

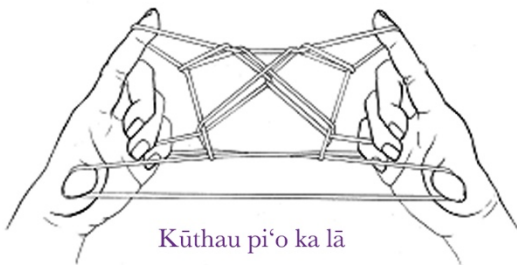
One Eye

Ka Papa Hana Holomua

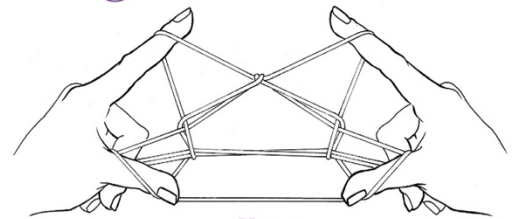
Academic Affairs Plan:

Fall 2021- Fall 2026

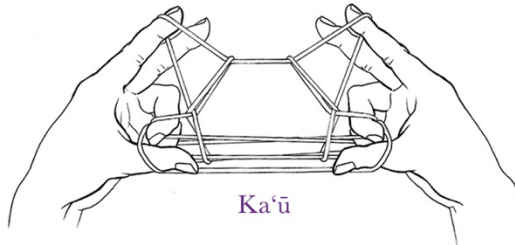
Kaua'i Community College



Kūthau pi'o ka lā



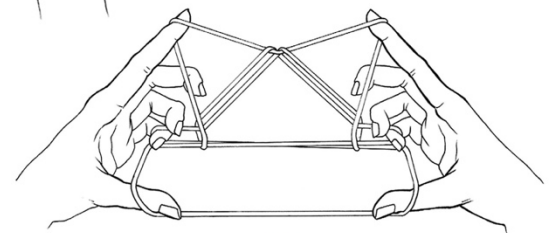
Kona



Ka'ū



Pili and Kālahikiola



Puna





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 Kauai 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, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā kānaka a'o aku a a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a me ka honua.

'O ke kahua ma mua, ma hope ke kūkulu.

First comes the foundation, then comes the building.

('Ōlelo No'eau, 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

'āina

- Fulfill your professional and personal responsibility (kuleana) for the sustainability of the campus.
- Be mindful about your relationships to this island and its people.
- Share and use college resources responsibly and sustainably.

ola

- Encourage success by providing appropriate resources and needed support.
- Provide a safe space.
- Be mindful in the application of your words so they are used with integrity and thoughtfulness for their power.
- Encourage experimentation and innovation without fear of failure by providing a safe space.
- Communicate clearly to limit misunderstandings.

ha'aha'a

- Practice humility to avoid arrogance.
- Work and lead in service to others.
- Respect others and yourself.
- Seek to understand and honor diverse perspectives.
- Look within before reacting.
- Identify and respect what is working and embrace positive changes when necessary.

ahonui

- Practice patience and empathy in your interactions with others.
- Employ healthy coping strategies to manage stress and maintain mental, emotional, and physical health.
- Provide opportunities to foster growth and leadership in others.
- Act in a professional manner, with collegiality and civility, to help the group attain its goals.
- Be constructive rather than disparaging.
- Address differences and conflicts with openness while working towards consensus.

nānā i ke kumu

- Seek knowledge from many sources.
- Use every situation and task as a teaching and learning opportunity.
- Engage in continuous professional and self improvement.
- Be constructively self-reflective to find resources within yourself.
- Learn from mistakes.
- Inspire others.

aloha

- Be appreciative, welcoming, kind, and supportive.
- Exhibit compassion, grace, charity, and forgiveness towards others.
- Give and receive gratitude (aloha aku, aloha mai).
- Mālama kākou.

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 Kua'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 Kauaʻi is part of the culture, history, place, and future of this island. Agriculture in Hawaiʻi 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 Kauaʻi’s community and economy ([Appendix A](#)).

The mayor of Kauaʻi emphasized the need for the college to educate the youth of Kauaʻi 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 Kauaʻi 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 Lacro, provided support towards the extramural funding of agricultural endeavors on Kauaʻi, 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 Hi!ag: Providing Opportunities for Vibrant Agriculture in Hawaiʻi*. 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	CA - Web, Writing, Graphics, Animation
CM 110 - Intro to Music Production	CM 180 - Intro to Website Technology
CM 120 - Intro to Video Production	CM 156 - Writing for Media (Script/Screenplay, Song/Lyrics, Print)
ART 107D - Intro to Photography	ART 125 - Intro to Graphic Design
CM 170 - Intro to Event Technology (Audio/Visual)	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 BUSSED 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.

Per APRD Data

	KauCC			HawCC			KapCC			UHMC			LeeCC		
2017-2020	17 - 18	18 - 19	19 - 20	17 - 18	18 - 19	19 - 20	17 - 18	18 - 19	19 - 20	17 - 18	18 - 19	19 - 20	17 - 18	18- 19	19 - 20
Number of Majors	34	35	28	69	59	55	31 8	27 9	24 5	10 6	10 3	89	12 0	11 6	88
Unduplicated Degrees/Certificates Awarded	29	28	22	47	41	35	13 8 43 %	18 3	12 6	33	35	29	60	85	61
	85 %	80 %	79 %	68 %	69 %	64 %		66 %	51 %			33 %	50 %	73 %	69 %
2P1 Completion	61	73 .3	M et	61	74 .2	M et	61	74 .8	M et	61	73 .9	M et	61	77. 08	M et

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 Bachelors (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. Journeyman 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 Hulē'ia, Mālama Māhā'ulepū, the National Tropical Botanical Garden, Polynesian Voyaging Society, Waipā Foundation, and Nāpali Coast 'Ohana. Our program also manages a wetland lo'i (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 lo'i kalo system right on campus. We are the only community college in the system with this resource. The lo'i 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 1/3 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.

Math Class	Breakdown of Student Enrollment	8wk/8wk Group F18-S19 and F19-S20	Comparison Group F15-S20 non-Early College
103	# students	20	493
103	% successful	0.95	0.53
140X	# students	20	188
140X	% successful	0.8	0.61
241	# students	22	145
241	% successful	0.86	0.66
242	# students	14	78
242	% successful	0.79	0.74

- 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.

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Course Cohort AY	N	Completed College Level in 2 SEM	
75X	270	44	16%
2016/2017	132	18	14%
2017/2018	92	18	20%
2018/2019	46	8	17%
Grand Total	270	44	16%

- 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.**

Semester of Math 75x-100 cohort	Enrollment	Success Rate (completed college-level math in ONE semester!)
Fall 2019	17	76.47% (in-person)
Fall 2020	20	65% (1/3 synchronous and 2/3 asynchronous)
Spring 2021 - special Waialeale cohort	21	In-Progress (100% synchronous)

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

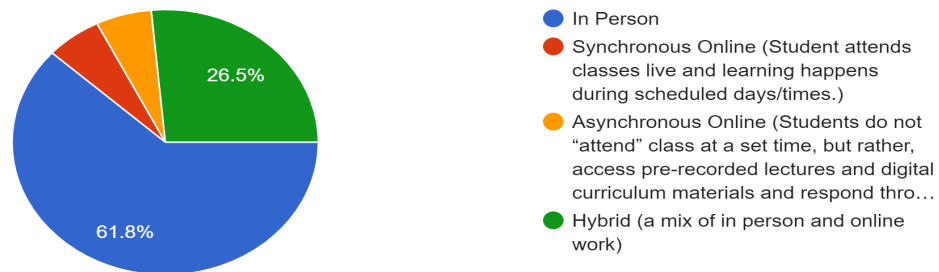
- Some faculty are on overload due to the high EC math demand and because we are short one full-time faculty member.
- In addition to fulfilling the roles as Math Coordinator, Math faculty members are serving in major leadership roles that offer assigned time such as: PTK Regional Coordinator, Division 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.

1) Select your favorite mode of delivery for your MATH course(s):

34 responses



- 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.

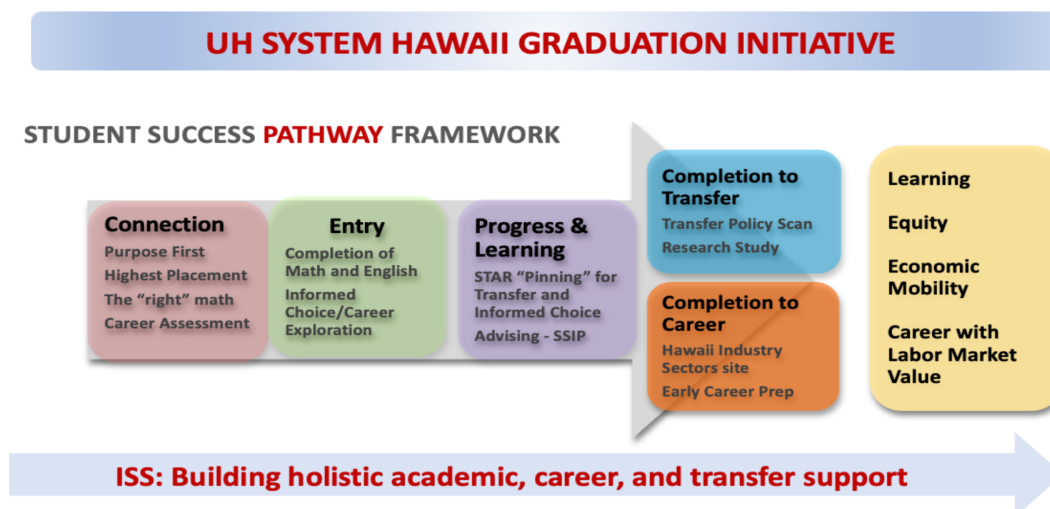
Kauai Community College (KauCC) - Counselor Response

UHCC System Planning Objectives

Student and academic support services	<ul style="list-style-type: none"> 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.
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Table 2-page 6 of 16 (2021, January 26, [Community College Organizational and Resources Plan 3](#))

Response



Student Success Pathway is the Framework that helps colleges to organize curricular and co-curricular supports for students from Connection through Completion. Integrated Student Support is an approach to how we design and scale interventions for holistic, academic, career and transfer support, both in and outside of the classroom.

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.

Counseling 11 Month Faculty					
Academic and Student Support Advising Counselors			Student Support Counselors		
2	100% Counseling/Academic Advising and other duties		1	100% Student Support Counselor Disabilities, Veterans Support Center, and other duties	
1	75% Counseling/Academic Advising and other duties *25% Lead Duties		1	100% Career Counselor Career Center and other duties	
1	50% Counseling/Academic Advising *50% Student Life and other duties		1	100% Mental Health Counselor Hale Mālama Center and other duties (Legislative Funding?)	
1	50% Counseling/Academic Advising *50% Technology Coordinator and other duties				
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			
CONNECTION	ENTRY	RETENTION	COMPLETION Transfer /Career (Work)
ISS Placement Assessment, Scheduling for Success, and Marketing workgroup ISS onboarding workgroup	Complete applications FAFSA Placement Testing and/or evaluating alternative placement methods. Scholarship Committees	Connect with Academic Success Center Hale Mālama HINET Community Service	Transfer Advising- Ka'ie'ie Program, Auto Admissions, KCC Transfer Website
Academic Planning- Review program requirements, Progress to	FY Mandatory Academic Advising	Support Services- Hale Mālama, Disabilities, Veterans, Mental Health	

Student Success Pathway Framework			
CONNECTION	ENTRY	RETENTION	COMPLETION Transfer /Career (Work)
graduation, Prior Learning Assessment & Course substitutions	Admissions into selective programs (Nursing, MEDA)	Represent students during non-academic and academic grievance process	
		Early Alert/ Success Advising- Intervention, Academic Sanction	ISS Transfer work group
		ISS retention workgroup	
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	College/Career Exploration- Students understand the labor market, industry trends, and education options using Hawaii Career Explorer, OOH, or ONET	Goal Setting & Action Plan- Students have an action plan that includes SMART goals and follow-up plans.	Job Seeking & Employability Skills- Students know of job searching strategies, placement techniques and gain practical experience before graduation.

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.

May	June	July	August	September	Total	Total headcount	Ratio of headcount to appointments
56	577	616	572	393	2,002	1,461	1.4

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 |
-

-
- | | |
|-------------------------------|-------------------------------|
| • <i>English</i> | ○ Financial Aid |
| • <i>Math</i> | ○ Counseling and Advising |
| • Institutional Effectiveness | ○ Student Success |
| ○ Institutional Research | ○ Library |
| ○ Marketing | ○ Career Center |
| • ASUH KCC | ○ 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.

School Year	Fall 2018	Fall 2019	Fall 2020
Total New Freshmen	162	186	199
Total New from Public Schools	156	179	187

UHCC IRO:

<https://www.hawaii.edu/institutionalresearch/projections.action?report=High%20School%20Background%20of%20First-Time%20Students&r=a.action&reportId=HSBR>

2019-2020 ONBOARDING ACTIVITIES

Fall High School Counselor Meeting

Date	Time	Location	School
September 19	11:00 AM-2:30 PM	KauCC	All High Schools

Financial Aid Nights

Date	Time	Location	School
October 15	5:30 PM	Kaua'i High	Kaua'i High
October 28	5:30 PM	Island School	Island School
October 2	5:30 PM	Kapa'a High	Kapa'a High
October 17	5:30 PM	Waimea High	Waimea High

Freshman Career Exploration Fair Table

Date	Time	Location	School
October 28	9:00 AM-1:00 PM	Grand Hyatt Kauai	Kauai, Waimea, & Kapa'a

Campus Tour #findyourfuture for Juniors/Seniors

Date	Time	Location	School
February 28	8:30 AM-1:00 PM	KauCC (fine arts auditorium)	Kapa'a High
January 31	8:30 AM-2:00 PM	KauCC (fine arts auditorium)	Kaua'i High

Date	Time	Location	School
February 7	8:30 AM- 1:00 PM	KauCC (fine arts auditorium)	Waimea High

Application Days

Date	Time	Location	School
February 11-12	8:30 AM – 1:30 PM	HS	Kapa'a High
February 10	7:45 AM-9:00 AM	HS	Kaua'i High
February 26-27	8:30 AM -1:30 PM	HS	Waimea High

Spring High School/KCC Counselor Meeting

Date	Time	Location	School
February 7	8:30 AM-11:00 AM	KCC	All High Schools

Placement Assessment

Date	Time	Location	School
March 9-10	8:30 AM – 1:30 PM	HS	Waimea High School
February 26	8:30 AM – 1:30 PM	HS	Kapaa High School
March 9	8:30 AM – 1:30 PM	HS	Kauai High School

Create Username and Health Records

Date	Time	Location	School
April 14	8:30 AM-1:30 PM	HS	Waimea High School
March 10	8:30 AM-1:30 PM	HS	Kapaa High School
March 31	8:30 AM-1:30 PM	HS	Kauai High School

Registration Day

Date	Time	Location	School
April 14-16	8:30 AM-1:30 PM	HS	Waimea High School
April 13-14	8:30 AM-1:30 PM	KCC	Kapaa High School
April 13-15	8:30 AM-1:30 PM	KCC	Kauai High School

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

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=STU&p=STU>

	2017 - 18	2018 - 19	2019 - 20
Fall Semester Registration Status Returning Students	89	104	115

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.

	2017 - 18	2018 - 19	2019 - 20
Persistence Fall to Spring ALL Students	71%	67%	70%

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=STU&p=STU>

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 to 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

	2017 - 18	2018 - 19	2019 - 20
Degrees & Certificates Awarded ALL	211	343	290

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=STU&p=STU>

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.

Transfers to UH 4-yr ALL	80	82	89
Transfers to UH 4-yr NH	23	25	28

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=STU&p=STU>The Ongoing Process

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 have 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 Counselors 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 lessening 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.

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



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://hfbf.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 leasable 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 CTAHR ag research and extension agent positions, to authorize an Agriculture Enterprise Program, to fund feral pig control, and others, were each getting good support, until the pandemic struck. Disappointingly, these bills were not agreed to by the deadline.

Ultimately, funding was allocated to several of the state's irrigation systems, ag parks, and for 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



Randy Cabral
President

808-896-0829
kaiwiki.1970@gmail.com

Brian Miyamoto
Executive Director
808-848-2076
brian@hfbf.org

Our Mission:

The Hawai'i Farm Bureau Federation, serving as Hawai'i's voice of agriculture, protects, advocates, advances the social, economic and educational interest of our diverse agricultural community.



Megan Kono
Editor

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MARK OYAMA'S Korean Style 'Ulu Poke

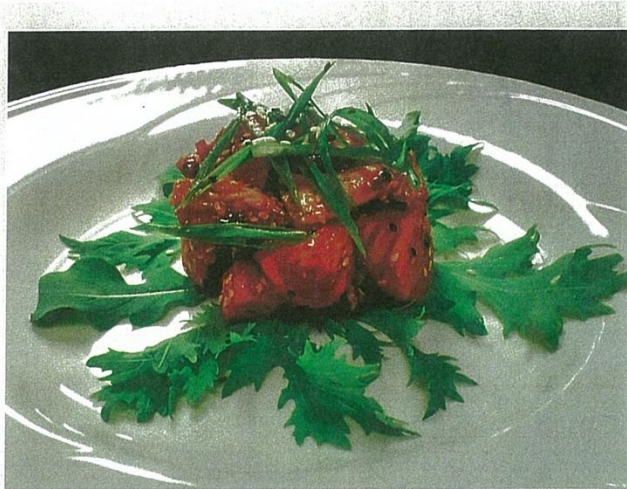
BY MEGAN KONO



BORN 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 'hanabata' (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 bentos 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 'Ulutopia, a breadfruit ('ulu) research project that launched in December 2014. 'Ulutopia, 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
¼ 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 'Ulutopia 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 'Ulutopia'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, 'Ulutopia'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



**OFFICE OF THE MAYOR
THE COUNTY OF KAUAI**

DEREK S. K. KAWAKAMI, MAYOR
MICHAEL A. DAHLIG, MANAGING DIRECTOR

December 13, 2019

Chancellor Helen Cox
Kaua'i Community College
3-1901 Kaunualii Highway
Lihu'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 I 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

Derek S. K. Kawakami
Mayor, County of Kaua'i

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Appendix C

SUSTAINABLE ECOSYSTEMS AND ENERGY

Ulutopia

A TINY ORCHARD'S POTENTIAL ROLE IN
SHAPING KAUAI'S SUSTAINABLE FUTURE



Tucked away on a 40-acre plot in back of Kauai Community College (KCC), a tiny orchard of 64 breadfruit (ulu) 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 Kauai's and possibly the state's sustainable future.

Launched 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 Ragone 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 Hawaii 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'afala variety that was selected for Ulutopia originates from Samoa and Tonga and has been grown in Hawaii 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 Ragone.

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 Kauai.

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 Hawaii.

"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 Hawaii," 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 *Hilag: Fostering Vibrant Local Agriculture at the University of Hawaii*. 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 Hawaii 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 Hawaii 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 Kauai 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 Kauai's community and economy.

Noelo

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UHealthy Hawai'i

A New Approach to Improve Health and Health Care in Hawai'i and the Pacific

RESEARCH AND INNOVATION AT THE UNIVERSITY OF HAWAII - 2019



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Appendix D



UNIVERSITY of HAWAII
KAUAI
COMMUNITY COLLEGE

Office of the Chancellor

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

3-1901 Kaunuaʻi Highway
Lihue, Hawai'i 96796-9500
Telephone: (808) 245-8210
Fax: (808) 245-0101

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Appendix E

EDWARD L. PUNUA, CPA, INC.

A HAWAII PROFESSIONAL ACCOUNTANCY CORPORATION
4268 F RICE ST. LIHUE, HI 96766
PH. (808) 826-7223, FAX: (808) 826-7386

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.

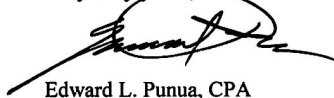
As a business owner, I have hired and advised many UH KCC accounting students. Their adept attitude and training have been an asset in my firm as well as preparing them for future accounting positions with other businesses and government careers. The practical and important accounting disciplines provided 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@industechnology.com>

Date: Thu, Feb 18, 2021 at 1:25 PM

Subject: Kauai Community College (KCC) Endorsement From Industry

To: jdaisy@hawaii.edu <jdaisy@hawaii.edu>

Cc: MacGregor, Eric <EMacGregor@industechnology.com>, **Georgeanne** Purvinis <purvinis@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. Georgeann 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 addition 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. Chongkil U, 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

INDUS

<https://www.industechnology.com>

Appendix G

