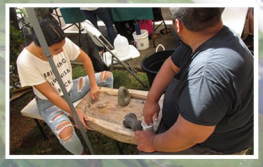
University of Hawai'i
Kaua'i Community College

2022
Accreditation Midterm Report



Kaua'i Community College

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:

Joseph M. Daisy 2 MAY 2022

Dr. Joseph M. Daisy, Chancellor — Date

Valerie A Barko 2 May 2022

Dr. Valerie Barko, Accreditation Liaison Officer — Date

5/10/2022

Mr. Dirk Soma, Faculty Senate Chair — Date

2 May 2022

Johnaustin Keikialoha Kaohelaulii-Kahokuloa,
ASUH-KCC Student Government President — Date

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Signatures:

8/1/22
Dr. Erika Lacro, Vice President for Community Colleges — Date

Digitally signed by David Lassner
Date: 2022.08.01 15:20:30 -10'00'
8/1/2022
Dr. David Lassner, President, University of Hawai'i — Date

8/18/2022
Mr. Ernest Wilson, Chair, Committee on Academic and Student Affairs — Date

8/18/2022
Mr. Randolph Moore, Chair, Board of Regents — Date

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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. 31

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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 fall 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

STANDARD	ACTION PLAN	COMPLETION DATE	OUTCOME(S)	FUTURE ACTION(S) and/or PLAN(S)
II.A.6.	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*.	Fall 2019 (pilot); March 2022 (completed)	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	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).

			complement the TTH block schedule.	
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

			student evaluations of lecturers and advising lecturers regarding procedures that govern absences. 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.	support to thrive in their roles at Kaua‘i Community College," 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.A.14.	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).	Fall 2018	A three-year plan was posted to the PD website in the fall 2018 semester.	Update the campus PD plan based on a needs-survey results that was administered in 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.

Institutional Reporting on Quality Improvements

The 2018 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 Kauaʻi 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 Kauaʻi 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)*

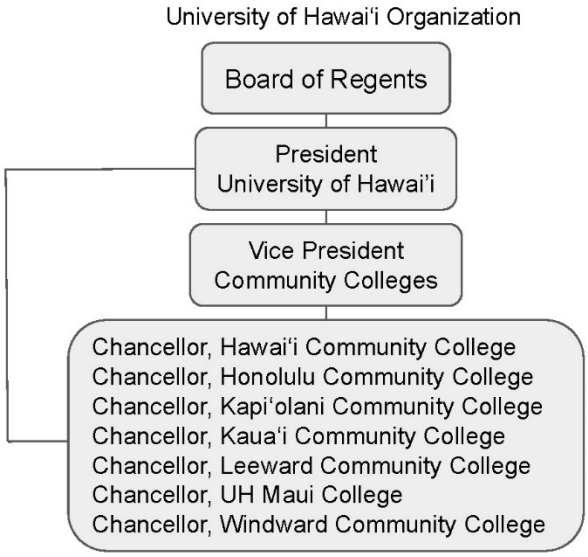
Response: The UH System includes three universities, seven community colleges and community-based learning centers across Hawai'i. The seven community colleges comprise the UHCC System and are led by the VPCC.

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 systemwide 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.



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 Kauaʻi 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). Kauaʻi 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. Kauaʻi 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 Kauaʻi 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 Kauaʻi CC students can choose. Though this broad online shift poses predictive analytic challenges for Kauaʻi CC classes, at the same time, access to additional offerings should theoretically better meet a diversity of student needs, fill gaps created by Kauaʻi 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. Kauaʻi CC faculty members were not broadly in favor of online instruction prior to the pandemic. Thus, the pandemic brought the opportunity for Kauaʻi 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 Kauaʻi 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 Kauaʻi Residents Survey
The next surveys will be conducted collaboratively in summer 2022 with the other two University Center associated community colleges (Hawaiʻi 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 Oʻahu) workforce needs. Furthermore, the impacts of the COVID-19 pandemic on Kauaʻi 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 Kauaʻi 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 Kauaʻi 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., Kamaʻaina), 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, Kauaʻi 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 Kauaʻi and Kapaʻa High Schools (Table 2).

Table 2. Number of families served at the three public high schools from 2018-2021.

HIGH SCHOOL	2018-2019 NUMBER OF FAMILIES SERVED	2019-2020 NUMBER OF FAMILIES SERVED	2020-2021 NUMBER OF FAMILIES SERVED
KAPAʻA	34	22	20
KAUAʻI	50	64	45
WAIMEA	13	43	54

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.

OVERALL HIGH SCHOOL STATISTICS	2018 - 2019 FALL	2018 - 2019 SPRING	2019-2020 FALL	2019-2020 SPRING	2020-2021 FALL	2020-2021 SPRING
NUMBER OF COURSES OFFERED	34	25	21	28	22	25

NUMBER OF STUDENTS SERVED (DUPLICATED)	512	451	309	310	321	347
OVERALL GPA IN EC COURSES	2.94	3.04	3.0	3.26	3.07	3.06
OVERALL SUCCESS RATE IN EC COURSES ("C" OR BETTER)	85%	89%	86%	94%	85%	85%

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.

Kaua'i 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 Kaua'i 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

Title of Evidence	Link
2021 ACCJC Annual Report	Evidence\ACCJC Annual Report Submitted 2022.pdf
2021 ACCJC Annual Fiscal Report	Evidence\ACCJC Annual Fiscal Report Submitted 2022.pdf
#FindYourFuture Agenda Example	Evidence\Find Your Future Agendas 2020 and 2021.pdf

#FindYourFuture Survey	Evidence\Find-Your-Future Survey.pdf
Administrative Services APRU 2021	Evidence\APRU 2021 Administrative Services.pdf
Administrative Services Survey fall 2021	Evidence\Administrative Services Survey 2021.pdf
Administrative Services Survey fall 2021 Results	Evidence\Administrative Services Survey Results.pdf
APRU Closing-the-loop document	Evidence\Closing-the-Loop (Action Plans and Assessment) .pdf
Assessment Dashboards	Evidence\PSLO Dashboard Sample.pdf
Block Schedule Example – spring 2022	Evidence\Block Schedule example - Spring 2022.pdf
Business AS Online Degree Approval	Evidence\Business AS ACCJC Approval.pdf
Business Student Evaluation Tool	Evidence\BUS 293 COOP Supervisor Evaluation.pdf
College Conversation Communication and Student Committee Participation (November 2021)	Evidence\College Conversation Guiding Questions - November 19, 2021.pdf
College Conversation Institution Set Standard Presentation April 2022	Evidence\College Conversation Institution Set Standards April 2022.pdf
College Council Minutes (February 25, 2020)	Evidence\College Council Minutes (February 25, 2020).pdf
College Council Minutes (September 3, 2021)	Evidence\College Council AGENDA (September 3, 2021).pdf
Community and Workforce Survey Dashboards 2018	Evidence\Community and Workforce Survey Dashboards 2018.pdf
DETERMINED Training Schedule 2020	Evidence\DETERMINED Schedule 2020.pdf
Distance Education Best Practices	Evidence\10-Principles-of-Effective-Online-Teaching.pdf
Distance Education Certification Form	Evidence\DE Instructor Certification Form.pdf
Distance Education Faculty Handbook	Evidence\Faculty Handbook.pdf
Distance Learning Committee February 2019 meeting minutes	Evidence\Distance Learning Committee minutes February 5, 2019.pdf
Distance Learning Strategic Plan 2017	Evidence\DE Strategic Plan 2017.pdf
Enrollment Event 2021 (Banner)	Evidence\Enrollment Event Banner 2021.pdf
Example of Block Schedule	Evidence\Part-time Schedule example.pdf

Faculty Senate Block Scheduling Report	Evidence\Standard Time Block Memo to Faculty Senate.pdf
Faculty/Staff Guidebook 2022	Evidence\Faculty and Staff Guidebook Screenshot.pdf
Fall 2018 Community and Workforce Survey Results Presentation	Evidence\Convocation Fall 2018 - Community and Workforce Survey Results.pdf
Fall 2021 Assessment Day	Evidence\Welcome Back Week Fall 2021 (Assessment).pdf
Financial Aid Nights Flyer	Evidence\Financial Aid Nights.pdf
Hiring Freeze memo	Evidence\UH Hiring Freeze memo.pdf
Human Resources APT Evaluation Reminders	Evidence\APT Performance Evaluation Reminders 2020 and 2021.pdf
Institutional Effectiveness Convocation Presentation Fall 2021	Evidence\Convocation-Institutional Effectiveness (Fall 2021).pdf
Ka Papa Hana Holomua Academic Plan	Evidence\Academic Plan.pdf
KCCP 4-2 (Division Chairs)	Evidence\KCCP 4-02 Division Chairs.pdf
KCCP 4-12 (Cancellation of Low Enrolled Classes)	Evidence\KCCP 4-14 Cancellation of Low Enrolled Classes.pdf
Liberal Arts Cohort Flyer	Evidence\Liberal Arts FYE Cohort 2019-2020 flyer.pdf
Liberal Arts Revised PSLOs (spring 2022 approval)	Evidence\Liberal Arts PSLO Vote Results (February 28, 2022).pdf
Math Boot Camp (Summer Bridge)	Evidence\Math Boot Camp Flyer.pdf
Midterm Report Presentation to Student Government (Agenda)	Evidence\Student Government Meeting Agenda 2022.pdf
NC-SARA	Evidence\NC SARA Directory.pdf
Next Steps Summer Program	Evidence\Next Steps Summer Program.pdf
Nursing 320 Syllabus (Pono Check-up)	Evidence\NURS 320 Syllabus Fall 2021 Pono Check-up.pdf
Onboarding Activities Schedule	Evidence\Onboarding dates 2019-2020.pdf
One Night to Success Presentation	Evidence\One Night to Success Presentation.pdf
Parent Night Presentation	Evidence\Parent Night Presentation WHS.pdf
Part-time Program Schedule (Website screenshot)	Evidence\Part-time Schedule example.pdf
Professional Development Events 2018-2021	Evidence\Professional Development Events 2018-2021.pdf
Program Assessment Plans (website screenshot)	Evidence\PSLO Assessment Plans (with example).pdf
Program Assessment Report Example	Evidence\CULN Assessment Plan.pdf

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
Three-year Professional Development Plan (2018-2021)	Evidence\Professional Development Strategic Plan 2018-2021.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

Acronym	Full Name
ACC	Accounting
ALO	Accreditation Liaison Officer
APRU	Annual Program Review Update
APT	Administrative, Technical, Professional staff
AY	Academic Year
BOR	Board of Regents
CC	Community College
CH	Credit Hour
CPR	Comprehensive Program Review
CSLO	Course Student Learning Outcome
CTE	Career and Technical Education
DE	Distance Education

DETERMINED	Distance Educator Training: Engage Regularly, Model Interaction, Nurture, Educate, Demand excellence
DE/L	Distance Education/Learning Committee
DLSP	Distance Learning Strategic Plan
DOE	Department of Education
DOT	Distance and Online Teaching training
EC	Early College
ENG	English
EP	Executive Policy
FASFA	Free Application for Federal Student Aid
GPA	Grade Point Average
HIST	History
HR	Human Resources
HWST	Hawaiian Studies
IR	Institutional Researcher
ISLO	Institution Student Learning Outcome
ISS	Integrated Student Success Committee
Kauaʻi CC	Kauaʻi Community College
KCCP	Kauaʻi Community College Procedure
LA	Liberal Arts
NURS	Nursing
O&M	Operations and Maintenance
PCC	Program Coordination Councils
PD	Professional Development
PHIL	Philosophy
PSLO	Program Student Learning Outcome
SLO	Student Learning Outcome
SOC	Sociology
STEM	Science, Technology, Engineering, and Mathematics
UH	University of Hawaiʻi
UHCC	University of Hawaiʻi Community College
UHMC	UH Maui College
VCAA	Vice Chancellor for Academic Affairs
VCSA	Vice Chancellor for Student Affairs
VPCC	Vice President for Community Colleges
WHS	Waimea High School