UH Hilo's College of Agriculture, Forestry and Natural Resource Management. Brian Yamamoto, professor of biological science at KCC, is the current project director.

For the unfamiliar, breadfruit is a staple tree crop found in Hawa‘i and throughout Polynesia that is high in complex non-gluten carbohydrate, low in fat and cholesterol. Breadfruit’s potential to alleviate hunger in the tropics has been underutilized and neglected according to agronomists. The Ma‘afa variety that was selected for Ulutopia originates from Samoa and Tonga and has been grown in Hawa‘i for decades. This variety was selected due to its availability, high nutritional content in potassium and carotenoids, ability to bear fruit in two-and-a-half to three years, and a longer than average fruiting cycle.

During the Ulutopia establishment period, most of the agronomic activities (such as breadfruit seedling management, fertilizer application and irrigation) were performed with the involvement of students. In addition to the agriculture students, students in construction trades assisted in building a shelter at the site and providing piping for irrigation. Experiments at Ulutopia have included four fertilizer splitting treatments and two cover crop treatments in 2016 and changes in fertilizer treatments in 2019. The breadfruit plants have now completed their first year harvest.

“Nowhere else has such a study been conducted and it will help farmers make informed decisions about establishing and managing breadfruit orchards,” added Regone.

Ulutopia is a project of the Innovation Center at KCC. The mission of the Innovation Center is to identify issues internally and externally with an indigenous lens and cultural perspective to support learning experiences and hands-on projects that are faculty led, interdisciplinary, and address community needs. Through the Innovation Center’s affiliations with the Office of Continuing Education and Training, KCC plans to develop an agribusiness plan for breadfruit production on Kaua‘i.

Additionally, Ulutopia is an integral part of the KCC’s Cognition Learning Center (COGS), another project of the Innovation Center. The mission of the COGS is to inspire and encourage inquiry, exploration, and hands-on learning to excite students of all ages, particularly in the area of sciences. It is essential to reach students early in their educational careers and to expose them to the potential of agriscience as a future for a sustainable Hawai‘i.

“The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long term data on agronomic cultivation of breadfruit in Hawai‘i,” said Yamamoto. “Another important objective is to develop undergraduate students’ research skills.”

Ulutopia is currently funded in part through a U.S. Department of Agriculture—National Institute of Food Agriculture Alaska Native Serving- and Native Hawaiian-Serving Institutions Educational Grant through a project entitled HiIka: Fostering Vibrant Local Agriculture at the University of Hawai‘i. The field research project provides undergraduate students with place-based, experiential learning opportunities through hands-on field activities and directed studies research projects. Results from the project have been shared across the University of Hawai‘i System and offers opportunities for further collaboration.

The breadfruit produced from the research project has created new research potential. The fruit can be sold as a fresh fruit commodity requiring research into shelf-life, storage and transportation of fruit. The fruit also can be converted into additional agricultural value-added products.

“Now that the trees are producing fruit, we are looking at fruit use in our culinary programs to stress nutritional value and new product recipes,” said Yamamoto. “We are also looking at new products that can be made from gluten free breadfruit flour.”

Agriculture in Hawa‘i has transitioned from large scale corporate agriculture production to diversified entrepreneurial agribusiness that produces for local markets. This new direction requires a large workforce that is well-trained in agriscience and agribusiness. Therefore, there is a need to educate more students in agriculture, food and natural resource management. This research project at Kaua‘i Community College provides a local learning environment for students and fosters local agriculture in the community. It will contribute to breadfruit research, inspire and energize students about agriculture, and provide them with inspiration to develop and produce locally grown staple foods such as breadfruit, taro and sweet potato for Kaua‘i’s community and economy.
UHealthy Hawai‘i
A New Approach to Improve Health and Health Care in Hawai‘i and the Pacific
January 7, 2020

To: Whom it may concern:

Subject: Hi!Ag Consortium Grant Proposal – Letter of Support

I am writing this letter to express University of Hawai‘i, Kaua‘i Community College’s full support and commitment to the Hi!Ag Program proposal to USDA-National Institute for Food and Agriculture. The statement of work proposed by University of Hawaii, Kaua‘i Community College Professor Brian T Yamamoto, which appears in the proposal, will contribute significantly toward attaining the common goals of the University of Hawaii team, as well as advancing Kaua‘i Community College’s goals.

We look forward to collaborating successfully with our University of Hawai‘i partners in this very important endeavor which has the potential to significantly change the future of our island.

Sincerely,

Erika Lacro, Ph.D.
Acting Chancellor, Kaua‘i Community College
Interim Vice President for Community Colleges
Appendix E

EDWARD L. PUNUA, CPA, INC.
A HAWAI" PROFESSIONAL ACCOUNTANCY CORPORATION
4268 F. RICE ST., LAHAINA, HI 96761
PH. (808) 628-7223, FAX: (808) 628-7386

February 16, 2021

Ms. Ann Kennedy
Kauai Community College
University of Hawaii System

Dear Ms. Kennedy,

I am writing in support of the various accounting programs offered by the UH System on the island of Kauai through the Kauai Community College campus. I would like to see your educational opportunities continue for our youth here on our island.

I am a sole practitioner and licensed professional certified public accountant. I have operated my practice for eighteen years and worked in the public accounting industry for thirty years. I have had the opportunity to work with the UH Accounting program on Kauai in various capacities such liaison with the state CPA society, employer, student mentor and curriculum advisor.

The UH Accounting System, through the Kauai Community College campus, is a strength and beacon of hope to our community. The accounting skills offered to students at both the high school and college level allows community businesses to hire trained and confident students to work in a variety of industries. The relevance and immediate application of the student’s accounting education and discipline can adapt to various industries and company sizes. As we have seen from this unfortunate pandemic that we are currently in, many accounting focused positions have been classified as essential providing extra job security in a very difficult time.

As a business owner, I have hired and advised many UH KCC accounting students. Their adept attitude and training have been an asset in my firm as well as preparing them for future accounting positions with other businesses and government careers. The practical and important accounting disciplines provided by the KCC curriculum in the areas of Payroll, Excel, QuickBooks, Tax, Financial and Managerial accounting allow your students to apply their relevant knowledge immediately when entering the workforce. And I know I am not the only business owner who feels this way and who feels privileged to have such a great resource to training and educational experience on our island home.

More recently, with the opportunity to attain their bachelor’s degree through UH West Oahu, the early exposure to high school students and groundwork that KCC provides is extremely valuable for these individuals’ hope for a bright and dependable future in accounting.

I hope that our public education system and your investment in our island community, through the accounting programs offered through the KCC campus and UH System, will continue to impact our future students.

Should you have any questions, please call me at 808-977-8668.

Very truly yours,

Edward L. Punua, CPA

America Counts on CPAs
Appendix F

--------- Forwarded message ---------
From: Seligman, Robert <Rseligman@industechology.com>
Date: Thu, Feb 18, 2021 at 1:25 PM
Subject: Kauai Community College (KCC) Endorsement From Industry
To: idavey@hawaii.edu <idavey@hawaii.edu>
Cc: MacGregor, Eric <EMacGregor@industechology.com>, Georgianne Purvinis <gpurvinis@hawaii.edu>

Dr. Daisy,

I am writing on behalf of INDUS Technology, Inc. (Eric MacGregor; President/CEO Cc'd) to offer my testimonial on behalf of the outstanding support we have received from The Kauai Community College (KCC), and specifically, the dedicated and focused efforts of Dr. Georganne Purvinis. INDUS Technology, Inc. is a Service Disabled Veteran Owned Small Business (SDVOSB) with a significant and growing footprint in the State of Hawaii and throughout the Pacific basin. We are currently supporting two contracts at the Pacific Missile Range Facility (PMRF) and expect that we will continue to secure additional work in the area.

Dr. Purvinis, as the Program Coordinator for the Electronics Technology program, and the only professor teaching electrical engineering courses for the science and math division, has been instrumental in our success. INDUS established a mutually supportive relationship with Dr. Purvinis several years ago, and to date, we have hired at least three top graduates from her curriculum. Mr. Chengkil Li, Ms. Darlene McCleod, and Mr. Ken Posney are the most recent examples of the quality of students provided to industry and they represent a level of intellect and commitment to the ideals of sustained superior performance that can be credited, at least in-part, to the innate understanding of corporate needs that Dr. Purvinis brings to the classroom. I understand that educational institutions operate on austere budgets and have a litany of competing demands, but please know that the Electronics Technology Programs are having a direct and positive impact upon industry!

Warm Regards,
Robert 'Bob' Seligman
Vice President - Division Manager

2243 San Diego Ave., Ste 200
San Diego, CA 92110
Office: (619)299-2555; ext 400
Direct: (619)795-2996
Cell: (619)241-0187

https://www.industechology.com
KAUA‘I COMMUNITY COLLEGE
Division Chairs

1. Purpose

To establish guidelines for the selection of Division Chairs, the scope of activities for which they have responsibility, and to outline the procedures for executing the Chair's functions.

2. Policy

The procedures outlined herein and the attachments appended hereto are based upon the following listed policies:

A. The Division Chairs are closest to the instructional activities of the College in that they are instructors themselves. At the same time they serve in the capacity of first line administrators for their division. As such, it is expected that faculty will first see the Division Chair before consulting with the campus administrators.

B. Only tenured Faculty Members of Rank 3 or higher shall be eligible to serve as a Division Chair.

C. The Chancellor shall appoint Division Chairs for periods up to three (3) years. The appointments are renewed annually.

D. Division Chairs are to be compensated for their administrative/supervisory duties via a workload release of six (6) credits per semester and a monthly stipend of $300, unless otherwise specified in the University of Hawai‘i’s contract with the University of Hawai‘i Professional Assembly (UHPA), addendums to the current contract, or agreements made between the administration and the UHPA.

E. Clerical support will be provided to the Division Chairs from the resources assigned to the Vice Chancellor for Academic Affairs (VCAA). Arrangements may be made to assign one clerical person to each Chair or the clerical pool concept may be followed as agreed to by the VCAA and the Chairs. Whatever the arrangements, the clerical support provided shall be adequate to enable effective divisional operations.

3. Procedures

A. Appointment

i. The division will recommend to the Chancellor someone for appointment whenever a vacancy occurs. In the event the division does not have a consensus, the major and minority recommendations will be forwarded.
ii. The Chancellor will consider the recommendation(s) and either appoint one of the nominees or consult with division personnel as may be appropriate.

iii. The Division Chair shall serve from August 1 to July 31 of each year.

B. Staff Meetings

Division Chairs are expected to attend Division Chairs meetings called by the VCAA on a regular basis.

4. Responsibility

The responsibilities for Division Chairs are outlined on Attachment 1 hereto.

5. Timetable of Critical Events

An ongoing timetable of critical events for Division Chairs is depicted on Attachment 2 hereto.
RESPONSIBILITIES

1. General:

The Division Chair is the liaison between the division and all other divisions, departments, and administrative groups and individuals at the College. The Chair serves his/her division and provides the means by which institutional concerns and problems can be gathered, focused, acted upon, and solved. The main responsibility of the Division Chair is the relieving of faculty, lecturers, and staff within a division from diffuse administrative duties. Thus, division-related administrative responsibilities will be centralized in a single individual, allowing faculty members to devote the major portion of their time to instruction and instruction-related activities.

All Chairs report directly to the Vice Chancellor for Academic Affairs (VCAA) on instructional and administrative matters.

Chairs disseminate to all their full- and part-time faculty members data, forms, memos, and other items received from administration.

All matters originating from and concerning the division, which are to go to administration for approval, should first go through the Chair for recommendation.

2. Liaison for Class Scheduling - Division Chairs shall:

A. coordinate the Multi-Year Plan of Offerings (MYPO) with the semester course offerings.

B. assure that instructors of the division meet established deadlines.

C. supervise the building of the division’s semester course offerings into Banner.

D. consider instructors’ requests for special class schedules.

E. coordinate efforts with academic counselors to ensure that necessary courses are evenly distributed for both day and evening programs.

F. meet with the VCAA to determine the future status of classes with less than the established minimum enrollment.

3. Faculty Evaluation - Consistent with appropriate sections of the University of Hawai‘i Professional Assembly (UHPA) Contract, Division Chairs should:

A. supervise the non-tenured faculty evaluation process.

B. participate fully in evaluating non-tenured faculty.
C. oversee annual evaluation of all lecturers.

D. review faculty evaluation materials and submit recommendations to the VCAA and Chancellor.

E. work with the Division Personnel Committee (DPC) in accordance with contract renewal and tenure/promotion review guidelines.

F. see that faculty and lecturers schedule student evaluations with eCAFE or other standard division evaluation instruments.

4. Budgeting, Requisitions, and Accounting - Division Chairs:

A. coordinate the involvement of division faculty in the budget preparation process.

B. will provide maximum possible cooperation to the Business Office in maintaining the inventory of equipment by reporting additions, losses and other changes to the Vice Chancellor for Administrative Services.

C. sign all purchase requisitions and approve travel requests related to their division.

5. Orientation - Chairs are expected to assist in orienting new faculty and lecturers to instructional programs and procedures by:

A. introducing new faculty and lecturers to other faculty and staff.

B. familiarizing new faculty and lecturers with College facilities.

C. providing general college and division policies and procedures to ensure ease of assimilation and reduce the shock of new situations.

6. Liaison with Other Divisions - Division Chairs are expected to:

A. assist in coordinating the scheduling of classes with other divisions to ensure that students will be able to fulfill all program requirements.

B. work with other Division Chairs in developing cross-divisional programs and projects.

C. participate in campus policy formulation.

D. serve as the guide and orientator to any faculty member regarding instruction and instructional procedures.
7. Faculty Absences - As the most direct point of contact with the faculty, Chairs shall advise instructors and lecturers regarding procedures that govern absences.

8. Program Reviews, Assessment, Projections, Plans, and Course Changes (Deletions, Additions, Modifications) - Division Chairs are responsible for:
   A. assisting in developing and/or updating Kaua‘i Community College academic planning documents.
   B. working with the faculty and VCAA in recommending new programs, program modifications, and program deletions.
   C. seeing that courses are reviewed, updated, added, deleted, and modified according to campus and system procedures and articulation agreements.
   D. assisting in developing proposals for new programs and curriculum changes.
   E. proposing and/or rendering assistance in the implementation of seminars, non-credit workshops, and other professional activities as needed by members of their divisions or the College as a whole.
   F. coordinating actions to ensure that the division's catalog course descriptions are current.
   G. maintaining accreditation standards where applicable.
   H. providing advice and guidance to faculty in the matters of advisory committee meetings and the involvement of such committees in appropriate program-related matters.
   I. leading division assessment of all courses/programs and ensuring that program reviews are completed and submitted to the VCAA in a timely manner.

9. Textbooks - Division Chairs need to ascertain that textbook orders are submitted in a timely manner. In consultation with full-time faculty in the discipline and knowledgeable persons in the field, the Chairs select or delegates to program coordinators to select textbooks for lecturers and new faculty if time does not permit individuals to select their own textbooks.

10. Meetings - Division Chairs shall:
   A. call and chair periodic division meetings each semester. At least one division meeting shall occur each month during the academic year.
   B. notify division members and student government members assigned as division liaisons via email or memorandums of scheduled division meetings.
   C. ensure minutes are taken and distributed as may be deemed necessary.
D. maintain file for minutes of division meetings.

E. request appropriate workshops and symposiums for division personnel.

F. attend all committee meetings where a Chair by nature of the position is required to attend.

11. Personnel Action - Division Chairs are directly involved in the College's personnel selection processes as specified in the Kaua‘i Community College Policy Guideline No. 2-2.
TIMETABLE OF CRITICAL EVENTS FOR DIVISION CHAIRS

(Specific Dates for each month are to be set according to each year's schedule.)

August

☐ Determine status of textbooks ordered for divisional courses for the fall semester.

☐ Assist arriving new faculty, provide for their orientation to the College, philosophy, and personnel.

☐ Assist new faculty and lecturers who are teaching credit courses to get classes off to a good beginning.

☐ Inform all non-tenured faculty of tenure evaluation process, the critical dates for submission of recommendations on their tenure status, and the criteria for which the division will evaluate them.

☐ Initiate faculty searches for positions approved for the spring semester.

September

☐ See that office hours of division members are posted on office doors.

☐ Begin tenure evaluation process of non-tenured faculty with priorities to second-year, fourth-, first-, and third-year faculty as established.

☐ Draft faculty evaluations for tenured faculty as required.

☐ Begin work with faculty and other Division Chairs on developing the spring schedule, using the Multi-Year Plan of Offering (MYPO).

☐ Meet with the other Division Chairs, counselors, and the VCAA to finalize the spring schedule.

☐ Notify faculty to prepare textbook requests for assigning spring semester classes.

☐ Submit division approved course outlines (new, modifications, and deletions) to be offered (next fall) to the Curriculum Committee division representative.

October

☐ Textbook orders due in Bookstore Manager's Office by October 1.
November

☐ Complete evaluations of second- and fourth-year faculty and forward dossier and recommendations to the VCAA before December 1. (Second year faculty to receive notification of renewal status by December 15.)

☐ Participate in the tenure consideration process as required.

December

☐ Complete evaluations of first year faculty and forward dossier and recommendations to the VCAA by December 15. (First year faculty to receive notification of status by February 1 or May 1 if faculty was appointed in mid-year.)

☐ Inform division members of the first semester expenditures and balance remaining for spring semester.

☐ Initiate faculty searches for positions approved for the upcoming fall semester.

☐ Program Reviews, APRUs due December 15.

January

☐ Determine status of textbooks ordered for divisional courses for the spring semester.

☐ Assist arriving new faculty, provide for their orientation to the College, philosophy, and personnel.

☐ Assist new faculty and lecturers who are teaching credit courses to get classes off to a good beginning.

☐ See that office hours of division members are posted on office doors.

☐ Begin work with faculty and other Division Chairs on developing the summer and fall schedules, using the MYPO.

February

☐ Submit to the VCAA a priority list of division personnel requirements for the next academic year.

☐ Meet with the other Division Chairs, counselors, and the VCAA to finalize the fall schedule.

☐ Notify faculty to prepare textbook requests for assigning fall semester classes.

☐ Submit division approved course outlines (new, modifications, and deletions) to be offered (next spring) to the Curriculum Committee division representative.
March

☐ Textbook orders for the summer and fall due in Bookstore by March 15.

April

☐ Submit dossier and recommendations to the VCAA for second, fourth, and mid-year appointed faculty.

☐ Check budget balance and inform division members of the fiscal year purchasing deadline.

May

☐ Submit division members' expenditure plans, listing by priorities for B and C expenditures for the following year.

☐ Submit year-end report to the VCAA.
KAUAI COMMUNITY COLLEGE

Cancellation of Low Enrolled Classes

1. Purpose

To establish a procedure for orderly and transparent decision-making in cancelling classes with insufficient enrollment to maintain the cost effective operation of the College without jeopardizing the students' opportunity to complete their educational goals.

2. Policy and Definitions

A class will be considered low-enrolled if the fill rate is less than 50% and the number enrolled is less than 10.

3. Procedures

A. At least one week before the first day of class during fall and spring semesters, the VCAA shall begin working in collaboration with discipline and program coordinators, program advisors, and division chairs to identify potential classes to be cancelled due to low enrollment. Except in unusual circumstances, classes should not be cancelled unless they were identified as candidates for cancellation at this time.

B. Except in unusual circumstances, the only classes that will be considered for cancellation due to the number of enrolled students are those that meet the above definition of a low-enrolled class.

C. In deciding which low-enrolled classes to cancel, at minimum the following items will be considered:

   a. The impact of cancelling the course on the program, especially where the course is a program and/or degree requirement. This impact includes the possible negative consequences of interrupting the typical expected scheduling pattern of a course.
b. Whether the course is needed for the students currently enrolled to graduate or continue towards their educational goals in a timely fashion.

c. Whether the course is a new offering.

d. Whether the course is externally funded.

e. Whether cancellation would benefit the campus, such as assigning the instructor to other courses or duties.

D. For classes following the standard semester schedule, the decision to cancel a class shall be made no later than the Friday before the start of the term, except in unusual circumstances.

E. Counselors will assist students in reconstructing their schedules impacted by course cancellations.

F. The Division Chair and VCAA will collaborate with affected faculty to assign the faculty to new duties.

G. Students that are enrolled in courses that have been cancelled by the institution and who must drop and enroll in other courses shall not be charged a late fee.

H. When “unusual circumstances” are invoked to justify a cancellation, a written explanation will be given to the Division Chair explaining the decision.
Liberal Arts First-Year Cohort

“The Secret to getting ahead is getting started.” - Mark Twain

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<table>
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<th>MWF</th>
<th>9:00 - 9:50</th>
<th>MWF</th>
<th>10:00 - 10:50</th>
<th>MWF</th>
<th>11:00 - 11:50</th>
<th>TR</th>
<th>9:25 - 12:05</th>
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<td>Eng 100</td>
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<td>Eng 100L</td>
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<tr>
<td>Chem 151/151L</td>
<td>TR</td>
<td>12:15 - 1:15</td>
<td>Peer Tutoring</td>
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</table>

- Must enroll in both Math 75X and Math 100. First 15 students who also enroll in SOC 100 & ICS 101 will receive free Math Book.
- Must enroll in Chem 151 and 151L concurrently.

Cohort model provides students with shared experiences and interactions, collective efforts, and a mutual commitment to succeed in the Liberal Arts program. Students will have special academic advising on their guided pathways, peer tutoring, as well as a schedule to allow for employment in the afternoon.

**First 15 students enrolled in Math 75X/100, SOC 100, and ICS 101 will receive FREE MATH BOOK**

Liberal Arts Counselor: Pua Larson
Phone: 808-245-8258
Email: marlapua@hawaii.edu
PSLO Vote Results
1 message

Patricia McGrath <pmcgrath@hawaii.edu>  Mon, Feb 28, 2022 at 4:50 PM
To: Alexis Erum <aibarra@hawaii.edu>, Brian Yamamoto <blyamamo@hawaii.edu>, Dyanne Soto <dyannes@hawaii.edu>, Emily Broderick <emilybro@hawaii.edu>, Erin Millard <emillard@hawaii.edu>, Gigi Drent <gdrent@hawaii.edu>, Jonathan Kalk <kalk@hawaii.edu>, Loni Delaplane <ldel@hawaii.edu>, Michael Hannawald <mwh@hawaii.edu>, Michael Miller <millermt@hawaii.edu>, Stephen Taylor <svt@hawaii.edu>, Terry Bruns <bruns@hawaii.edu>, Timothy Stark <timothys@hawaii.edu>, Alan Boyes <aboyes@hawaii.edu>, August Graybosch <graybosc@hawaii.edu>, Christina Mar <cjmar@hawaii.edu>, Dennis Chun <dennisch@hawaii.edu>, Eric San George <esg4@hawaii.edu>, Greg Shepherd <shep@hawaii.edu>, Joshua Fukino <fukino@hawaii.edu>, Kerri Muraoka <kerrihm@hawaii.edu>, Mark Ombrello <ombrello@hawaii.edu>, Mary Alexander <maryalex@hawaii.edu>, Pualii Rossi-Fukino <puali@hawaii.edu>, Rick Randolph <rsrandol@hawaii.edu>, Stephen Watkins <watkinss@hawaii.edu>, Sharon Milan <smilan@hawaii.edu>, Ryan Girard <girardr@hawaii.edu>
Cc: Jay Baker <hjbaker@hawaii.edu>

Aloha Liberal Arts faculty!

Here are the results of the PSLO vote, complied at 4:45 PM today. (Note that not all respondents identified whether they were LAH or SAM members because I forgot to activate that question until after 6 people had already voted!) Thanks to everyone who voted and a big shout-out to the whole PSLO Team for all the hard work.

I vote to APPROVE the proposed PSLOs.
22 responses

- 100% Yes, I vote to APPROVE.
- 0% No, I REJECT the proposed PSLOs

What division are you in?
16 responses

- 50% LAH
- 50% SAM
Thank you PSLO team!

2 responses

In PSLO 1, "Standard American English language skills" is recommended. Otherwise, great work, and thanks to all who wrote these.

1 response

Thank you for your hard work! These look outstanding.

1 response

Nice work everyone!

1 response

Best,
Pat, on behalf of the PSLO Team

---

Patricia McGrath, B.Ed., M.A., P.G.D.
Preferred pronouns: she/her/hers
Why I include pronouns in my signature
Professor of English
Languages, Arts & Humanities Division Chair
Co-Chair, UH System Commission on LGBTQ+ Equality
Kaua'i Community College
3-1901 Kaumuali'i Highway, Lihue HI 96766
Phone: 808-245-8316 Fax: 808-245-8220
=======================================================================
Always be kinder than necessary.
Everyone you meet is fighting some kind of battle.
You never know when a moment and a few sincere words can have an impact on a life.
=======================================================================
**MATH BOOT CAMP**

**When:** August 10th - 14th from 9am - 1pm

**Where:** Various classrooms in the Learning Resource Center (LRC), adjacent to library.

**Who:** Students who plan to take Math 75X, but open to everyone!

**What you get:** *Five days of math activities to grow your mind, plus free lunch!*

If you have questions, contact Pomai Burkart, pomai.burkart@hawaii.edu! Register now @ http://go.hawaii.edu/AHW

Kaua‘i Community College is committed to providing all students with equitable access to its programs and services. For disability accommodations, contact our Disabilities Services Coordinator at (808) 245-8317. Individuals with disabilities are encouraged to contact our Disabilities Services Coordinator well before the registration deadline to provide ample time to review and verify requests. *This Statement is available in alternate format upon request for persons with print disabilities. For more information or assistance, please call (808) 245-8317.*
MINUTES – Friday, February 11, 2022

1. CALL TO ORDER
   1.1. Meeting called to order - 12:20pm

2. APPROVE AGENDA
   2.1. Approval of Agenda #17 - Motioned by Jaydon, seconded by Ben, no discussion, motion carried, 5.0.1

3. ROLL CALL
   3.1. Roll Call -

4. GUEST REPORT
   4.1. Chancellor Joseph Daisy -
   4.2. Margaret Sanchez, Vice Chancellor for Student Affairs - Not in attendance
   4.3. Valerie Barko - accreditation liaison officer,

5. EXECUTIVE BOARD REPORTS
   5.1. President - UH Caucus meeting via Zoom from 10 am to 3 pm.
   5.2. Vice President - Please read the following reports below.
       5.2.1 - Shaunte is requesting an informal meet and greet at Student Lounge for FYF event on Feb. 18th and 25th and if we were able to provide SWAG and snacks for the student. Times that Shaunte has provided for us. (Read notes)
       5.2.2 - Pua is requesting if SG was willing to give out SWAG bags for Kapa’a students. (Read notes)
       5.2.3 - SG Kauai High School visit has been pushed back to March 1 and 2. (Read notes). Will get more updates and information from Mrs. Divina Plowman in between now and next meeting on February 18th, 2022.
   5.3. Treasurer -
   5.4. Secretary - Approval of Minutes #16 - Moved by Samuel and seconded by Benzelle, no discussion, motion carried. 5, 0, 1
   5.5. Human Resource Manager - Wed Feb 16th, everyone should come to put the swag bags together.

6. STUDENT SENATE REPORTS
   6.1. At-Large-
   6.2. Business Education- N/A
   6.3. Health Education & Public Service- N/A
   6.4. Language Arts & Humanities- Kelvin Saraos - None to report.
   6.5. Science & Math- N/A
   6.6. Trades & Technology- N/A
   6.7. Associate Member - Kyler Arruda-Sukehira

7. COMMITTEE REPORTS
7.1. **Academic Grievance Committee** – Keiki, Ben, Jaydon, Angeline -

7.2. **Accreditation Committee** – Everyone - Ongoing -

7.3. **Assessment Committee** –

7.4. **Chancellor’s Award for Outstanding Service Committee** – Ben -

7.5. **College Council** - Keiki -

7.6. **Campus Safety & Operations Committee** – Jaydon - Parking stickers to keep track of parked vehicles. Does this include students enrolled in OCET? Students will review policy and have an online vote. Waiting for a system to develop a policy for minors.

Please follow-up with committee regarding the status of the Outdoor Fitness Circuit.

7.7. **Commencement Committee** – All members - Will meet on Wed, Feb 16 at 3 pm via Zoom.

7.8. **Curriculum Committee** - Keiki/John -

7.9. **Health & Wellness Committee** – Angeline, Keiki (alternate)

7.10. **Information and Technology Advisory Committee** - Kelvin, Keiki

7.11. **Integrated Student Success Council (ISS)** – Ben

7.12. **International Committee** – Kelvin, Angeline(alternate)

7.13. **Library Advisory Committee** – Ben - Alisa Silva hired for 89 days to temporarily fill in position.

7.14. **Makaloa Committee** – Keiki

7.15. **Marketing and Enrollment Management/ Outreach** – Samuel

7.16. **Regents Medal for Excellence in Teaching Award (Spring 2022)** – Ben

7.17. **Student Government Election Commission (Spring 2022)** – Ben, Keiki, John -

7.18. **Sustainability Committee** –

7.19. **UH Caucus** – Keiki -

7.20. **Leadership Seminar** –

7.21. **Strategic Planning Committee** –

---

8. **ADVISOR’S REPORT** - John Constantino

8.1. **Student Fees Meeting Update**

8.2. **Status on Outdoor Weightlifting Equipment passed on to Jaydon to follow-up.**

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9. **OLD BUSINESS**

9.1. **Requisitions in process**

1. Ping Pong Table - **Kyler**
2. Refurbishment of Billiards Table - **Jaydon**
3. Outside weightroom (SG)- **John** - In progress, working with Laura Dillman.
4. New functional conference table and chairs (SG) - **John** -
5. Refurbish furniture in Student Life Center (SG) - **John**
6. New Logos and Public Relations - **All**
7. Update SG/SLC banners - **All**
8. Purchase 2 TVs for Media Boards at Student Life Center and One Stop Center - LCD Televisions and TV stand to be purchased from Walmart
9. Chancellor chain/insignia - John - Researching with vendor
10. Graduation Gonfalon Banners -John - Researching with vendor on possible design options
11. Food training -
12. Student Life marketing materials -
13. New classroom tables - In progress
14. Color printer - In progress - Ben researching
15. 8 Microsoft Home and Business Software will be purchased from Walmart to be installed in new PCs and MACs purchased in Spring 2021.
16. Purchase of IPAD Pros from Mac Made Easy to replace missing Ipads

9.2. **Movie Streaming Service in Collaboration w/ Swank Motion** -
9.3. **Student Life Marketing and Logo Update** - Samuel to contact Gary Ellwood regarding marketing strategies and Public Relations with Student Government.

9.4. **Discussion on a mascot for Kauai CC. Suggestions** - Monk Seal, Kolea Bird, Nene Goose, Boar, Iwa Bird, rooster, etc.


9.7. “**Pet An Animal**” **Destresser Week**

10. **NEW BUSINESS**

10.1. Uniforms

11. **ANNOUNCEMENTS**

11.1. **Integrated Student Success** - Next meeting on Feb 16th, 2022. 1pm-2pm

11.2. **Find Your Future Event** - OSC (One Stop Center) Feb 18th, 2022 @ 8:00AM -- 1:30PM

11.3. **Next ASUH-KCC Student Government Meeting** - 12:30 PM — 1:30 PM in Classroom 212 and ZOOM on Wednesday, February 23rd, 2022.

12. **ADJOURNMENT**

12.1. Meeting adjourned at 2:09pm
NC-SARA Directory

Click on a state below to view participating institutions.

Active: Institution currently participates in SARA.
Renewing: Active institution in process of renewing participation in SARA in its state; please contact the state's SARA
State Portal Entity (SPE) for information.

**Provisional:** Because of certain concerns, this institution has been approved by its state for provisional participation in SARA (see Section 3.2 of the [SARA Policy Manual](https://nginx.develop.guide-nc-sara-org.us2.amazee.io/resources/guides)). Please contact the state’s SARA State Portal Entity for additional information.

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
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<tbody>
<tr>
<td>Kauai Community College (<a href="https://www.kauai.hawaii.edu">https://www.kauai.hawaii.edu</a>)</td>
<td>Hawaii</td>
</tr>
</tbody>
</table>

Contact Us

3005 Center Green Drive  
Suite 130  
Boulder, Colorado 80301  
(720) 680-1600

**Email:** info@nc-sara.org  
([mailto:info@nc-sara.org](mailto:info@nc-sara.org))

**Media Inquiries:** media@nc-sara.org  
([mailto:media@nc-sara.org](mailto:media@nc-sara.org))

Stay Informed

**SIGN UP**  
([HTTPS://NCSARA.TFAFORMS.NET/F/NC-SARANEWSLETTERSSUBSCRIBERS](HTTPS://NCSARA.TFAFORMS.NET/F/NC-SARANEWSLETTERSSUBSCRIBERS))

Follow Us

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1. Register for classes
   April 12, 2019
   Log into STAR to submit registration.
   Follow Link: https://www.star.hawaii.edu/studentinterface/

2. Health Clearances
   August 1, 2019
   TB/MMR Records need to be submitted to the Admissions and Records office located in One Stop Center.

3. Paying for College
   Need help completing your FAFSA? Contact our Financial Aid office 808-245-8360 to make an appointment.

4. New Student Orientation
   Sign up and Attend
   July 19, 11:00–2:00 or August 1, 11:00–2:00
   Follow Link: http://kauai.hawaii.edu/Registrar_4_all_1
May 1, 2020

Dear Senior,

Our thoughts are with you and your families during these uncertain times. We know your senior year has not been what you expected, but we want to reassure you that our community is celebrating all of your remarkable accomplishments and cheering for your future!

Even though this may be a difficult time and it’s hard to navigate the unknown, our Next Steps to Your Future Initiative is here to help.

Whether you plan to go to college, enter the workforce, or are still undecided, we want to help guide you through your next steps and support your future goals.

By texting “nextsteps” to (808) 460-8360 you will be connected to an experienced member from our Hawai‘i Advising Cadre who will provide you free personalized support and information as you transition from high school on to your next journey. You will receive text messages and opportunities to communicate one-on-one with your dedicated advisor over the summer starting the first week in June.

Please text “nextsteps” to (808) 460-8360 by May 20 so we can start preparing to support you over the summer. Once we receive your text, we’ll send you a follow up message with more information.

If you have any questions about this texting program, please contact: p20hawaii@hawaii.edu or visit www.p20hawaii.org/nextsteps.

You have so much to be proud of and so much more to look forward to. Now is the time to take charge of your future and we’re here to help.

Aloha,

David Lassner
President
Our “Next Steps to Your Future” Initiative is here to help!
Text “nextsteps” to (808) 460–8360 to participate by May 20, 2020

Additional details about this initiative:

- **Next Steps to Your Future** is a summer advising initiative for Hawai‘i’s public high school graduating Class of 2020 led by the University of Hawai‘i and Hawai‘i P-20 Partnerships for Education.

- You will receive customized text messages once a week starting the first week in June from your dedicated advisor based on what your plans are for after graduation whether you are enrolling in college, entering the workforce, or even if you’re still undecided.

- The text messages will provide you with information about important tasks for you to complete during the summer to prepare you for your next steps such as registering for classes if you’re enrolling in college or scheduling an interview if you plan to get a job.

- You can write back to any of the texts you receive from your dedicated advisor to ask questions and a response will be sent during specified working hours. You can also schedule meetings or phone calls with your advisor to discuss topics that are hard to resolve through just text messaging.

- We are also partnering with counselors at the University of Hawai‘i and can connect you to their staff to answer any college-specific questions you may have.

- In addition, eligible students will be sponsored to participate in the UH Community College Summer Onramp Courses for Career Exploration.

- Please note: Standard text-messaging rates apply and you are responsible for any costs incurred in receiving texts. You may also opt-out at any time by replying “STOP” to any text sent.

- If you have any questions on this initiative, please contact: p20hawaii@hawaii.edu or visit: www.p20hawaii.org/nextsteps
KAUA`I COMMUNITY COLLEGE   CAREER LADDER PROGRAM   
COURSE SYLLABI   
NURS 320/WI CRN: 43041 
FALL 2021 

Course Number: NURS 320/ Writing Intensive (WI) 
Course Title: Health and Illness II 
Course Credits: 10 Credits (4 Lecture/6 Lab) 
4 hours per week in lecture, 18 hours per week in lab/clinical 

Prerequisites: "C" or higher in NURS 230 

Course Faculty: 

Sharon Ehlers MSN, APRN-Rx, ANP-BC, WHNP-BC 
Email: sehlers@hawaii.edu 
Ha`upu Portable #110 (O) 245- 8247/ (C) (716)-913-1123 
Office Hours: Available by appointment 

Nicole Love, MS, APRN, CPNP 
Email: nolivo@hawaii.edu (C) (808) 464-1586 
Office Hours: Available by appointment 

Tammie Napoleon  DNP, APRN-RX, PPCNP-BC 
Email: tnapoleo@hawaii.edu 
Campus Wellness Center (O) 245-8308 (C) 651-8023 
Office Hours: Available by appointment 

Maureen Tabura MSN, RN 
Email: tabura@hawaii.edu 
Ha`upu Portable #111 (O) 245-8249 (C) 651-9868 
Office Hours: Available by appointment 

Jennifer Ballard, APRN-RX, NP-C 
Email: jennifer.ballard@hawaii.edu 
Ha`upu Portable # (C) 808.651.7577 
Office Hours: Available by appointment
Course Description:
This course focuses on the nursing care and health promotion for maternal-newborn and pediatric clients and families in the acute care and community settings. Students will learn to utilize family theories and assessment tools when providing culturally sensitive, client-centered care.

Student Learning Outcomes:
Upon completion of this course the student will:
1. Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, and identification of choices and possible consequences. (PSLO 1)
2. Reflect on nursing practice in managing care for groups of patients. (PSLO 2)
3. Seek information to develop plans of nursing care that are family-centered, as well as age and culturally appropriate using evidence-based clinical guidelines. (PSLO 3,4,7)
4. Apply basic leadership skills in the care of families. (PSLO 4)
5. Practice as a member of a multidisciplinary healthcare team. (PSLO 5,6)
6. Recognize benefits and limitations of community and governmental support for family units and individual members with illness. (PSLO 6,7)
7. Deliver family-centered care. (PSLO 7)
8. Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction of non-therapeutic communication Techniques. (PSLO 8)
9. Work with the client to implement plans of care that are based on culturally and age appropriate assessments and evidence-based practice. (PSLO 1,2,3,4,5,6,7,8,9)

Course Policies:
Attendance:
Absences or tardiness affect the student’s academic or clinical performance and may result in a lower grade or in the student being dropped from the nursing program. Students should attend all scheduled classes, skills lab, simulation and clinical days. Students need to complete 270 clinical/skills hours to achieve the course requirements during the semester. For NURS 230, 135 clinical hours are required. Each absence will be handled on a case by
case basis, depending when the absence arises in the semester and what is reasonably expected to be able to achieve the clinical requirements. All absences will be documented per the Event Log/contract procedure. ALL absences should be reposted to the instructor prior to the start of class or clinical. All students will be expected to report any absences by contacting an instructor personally.

**Tardiness**
Late arrivals to clinical/skills lab or class are considered unprofessional, and the instructor must be notified of tardiness and expected time of arrival. The student who is tardy to clinical/skills lab or class may be given only one verbal event log or sent home (recorded as an absence). For all subsequent tardiness, the student will be sent home and an absence will be recorded for that day.

The expectation of students attending any activity online is to be on time or connected at a minimum of 10 minutes before the start of the activity, to ensure your internet connection/speakers are working. Class will start on time and students not connected will be considered tardy.

**Fall 2021 SAR-CoV-2 (Covid-19)**

Our attendance policy has not changed however we do have the following disclaimer for the Fall 2021 semester.

Attendance disclaimer related to Covid only:
Due to the Covid-19 Pandemic, it is essential that if you are not feeling well, you are to stay home and self-report to your instructor. We are in a Public Health crisis and have to be cognizant that we do not want to potentially be the spreader of the covid-19 virus to the clients we would care for. We will work with you to the extent possible, to meet the clinical course requirements. Each situation will be handled on a case by case basis, depending when the situation arises in the semester and what is reasonably expected to be able to achieve the clinical requirements. Please see UH Covid-19 Guidelines for the most up-to-date information: https://www.hawaii.edu/covid19-guidelines/

**Covid Screening Guidelines**

All KCC personnel and students must manage self-screening/health checks daily prior to coming on campus by answering the following questions on the LumiSight UH app. **Proof of clearance and completion will be required prior to the start of the class.** Failure to complete the required screen will result in denial of admission to class. If “yes” is the answer to any of the questions below, personnel and students must stay home and not come to campus:

- Do I exhibit a fever over 100.4 degrees?
- Have I been exposed to anyone with COVID-19 or suspected to have COVID-19?
Do I exhibit non-fever COVID symptoms, such as shortness of breath or dry cough?

Have I tested positive for COVID-19?

Have I traveled out-of-state in the past 14 days?

**Participation:** This course operates on the premise that students are *active in their own learning*. Students are encouraged to be imaginative and proactive at identifying and taking advantage of any and all strategies for success. The instructor’s role is to facilitate this process, and encourage and guide students along this path. *The ultimate responsibility for student learning rests with the student.* Meaningful and respectful student participation is expected in this course and class is structured to provide ongoing opportunities for student participation.

**Late Assignments:** Late papers will be deducted 10 points for each day late. Weekends and holidays are included as late days. *All assignments must be submitted satisfactorily to pass the course*, even in the event that the assignment is so late that the grade will be zero. Communicate with your instructor if there are situations arising that will delay submission. Communicate, communicate, communicate rather than shut down and not communicate with the faculty! We cannot support you if you do not communicate!

**Required Equipment:** Stethoscope, penlight, bandage scissors, hemostat clamps, watch, pen, masks, eye protection, school approved scrubs, black slacks (no jeans, yoga pants, athletic apparel), and blue polo shirts, closed toed sturdy shoes for clinical that would prevent penetration through the material are highly recommended.

**Cell phone:** Personal text messaging during class is not acceptable, phones should only be used for classroom activities. Evidence of using your cell phone for activities other than classroom activities will result in your being asked to leave the classroom and attendance will be impacted.

**Technology Requirements**

This course requires access to a desktop or laptop computer with a webcam, microphone, and speakers. Students must be able to access Laulima online, which works best with the Mozilla browser. Computers must have Adobe Flash and Google Chrome (web browser) downloaded to access the required course activities. High-speed broadband Internet (cable or DSL) is strongly recommended. For specific system recommendations please refer to the UH information Technology Services website: [www.hawaii.edu/its/students/](http://www.hawaii.edu/its/students/)

“Netiquette” or Online Etiquette Guidelines

Netiquette refers to specific guidelines used when engaging online with others. Please use these following guidelines when communicating online with others in this course:
1. Be Respectful- We all have different opinions and can learn from each other’s points of view. Please use respect when composing your responses to emails, discussion posts etc. Avoid angry passionate comments that may be viewed as public attacks, humiliating or insults.
2. Be sensitive and aware that others come from different cultural backgrounds. This also includes religious and political beliefs.
3. Swearing and profanity should be avoided at all times.
4. Avoid using ALL CAPS. This is considered “shouting” on the Internet.
5. Always perform a spell and grammar check before posting your responses.
6. Avoid using acronyms without explaining them first in parentheses. Example:
Kaua‘i Community College (KCC). Information Technology Services website:
www.hawaii.edu/its/students/

Academic dishonesty: See the KCC Career Ladder Nursing Student Handbook on the program website for the complete statement on academic dishonesty, including plagiarism.

Exams:
Examinations must be taken on the scheduled date. It is the student’s responsibility to contact the instructor in the event of an unavoidable absence and obtain instructor approval PRIOR to the posted exam date and makeup the exam within two business days. Failure to do so may result in a 10 point deduction from the student’s exam score and an additional 10 points for each day beyond the scheduled exam date unless the instructor agrees to an extension due to student emergency.

Math:
Math ability is extremely vital to nurses and the clients they care for and, therefore, is a requirement for all nurses. Since the student will be administering medications in the clinical areas, the student will be expected to be able to make accurate calculations for medication dosages before going into clinical. Students will be expected to demonstrate math skills appropriate to medication administration at each level. To demonstrate those skills, students will be expected to pass the applicable math exams (per course) with 100% accuracy on the calculations. Students have the opportunity to retake exams but before retaking the math exam, the student needs to seek remediation with an instructor.

Students that have not passed their math exams before any clinical (face to face, simulation or virtual) begins, will not be allowed to pass medications until they are successful on their exams. It is the students responsibility to achieve 100% on the exam. The inability to pass math calculation exams will result in the inability to achieve the clinical objectives and may result in a failure for the course.
You will take **two Proctored exams** for the math requirements of this course:

Dosage Calculations RN Maternal Newborn and
Dosage Calculations RN Nursing Care of Child

You must receive a **100 percent** on the calculations section of your exam in these modules in order to administer medications at clinical. You will find more math exam information on the Math assignment.

**Teaching Learning Strategies/Methods of Instruction:** The teaching/learning for this class is based on collaborative learning with active student and faculty involvement. Assignments are selected to deliver rich learning experiences with emphasis on personal educational development by the student. Techniques for teaching/learning may include but are not limited to lecture, various media, simulation exercises, group discussion, student presentation, participation in clinical practice in acute care and community settings, and journaling (self reflection and asking questions).

**Kapiolani Clinical Experience: Tentative**

This course requires 32 hours of clinical time at Kapiolani Women’s and Children’s Medical Center in Honolulu. Clinical shifts will be a combination of days and evenings. Faculty will have vans for transportation to and from the hotel and hospital. An additional van may be required to transport students. Clinical dates are 11/16/21 to 11/19/21, return home on 11/20/20. More details will be shared as the semester progresses.

**Grading and Evaluation:**

The following grading scale will be used:

A = 90-100%
B = 80-89%
C = 70-79%
D= 60-69%
F = < 59 and below

**Evaluation is based on theory (classroom) grade as well as clinical evaluation.**

Unit Exams ................................................................. 35 %
Final Exam .................................................................15 %
Reflective APA Paper (Pediatric or OB experience) ..................10 %
Evidence Based Practice Project ........................................10 %
OB ETHICAL LEGAL Debate...........................................15 %
ATI Content Mastery Practice and Proctored Exams and Remediation….10%
Hale Malama self care assignment.................................................................5%
Clinical Judgment Tools ..................................................................................PASS/ FAIL
( a minimum score of 3 (proficient) is required in all categories to receive a PASS)
Clinical Evaluation Tool (CET): .................................................................PASS/ FAIL:
A clinical score of 3 or better on all categories by the final evaluation on the CET for a clinical grade of pass.

A grade of C or higher in each course and PASSING in the clinical evaluation tool is required to progress in the program. The student must complete all course requirements. An average grade of 70% on all EXAMS (unit exams and final) must be obtained to pass. Test grades will not be rounded. This means, for example, that if you average a TOTAL of 75% on all work, but only 68% average for your exams, you would receive a D for the course. This allows a percentage of your grade to be based on written work, while assuring a basic competency in the course content. (The 70% test average does not include ATI testing).

Progression into the Second Level has additional requirements (see page 75).

If the student’s test average is below 70%, the grade assigned will be:
● “D” or “F” grade, if the score is 60%-69% in the test average, depending upon other assignments.
● “F” grade, if the score is less than 60% in the test average for the course.

Failure to “meet standards” in the clinical portion of any course will result in a “D” or “F” grade for the course. If the student is stopped for Unsafe Practice, the student will receive an “F” for the course. Please be advised that a “non-pass” for any items in the midterm clinical evaluation is considered failing clinical and will result in an “Unsatisfactory” midterm clinical evaluation. Students must meet with a course faculty member to develop an improvement plan at Midterm Evaluation.

In any of the above cases, the student is ineligible to progress in the program and the student will need to repeat the course upon approval of the Program Coordinator. (See Eligibility Guidelines for Readmission).

EVALUATION:
Clinical will take place in a variety of community and inpatient hospital settings. Students are required to attend clinical on time, dressed appropriately and behave in a professional demeanor. Students must arrive for clinical prepared. In the event a student arrives at clinical without completing any preparation assignment the student may be asked to leave
clinical and will be counted as absent for that clinical experience. Students are required to respect client confidentiality at all times.

**Lab and Simulation Lab:** Students will have learning experiences in both the nursing lab and the simulation lab. These experiences are considered clinical experiences and the same expectations described above regarding preparation for clinical apply.

**Clinical Evaluation Tool (CET): Pass / Fail:**

A clinical score of 3 or better on all categories in CET for a clinical grade of pass.

Student clinical performance is measured by the Pass/Fail Student Clinical Evaluation Tool. This tool will be completed at midterm and end of semester student conferences. Evaluation will be based on student performance assigned in inpatient and outpatient settings via the clinical evaluation tool which lists clinical objectives. Several clinical rotations require the student to complete a written assignment demonstrating how the student is planning care for clients. If areas on the CET are not meeting the benchmark at midterm, the student will develop a remediation plan to improve their clinical performance.

A student may make an appointment with the instructor at any time during the semester to discuss clinical progress. If, in the instructor's opinion, a student is having difficulty in any clinical component she may request that the student attend a conference to discuss the problem. An event log will be generated indicating the problem, plan for solution, and time frame. If the student is unable to demonstrate resolution of the problem after an event log is generated, or if the student has a serious violation of clinical standards, a contract will be generated.

A FAIL in the clinical component will result in a course grade of D or F, depending on the other course requirements, unless the Failure was for UNSAFE PRACTICE which will result in a grade of F.

**Writing Intensive (WI):**

Students develop strength in writing skills as well as learn course content and understand how to apply what they learn through writing. Students also satisfy degree requirements if they transfer to UH Manoa, which requires a minimum of 5 WI courses.” Writing Intensive courses require students to write at least 4,000 words, 1,000 of which must be polished prose.
Assessment Technologies Incorporated (ATI):

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX RN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.

Assessments:

Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

ATI Skills Modules

ATI Skills Modules gives you the opportunity to apply your critical thinking skills to patient care before you even enter the skills lab. This is an assessment driven, online self study system that includes videos of nursing skills, practice challenges and evidence based practice studies. You will be assigned specific modules to complete and they will be listed in your laulima course.
<table>
<thead>
<tr>
<th>Practice Assessment for OB and Pediatric Exams</th>
<th>4 points for each exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete OB Practice Assessments (2), then Remediate</td>
<td>Complete Pediatrics Practice Assessments (2), then Remediate</td>
</tr>
<tr>
<td>● Minimum one hour focused review</td>
<td>● Minimum of one hour focused review</td>
</tr>
<tr>
<td>● For each topic missed, complete an active learning template</td>
<td>● For each topic missed, complete an active learning template</td>
</tr>
<tr>
<td>● Must be turned in to your instructor by deadline</td>
<td>● Must be turned in to your instructor by deadline</td>
</tr>
</tbody>
</table>

Total points possible for OB Practice test with completed Remediation = 4 points/test (8)
Total points possible for Peds Practice tests with completed Remediation = 4 points/test (8)

<table>
<thead>
<tr>
<th>Take Proctored Assessment for OB and Pediatrics</th>
<th>(Depending on the level/score you receive, follow below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtained Level 3</td>
<td>Obtained Level 2</td>
</tr>
<tr>
<td>Receive 4 points</td>
<td>Receive 3 points</td>
</tr>
<tr>
<td>Remediation Must do a Minimum of one hour Focused Review For each topic missed, complete an active learning template</td>
<td>Remediation Must do a Minimum of two hour Focused Review For each topic missed, complete an active learning template</td>
</tr>
<tr>
<td>To receive 2 additional points</td>
<td>To receive 2 additional points</td>
</tr>
<tr>
<td>Total points possible 14/14</td>
<td>Total points possible 13/14</td>
</tr>
<tr>
<td>No Retake</td>
<td>No Retake</td>
</tr>
</tbody>
</table>

There will be a total of 28 points available to achieve 14 max points possible for OB, 14 max points possible for Peds
Required Textbooks:


Recommended Resources & Textbooks


Tentative Course Schedule (subject to change due to the current environment):
Revised 10/18/21

WEEK 1             August 23       (Professors ALL)
Orientation/ review syllabus/ student handbook/ introductions
Postpartum assessment
Central line and IVP meds
Covid training/ PPE/ Vaccine clinic/ Covid testing skills
Math modules

WEEK 2           August 30    (Professors ALL)
Family centered care
Violence and Abuse across lifespan
Culture/ Religion/ death (student assignment/ presentation)
Newborn assessment
Skills check off

WEEK 3            September 7  (Prof. Tammie)
Monday: September 6       HOLIDAY
Tuesday: EXAM#1  9/7/20
Care of hospitalized child; pediatric pain
   Take ATI OB Practice Test A and remediation (due 9/13)

WEEK 4             September 13  (Prof. Sharon )
Normal Labor and Delivery;
Pain relief methods;
Home birth vs. hospital birth

WEEK 5             September 20   (Prof. Nicki )
Exam 2
High risk Newborn

WEEK 6            September 27    (Prof. Nicki)
Alterations in GI
   Take ATI OB Practice test B and remediation due 10/4

WEEK 7            October 4       (Prof. Maureen )
Alterations in GU
WEEK 8  October 11  (Prof. Sharon)  
**MIDTERM EVALUATIONS**
Exam 3
High Risk Pregnancy: Preeclampsia, GDM, Hypertension, Drug Abuse, Hyperemesis Gravidarum, Multiples

**MIDTERM EVALUATIONS**
WEEK 9  October 18  (Prof. Sharon)
Common problems in labor and delivery and postpartum
High Risk intrapartum/postpartum

**Take ATI OB Proctored exam on 10/18 and remediation due 11/1**

WEEK 10  October 25  (Prof. Maureen)
Exam 4
Alterations in perfusion

WEEK 11  November 1  (Prof. Nicki)
Alterations in Oxygenation
**Take ATI Peds Practice test A and remediation due 11/8**

WEEK 12  November 8  (Prof. Tammie)
Exam 5
Oncology, hematology; blood transfusions
**Thursday November 11, Veterans Day Holiday**

WEEK 13  November 15  (Prof. Nicki)
Alterations in Cerebral and neuro

**Tuesday - Friday at Kapiolani Hospital**

WEEK 14  November 22  (Prof. Nicki)
**Monday:** Musculoskeletal
**Tuesday:** Kapiolani patient presentation (tentative)
**Wednesday:** OB Ethical Legal debate preparation/ practice
Thursday/ Friday: Thanksgiving Holiday

Take ATI Peds Practice test B and remediation due 11/29

WEEK 15        November 29        (Prof. Sharon )

EXAM #6

Cognitive and sensory

WEEK 16        December 6        (Professors ALL )

Monday: Ethical Legal debates
Tuesday: Review EBP Projects with Nursing Advisory Committee Meeting

Take ATI Pediatric Proctored Exam 12/6 and remediation due by 12/14

FINAL CLINICAL EVALUATIONS

December 10, Last day of instruction

WEEK 17        December 13

FINAL EXAM on 12/13/21 at 0745 - 0945

FINAL CLINICAL EVALUATIONS

Break for Holidays!!

DISABILITY ACCESS STATEMENT
Kauai Community College is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with the Disability Service Provider (DSP) to establish eligibility and learn about related processes before accommodations will be identified. Additional information or assistance is available online at https://www.kauai.hawaii.edu/disability-services, by contacting Alicia Sams by email at samsa@hawaii.edu, or by calling 245-8317. The Disability Service Office is a unit in the Vice Chancellor for Student Affairs Office located in the Student Counseling Office in the One Stop Center.

DISCRIMINATION AND HARASSMENT
The University of Hawai’i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding,
income assignment for child support, arrest and court record (except as permissible under State law),
sexual orientation, National Guard absence, status as a covered veteran, pregnancy, and domestic or
sexual violence victim status. This policy covers admission and access to and participation, treatment,
and employment in the University’s programs and activities. With regard to employment, the University
is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and
compensation. Discriminatory harassment, including sexual harassment, is prohibited under University
policy.

The University shall promote a full realization of equal opportunity through a positive, continuing
program of nondiscrimination and affirmative action (41 CFR Chapter 60) on each campus. As a
government contractor, the University is committed to an affirmative policy of hiring and advancing in
employment qualified persons with disabilities and covered veterans. For information on policies or
complaint procedures for the UH System Offices at Mānoa Campus, contact:

Isaiah Ka‘auwai, EEO/AA Officer
Kaua‘i Community College
One Stop Center Rm 201C
Phone: 245-8260; Email: ikaauwai@hawaii.edu

TITLE IX

The University of Hawai‘i, Kaua‘i Community College is committed to providing a learning, working
and living environment that promotes personal integrity, civility, and mutual respect and is free of all
forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment,
gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you
know is experiencing any of these, Kaua‘i Community College has staff and resources on campus to
support and assist you. Staff can also direct you to resources that are in the community.

As a member of the University faculty and Responsible Employee, I am required to
immediately report any incident of sex discrimination or gender-based violence to the campus
Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will
still have options about how your case will be handled.

My goal is to make sure you are aware of the range of options available to you and have access to the
resources and support you need. Here are some of your options:

CONFIDENTIAL HELP

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive
information and support in a CONFIDENTIAL setting, contact:

- Courtney Apo, YWCA Confidential Advocate  (One Stop Center, Rm 201E) Phone (call or
text): (808) 278-3508; email: courtney@ywcaakauai.org
- Brian Kohatsu, Mental Health Counselor & Confidential Resource Library Rm 121; Phone:
(808) 245-8314; email: kohatsub@hawaii.edu
As a member of the University faculty and a Responsible Employee, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator, and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

REPORTING

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, or stalking to the College, as well as receive information and support, you may file a report online at https://report.system.hawaii.edu/student, or contact: (Confidentiality can not be promised with those listed below.)

- **Isaiah Ka‘auwai, Title IX Coordinator** One Stop Center 201C; Phone: (808) 245-8260; email: ikaauwai@hawaii.edu
- **Margaret Sanchez, Deputy Title IX Coordinator for Students** One Stop Center, 201B; Phone: (808) 245-8274; email: masanche@hawaii.edu

For emergencies, DIAL 9-1-1 or call the Campus Security Office at 245-8399 (from a campus phone ext. 399).

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources, and the University’s Policy, Interim EP 1.204, please visit:

- The University of Hawai‘i, Office of Institutional Equity’s webpage: http://www.hawaii.edu/titleix
- Kaua‘i Community College’s Title IX webpage: http://kauai.hawaii.edu/title-ix

STUDENT BASIC NEEDS SECURITY

Basic needs include food and housing, childcare, mental health, financial resources, and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence, graduation, and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: UH System Basic Needs.

SAFE ZONE STATEMENT

This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins,
religious affiliations, sexual orientations, and ability – and other visible and invisible differences. We will gladly honor any request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records. You can request an official change to your preferred name by completing this Preferred Name Form and submitting it to the Registrar’s Office. All members of this class are expected to contribute to a mutually respectful, welcoming, and inclusive environment.
## 2019-2020 ONBOARDING ACTIVITIES

### Fall High School Counselor Meeting

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19, 2019</td>
<td>11:00 am-2:30 pm</td>
<td>KCC</td>
<td>All High Schools</td>
</tr>
</tbody>
</table>

### Financial Aid Nights

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2019</td>
<td>5:30 pm</td>
<td>Kauai High</td>
<td>Kauai High</td>
</tr>
<tr>
<td>10/28/2019</td>
<td>5:30 pm</td>
<td>Island School</td>
<td>Island School</td>
</tr>
<tr>
<td>10/2/2019</td>
<td>5:30 pm</td>
<td>Kapaa High</td>
<td>Kapaa High</td>
</tr>
<tr>
<td>10/17/2019</td>
<td>5:30 pm</td>
<td>Waimea High</td>
<td>Waimea High</td>
</tr>
</tbody>
</table>

### Freshman Career Exploration Fair Table

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28, 2019</td>
<td>9:00 am-1:00 pm</td>
<td>Grand Hyatt Kauai</td>
<td>Kauai, Waimea, &amp; Kapaa</td>
</tr>
</tbody>
</table>

### Campus Tour/#findyourfuture for Juniors/Seniors

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 28</td>
<td>TBA</td>
<td>KCC (fine arts auditorium)</td>
<td>Kapaa High</td>
</tr>
<tr>
<td>Jan 31</td>
<td>TBA</td>
<td>KCC (fine arts auditorium)</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Feb 7</td>
<td>TBA</td>
<td>KCC (fine arts auditorium)</td>
<td>Waimea High</td>
</tr>
</tbody>
</table>

### Application Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 11, 12,</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>Feb 10</td>
<td>7:45 a.m -9:00 a.m</td>
<td>HS</td>
<td>Kauai High School</td>
</tr>
<tr>
<td>February 26 &amp; 27</td>
<td>8:30 a.m -1:30 p.m</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
</tbody>
</table>

### Spring High School/KCC Counselor Meeting
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KCC</td>
<td>All High Schools</td>
</tr>
</tbody>
</table>

**Placement Assessment**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9, 10</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>Feb 26</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>March 9</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

**Create Username and Health Day**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>March 10</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>March 31</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>HS</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

**Registration Day (April 13 new students first day)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14, 15, 16</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>April 13, 14</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>April 13, 14, 15</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

**Preview Day (KCC)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Waimea High School</td>
</tr>
<tr>
<td>May 1</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Kapaa High School</td>
</tr>
<tr>
<td>n/a</td>
<td>8:30 a.m. – 1:30 p.m.</td>
<td>KCC</td>
<td>Kauai High School</td>
</tr>
</tbody>
</table>

MSH 2/12/20
Kauai One Night to Success

Fall 2019 Students, Faculty and Staff
THE IDEA?

Program Schedule

Six credits a semester
- Hybrid (Evening and Online course)
- Two back to back eight week courses in one semester.

The online format is like any other online class with the addition of meeting one night a week.

Target Population:
- Adults with 36-48 credits earned
- Working Adults
- Liberal Arts Majors

Since 2013 Kauai CC has approximately 189 students that stopped out, of this 50% were Liberal Arts students.
Timeline

May 30, 2018
- Kauai CC presented our “Shark Tank” idea to UHCC

July 9, 2018
- “Advance Your Career” event that offered books to returning adults, 45 attended

November 7, 2018
- Meeting with faculty courses set, time and day.

Spring 2019
- Letters sent to identified returning adults
- Coordinators met with students signed commitment

Welcome Back Orientation
August 19, 2019
5-6:30pm
August 26, 2019
Class started
Outreach to Stopped Out Liberal Arts

<table>
<thead>
<tr>
<th></th>
<th>January 1st mail out</th>
<th>2nd mail out</th>
<th>3rd mail out</th>
<th>Final mail out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and phone calls</td>
<td>24</td>
<td>8</td>
<td>82</td>
<td>150</td>
</tr>
<tr>
<td>Response</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Applied</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fall 2019 1st half</td>
<td>Fall 2019 2nd half</td>
<td>Spring 2020 1st half</td>
<td>Spring 2020 2nd half</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>14 started</td>
<td>14</td>
<td>12</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>1 changed major</td>
<td>1 dropped</td>
<td>1 graduated</td>
<td>1 graduated</td>
<td>2 dropped due to COVID they work for Dept. of Health</td>
</tr>
<tr>
<td></td>
<td>1 graduated</td>
<td>1 change major</td>
<td></td>
<td>1 graduated</td>
</tr>
</tbody>
</table>

Working with three students from the cohort that changed their major and continued in school. One student will graduate fall 2020.
October Success Check In

Surveyed students after the first 8 week course BUSN 158 with Jeff Mexia.
1st Check In Results

Have your feelings about returning to school changed or stayed the same since orientation?

“I’m happy that this opportunity for me was available. It boosted my motivation to continue to pursue my education towards receiving my degree.”

What are some supports that have helped you to be successful in this program so far?

“Having a friend in the program has helped me. Also, I enjoy my classmates and we make a good team.”

What are some suggestions or ideas you have that can enable this program to be more supportive of returning students?

“Continue the efforts of having the children be able to attend with the parents.”

Is there anything that you would like to share?

“If it wasn’t for this program I would have never gone back, SO THANK YOU VERY VERY MUCH! <3”
Surveyed students after the 2nd 8 week course PHIL 101 with Julia Morgan.
2nd Success Check In Results

Have your feelings about returning to school changed or stayed the same since orientation?

“I was excited to be given the offer to return to school through the One Night to Success and I’m still excited about it.”

What are some supports that have helped you to be successful in this program so far?

“Going through it with the same team members from my previous class. Seeing familiar faces always helps.”

What are some suggestions or ideas you have that can enable this program to be more supportive of returning students?

“I really do think this program is great. Maybe just advertise it more so other people can hear about it throughout the community. Otherwise I think it ROCKS!”

Is there anything that you would like to share?

“I love this program, and I’m so happy I got chosen!”
Melinda Santella

Graduates Spring 2020
- Associates of Arts in Liberal Arts
- Plans to continue ....
- BA in Women’s Studies
- Post Bachelor’s Certificate in Secondary Education
Tabree Souza

Graduates Spring 2021
● Associates of Arts in Liberal Arts
● Certificate of Completion Host essentials
● Certificate of Completion Instructional Early Childhood Education
## Going Forward

<table>
<thead>
<tr>
<th>What worked?</th>
<th>What did not work?</th>
<th>What’s next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The Cohort model</td>
<td>● Low rate of participation in Children’s Enrichment Class</td>
<td>● Increase in person class to 2 hours (11/2 hours for class and ½ hour for one on ones)</td>
</tr>
<tr>
<td>● One night a Week</td>
<td></td>
<td>● Continue to find ways to help students with children</td>
</tr>
<tr>
<td>● Scholarships</td>
<td></td>
<td>● Work with Scheduling for Success Team</td>
</tr>
<tr>
<td>● Counselor Support</td>
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</table>
Mahalo nui!

Pua Larson and Pili Camara, Counselors
Melinda Santella and Tabre Souza, Students
Kauai CC IS 103
Introduction to College (w/NRMS emphasis)

Presenters:
Margaret Sanchez, KCC Vice Chancellor-Student Affairs
Berna Souza, KCC Instructional Student Support
Innovation Strategy that Addresses the Need Statement

How can Kauai’s educational & community institutions work collaboratively to integrate our traditional knowledge of sustainability with our modern use of technology to create clear pathways to higher education and workforce readiness for students, while also promoting food sovereignty and economic diversity for our island?
GEER (Governor’s Innovation Relief Grant) Innovation Need and Goal

**NEED:**
- Education and Community partnerships to support economic diversity.
- Specified Natural Resource Management, Sustainability, and Agriculture pathways to address food sovereignty and sustainability.

**GOAL ONE:**
- To immediately increase the number of high school students who will be able to graduate with college credits towards a certificate or degree.
IS 103: Introduction to College

Course Description
This course is a comprehensive first-year experience course for new students. This course takes a place-based approach, in which students are encouraged to explore connections between their personal and cultural identity, their community, and the college. Students will learn about college resources, study skills, and psycho-social skills that contribute to college success. Students will apply their academic skills by collaborating with a community organization and developing a service-learning approach to a relevant community issue.

Additional Course Information:
Students will collaborate with the non-profit organization Iwikua to understand challenges and circumstances relevant to supporting a community issue related to Natural Resource Management and Sustainability.
IS 103 Cont.

Course Objectives:
1. Describe how sense of place and identity contribute to college success.
2. Apply lessons from traditional Hawaiian knowledge to problems related to college success.
3. Collaborate with a community group to identify a relevant place-based issue that can be addressed through service learning in Natural Resource Management and Sustainability.
4. Describe college resources and services available to students at Kauai Community College.
5. Explain how psycho-social skills, such as growth mindset and emotional intelligence, contribute to college success.
6. Use appropriate college-level study skills and techniques.

Course Format and Pacing
This course is a hybrid 16-week course that runs from 8/23 - 12/9. We have in-person or synchronous meetings every Tuesday and Thursday from 3:00-4:15 on the Waimea HS Campus or Zoom. In addition, assignments will be due weekly by 11:59pm every Sunday. Hybrid courses (also known as blended courses) replace a portion of traditional face-to-face instruction with web-based online learning (e.g., video lectures, online discussions, or activities).
Allow yourself the time and space to grow into your college self.
After learning about a community need, we will explore ways to take action. It is helpful to be aware that service may take four basic forms:

**Direct, Indirect, Advocacy and Research**

**Direct Service** is service that directly affects the persons, animals or parks we want to impact. This may include volunteering or cleaning up a park.

**Indirect Service** might take the form of fundraising or collections. It is the type of service in which you are not in the presence of the person or thing you are impacting.

**Advocacy** is when you speak up for or against an issue or solution. When we use our voices, we are being advocates.

**Research** involves finding out new information that informs or demands action. For example, collecting scientific data or surveying a group.
Climate Change looks like large shifts in weather patterns. While there have been periods of natural climate change in the past, humans have made a significant global change because of fossil fuels, deforestation, and some farming practices.

Environmental Stewardship is the careful and responsible management of the natural environment, which is in our care.

Environmental Justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

Sustainability means taking care of the land and water, especially in regards to farming, in a way that it stays healthy for the long term.

Watershed is the area of land that drains to a specific body of water, such as a lake or river.

Watershed Management is assuring healthy use of the land in the area in order to improve the quality of water and other natural resources.
Expectations

Remember, this is a college course and the grade earned in this course is part of your student’s permanent academic record.

- This grade may affect future admissions to colleges and universities and eligibility for scholarships and financial aid.
- Your child will attend 3 hours per week of classes.
- Your child will spend approximately 6 hours reading, writing, and working on assignments and projects outside of class throughout the week.
- Students are expected to be respectful and conduct themselves accordingly in class.
- Be prompt and prepared!
- Practice active listening.
- Be open to the process of learning. It can be uncomfortable and enlightening.
Collaboration

Short-term Outcomes

- High School students earn college credit in a supported cohort
- Students enter college at higher rates
- Students enter the workforce with increased job skills and increased earning potential

Long-term Outcomes

- Students graduate college at higher rates
- Decrease dependency on imported food
- Improve health indicators
- Increase lifetime earning potential

Build capacity and efficacy of westside families to be self-sustaining

Iwikua - Na Mahi Ho’oko A’e Farm

Kauai Community College

Early College

Waimea High School
Any Questions?

For additional assistance, please contact:
Berna Souza
bwilson1@hawaii.edu
245-0106
List of Trainings Offered by the Professional Development Coordinator

***Non-Distance Education Trainings are highlighted in yellow***

**AY 2018-2019**

1. Laulima Training
2. Using Classroom Equipment
3. Flipgrid
4. Laulima Lessons
5. **Protocol and Chant Training**
6. QM Information Session
7. CES Primer
8. **NFSO**
9. Laulima Training
10. Using Classroom Equipment
11. Google Overview
12. Using Zoom for Web Conferencing
13. Using Zoom for Recording Lessons/Videos
14. Using the Laulima Lessons Toll
15. **Webinar: Enrollment Management: Create Opportunities to Sustain Enrollment and Revenue Objectives**
16. Hawaii Student Success Institute
17. Things to Consider When Using Videos in Your Courses
18. **E Kukakuka Kakou: Let's Chat, Talk Story I**
19. Quality Matters: Applying the QM Rubric (APPQMR) Training Informational Session
20. Working Towards ADA Compliance
21. **E Kukakuka Kakou: Let's Chat, Talk Story II**
22. TCC Conference: Day I
23. TCC Conference: Day II
24. TCC Conference: Day III
25. 5-Week Online PD: Days 1 - 34
26. DETERMINED: Days 1-21
27. OTOC: Days 1-4
28. LGBTQ Safe Zone Information and Training
29. **NFSO: Days 1-2**

**AY 2019-2020**

1. Laulima Overview
2. Classroom Equipment
3. Google Suite
4. Embedded Tutor Training
5. Laulima
6. WI: Marking Papers
7. DE/DL Brown Bag
8. CES Information Session
9. Ulu Three Ways
10. Making Accessible Documents I
11. Making Accessible Document II
12. Closed Captioning Videos
13. OTOC Sanitation Workshop
14. Laulima Crash Course
15. Google: The Basics
16. Laulima: Gradebook
17. Laulima: Resources
18. Using Google Draw and Pixabay
19. Laulima: Assignments
20. Laulima: Test and Quizzes
21. Learning Pathways I
22. Learning Pathways II
23. Laulima: Lessons Tool
24. Screen Capture Tools
25. DE/DL Brown Bag
26. Using Adobe DC
27. Laulima and Zoom I
28. Laulima and Zoom II
29. Laulima and Zoom III
30. Using Zoom to Proctor Tests I
31. Using Zoom to Proctor Tests II
32. 10 Principles of Effective Online Teaching I
33. 10 Principles of Effective Online Teaching II
34. DETERMINED I
35. Planning to Teach Online
36. DETERMINED II
37. Remote Teaching Training I
38. Basic Steps Towards ADA Compliance
39. 10 Principles of Effective Online Teaching III
40. Remote Teaching Training II
41. Google Forms
42. DETERMINED III
43. Enabling YouTube and Auto Closed Captioning
44. Student Engagement Training
45. Google Draw and Pixabay
AY 2020-2021

1. DETERMINED IV
2. Remote Teaching Training
3. Laulima: Crash Course Part I
4. Laulima: Crash Course Part II
5. Using Zoom for Remote Teaching
6. Google Suite
7. ADA Tools
8. Laulima: Setting Up and Using Gradebook Classic
9. Student Engagement Strategies I: Julia Morgan
10. Student Engagement Strategies II: Drent and L Kalk
11. Using Zoom’s Polling Feature
12. Student Engagement Strategies III: Eric San George
13. DL Brown Bag
14. Healthy Living Series: Office and Workspace Ergonomics (Collaboration with Hawai‘i CC)
15. Info/Q&A Session About Student Accommodations with Alicia Sams
16. Using OCR, Adobe DC
17. Using Google JamBoard
18. Enabling Basic Tools in Laulima
19. Using Zoom for Remote Teaching
20. Laulima Advanced Sessions I-IV
21. Google Suite I: Email
22. Google Suite II: Calendar
23. Google Suite III: Drive
24. Google Suite IV: Overview of Docs, Sheets, and Forms
25. UHPA, HGEA, and UPW Presentations
26. Understanding Student Accommodations with Alicia Sams
27. Using Zoom Breakout Rooms
28. DL Brown Bag
29. Excellence in Education Day 2021 (UHCC Collaboration)
30. Writing Intensive: “How Intense Does WI Need to Be?”
31. Supporting Veteran Students
32. Technology, Colleges, & Community Conference (TCC)
33. Pickleball (canceled due to inclement weather)
34. Student Engagement: G-Slides Q&A
35. Distance and Online Teachers Training (Collaboration with Maui College)
36. Using Here or There Technology for Remote Synchronous Teaching
37. Dossier Writing I (UHCC Collaboration)
38. Dossier Writing II (UHCC Collaboration)
39. Dossier Writing III (UHCC Collaboration)
40. Dossier Writing IV (UHCC Collaboration)
Summary and Plan of Action:

5 year plan commencing Fall 2017- Spring 2023. All Program SLO’s will be assessed in Fall 2017 as a starting point for a formative summary, and again in Spring 2019 for a summative summary. (In Spring 2018 and Fall 2018 PSLO assessment will be split in half). During year 3 (Fall 2019-Spring 2020) data will be analyzed prompting necessary program changes as identified.

Per ECED PCC meeting 09/14/2018 all campuses will have the same Course Number, Course Description, CLSO’s, co and pre - reqs and have similar PSLO”s.

ECED Program Learning Outcomes

1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with children, families and their communities.
3. Observe, document and assess all children's development and learning in partnership with families.
4. Use supported interactions to build positive relationships and guide all children.
5. Use content knowledge and appropriate pedagogy to create/design, implement and
assess learning experiences..
6. Use reflective practice to demonstrate professionalism.

**PSLO Course Matrix**

<table>
<thead>
<tr>
<th>PSLO</th>
<th>Formative¹</th>
<th>Summative (CA)²</th>
<th>Summative (AAS)³</th>
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<tbody>
<tr>
<td>1</td>
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<td>ECED 191</td>
<td>ECED 170/ECED 291</td>
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<tr>
<td>2</td>
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<td>ECED 140/ECED 191</td>
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<td>ECED 191</td>
<td>ECED 263/ECED 291</td>
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<td>6</td>
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¹ PSLO rubric with threshold set at the “Developing” level.
² PSLO rubric with threshold set at the “Meets” level.
³ PSLO rubric with threshold set at the “Meets” level.
**Typical Course Sequence**

<table>
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<tr>
<th>Semester</th>
<th>Certificate of Competence</th>
<th>Certificate of Achievement(^4)</th>
<th>Associate in Science(^5)</th>
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| Semester 1 | ECED 105  
ECED 110  
ECED 131 | ECED 105  
ECED 110  
ECED 115  
ECED 131 | ECED 105  
ECED 110  
ECED 131 |
| Semester 2 | None | ECED 140  
ECED 191  
ECED 245  
ECED 264 | ECED 140  
ECED 191  
ECED 245 |
| Semester 3 | None | None | ECED 115  
ECED 263 |
| Semester 4 | None | None | ECED 170  
ECED 264  
ECED 291 |

**Assessment Cycle and Timeframe**

Cycle Length: 5 years  
Timeframe: Fall 2017 - Spring 2023

\(^4\) Additional Requirements outside of ECED: ENG100, SP151, DA, DS (PSY 220), and PC/HAP.  
\(^5\) Additional Requirements outside of ECED: ENG100, SP151, DA, DB/DP, DY, DH, DS (PSY 220), MATH100 (or higher), and PC/HAP.
### Action Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Outcome Assessed</th>
<th>Course(s)</th>
<th>Assessment Type</th>
<th>Rationale</th>
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<tr>
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<td>PSLO 5</td>
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<tr>
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<td>PSLO 6</td>
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<tr>
<td>Spring 2018</td>
<td>PSLO 2</td>
<td>ECED 245</td>
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</tr>
<tr>
<td></td>
<td>PSLO 4</td>
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### Year 2: Cohort 1

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<table>
<thead>
<tr>
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<tbody>
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<td>PSLO 6</td>
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</table>

### Year 3 Yr 2019-2020

Analyze assessment data from the Years 1 and 2, plan course and/or program changes, and implement said changes. Data collection may continue in Year 3 to assess any high priority changes that were implemented in Years 1-3.
<table>
<thead>
<tr>
<th></th>
<th>PSLO 1</th>
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## Assessment Plan
### Culinary Arts

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**Legend:**
- **Alert:** Yellow triangle
- **Assessed:** Green star
- **Not Assessed:** Red triangle
- **Scheduled:** Grey triangle
Helping you deliver on your online promise

With online learning, everyone has a goal. Learners need to improve and grow. You work to nurture them with well-conceived, well-designed, well-presented courses and programs. Our goal — as a non-profit, quality assurance organization — is to provide a system to help you deliver on that promise: with review, improvement and certification of quality.

RESEARCH
Over 1000 studies: sorted, sifted, scrutinized.
Solid research is the foundation — and catalyst for improvement — of the QM Quality Assurance process.

COMMUNITY
Learn, share, connect.
QM Conferences and resources give you access to the QM community — roughly 100,000 strong, with over 1,000 member institutions in the US and internationally.
ADVANCE YOUR CAREER!
OPPORTUNITIES FOR WORKING ADULTS

FIND OUT HOW
Monday, July 9, 2018
5:00 • 6:30 p.m.
KCC Fine Arts
Multipurpose Room

RSVP with Pua Larson
marlapua@hawaii.edu

Enroll at Kaua‘i
Community College
and get your books
for free! :) <3

Check It
Out!

A study from Georgetown University found that, on average, college graduates earn $1 million more in earnings over their lifetime. Another study by the Pew Research Center found that the median yearly income gap between high school and college graduates is around $17,500. (Nov 29, 2016)

For more information contact Pua Larson at marlapua@hawaii.edu

Kaua‘i Community College is committed to providing all students with equitable access to its programs and services. This statement is available in alternate format upon request for persons with print disabilities. For more information or assistance, please call (808) 245-8314.
Interested in STEM?

“If so we want you!”

This fall, KCC is offering a special opportunity for students entering Math 103! Jump start your STEM degree while making new friends with a built in support system!

Details:
Enroll in a pre-planned schedule your first semester, taking classes with the same group of students: your STEM cohort! The schedule is designed to bestudent friendly - you’ll have no classes on Tues/Thurs afternoons and your Fridays are free! This program will teach you all the math you need to get ready for calculus, plus you’ll take your first college science course and learn about STEM career opportunities in KCC’s STEMinar course.

FAQ’s
• What if I’m not sure about my major?
If you’re interested in STEM, even if you’re not sure which branch: biology, computers, engineering, etc, STEM cohort is for you!

• Two math classes in one semester?
At KCC, students who enroll in 8-week math classes have proven to be more successful than students who take semester-long math classes. Surprising, huh?
Cohort Schedule:

<table>
<thead>
<tr>
<th>Weeks 1-8</th>
<th>Weeks 9-16</th>
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<tbody>
<tr>
<td>College Algebra&lt;br&gt;Math 103 (3), MTWR 9-10:15</td>
<td>Precalculus&lt;br&gt;Math 140X (4), MTWR 9-10:40</td>
</tr>
<tr>
<td>General Chemistry &amp; Lab&lt;br&gt;Chem 161 (3)&lt;br&gt;TR 10:50-12:05&lt;br&gt;Chem 161 Lab (1)&lt;br&gt;W 1:30-4:15</td>
<td></td>
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<tr>
<td>STEMinar&lt;br&gt;Science 170 (1)&lt;br&gt;M 1:30-3:10 (every other Mon)</td>
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</table>

Optional: Add a 3-credit class to make 15 credits. Good time blocks would be: TR afternoons, MWF 11 - 11:50, or online courses

STEM cohort instructors:

- Michael Hannawald, Chemistry  
  MWH@hawaii.edu
- Loni Delaplane, Math  
  LDEL@hawaii.edu
- Steve Taylor, STEMinar  
  SVT@hawaii.edu

Want to enroll?
Contact Pua at 245-8258 or pualani.larson@hawaii.edu

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*Free textbook opportunity:

Students must enroll in all STEM cohort courses (Math 103, Math 140X, STEMinar, Chem 161 and Chem 161 Lab) to get the free textbook. Free textbook offer is limited to only the first 15 students to enroll. More limitations apply, please contact Pua Larson for the complete list of eligibility parameters.

Kaua’i Community College is committed to providing all students with equitable access to its programs and services. For disability accommodations, contact our Disabilities Services Coordinator at (808) 245-8314. Individuals with disabilities are encouraged to contact our Disabilities Services Coordinator well before the registration deadline to provide ample time to review and verify requests.
Program Description

Testing Center Mission Statement: Kauai Community College’s Testing Center supports student and community success by providing academic and professional examination facilities both internally to faculty, staff, and students and externally to the Kauai community. The Testing Center is committed to maintaining the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment.

The TC was created as a joint effort between Student Services and Academic Support Services. With Kauai CC’s 2016 reorganization, it was moved under the Office of Continuing Education & Training (OCET). It is staffed by one person with an additional 0.05 FTE of as-needed help from OCET staff who also help provide services in the TC when regular staff is away. Student Counseling continues to handle appointment scheduling and paperwork for placement testing.

Types of Testing

Academic, Placement, and Credit by Examination (CBE) Testing. Since its inception as a separate office in 2009, the TC has administered placement tests and academic tests for on-campus courses, tests and proctored activities for UH distance learning courses, and academic course tests from schools and universities outside the UH System, which are referred to as Non-UH testing. ACT discontinued their Compass placement testing program in December 2016. The UHCC System and UH-West Oahu replaced it with the CollegeBoard’s Accuplacer placement testing system. We started using Accuplacer at KCC in December 2016.

In 2013 we completed our contract with CLEP in an effort to encourage working community members to return to school and complete a degree. It was confirmed at that time, that Kauai CC accepts CLEP scores following UH Manoa’s CLEP acceptance rules. These may be found on their Admissions Policies page under College Level Examination Program (CLEP)\(^1\). Our first CLEP exam was administered fall 2014. Although Kauai CC does not accept DSST\(^1\) scores (another CBE / prior learning assessment tool), the TC administers the test for community members attending schools that do accept DSST scores.

Professional Testing. Services were expanded to include professional certifications in spring 2012 with the addition of our contract with the National Institute for Automotive Service Excellence (ASE). We were contacted about this new agreement as ASE phased out paper examinations and would only administer their exams via computer. We also started administering the National Restaurant Association’s ServSafe certificates that same year.

In 2014, the TC saw further expansion of services with the inclusion of Praxis and PearsonVue testing. We added Praxis testing in summer 2014 when they phased out
their paper exams. Though Praxis exams are used for entry into Education degree and certification programs, many are used for state licensure by educators already working in the field or looking for employment. Thus, it’s classified as a professional exam for our data purposes. A contract with PearsonVue was also completed in 2014. This contract includes about 80 different vendors with certifications for early childhood educators, emergency medical technicians or those needing EMT certification including lifeguards and firemen, graphic artists, arborists, IT professionals, Hawaii Insurance license candidates, and many more.

The Kauai Community College Testing Center is the only certified ASE, NCCT, CLEP\(^3\), DSST, Praxis, and PearsonVue Authorized Test Center\(^2\) serving the entire community of Kauai.

1. Links are current as of 11/15/17. [<http://manoa.hawaii.edu/admissions/policies.html#mini-six>] [<http://getcollegecredit.com/about>]
2. For all of the PearsonVue exams administered at least once at KCC, only one of the vendors shows another site on Kauai. Practically speaking, we are the only PVTC serving Kauai’s Professionals.
3. CLEP is available at PMRF, but not for all of Kauai.

### Part II. Analysis of the Program

**Testing Seats/Locations:** The TC maintains 32 seats for regular testing. One of these is a hand-cranked adjustable-height accessible table and has Natural Reader text-to-speech software installed for students allowed a reader. Natural Reader is also installed on another machine in the TC.

One computer reserved specifically for PearsonVUE testing which requires a special setup and access to a cache proxy/administration station.

Due to the TC’s all-in-one -room layout, not all accommodations for students with disabilities can be handled in the TC. We work with the University Center (UC) to provide a separate space for students allowed readers, when using the reader software is not feasible, or those allowed scribes. There are certain students who are granted accommodations for natural lighting, no carpet, or such and are allowed to test in the UC. The UC has a testing room in its office and they help proctor students in that room.

**Non-Testing Machines:** The expanded services for PearsonVue, CLEP, and PRAXIS each required the addition of a Cache Proxy/Administration station. For PearsonVue, a cache proxy/admin station was purchased using Perkins funds to support our Cisco and ETRO students. (Before we opened, they had to fly to Oahu for industry certification). Fortunately, CLEP can be run from the same machine. When we started administering PRAXIS in July 2014, ETS sent us all of the equipment necessary to create their testing environment.

**Data Changes:** Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources. Additional information about data sources and issues may be found in the Comments section after the Resource Implications.

**Data sources:** July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. Data for ASE, PRAXIS, and PearsonVue are from the respective outside sources.

**New data, not reported:** Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.
Demand/Efficiency: During this reporting year, a total of 4,275 exams were administered to 1,347 different people. Overall demand for testing services this year compared to last showed a decrease of 12.1%, not quite reflecting the 3.1% decrease in student FTE. However, when compared to the change from 2015 to 2017, overall testing demand has only decreased by 4.9% while student FTE has decreased by 9.4%, which implies that overall demand for testing is still healthy.

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<thead>
<tr>
<th></th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
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<tbody>
<tr>
<td>Total Tests Administered</td>
<td>4,496</td>
<td>4,861</td>
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<tr>
<td>Student FTE</td>
<td>757</td>
<td>708</td>
<td>686</td>
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Placement Testing Demand: During this reporting year, the TC administered 755 placement tests to 679 individuals. Although placement testing had the smallest drop in demand from 2016 to 2017 (-8.0%), it had the largest drop when compared to 2015 (-20.4%). This decrease, however, was expected since additional methods of course placement have been implemented. Some of these methods include cumulative high school GPA, self reported ACT/SAT scores, 12th grade Math/English course, HiSET Math/Language Arts-Writing, and others.
This reporting year the Nursing program began using the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) assessment as part of their program application process. It is also available to any current UH students applying to any of the UH Nursing programs. The TC administered TEAS 43 times to 33 individuals.

**Distance Learning (DL) Testing Demand:** This year, the TC administered 951 distance learning exams to 267 individuals. This number is comprised of testing for the University of Hawaii, including DL courses originating from Kauai CC, and for schools outside of the UH System, referred to as Non-UH. In the following chart, the UH DL exams are separated by those originating from Kauai CC, labeled UH – Kauai CC DL, and those from other campuses.

The Non-UH number also includes CLEP (three exams to three individuals) and DSST (one exam to one person) since these scores were sent to Non-UH schools.

Demand for Distance Learning (DL) testing services had the second largest decrease (11.9%) out of all of the ARPD demand categories since the 2016 reporting year and so too in comparison to 2015 numbers. The change from 2015 to 2017 (-10.6%) closely resembles the drop in student FTE (-9.4%) over that same period. Due to this close resemblance, Distance Learning demand and services are still deemed healthy.

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1 Link is valid as of November 27, 2017. <https://www.atitesting.com/solutions/pre-program/TEAS-Discover.aspx>
Local Campus Testing Demand: This measure was redefined in 2014 to include all exams not included in Placement or Distance Learning Demand. For Kauai CC, this number includes campus testing (not including exams administered for DL courses originating from Kauai CC) and professional testing. Although this area saw the largest drop in demand (-13.2%) since 2016, demand since 2015 has actually increased (+3.4%). Because of this, this area is still healthy. For this reporting year, a total of 2,569 local campus exams were administered to 587 different individuals.

As previously mentioned, professional testing is included in the Local Campus demand number. These certifications help our Kauai Community members find jobs, advance in their fields, and some have even mentioned getting pay raises with each new certification they attain. All of these professional tests run concurrently with academic testing and they do not detract from time available to our students. The TC receives a little remuneration for most professional tests.

Professional tests administered at Kauai CC this reporting year included exams for:

- Automotive Service professionals (ASE)
- Kauai CC’s Medical Assistant students (NCCT)
- Future teachers and teachers already in the field (PRAXIS)
- The State of Hawaii – Dept. of Public Safety (SOH-PSD)
  - Deputy Sheriff Recruits
  - Adult Correction Officer Recruits
- Various professions through PearsonVue
  - County of Kauai Firemen recruits and Lifeguards (NREMT)
  - Emergency Medical Technicians and Paramedics (NREMT)
  - IT professionals (Microsoft, Cisco, CompTIA, and more)
  - Hawaii Insurance professionals (Hawaii Insurance)
  - Fitness professionals (ACSM)
  - Childcare professionals (CDA Exam Council for Professional Recognition)
  - Certified Fundraising Executive (CFRE)
  - Nurses (Excelsior College – Upper division health/nursing courses)
- Professional Math tutors (ad-hoc for Kauai CC)
- Certified Health Ed Specialist (ad-hoc through NCHES)

Obstacles to Improved Services: Our largest obstacles to improving services for our diverse student population are the TC’s location and layout and our lack of additional regular staff support. Priority in the TC has always been our academic courses and students. Professional testing and Non-UH testing is provided as a service to our students and community members and is offered concurrently during regular TC hours. Though the TC is remunerated for these tests, it is not clear how the TC can tap into these financial resources.

Staffing: Additional staffing, even part time staffing, would allow the TC to remain open for the full duration of the day—without the daily lunch closure. With regular extra staffing, we could also accommodate drop-in testing more readily, especially for students needing extra time to complete an in-class exam.

This would also provide additional start times for student with time accommodations. Due to the length of their accommodated time limits (1.5x or 2x regular exam time), students allowed 3-4 hours for their exams have very limited choices for start times. Although 3-3.5 hour testing windows are available with early starts for the morning or afternoon session daily, 4-hour testing windows are only available on Tuesday mornings and afternoons, and Thursday afternoons.

Although the TC now falls under OCET, staff helps in the TC only when the TC Coordinator is either sick or away. There is still no regular extra coverage in the TC. A number of other UH TCs have student employees. A student employee could be one avenue for additional coverage.

Location and Layout: Although the TC was supposed to move to a room in OCET which would provide a larger general testing space, a coordinator’s office, and another separate room for professional testing, that may no longer be the case. So this analysis and the subsequent action plan are in regard to the TC’s current location in OSC 103.

Some pluses to the current location:
- Vicinity to the Business Office
  - Students or community members taking Non-UH tests or ad-hoc professional tests do so for a per hour fee that is not prorated. Payment is made at the Business Office after the student completes their test because of this. We ask them to bring their receipt back to show proof of payment before their test is mailed out or verified/certified. Being near the Business Office makes this process more convenient for the examinee, easier for us to give them directions to the office, and allows us to return or verify their examination materials sooner.
  - Sometimes the only time the TC Coordinator can return on-campus exams is while students are still testing. Being near the Business Office allows this to be done quickly.
- Vicinity to Student Counseling
  - Student Counseling makes the placement testing appointments and checks students in for their placement tests. Being near the Student Counseling Office makes finding the TC that much easier.
There are also rare occasions when student Banner IDs need to be checked or a student says they should only be taking English or Math, not both. Being near the Student Counseling Office makes correcting this much quicker since they know course prerequisites and have access to their previous placement scores.

When the TC is used for full-class computerized testing, with SCO permission, TC staff has worked at one of their window seats. This makes it easier for students wanting to make testing appointments.

Many acoustic issues have been addressed.

- Acoustic wall barriers were installed on wall between the TC and the bathroom hallway as an external treatment on the TC side of the wall. Prior to this treatment, conversations in the hallway could be clearly heard at every seat on that wall. Now, it is mainly near the door.
- Another acoustic wall barrier was installed in the Student Counseling Office break room as an internal treatment between the original wall and a new drywall overlay. Prior to this installment, the paper towel dispenser and conversations could be clearly heard along that wall and from the admin station. Now, most conversations are audible but indiscernible.
- An acoustic barrier was installed on the metal door between SCO and the TC making conversations that were once clearly discernible at the far end of the room almost indiscernible at the admin station which is near that door.
- Carpet tiles were installed to help reduce noise and echo in the TC.

Main drawbacks to the current location:

- The all-in-one room layout.
  - Conversations at the admin station, no matter how quietly whispered, are often distracting to those testing. These include phone calls, students dropping in to make appointments, asking questions, or checking in and out, faculty dropping in to drop off or pick up tests or to ask questions, and TC staff giving students instructions for their exams.
    - Depending on the presumed complexity or length of the conversation, TC staff may step outside to converse. Sometimes this is not feasible as access to the computer may also be needed.
    - Although noise cancellation headsets are provided at all but one station, not everyone likes to use them.
  - Students requiring a reader or amanuensis cannot test in the TC while other tests are administered. The TC works with the UC/Institutional Effectiveness office, which has a testing room, to accommodate these students. Their secretary usually proctors for us and has been extremely flexible with her schedule. Having a separated space within the TC would provide additional testing windows and make scheduling a bit easier.
    - Reading software installed in the TC allows some students with reading accommodations to test in the TC, but does not work well for all types of tests, especially math or exams which include Hawaiian words.
  - Professional testing standards are not quite up to par since the check-in area is supposed to be separate from the testing area. Currently, we work around this by providing noise cancellation headsets at all stations being used for professional testing that day, having all phone calls go directly to voicemail, and waiting to use the printer/scanner until professional testing is done. Sometimes, we use a small fan for additional white noise. (Voice messages are checked throughout that testing period.)
- There are still acoustic issues
  - Acoustics barrier at the main glass door are almost non-existent.
    - An acoustic floor sweep was installed to close the nearly 1/2” gap at the bottom of the TC glass door. This has made a difference in noise transfer through the doorway. Due to the nature of the metal and glass door construction, conversations are still quite discernible through the door.
Other issues:

- The multi-function color LaserJet in the TC is aging and needs to be replaced soon. It is also not very efficient in terms of toner use. Replacement with a networked multi-function black-and-white duplex laser printer would be ideal. Most paper DL exams are scanned then returned by email. Some are still mailed back, but a scan is kept for the semester in case the original gets lost in the mail. Copies of completed forms and exams (under special circumstances) also need to be made in the TC. TC staff has permission to use the SCO and Business Office copiers to make some copies.

Part III. Action Plan

1) Hire a student worker or part-time staff for at least 10 hours per week to provide additional regular coverage in the TC. This would allow for drop-in testing to better help our instructing faculty, better testing services and options for students with time accommodations, and overall better services and availability for all TC users.

2) Work with Facilities and Maintenance to figure out options to create:
   a. A separated space within the TC for students allowed a reader or scribe.
   b. A separated office / check-in space for TC staff.
      i. It was previously suggested that
         1. A door be put in between the TC and the two-way glass windowed office at the far end of the TC. This room could be used as either an additional private testing area and/or staff office.
         2. A double-paned two-way glass window be put in the wall between the TC admin area and the SCO front desk area. TC staff would occupy the SCO front desk area.
         3. SCO front desk be moved to the office adjacent to Admissions and Records, previously occupied by the Marketing Coordinator. A counter and window would be installed in the wall to the lobby and a door would be installed between that room and the SCO copy room.
   c. A desk with an acoustic barrier that provides both visibility and acoustic control.
      i. Half stack or amp sound barrier shields on the admin desk between the main testing area and the admin area may be a feasible temporary option to address the distractions from everyday communication at the admin desk.

3) Work with Facilities and Maintenance to further look into feasibility of PrivacyShield Ceiling Tile Barriers and Light Hoods to create a sound barrier. This setup claims to provide a sound barrier from the rest of the room while not affecting air flow. As shipping is 1/3 the cost of this option, further research should be done. For a 12'x12' space, cost to Hawaii is almost $1600. This, of course, does not include installation labor.

4) Order a new multi-function networked black duplex laser printer with scanner and copier capabilities (fax not required).

Part IV. Resource Implications

1) I will need to work with my supervisor, HR, and counterparts at other TCs to determine what the costs for this are.

2) For a. & b. Unknown at this time as future location for the TC is still not set.
   c. Approximately $400 with shipping

3) For a 12x12 room, approximately $1600 with shipping just for materials. Will need to work with F&M to see if this is possible.

4) From $500-$800 depending on what is being used on campus and will be approved by ITAC.
Other Comments

Data Changes: Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources.

Data sources: July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Because the sheet was shared, the TC would backup the current day’s sheet to an external one for historical/reporting purposes at the end of each testing day. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. (No placement testing on 10/11/16). Data for ASE, PRAXIS, and PearsonVUE are from the respective outside sources.

Data Issues: One of the main challenges with the TC’s transition to MySuccess is that we couldn’t add new people to the scheduling system. In order to add a new person, we needed to go through our MySuccess liaison, who then needed to go through the system coordinator. As we normally get over 150 out-of-system candidates and not knowing how long this process would take, I asked our liaison to create a few generic usernames for the various tests administered by the TC. These include generic names for ASE, CLEP, NonUH, PearsonVUE, PRAXIS, SOH-PSD, and ServSafe, all ending with “Candidate, Kauai CC”. Detailed information such as candidate name, contact info, school/provider, exam name, and such were included in the detailed description for each generic appointment, which allowed us to separate them out individually for reporting purposes.

Not being able to add new people to the scheduling system was also an issue for prospective students who did not have a banner ID yet. The generic “Student, Kauai CC Prospective” account was created to help with scheduling these students. Though helpful in making placement testing appointments using Group sessions in MySuccess, this also became a reporting issue as only one instance of the generic account could be used in a session. Thus, all of the students without banner IDs would have their name, IDs, and relevant test information listed together on the single generic account. Once the prospective student was assigned a banner ID, Student Counseling staff would update the group session by (1) adding the student to the group session using their respective banner ID and (2) removing that student from the generic listing. Some of these generic appointments still had multiple students in them.

As of FY 2018, a new “Prospective Student” option has been added to MySuccess allowing a more streamlined front-end approach for temporary additions until a permanent banner ID is assigned. (Prospective students are booked individually, not generically, and the IDs are now updated on the back-end.)

Throughout the first few months of this transition, we worked with our MySuccess liaison to add, remove, and change categories to meet our reporting purposes. Accommodations in our scheduling system weren’t marked when we first started using MySuccess because the system would send a reminder to the student showing the accommodations note. Once we moved this tracking to the SpeedNotes tab, which isn’t included in the reminder email, it is being actively tracked again.

Combined data: All of the data from these sources were combined into one working data file. A new column “Student Names – FIXED” was added to the working file to hold names after pulling data from the detailed description for all appointments using generic accounts, SARS, and the Google Sheets file.

Although appointments for ASE, PRAXIS, and PearsonVUE are included in our scheduling system for daily usage reasons, review of our scheduling numbers versus official numbers from respective agencies showed enough of a discrepancy that all of the ASE, PRAXIS, and PearsonVUE scheduling numbers were removed from the working data file and replaced with the official data from the outside agencies. Some of the discrepancies included placeholders for PRAXIS openings which weren’t used, separate test sessions blocked as a single session, and missing appointments (in MySuccess).
Extra effort was taken to remove differences in names and IDs that would add false counts to our unique users headcount and to update IDs for generic accounts (ASE, Praxis, etc) if the person was both a student and someone taking a specialized test.

All cancelled and no-show appointments were removed. All generic accounts that were simply placeholders (no information in description or comments) were also removed.

**New data, not reported:** Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.

**Program Student Learning Outcomes**
For the 2017 program review year, some or all of the following P-SLOs were reviewed by the program:

**A) Expected Level of Achievement**
The Testing Center (TC) created three service outcomes in 2012. The service outcomes were implemented in 2013 and baseline measurements were set using FY 2012 data. Use of the PSLO markers created in 2013 were fairly stable through 2016 and showed expected growth in ADA access and professional testing. Although, we continue to see an upward trend in these areas, the switchover to MySuccess necessitates closer review of these markers to make sure they are being used correctly and consistently so future data is meaningful.

**B) Areas Assessed**
Outcomes include

1. Supporting students, instructional faculty, and academic advising faculty by providing ADA-compliant access to course-related and placement testing;
2. Supporting professional and workforce development by providing professional certification examination facilities; and
3. Providing a safe and secure testing environment in the highest compliance with academic and professional testing standards.

**C) Assessment Strategy/Instrument**
Data for outcomes 1 and 2 were pulled from the retired SARS scheduling system, mySuccess, and outside professional certification sites as discussed in the Other Comments section of the main program review and repeated at the end of this PSLOs section. Data for outcome 3 is pulled from our student satisfaction survey.

**D) Results of Program Assessment**

**Outcome 1: ADA Access - Tests Administered to Students Covered Under the ADA/FTE Students**

Defn: The number of tests administered to students with documented accommodations forms per year per student FTE for that year.

This outcome was created in an effort to support the UHCC/KCC strategic goal to eliminate access and success gaps (SG 5). A marker to help track this outcome was added to our scheduling system in 2013. Staff use of the marker has improved over time. Tracking still relies on either student self-disclosure when making their appointment and/or faculty disclosure when submitting a student’s exam.
Overall, data shows an increasing demand in testing support and access for students covered under the ADA. This P-SLO remains healthy.

Although there was a slight decrease in 2017, this may be simply due to less demand but it may also be due to the implementation of the new MySuccess scheduling platform. During the transition, the markers for Accommodations were moved from where they were set up originally to another area to make tracking easier. Unfortunately, the markers for type of service requested were not included. Thus, data for types of accommodations requested is not as reliable this reporting year.

As reported in the past, most requests continue to be for extended time. The second most frequent request was, again, for a separate location either for fewer distractions or when a student needs a reader or scribe. As we’ve been doing since the start, we continue to use a testing room in what was formerly the University Center. Only one student may test at a time in that room. With the reorganization, the TC’s access to that room and support from the University Center is disappearing.

If location requests continue to rise, we may need to consider different solutions in the TC such as a separated soundproof testing booth that is ADA compliant and can fit two people for those needing a reader or scribe and/or carrel desks to reduce visual distractions for those that only require a lower distraction testing location.

As mentioned previously, it is uncertain whether the TC will move to a larger location in OCET that already has separated rooms within it, if it will remain in the current location with or without modifications or expansions, or whether it will move to a different location.

For better service to all entities—students covered under the ADA, people seeking professional certification, and students taking academic courses from UH or other school—it is important that the TC have additional space to accommodate all of these different accommodations and functions.
**Outcome 2: Professional Certifications - Numbers Represent Students and Community Members**

Defn: *This measurement includes the number of professional tests administered per year for students and community members.*

This outcome was created in an effort to support the UHCC/KCC strategic goals to increase lifelong learning and professional development opportunities for community members (SG 10) and to increase job placement for KauaiCC students (SG 8).

### P-SO Outcome2: Professional Certification Access

![Graph showing professional certification access from 2012 to 2017](image)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total</th>
<th>ASE</th>
<th>Airport Fire</th>
<th>ServSafe</th>
<th>CNA</th>
<th>SOH-PSD</th>
<th>PRAXIS</th>
<th>PearsonVue</th>
<th>NCCT</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>97</td>
<td>77</td>
<td>20</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>224</td>
<td>198</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>153</td>
<td>113</td>
<td>n/a</td>
<td>5</td>
<td>34</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>473</td>
<td>270</td>
<td>n/a</td>
<td>0</td>
<td>n/a</td>
<td>17</td>
<td>90</td>
<td>64</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>2016</td>
<td>312</td>
<td>150</td>
<td>n/a</td>
<td>0</td>
<td>n/a</td>
<td>16</td>
<td>61</td>
<td>65</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2017</td>
<td>408</td>
<td>178</td>
<td>n/a</td>
<td>0</td>
<td>n/a</td>
<td>26</td>
<td>87</td>
<td>103</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

Though the numbers fluctuate between consecutive years, the trend in the number of professional certifications administered shows overall growth in this area. This P-SO remains healthy.

Over the years, there have been changes in types of professional certifications offered at Kauai CC’s TC. The fluctuation between consecutive years is interesting and, up to 2016, mainly revolved around fluctuation in ASE demand. The fluctuation in ASE demand accounted for the decrease in 2014 from 2013 and for about ½ of the increase in 2015. The considerable drop in demand in 2016 was, again, mostly due to change in ASE demand. The other main players in the huge jump from 2014 to 2015 were the completion of our contracts with PearsonVue and Praxis, and the new NCCT certification requirements for in-service medical assistants.

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2 2015 is the only fiscal year that NCCT certification was available to community members. Since then, only students in the MEDA program may take their NCCT certification in the TC.
All of these professional testing administrations are run concurrently with other testing (Mondays through Fridays during slightly shifted TC hours for some of them). The check-in process for professional exams takes longer than regular exams because it includes things like checking two IDs, pocket turn-out, storing personal belongings, checking eye glasses, capturing candidates’ photos and electronic signatures.

Some, like the NCCT Certification, also include reading a standardized script to candidates before starting their administration. In addition, PearsonVUE and Praxis both require that no phones or printers be in the testing area. During these exams the printer is turned off and phone calls are sent directly to message so the phone doesn’t ring. This sometimes means the TC is without phone use for five-hours, which is the length of the longest Praxis test.

All of these additional steps and requirements may add to student frustration in using the TC--added wait time when checking in for their exams and added hurdles in scheduling a testing appointment. To counter this, the TC schedule is usually adjusted to allow time for the complicated check-ins and script reading before regular testing begins. This often equates to a 20- to 40-minute delay in availability for regular testing. Having additional staff available would help remedy this delay and help the TC provide better service overall.

Outcome 3: Testing Candidate Satisfaction Results

Defn: This outcome measurement includes candidate satisfaction regarding services and atmosphere and any inspection reports. It was created in an effort to make sure the TC continues to uphold its own mission with its commitment “to maintaining the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment.”

Measurements were changed from a 5-point scale to one that indicates satisfaction (satisfied or very satisfied) in AY2013. Numbers for the fall 2012 survey were divided by five (5) to obtain a percentage to compare with following year.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere is conducive to testing</td>
<td>95.8</td>
<td>98.7</td>
<td>98</td>
<td>98</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Services are satisfactory</td>
<td>97.2</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>99</td>
<td>96</td>
</tr>
</tbody>
</table>

Although satisfaction with TC testing atmosphere and services is starting to dip, overall satisfaction remains over 95%. This P-SO remains healthy.
In FY 2016, the additional University Center help to cover one evening a week started to disappear. Since Spring 2016, only one evening a week has been available to students who work or have other responsibilities during the day. Starting in February of that semester, OCET staff helped to cover two (2) hours per week on Fridays until regular staff came in to cover the afternoon. This two hours per week help disappeared in Fall 2016. Staff from OCET still help to cover the TC, but only when regular staff is either sick or away. No additional hours are provided to students.

However, on days the TC was reserved for private use, regular staff would take lunch during the reserved time so more open hours were available to students. When the room was reserved in early morning, staff would occupy one station at the Counseling Office front desk so students could still make appointments. Additional staffing could help to maintain or improve satisfaction with service and atmosphere in the TC. A separation of space between the administration station and the testing area could help improve satisfaction with atmosphere.

E) Other Comments (Repeated from main section of APRU)

Data Changes: Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources.

Data sources: July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Because the sheet was shared, the TC would backup the current day’s sheet to an external one for historical/reporting purposes at the end of each testing day. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. (No placement testing on 10/11/16). Data for ASE, PRAXIS, and PearsonVUE are from the respective outside sources.

Data Issues: One of the main challenges with the TC’s transition to MySuccess is that we couldn’t add new people to the scheduling system. In order to add a new person, we needed to go through our MySuccess liaison, who then needed to go through the system coordinator. As we normally get over 150 out-of-system candidates and not knowing how long this process would take, I asked our liaison to create a few generic usernames for the various tests administered by the TC. These include generic names for ASE, CLEP, NonUH, PearsonVUE, PRAXIS, SOH-PSD, and ServSafe, all ending with “Candidate, Kauai CC”. Detailed information such as candidate name, contact info, school/provider, exam name, and such were included in the detailed description for each generic appointment, which allowed us to separate them out individually for reporting purposes.

Not being able to add new people to the scheduling system was also an issue for prospective students who did not have a banner ID yet. The generic “Student, Kauai CC Prospective” account was created to help with scheduling these students. Though helpful in making placement testing appointments using Group sessions in MySuccess, this also became a reporting issue as only one instance of the generic account could be used in a session. Thus, all of the students without banner IDs would have their name, IDs, and relevant test information listed together on the single generic account. Once the prospective student was assigned a banner ID, Student Counseling staff would update the group session by (1) adding the student to the group session using their respective banner ID and (2) removing that student from the generic listing. Some of these generic appointments still had multiple students in them.

As of FY 2018, a new “Prospective Student” option has been added to MySuccess allowing a more streamlined front-end approach for temporary additions until a permanent banner ID is assigned. (Prospective students are booked individually, not generically, and the IDs are now updated on the back-end.)

Throughout the first few months of this transition, we worked with our MySuccess liaison to add, remove, and change categories to meet our reporting purposes. Accommodations in our scheduling system weren’t marked when we first started using MySuccess because the system would send a reminder to the student showing the accommodations note. Once we moved this
tracking to the SpeedNotes tab, which isn’t included in the reminder email, it is being actively tracked again.

**Combined data:** All of the data from these sources were combined into one working data file. A new column “Student Names – FIXED” was added to the working file to hold names after pulling data from the detailed description for all appointments using generic accounts, SARS, and the Google Sheets file.

Although appointments for ASE, PRAXIS, and PearsonVUE are included in our scheduling system for daily usage reasons, review of our scheduling numbers versus official numbers from respective agencies showed enough of a discrepancy that all of the ASE, PRAXIS, and PearsonVUE scheduling numbers were removed from the working data file and replaced with the official data from the outside agencies. Some of the discrepancies included placeholders for PRAXIS openings which weren’t used, separate test sessions blocked as a single session, and missing appointments (in MySuccess).

Extra effort was taken to remove differences in names and IDs that would add false counts to our unique users headcount and to update IDs for generic accounts (ASE, Praxis, etc) if the person was both a student and someone taking a specialized test.

All cancelled and no-show appointments were removed. All generic accounts that were simply placeholders (no information in description or comments) were also removed.

**New data, not reported:** Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.

**F) Next Steps**

All outcomes continue to be fine for now. We should look at addressing the location, layout, and staffing issues that have been an issue since the TC’s inception as a separate office.

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1. ASE – National Institute for Automotive Service Excellence Certifications.
2. Airport Fire – State of Hawaii Department of Transportation – Airports, Fireman promotions testing.
4. CNA – Certified Nurse Aide exam.
5. SOH-PSD – State of Hawaii Department of Public Safety, Deputy Sheriff & Corrections Officer hiring testing.
6. PRAXIS - Used for admission into teaching programs and for teacher licensing and certification processes.
7. PearsonVUE – One of the leading providers of computer-based testing across various industries.
8. NCCT – National Center for Competency Testing, used at Kauai CC for Medical Assistant certification.
Kaua‘i Community College Professional Development

Three-Year Strategic Plan

Mission

Professional Development’s (PD) mission is to support the professional development goals of faculty and staff at Kaua‘i Community College. This support includes…

● Providing and coordinating workshops and training in the areas of...
  ○ Pedagogy,
  ○ Curriculum design and development,
  ○ Course design and development,
  ○ Technology (current and emerging),
  ○ Community relations,
  ○ Fellowship,
  ○ Health and wellness, and
  ○ Personal development.
● Assisting with PD funding requests,
● Marketing and coordinating faculty- and staff-led PD events, and
● Providing a broad range of technology assistance for all faculty and staff.

PD’s mission aligns with the College’s Mission Statement and Strategic Goals.

Program Description

Professional Development at Kaua‘i CC is a unit of the Office of the Vice Chancellor of Academic Affairs (OVCAA). The program has one full-time employee, the PD Coordinator (PDC), who serves as coordinator, trainer, clerical support, and instructor. Additional clerical support is provided by the secretary of the OVCAA.

The program manages a small training room, which is equipped with contemporary furniture, the currently deployed classroom equipment, several Chromebooks, and printer. This training room also serves as the main office for the PDC.

Strategic Objectives (2018-2021)

The Strategic Objectives are composed of the following categories and key focus areas.

Pedagogy, Curriculum, and Course Design

<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support the Strengthening of Distance Education</td>
<td>● Strategies for improving course design</td>
</tr>
<tr>
<td></td>
<td>● Strategies for improving regular student interaction (RSI)</td>
</tr>
</tbody>
</table>
| Support the Strengthening or face-to-face courses | • Strategies for improving the use of class time  
• Strategies for incorporating LMS tools  
• Strategies for incorporating multi-modal approaches |
| ADA Compliance and Accessibility | • Training on making common documents accessible  
• Training on using accessibility tools  
  ○ Use of Alt-text  
  ○ Use of table headers  
  ○ Use of formatting styles (e.g., Title, Heading 1, Heading 2, etc.)  
  ○ Use of closed captioning  
• Specific training for making LMS course sites accessible |
| Assessment | • Strategies for creating effective learning outcomes  
• Strategies for improving the alignment of learning outcomes with module and assignment outcomes  
• Training on using institution’s assessment management system  
• Training on using the reporting features in the institution’s assessment management system to assist with “closing the loop.”  
• Strategies on how to “close the loop.” |
| Experiential Learning | • Strategies for using experiential learning in the classroom |
| Multi Disciplinary / Learning Community | • Strategies for working with other disciplines and integrating learning communities |
| Open Educational Resources | • Strategies for implementing OER |
| Fair Use | • Strategies for incorporating Creative Common resources  
• Strategies for avoiding copyright infringement |
<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
</table>
| Learning Management System(s)           | Training on  
  ● Laulima and  
  ● Google Classroom                                               |
| Web Conferencing                        | Training on  
  ● Zoom and  
  ● Google Hangouts                                                  |
| Screen Capture                          | Training on  
  ● Zoom and  
  ● Loom.                                                            |
| Student Engagement                      | Training on  
  ● Google Suite,  
  ● Laulima,  
  ● Nearpod,  
  ● Flipgrid,  
  ● Quizlet,  
  ● Kahoot!, and  
  ● YouTube                                                      |
| Assessment                               | Training on  
  ● LiveText Via,  
  ● Google Sheets, and  
  ● MS Excel                                                       |

**Fellowship**

<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
</table>
| Morale and Community Building           | ● Provide opportunities for low-stakes social interaction  
  ● New faculty and staff orientation |

**Health and Wellness**

<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
</table>
| Mental health                           | ● Mental Health First Aid  
  ● Strategies for managing stress and anxiety                               |
| Physical health                         | ● Quick and easy strategies for incorporating exercise  
  ● Strategies for maintaining one’s health                                   |
Nutrition

- General nutrition and
- Preparing healthier food.

Non-Teaching and Other Duties

<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
</table>
| For Tenure Track Faculty   | ● Preparing for the process
|                            | ● Preparing a dossier
|                            | ● Strategies for organizing materials

Personal Development

<table>
<thead>
<tr>
<th>General Area</th>
<th>Focus Areas</th>
</tr>
</thead>
</table>
| For Tenure Track Faculty   | ● Preparing for the process
|                            | ● Preparing a dossier
|                            | ● Strategies for organizing materials
| General enrichment         | ● Various                                        |

Action Plan

See the following tables for the specific activities and their implementation timelines that address the strategic goals outlined above.

Pedagogy, Curriculum, and Course Design

<table>
<thead>
<tr>
<th>Topic</th>
<th>Academic Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>=======&gt;</td>
</tr>
<tr>
<td>● Classroom Engagement</td>
<td></td>
</tr>
<tr>
<td>LMS</td>
<td>=======&gt;</td>
</tr>
<tr>
<td>● Laulima</td>
<td></td>
</tr>
<tr>
<td>● G-Classroom</td>
<td></td>
</tr>
<tr>
<td>Classroom Engagement (F-2-F)</td>
<td>Implement</td>
</tr>
<tr>
<td>ADA</td>
<td></td>
</tr>
<tr>
<td>● Access to Course Materials</td>
<td>Implement</td>
</tr>
<tr>
<td>● Using Laulima Accessibility Tools</td>
<td>Implement</td>
</tr>
<tr>
<td>● Making documents accessible</td>
<td>Implement</td>
</tr>
<tr>
<td>Assessment</td>
<td>=======&gt;</td>
</tr>
<tr>
<td>● Authentic Assessment</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Video Capture Tools</td>
<td></td>
</tr>
<tr>
<td>● Zoom</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>● Loom</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>● YouTube</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>○ Upload</td>
<td></td>
</tr>
<tr>
<td>○ Closed Captioning</td>
<td></td>
</tr>
<tr>
<td>Student Engagement Tools</td>
<td></td>
</tr>
<tr>
<td>● Google Suite</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>● Flipgrid</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>● Quizlet</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>Assessment Tools</td>
<td></td>
</tr>
<tr>
<td>● LiveText Via</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>Shuttered</td>
</tr>
<tr>
<td>● eCafe</td>
<td>Implement</td>
</tr>
<tr>
<td>● CES</td>
<td>Implement</td>
</tr>
<tr>
<td>General Technology Tips and Advice</td>
<td></td>
</tr>
<tr>
<td>● Tuesday Tech Tips</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for Social Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● E Kūkākūkā Kākou (social gathering)</td>
<td>Implement</td>
<td>=========&gt;</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>● New Faculty and Staff Potluck</td>
<td>Implement</td>
<td>=========&gt;</td>
<td>=========&gt;</td>
</tr>
<tr>
<td>Onboarding of New Faculty and Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Redesigned NFSO</td>
<td>Implement</td>
<td>=========&gt;</td>
<td>=========&gt;</td>
</tr>
</tbody>
</table>
### Health and Wellness

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mental health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Mental Health First Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Incorporating Exercise for Busy People</td>
<td></td>
<td></td>
<td>Implement</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Preparing Quick and Healthy Meals</td>
<td></td>
<td></td>
<td>Implement</td>
</tr>
</tbody>
</table>

### Non-Teaching and Other Duties

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Renewal and Tenure and Promotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● CR &amp; TP Hui</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● CR &amp; TP Workshops</td>
<td></td>
<td></td>
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<tr>
<td>Personnel Committees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● DPC Training</td>
<td></td>
<td>Implement</td>
<td>Implement</td>
</tr>
<tr>
<td>● TPRC Training</td>
<td>N/A</td>
<td>N/A</td>
<td>Implement</td>
</tr>
<tr>
<td>● Div Chair / Unit Director Training</td>
<td>N/A</td>
<td>N/A</td>
<td>Implement</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>N/A</td>
<td>N/A</td>
<td>Implement</td>
</tr>
<tr>
<td>● Div Chair / Unit Director Training</td>
<td>N/A</td>
<td>N/A</td>
<td>Implement</td>
</tr>
</tbody>
</table>

### Personal Development

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General enrichment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Dealing With Difficult People</td>
<td></td>
<td></td>
<td>Implement</td>
</tr>
<tr>
<td>● TBD</td>
<td>N/A</td>
<td>N/A</td>
<td>Implement</td>
</tr>
</tbody>
</table>
Executive Policy 5.230
Title
Small Undergraduate and Graduate Course Sections

Header
Executive Policy Chapter 5. Academic Affairs
Executive Policy EP 5.230, Small Undergraduate and Graduate Course Sections
Effective Date: February 2021
Prior Dates Amended: April 1985; June 1987, abolished 2014
Responsible Office: Office of the Vice President for Academic Planning and Policy
Governing Board of Regents Policy: RP 5.201, Instructional Programs & RP 5.213, General Education
Review Date: February 2024

I. Purpose
This executive policy seeks to balance the legitimate educational objectives served by small course sections with the importance of ensuring that instructional resources are used effectively by monitoring class size each semester. Units shall demonstrate to the administration and Board of Regents that a sound rationale exists for any continued delivery of small classes. The Vice Chancellor for Academic Affairs or equivalent at each campus is responsible for campus reporting to the Vice President of Academic Policy and Planning, who may provide periodic updates to the Board of Regents. The objectives of this policy are:

A. To establish common definitions of small course sections.

B. To establish common policy guidelines for the review of class size.

C. To establish required procedures for monitoring and reporting of class size decisions.

II. Definitions
Small undergraduate course sections: those that enroll fewer than ten students in a single section and that are supported by state General Funds or tuition. A single course is a course section under this policy.
Small graduate course sections: those that enroll fewer than five students in a single section and that are supported by state General Funds or tuition. A single course is a course section under this policy.

Chief Academic Officer (CAO): the Vice Chancellor for Academic Affairs or equivalent.

Instructional Unit Chair: A department or division chair or equivalent.

III. Executive Policy
  A. General Guidelines

1. This policy applies to small course sections as defined in this policy. This policy does not preclude campuses from developing other uniform metrics (i.e. a campus-wide fill rate).

2. Course sections that are identified in the student information system as being individualized instruction, such as directed readings, practica, practice teaching, cooperative education, research, or one-on-one music instruction do not fall under this policy. The Office of the Vice President for Academic Planning and Policy shall maintain a list of class schedule types that are excluded from this policy. Such course sections should be reviewed as part of a campus’ overall resource use assessment.

3. Concurrent, cross-listed, and dual-listed course sections are reviewed on the basis of combined enrollment.

4. Course sections that are targeted to a specific population and supported by federal, other state agency, or private funds or are paid for by special fees do not fall under this policy. Examples of such course sections include ROTC and early college classes that are taught on the high school campus.

5. Consistent with this policy, departments may not schedule a course section with an enrollment being less than what is defined by this policy unless prior approval or an exception has been granted in advance.

6. It is expected that any small undergraduate course sections that result from low enrollment would be at the upper division and graduate level due to the increasingly specialized nature of such instruction. Non-required course sections that have experienced low enrollment should be offered less often to achieve appropriate enrollment levels. At the upper division, continued offering of small required course sections will trigger a curricular
review of degree programs for which those course sections are required since low enrollment is one indication of limited student interest.

B. Process

1. All campuses will monitor small course sections during registration periods for Fall, Spring, and Summer semesters.

2. Each campus shall establish a deadline, prior to the start of the semester, by which initial assessments will be made of course sections with enrollment below the thresholds in this policy. During this period, the Instructional Unit Chair may submit to the Dean (or CAO) any requests to retain course sections below the small course section limit and provide a justification for doing so. Final decisions on which small course sections to cancel must be made by the Friday before the beginning of classes for the semester.

3. Course sections that met the limit up to the first day of classes, but fell below the limit after the first day of classes may continue to be taught if it would be too disruptive to the academic mission of the department. However, the Instructional Unit Chair (or equivalent) shall provide the Dean (or CAO) with a report of all small course sections that were offered each semester with an explanation of what happened and justification if they are to be offered in the future with steps to be taken to assure the course sections will meet enrollment targets in the future.

4. The Dean (CAO) will provide a summary of the small course sections allowed to continue in the semester to the CAO by the 10th week of each semester. In the case of a campus where Divisions report directly to the CAO, the CAO will prepare the summary. The summary will explain why small course sections were permitted and steps to be taken to assure such course sections will meet enrollment targets in the future.

5. If, after two semesters, the steps that had been provided to increase enrollment have not been successful, the following may be considered.

   a. Course taught in small sections without an exception shall be scheduled less frequently in order to achieve adequate enrollment
b. If course sections across the Department’s offerings are consistently low and the 
issue is not remedied, departments may have new hire requests denied and 
additional resources delayed until the situation is mitigated.

6. Decisions regarding exceptions will be made by the Dean or the equivalent.

7. The Dean or CAO may ask the program to address the small course section issue in the 
next program review by specifically discussing the following in the context of the 
curriculum.

   a. Number of course sections offered.

   b. Number of course sections that only serve as electives.

   c. Number of concentrations or degree tracks.

   d. Number of instructional staff needed to offer the required course sections.

   e. At the upper division, continued offering of small required course sections since low 
enrollment is one indication of limited student interest.

C. Possible justifications for continuing to offer small course sections:

1. In multiple-section courses, the average section enrollment is greater than the minimum 
and the added sections address overflow or other scheduling issues.

2. If faculty are volunteering to teach a small course section in addition to fulfilling their full 
workload assignment.

3. New or experimental classes (for two semesters only).

4. Course sections that are small due to equipment limitations or programmatic accreditation 
requirements as formally acknowledged by the Dean or CAO to have continuing
constraints.

5. Small course sections identified as major requirements remain subject to review. If low enrollments persist over several semesters, the campus is asked to:

   a. reassess the importance of the course section to the major or graduation requirements and, if the course section is judged crucial,

   b. to offer the course section in alternate years or less often if possible.

IV. Delegation of Authority
The President delegates to the Vice President for Academic Planning and Policy and to the Chancellors/Provost who have responsibility for implementing this policy and fostering practices that facilitate informed small course review for each campus.

V. Contact Information
No Contact Information found

VI. References
No References found

VII. Exhibits and Appendices
No Exhibits and Appendices found

Approved

Signed February 09, 2021
David Lassner
President

Topics
No Topics found.
Work Smarter (Not Harder) with Google Slides Webinar Resources

Webinar recording (including breakout sessions) and presentation slides links are available on the event’s page.

Read More

March 14, 2022
PREPARING TO TEACH ONLINE AT UH MODULE (ONGOING)
Friday, Online Self-Paced

APRIL 2022

2022 UH ONLINE UNCONFERENCE: A‘O AKU, A‘O MAI
Friday, Zoom

Site Overview

News & Updates

Catch up on the latest news and updates from the UHOIC Newsletter and across the UH system!

Learn more >
Services

Learn more about the Instructional Design services and additional services available for support that spans across the UH System.

Learn more >

Programs & Events

Learn more about professional learning and development opportunities available to UH faculty and staff.

Learn more >

Resources
Find various teaching and learning resources such as templates, tutorials and much more!

Learn more >

ID Corner

The ID Corner is a place for Instructional Designer’s Professional Learning Community (PLC) to collaborate and network.

Learn more >

Contact Us

Contact us by email, phone, or Schedule an appointment with one of our instructional designers. Learn more about us!

Learn more >
UH/UHCC Shared Governance Survey

Demographic Information

The following demographic information will only be collected and analyzed in the aggregate.

1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?

- [ ] Full-time Faculty
- [ ] Part-time Faculty
- [ ] Lecturer
- [ ] APT
- [ ] Classified staff
- [ ] Administrator
- [ ] Other: __________________________

2) At which campus or location are you primarily assigned?

- [ ] Hawai‘i Community College
- [ ] Honolulu Community College
- [ ] Kapi‘olani Community College
- [ ] Kaua‘i Community College
- [ ] Leeward Community College
- [ ] UH - Maui College
- [ ] Windward Community College
- [ ] UHCC System Office

3) How many years have you been employed in the UHCC System?

- [ ] Less than a year
- [ ] 1-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 16-20 years
- [ ] More than 20 years

4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:

- Community College Council of Faculty Senate Chairs
- Community College Council of Native Hawaiian Chairs
- Community College International Education Council
- HAP Systemwide Board
- Program Coordinating Council (specific to program)
- UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

☐ I have served on a systemwide committee in the past 3 years.
☐ I have not served on a systemwide committee in the past 3 years.
5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UH System website is a reliable source of information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I regularly use the UH System website to find information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UHCC System website is a reliable source of information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles of the UH System, UHCC System, and the college are clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>UH System committees provide an effective forum for systemwide decision-making.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UH System effectively assists the college in meeting educational goals for students achievement and learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>UHCC System committees provide an effective forum for systemwide decision-making.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?
1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>168</td>
<td>52.83%</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>2</td>
<td>0.63%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14</td>
<td>4.40%</td>
</tr>
<tr>
<td>APT</td>
<td>76</td>
<td>23.90%</td>
</tr>
<tr>
<td>Classified staff</td>
<td>33</td>
<td>10.38%</td>
</tr>
<tr>
<td>Administrator</td>
<td>13</td>
<td>4.09%</td>
</tr>
<tr>
<td>Other: [View]</td>
<td>12</td>
<td>3.77%</td>
</tr>
<tr>
<td>2 skipped this question</td>
<td></td>
<td>Total responses 318</td>
</tr>
</tbody>
</table>

2) At which campus or location are you primarily assigned?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i Community College</td>
<td>38</td>
<td>11.95%</td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>51</td>
<td>16.04%</td>
</tr>
<tr>
<td>Kapi‘olani Community College</td>
<td>60</td>
<td>18.87%</td>
</tr>
<tr>
<td>Kaua‘i Community College</td>
<td>32</td>
<td>10.06%</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>48</td>
<td>15.09%</td>
</tr>
<tr>
<td>UH - Maui College</td>
<td>62</td>
<td>19.50%</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>17</td>
<td>5.35%</td>
</tr>
<tr>
<td>UHCC System Office</td>
<td>10</td>
<td>3.14%</td>
</tr>
<tr>
<td>2 skipped this question</td>
<td>Total responses 318</td>
<td>99.38%</td>
</tr>
</tbody>
</table>

3) How many years have you been employed in the UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>3</td>
<td>0.96%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>56</td>
<td>17.83%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>42</td>
<td>13.38%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>69</td>
<td>21.97%</td>
</tr>
<tr>
<td>6 skipped this question</td>
<td>Total responses 314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>

4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:

- Community College Council of Faculty Senate Chairs
- Community College Council of Native Hawaiian Chairs
- Community College International Education Council
- HAP Systemwide Board
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- UH Systemwide Sustainability Council

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have served on a systemwide committee in the past 3 years.</td>
<td>91</td>
<td>28.98%</td>
</tr>
<tr>
<td>6 skipped this question</td>
<td>Total responses 314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>
### 5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
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<tr>
<th>Statement</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>23 (7.30%)</td>
<td>80</td>
<td>73</td>
<td>111</td>
<td>27 (8.57%)</td>
<td>1</td>
<td>315</td>
</tr>
<tr>
<td>The UH System website is a reliable source of information.</td>
<td>19 (6.03%)</td>
<td>36</td>
<td>87</td>
<td>130</td>
<td>30 (9.52%)</td>
<td>13</td>
<td>315</td>
</tr>
<tr>
<td>I regularly use the UH System website to find information.</td>
<td>33 (10.58%)</td>
<td>71</td>
<td>58</td>
<td>99</td>
<td>44 (14.10%)</td>
<td>7</td>
<td>312</td>
</tr>
<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
<td>28 (8.97%)</td>
<td>81</td>
<td>66</td>
<td>102</td>
<td>29 (9.29%)</td>
<td>6</td>
<td>312</td>
</tr>
<tr>
<td>The UHCC System website is a reliable source of information.</td>
<td>25 (7.99%)</td>
<td>42</td>
<td>112</td>
<td>90</td>
<td>24 (7.67%)</td>
<td>20</td>
<td>313</td>
</tr>
<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>46 (14.65%)</td>
<td>76</td>
<td>70</td>
<td>83</td>
<td>30 (9.55%)</td>
<td>9</td>
<td>314</td>
</tr>
<tr>
<td>4 skipped this question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>314</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

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<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles of the UH System, UHCC System, and the college are clear.</td>
<td>33 (10.48%)</td>
<td>90</td>
<td>67</td>
<td>103</td>
<td>19 (6.03%)</td>
<td>3</td>
<td>315</td>
</tr>
<tr>
<td>UH System committees provide an effective forum for systemwide decision-making.</td>
<td>38 (12.10%)</td>
<td>66</td>
<td>106</td>
<td>77</td>
<td>15 (4.78%)</td>
<td>12</td>
<td>314</td>
</tr>
<tr>
<td>The UH System effectively assists the college in meeting educational goals for students achievement and learning.</td>
<td>30 (9.68%)</td>
<td>58</td>
<td>107</td>
<td>86</td>
<td>19 (6.13%)</td>
<td>10</td>
<td>310</td>
</tr>
<tr>
<td>UHCC System committees provide an effective forum for systemwide decision-making.</td>
<td>34 (10.83%)</td>
<td>67</td>
<td>100</td>
<td>88</td>
<td>16 (5.10%)</td>
<td>9</td>
<td>314</td>
</tr>
<tr>
<td>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</td>
<td>28 (8.89%)</td>
<td>57</td>
<td>99</td>
<td>103</td>
<td>19 (6.03%)</td>
<td>9</td>
<td>315</td>
</tr>
<tr>
<td>5 skipped this question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>315</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>102</td>
<td>31.88%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>218</td>
<td>68.13%</td>
</tr>
<tr>
<td>218 skipped this question</td>
<td>Total responses 102</td>
<td>31.88%</td>
</tr>
</tbody>
</table>
Looking For Job Training?
Hana Career Pathways offers tuition assistance for trainings leading to industry certifications and in-demand occupations in Healthcare, Technology and Skilled Trades.
Go Now

Application Deadlines:
Summer Session I: May 1, 2022
Summer Session II: June 15, 2022
Fall 2022: August 1, 2022
Apply Now!

Case Back and Complete Your Degree!
> Learn More

Financial Aid
The University of Hawai'i Community Colleges (UHCC) provides several types of financial aid, including grants and scholarships, work study and loans.

Considering College After COVID Impacted Your Job?
Up to 500 scholarships for a free UHCC class will be awarded to Hawai'i residents who are furloughed or laid off from their full-time job because of COVID. Learn More

Choose Your Path
Discover Your Passion
Find a Career Path

UHCC COVID19 Updates
Financial Aid Changes due to the COVID.
Latest COVID Updates from UH

https://uhcc.hawaii.edu
WORKSHOP
WEDNESDAYS

Location • Testing Center at the OSC

October 9 • 11:30 AM • 1:00 PM
October 23 • 5:00 PM • 6:30 PM
November 6 • 11:30 AM • 1:00 PM
November 20 • 5:00 PM • 6:30 PM (NATIVE HAWAIIAN SCHOLARSHIP FOCUS)
December 4 • 11:30 AM • 1:00 PM

Get help completing your FAFSA, UH Common Scholarship, and Hawai‘i Community Foundation
DO
Gather your materials:
• Tax returns for you and/or your parents
• Asset records for you and/or your parents, including bank statements and investments
• Social Security numbers for you and your parents
• Driver's license or government ID
• Federal school codes for the schools you will be applying to
• FSA ID

DON'T
Skip the FAFSA.
• Most people qualify for some financial aid
• It's the first step toward paying for college

DON'T
Feel intimidated by the FAFSA.
• Use the FAFSA assistant at CollegeCovered.com to make sure you have the right materials and are prepared to fill out the application.

FAFSA Tips For Parents

Fill It Out
Many students and parents think that you must have difficult financial circumstances to qualify. Income plays a role, but it isn't the only one used to determine aid.

Fill Out The Correct Form
Make sure to only use the official FAFSA form. All the documentation you need to use is found at fafsa.gov.

Act Immediately
Don't wait too long to fill things out. Many organizations that provide financial aid operate on a 'first come, first serve' basis.

Include All Schools Of Interest
When filling out the FAFSA's form, you'll notice it only allows for 10 schools of interest. If you're interested in more schools, don't worry. Submit them in batches instead.

Don't Give Up
According to the National College Access Network, 63% of high school students who complete the FAFSA are more likely to successfully attend college than those who don't file.