

# Ka Papa Hana Holomua Year One Evaluation Report

## Overview

The five-year [\*Ka Papa Hana Holomua: Academic Affairs Plan\*](#) was implemented October 2021 and was collaboratively created with the instructional faculty to guide the office and unit through October 2026. The plan set an annual evaluation cycle and to that end, this is the first annual evaluation report. A draft report was presented by the VCAA at the spring 2023 convocation on 05 January 2023. On both 30 January and 6 February 2023, the ten-member Academic Affairs Planning Team met to discuss the goals, metrics, progress, and ongoing relevance thereof and completed a staffing prioritization process. This report represents the outcome of those discussions. Table 1 provides an overall achievement summary followed by a discussion of work accomplished towards each of the five goals. Overall, 44.5 targets have been met with a total goal achievement of 28% on year one.

## Academic Affairs Planning Team

- |                                      |                                                                                     |
|--------------------------------------|-------------------------------------------------------------------------------------|
| 1. Jay Baker, Head Librarian         | 6. Tammie Napoleon, HED Division Chair                                              |
| 2. Laura Dillman, Faculty Senate     | 7. Dirk Soma, Faculty Senate Chair                                                  |
| 3. Frankie Harriss, VCAA             | 8. Shelley Sutter, Lead Counselor                                                   |
| 4. Cheryl Lum, OCET Lead Coordinator | 9. Gordon Talbo*, 'IT' Division Chair (one vote) & BED Division Chair (second vote) |
| 5. Pat McGrath, LAH Division Chair   |                                                                                     |

\*Gordon Talbo was appointed to temporarily serve as the BED Division Chair member/vote in the absence of another BED member who was willing and/or able to serve in that role.

## College Mission

Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

## Academic Affairs Vision

Inspire learners to innovate, create, and propel their ideas into the future.

## Academic Plan (2021-2026) Goals

- I. Ensure Academic Quality
- II. Engage Students
- III. Promote Sustainability by using college resources thoughtfully
- IV. Be responsive to evolving Kaua'i community and workforce needs
- V. Integrate Hawaiian cultural roots and concepts

**Table 1. Academic Plan 2021-2026 Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Goal I: Ensure Academic Quality</b>				
<b>I.1. National Program Accreditation</b>	I.1.1: Maintain programmatic accreditation for: Automotive Technology, Culinary Arts, Medical Assisting, and Nursing.	2/4	50%	✗

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	I.1.2: Obtain programmatic accreditation for the Early Childhood Education Program.	0/1	0%	✗
	<b>Total Achievement for I.1</b>	<b>2/5</b>	<b>40%</b>	
I.2. Regional Accreditation	I.2.1: Resolve all academic relevant ACCJC Recommendations in the Midterm and next Institutional Self Evaluation Report (ISER).	1/2	50%	
	I.2.2: 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.	1/1	100%	✓
	I.2.3: Meet or exceed academic relevant ACCJC Standards in next ISER.	0/1	0%	✗
	<b>Total Achievement for I.2</b>	<b>2/4</b>	<b>50%</b>	
I.3. Implement General Education “program” assessment using Institutional Student Learning Outcomes	I.3.1: Success in subsequent related coursework will further inform impact of General Education Quality.	3/9	33%	✗
	<b>Total Achievement for I.3</b>	<b>3/9</b>	<b>33%</b>	
I.4. Employer satisfaction in workforce graduates is 90%	I.4.1: Survey data to substantiate.	0/1	0%	✗
	<b>Total Achievement for I.4</b>	<b>0/1</b>	<b>0%</b>	
I.5. Performance after transfer to Hawai‘i four-year institutions: *Transfer out with at least 9 credits earned at Kaua‘i CC. These data were not available by self-service dashboards. An update should be possible when the IR position is filled	I.5.1: Transfer student GPA of C or better for 90% of transfer students.	0/1	0%	✗
	I.5.2: Transfer student persistence of 80% to degree completion.	0/1	0%	✗
	<b>Total Achievement for I.5</b>	<b>0/2</b>	<b>0%</b>	
<b>Total Achievement for Goal I</b>		<b>7/21</b>	<b>33%</b>	
<b>Goal II: Engage Students</b>				
II.1. All Five CCSSE benchmarks are exceeded	II.1.1: Exceed benchmarks for: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners (2022 cohort).	5/5	100%	✓
	II.1.2: 2024 Cohort (or other cohort cycle).	0/5	0%	✗
	<b>Total Achievement for II.1</b>	<b>5/10</b>	<b>50%</b>	
II.2. Provide quality professional development. This will support a college-	II.2.1: Incorporating innovative educational practices into the	0/1	0%	✗

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
wide learning culture that is flexible and supportive of changing student needs by:	professional development plan for faculty training.			
	II.2.2: Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan).	0/1	0%	✗
	II.2.3: Sharing successful innovations through organized campus professional development sessions (annually).	0/5	0%	✗
	II.2.4: Improving the Faculty and Staff Guidebook and return to in-person orientation activities.	0/2	0%	✗
	<b>Total Achievement for II.2</b>	<b>0/9</b>	<b>0%</b>	
<b>Total Achievement for Goal II</b>		<b>5/19</b>	<b>26%</b>	
<b>III. Promote Sustainability by using college resources thoughtfully</b>				
III.1. Engage in grant seeking.	III.1.1: The VCAA will identify viable grant opportunities and in collaboration with the Grant Developer provide training, support, and assistance to Academic Programs to obtain extramural funding of \$4 million. \$500k/\$4million.	0.5/4	13%	✗
	<b>Total Achievement for III.1</b>	<b>0.5/4</b>	<b>13%</b>	
III.2. Deliver on identified program plans provided to VPCC as identified in this plan and required submitted memos.	III.2.1: Memo from UHCC indicating there will be no more iterations of the VPCC 2022 and Beyond Plan.	1/1	100%	✓
	<b>Total Achievement for III.2</b>	<b>1/1</b>	<b>100%</b>	
III.3. Examine and address small programs and low-enrolled courses strategically.	III.3.1. Evidenced through annual report to BoR and APRU/CPRs.	1/5	20%	✗
	<b>Total Achievement for III.3</b>	<b>1/5</b>	<b>20%</b>	
III.4. Ensure faculty members are familiar with the KauCC Sustainability Plan.	III.4.1: Deliver on the relevant and achievable goals and measures identified for Academic Affairs in the KauCC Sustainability Plan (was set to end 2020).	0/1	0%	✗
	<b>Total Achievement for III.4</b>	<b>0/1</b>	<b>0%</b>	
III.5. Examine recruitment, retention, development, and succession planning for instructional faculty members through annual prioritization planning.	III.5.1: Complete and document process annually.	1/5	20%	✗
	<b>Total Achievement for III.5</b>	<b>1/5</b>	<b>20%</b>	

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
III.6. Zero-based and balanced budget to be maintained annually.	III.6.1: Complete and maintain budget annually.	1/5	20%	✗
	<b>Total Achievement for III.6</b>	<b>1/5</b>	<b>20%</b>	
<b>Total Achievement for Goal III</b>		<b>4.5/21</b>	<b>21%</b>	
<b>Goal IV: Be responsive to evolving Kaua'i community and workforce needs.</b>				
IV.1. Through CPRs and programmatic accreditation evidence  *12 CTE; 3 Pre-professional/transfer programs; 4 accredited programs	IV.1.1: Essential program modifications.	15/15	100%	✓
	IV.1.2: Regular, productive Advisory Board Engagement (CTE).	2/12	17%	✗
	IV.1.3: Promotion of community partnerships (CTE).	2/12	17%	✗
	IV.1.4: High Licensure and Certification Pass Rates (accredited programs).	2/4	50%	✗
	IV.1.5: High Completion rates for certificates and degrees.	2/15	13%	✗
	IV.1.6: Increased experiential learning opportunities (CTE).	0/12	0%	✗
	IV.1.7: Contribute to workforce development (CTE).	2/12	17%	✗
	IV.1.8: Career program placement rates (accredited programs).	2/4	50%	✗
	<b>Total Achievement for Goal IV.1</b>	<b>27/86</b>	<b>31%</b>	
IV.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.	IV.2.1: Opportunities with OCET.	0/1	0%	✗
	IV.2.2: Opportunities with stakeholders.	0/1	0%	✗
	IV.2.3: Opportunities with other UH colleges.	1/1	100%	✓
	<b>Total Achievement for IV.2</b>	<b>1/3</b>	<b>33%</b>	
<b>Total Achievement for Goal IV</b>		<b>28/89</b>	<b>31%</b>	
<b>Goal V: Integrate Hawaiian cultural roots and concepts.</b>				
V.1. Apply 'Olelo Hawai'i to activities and forms.	V.1.1: Annually increase application.	0/5	0%	✗
	<b>Total Achievement for Goal V.1</b>	<b>0/5</b>	<b>0%</b>	

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
V.2. Obtain recommendations for implementation from Makaloa Council.	V.2.1: Annual recommendation implementation.	0/5	0%	✗
	<b>Total Achievement for Goal V.2</b>	<b>0/5</b>	<b>0%</b>	
<b>Total Achievement for Goal V</b>		<b>0/10</b>	<b>0%</b>	
<b>Total Achievement for Strategic Plan</b>		<b>44.5/160</b>	<b>28%</b>	

## Goal I. Ensure Academic Quality

For Goal I, *Ensure Academic Quality*, there are five sub-goals with nine total measures of success and seven out of 21 total targets that have been met with a total goal achievement of 33% (Tables 1 & 2).

### I.1. National Program Accreditation

**I.1.1. Maintain programmatic accreditation for: Automotive Technology, Culinary Arts, Medical Assisting, and Nursing:** The Culinary Arts AAS degree program completed a self-study, team visit (5-7 April 2022), and had its accreditation reaffirmed in spring 2022 by the *American Culinary Federation Education Foundation Accrediting Commission*. The initial accreditation of this program was achieved on 30 June 2007, and this most recent reaffirmation of accreditation is valid through 30 June 2027. The Medical Assisting Certificate of Achievement program is accreditation by the *Commission on Accreditation of Allied Health Education Programs (CAAHEP)* and the *Medical Assisting Education Review Board (MAERB)* monitors the program's outcomes through the program's annual reports. Though both the Automotive Technology AAS and Nursing AS degree programs have maintained their accreditation, they have upcoming accreditation cycles. The team opted to list I.1.1 as only half achieved and will update that metric as each of those two programs achieves reaffirmation of accreditation. **I.1.2. Obtain programmatic accreditation for the Early Childhood Education Program:** The Early Childhood Education Program is still in the process of obtaining its initial accreditation. **Overall, 40% of Goal I.1 is achieved** (Tables 1 & 2).

### I.2. Regional Accreditation

**I.2.1. Resolve all academic relevant ACCJC Recommendations in the Midterm and next Institutional Self Evaluation Report (ISER):** The Academic Affairs team played a role in completing the academic relevant portions of the college's [2022 Accreditation Midterm Report to ACCJC](#) and through work accomplished, specifically addressed College Recommendations for Improvement #1 and #2 (pp. 10-13). **I.2.2. 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:** The *Scheduling for Success* workgroup completed and implemented the Quality Focus Essay (QFE) I work as identified in the college's 2018 ISER. That work was captured and evidenced through the college's [2022 Accreditation Midterm Report to ACCJC](#) (pp. 22-27) and the VCAA presentation at Convocation on 16 August 2022. **I.2.3. Meet or exceed academic relevant ACCJC Standards in the next ISER:** The work on the ISER will begin in spring 2023,

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the submission, visiting team evaluation, and Commission decision will not occur until 2024-2025. **Overall, 50% of Goal I.2 is achieved** (Tables 1 & 2).

### I.3. Implement General Education “program” assessment using Institutional Student Learning Outcomes (ISLOs)

**I.3.1. Success in subsequent related coursework will further inform impact of General Education Quality:** During the 2021-2022 AY cycle, Academic Affairs eliminated the “reading” ISLO leaving nine total ISLOs to be assessed during this plan’s five-year cycle. AY 2021-2022, three of these ISLOs were assessed: written communications, oral communications, and symbolic reasoning. **Overall, 33% of Goal I.3 is achieved** (Tables 1 & 2).

### I.4. Employer satisfaction in workforce graduates is 90%.

**I.4.1. Survey data to substantiate:** An overall survey was not used, though some CTE programs completed their own employer surveys as published on the college website within the Annual Program Review Updates (APRUs) or Comprehensive Program Reviews (CPRs). Though some of this work is occurring for programs, this has not been examined institutionally and is an action that needs to occur for goal achievement to be considered met. **Overall, 0% of Goal I.4 is achieved** (Tables 1 & 2).

### I.5. Performance after transfer to Hawai‘i four-year institutions

**I.5.1. Transfer student GPA of C or better for 90% of transfer students. I.5.2. Transfer student persistence of 80% to degree completion:** For both metrics data were not readily available from self-service dashboards and the college’s institutional researcher position was not filled leaving a support gap. As an action, the VCAA will work with Institutional Effectiveness and the UHCC system office for support and advice on this metric, and update this metric in the next report. In the absence of known transfer performance, these two goals will be considered unmet. **Overall, 0% of Goal I.5 is met** (Tables 1 & 2).

**Table 2. Goal I. Ensure Academic Quality Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Goal I: Ensure Academic Quality</b>				
<b>I.1. National Program Accreditation</b>	I.1.1: Maintain programmatic accreditation for: Automotive Technology, Culinary Arts, Medical Assisting, and Nursing.	2/4	50%	✗
	I.1.2: Obtain programmatic accreditation for the Early Childhood Education Program.	0/1	0%	✗
	<b>Total Achievement for I.1</b>	<b>2/5</b>	<b>40%</b>	
<b>I.2. Regional Accreditation</b>	I.2.1: Resolve all academic relevant ACCJC Recommendations in the	1/2	50%	

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	Midterm and next Institutional Self Evaluation Report (ISER).			
	I.2.2: 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.	1/1	100%	✓
	I.2.3: Meet or exceed academic relevant ACCJC Standards in next ISER.	0/1	0%	✗
	<b>Total Achievement for I.2</b>	<b>2/4</b>	<b>50%</b>	
<b>I.3. Implement General Education “program” assessment using Institutional Student Learning Outcomes</b>	I.3.1: Success in subsequent related coursework will further inform impact of General Education Quality.	3/9	33%	✗
	<b>Total Achievement for I.3</b>	<b>3/9</b>	<b>33%</b>	
<b>I.4. Employer satisfaction in workforce graduates is 90%</b>	I.4.1: Survey data to substantiate.	0/1	0%	✗
	<b>Total Achievement for I.4</b>	<b>0/1</b>	<b>0%</b>	
<b>I.5. Performance after transfer to Hawai‘i four-year institutions: *Transfer out with at least 9 credits earned at Kaua‘i CC. These data were not available by self-service dashboards. An update should be possible when the IR position is filled</b>	I.5.1: Transfer student GPA of C or better for 90% of transfer students.	0/1	0%	✗
	I.5.2: Transfer student persistence of 80% to degree completion.	0/1	0%	✗
	<b>Total Achievement for I.5</b>	<b>0/2</b>	<b>0%</b>	
	<b>Total Achievement for Goal I</b>	<b>7/21</b>	<b>33%</b>	

## Goal II. Engage Students

For Goal II, *Engage Students*, there are two sub-goals with six total measures of success and five out of 19 total targets that have been met with a total goal achievement of 26%.

### II.1: All Five Community College Survey of Student Engagement (CCSSE) benchmarks are exceeded

**II.1.1. Exceed benchmarks for Active and Collaborative Learning, Student Effort, Academic Challenge, Student Faculty Interaction, and Support for Learners (2022 cohort):** The CCSSE was administered in spring 2022, all five benchmarks were exceeded, and results were published to the college website ([CCSSE 2022 Executive Summary of Results](#)). And though the college well exceeded all benchmarks, which is good, the college did not outperform against the averaged top 10% of the cohort nationally. An aspiration would be to match or exceed the top 10% on the next iteration.

**II.1.2: 2024 Cohort:** The next CCSSE survey will be administered in spring 2024 and results would be expected to be available by August 2024 for assessment. **Overall, 50% of Goal II.1 is achieved** (Tables 1 & 3).

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**II.2. Provide quality professional development. This will support a college-wide learning culture that is flexible and supportive of changing student needs by:**

II.2.1. Incorporating innovative educational practices into the professional development plan for faculty training; II.2.2. Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan); II.2.3. Sharing successful innovations through organized campus professional development sessions (annually); II.2.4. Improving the *Faculty and Staff Guidebook* and return to in-person orientation activities: This goal was not addressed beyond what was already identified and completed within the work for the [2022 Accreditation Midterm Report to ACCJC](#), therefore this goal will start with work done beyond that captured within the *Midterm*. The VCAA dialogued with the professional development coordinator for work plans for the upcoming year. **Overall, 0% of Goal II.2 is met** (Tables 1 & 3).

**Table 3. Goal II. Engage Students Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Goal II: Engage Students</b>				
II.1. All Five CCSSE benchmarks are exceeded	II.1.1: Exceed benchmarks for: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners (2022 cohort).	5/5	100%	✓
	II.1.2: 2024 Cohort (or other cohort cycle).	0/5	0%	✗
	<b>Total Achievement for II.1</b>	<b>5/10</b>	<b>50%</b>	
II.2. Provide quality professional development. This will support a college-wide learning culture that is flexible and supportive of changing student needs by:	II.2.1: Incorporating innovative educational practices into the professional development plan for faculty training.	0/1	0%	✗
	II.2.2: Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan).	0/1	0%	✗
	II.2.3: Sharing successful innovations through organized campus professional development sessions (annually).	0/5	0%	✗
	II.2.4: Improving the Faculty and Staff Guidebook and return to in-person orientation activities.	0/2	0%	✗
	<b>Total Achievement for II.2</b>	<b>0/9</b>	<b>0%</b>	
<b>Total Achievement for Goal II</b>		<b>5/19</b>	<b>26%</b>	





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## Goal III. Promote Sustainability by Using College Resources Thoughtfully

For Goal III, *Promote Sustainability by Using College Resources Thoughtfully*, there are six sub-goals with six total measures of success and 4.5 out of 21 total targets that have been met with a total goal achievement of 21% (Tables 1 & 4).

### III.1. Engage in grant seeking

**III.1.1: The VCAA will identify viable grant opportunities and in collaboration with the Grant Developer provide training, support, and assistance to Academic Programs to obtain extramural funding of \$4 million. \$500k/\$4million:** The grant developer delivered a grant training opportunity titled, *Introduction to Successful Grant Proposal Preparation*, during the fall *Welcome Back Week* on 17 August 2023, from 1-2:30 PM. That training was not well attended, however. Not including UHF collaborative efforts, the unit was able to secure \$500,000 in Perkins, NSF, and APIA Scholars grant opportunities bringing in 1/8 of the \$4 million target. **Overall, 13% of Goal III.1 is met** (Tables 1 & 4).

### III.2. Deliver on identified program plans provided to VPCC as identified in this plan and required submitted memos

**III.2.1:** Each program had delivered on the essential program optimization actions as proposed within the Academic Affairs plan. All programs also met as directed and submitted required memos to the OVPC. The University of Hawai'i Community College (UHCC) system office (AVP for Administrative Affairs Unebasami) issued a memo indicating there will be no more iterations of the VPCC's *2022 and Beyond Plan*, therefore this work and priority will be considered concluded and met. **Overall, 100% of Goal III.2 is met** (Tables 1 & 4).

### III.3. Examine and address small programs and low-enrolled courses strategically

**III.3.1. Evidenced through annual report to BoR and APRU/CPRs:** Each program examined strategies and completed their [APRU/CPR](#) which was published on the college website. In accordance with [UH EP 5.229 Programs with Low Number of Degrees Conferred](#), the VCAA also captured this work via an annual report as submitted to the Board of Regents (BoR). Annually the VCAA will work with those programs that fall within the small number of graduates, are low enrolled, and/or have low-enrolled courses to deploy strategies for improvement. These are captured in APRU/CPR action plans. This is completed for year one of five total. **Overall, 20% of Goal III.3 is met** (Tables 1 & 4).

### III.4. Ensure faculty members are familiar with the KauCC Sustainability Plan

**III.4.1: Deliver on the relevant and achievable goals and measures identified for Academic Affairs in the KauCC Sustainability Plan (was set to end 2020):** No work was completed on this goal specifically during this year. This goal needs examined for priority status. **Overall, 0% of Goal III.4 is met** (Tables 1 & 4).

### III.5. Examine recruitment, retention, development, and succession planning for instructional faculty members through annual prioritization planning

**III.5.1: Complete and document process annually:** The Academic Affairs Planning Team conducted an Academic Affairs staffing prioritization process during fall 2021 ([Appendix A](#)). The



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results were presented to the college cabinet and the College Council. The college approved moving forward with the following eight positions in order of priority:

- Combined accounting and business instructor,
- *Electronics Technology instructor (ETRO)*,
- **English, non-probationary to probationary conversion,**
- **Culinary and Business APT,**
- **Business instructor,**
- **Early Childhood Education (ECED) non-probationary to probationary conversion,**
- **Nursing 9-month instructor and 11-month instructor,**
- *Art instructor, non-probationary,* and
- Psychology instructor.

The two positions conversions from **non-probationary to probationary/tenure-track for ECED and English** were within the chancellor's authority, and both were actioned by the chancellor for the upcoming AY (effective 01 Aug 2022). The UH system remained on a hiring freeze during this time period and all positions for hiring had to be approved through the vice president for community colleges (VPCC) and the president. Of the six positions requested for hiring, four were approved by the VPCC and presented to and approved by the president: **business instructor, Culinary and Business APT positions,** and both **nursing positions**. March 2022, two English faculty members and the only Hospitality and Tourism (HOST) faculty member announced their retirement and the sole remaining ETRO faculty member announced her resignation effective 31 July 2022. Subsequently, the college requested the following positions in April 2022:

- English instructor, non-probationary (replace one of two retirements),
- ETRO instructor probationary (replace one of two resignations),
- HOST instructor non-probationary (replace a retirement), and
- Psychology instructor (resubmitted this request).

The college was approved to hire the *English instructor* (probationary) and one *ETRO instructor* (probationary). Additionally, the college was asked to revise the Art instructor position to an Art/Creative Media (CM) instructor position, though the college did not agree that an Art/CM position was needed. This position is required to be non-probationary in accordance with [EP 5.201.III.H.2](#) where, *no tenure appointments shall be made in new programs until the Board of Regents has reviewed the provisional cycle and elected to continue the program*. However, the college did not decline the position since the program is growing, the position is non-probationary, and because other requests were being denied. It seemed prudent to take any approved position and this also aided morale with small "wins". Neither the HOST nor the psychology instructor positions were approved for hiring. **Overall, 20% of Goal III.5 is met** (Tables 1 & 4).

## III.6. Zero-based and balanced budget to be maintained annually

**III.6.1: Complete and maintain budget annually:** All of Academic Affairs completed a zero-based budgeting process whereby programs and faculty articulated specific needs as justified for normal operational business, through assessment results, as identified in the APRU/CPR process, *etc.* The process begins in the spring semester and concludes in July with the end of the previous fiscal year (FY) and subsequent implementation of the new FY. Items were identified that could be covered by Perkins, UH Foundation, or other extramural funds/grant seeking and removed. Remaining items that fell within the budget target were retained and funded. The college had a

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healthy budget to support nearly all requests made. Legislative funds are not typically finalized until October, so adjustments need to occur for a balanced budget if/when an unanticipated shortfall occurs due to changes in final allocations to the college. No adjustments were needed on this FY as legislative funds were more than sufficient to support the budget. As other purchasing needs arose, adjustments were made within the existing Academic Affairs budget to ensure that allocated totals were not exceeded, and any excess funds were returned to the college. **Overall, 20% of Goal III.6 is met** (Tables 1 & 4).

**Table 4. Goal III. Promote Sustainability by Using College Resources Thoughtfully  
Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>III. Promote Sustainability by using college resources thoughtfully</b>				
<b>III.1.</b> Engage in grant seeking.	III.1.1: The VCAA will identify viable grant opportunities and in collaboration with the Grant Developer provide training, support, and assistance to Academic Programs to obtain extramural funding of \$4 million.	0.5/4	13%	✗
	<b>Total Achievement for III.1</b>	<b>0.5/4</b>	<b>13%</b>	
<b>III.2.</b> Deliver on identified program plans provided to VPCC as identified in this plan and required submitted memos.	III.2.1: Memo from UHCC indicating there will be no more iterations of the VPCC 2022 and Beyond Plan.	1/1	100%	✓
	<b>Total Achievement for III.2</b>	<b>1/1</b>	<b>100%</b>	
<b>III.3.</b> Examine and address small programs and low-enrolled courses strategically.	III.3.1. Evidenced through annual report to BoR and APRU/CPRs.	1/5	20%	✗
	<b>Total Achievement for III.3</b>	<b>1/5</b>	<b>20%</b>	
<b>III.4.</b> Ensure faculty members are familiar with the KauCC Sustainability Plan.	III.4.1: Deliver on the relevant and achievable goals and measures identified for Academic Affairs in the KauCC Sustainability Plan (was set to end 2020).	0/1	0%	✗
	<b>Total Achievement for III.4</b>	<b>0/1</b>	<b>0%</b>	
<b>III.5.</b> Examine recruitment, retention, development, and succession planning for instructional faculty members through annual prioritization planning.	III.5.1: Complete and document process annually.	1/5	20%	✗
	<b>Total Achievement for III.5</b>	<b>1/5</b>	<b>20%</b>	
<b>III.6.</b> Zero-based and balanced budget to be maintained annually.	III.6.1: Complete and maintain budget annually.	1/5	20%	✗
	<b>Total Achievement for III.6</b>	<b>1/5</b>	<b>20%</b>	
<b>Total Achievement for Goal III</b>		<b>4.5/21</b>	<b>21%</b>	



# Ka Papa Hana Holomua Year One Evaluation Report

## Goal IV. Be Responsive to Evolving Kaua'i Community Workforce Needs

For Goal IV, *Be Responsive to evolving Kaua'i Community workforce needs*, there are two sub-goals with 11 total measures of success and 28 out of 89 total targets that have been met with a total goal achievement of 31% (Tables 1 & 5).

### IV.1. Through CPRs and programmatic accreditation evidence

**IV.1.1: Essential program modifications:** All 15 programs completed the essential modifications that were identified as optimization actions within this plan (see also goal III.2). Each program also adjusted scheduling in response to the *Scheduling for Success* project as reported in the Midterm Report to ACCJC. Though this goal is considered met, these will be considered each year as part of each program's annual review cycle as this is an iterative process.

**IV.1.2: Regular, productive Advisory Board Engagement (CTE):** There are 12 CTE programs, each program should have regular, productive engagement with its advisory board. Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation. When Automotive Technology and Nursing successfully complete their upcoming accreditation reaffirmation process, we can consider them as meeting this standard. For the programs who do not have programmatic accreditation, the Academic Planning Team will need to devise a rubric for assessing the remaining programs and offering feedback for improved Advisory Board Engagement. The team anticipates that a CTE dean position, when approved and filled, would have a more active role for ensuring high engagement. The *Advisory Board Handbook* for the college needs updated, and that will be the ideal place for including expectations for best practices to ensure ongoing fulfillment of this goal for all CTE programs. The OVCAA will target AY 2023-2024 to update that handbook. (Tables 1 & 5).

**IV.1.3: Promotion of community partnerships (CTE):** Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation as well as Hospitality and Tourism through its CPR. The other programs will have this addressed either within their programmatic accreditation or CPR over the next four years. **IV.1.4: High Licensure and Certification Pass Rates (accredited programs):** Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation. This metric should be reported through the UHCC ARPD, but currently this metric is blank for all relevant programs. Having this metric formally reported within the ARPD is helpful to assessing this goal achievement annually.

**IV.1.5: High Completion rates for certificates and degrees:** This metric is being assessed for programs as they complete their CPRs/accreditation self-evaluation cycles. Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation. For Hospitality and Tourism, the program awarded 158 COs, 38 CAs, and 38 AAS degrees from 2017-2021 and during that same time frame had between 42 (high in 2017) - 27 (low in spring 2021) students annually who declared the program as their major. Though the program did not graduate at least 10 students annually with the AAS or CA there were between 22-31 COs awarded annually. As another note, in 2021, there were 13 AAS, 16 CAs, and 33 COs awarded. We thus consider this metric met for Hospitality and Tourism.

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**IV.1.6: Increased experiential learning opportunities (CTE):** No work was done on this cycle to assess this performance metric. **IV.1.7: Contribute to workforce development (CTE):** Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation. No other work was done on this cycle to assess this performance metric. **IV.1.8: Career program placement rates (accredited programs):** Both the Medical Assisting and Culinary programs had this externally validated through their programmatic accreditation. No other work was done on this cycle to assess this performance metric. **Overall, 31% of Goal IV.1 is met** (Tables 1 & 5).

## **IV.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**

**IV.2.1: Opportunities with OCET. IV.2.2:** Faculty members are exploring combined credit/non-credit classes where relevant. The Health and Education Division (HED) has worked to run a few programs like Nurse Aide and Adult Care Home Operator through OCET as non-credit opportunities, and in some cases this included financial support for participants. **Opportunities with stakeholders:** There are no updates under this metric for this cycle. **IV.2.3: Opportunities with other UH colleges:** Kaua'i CC is delivering the Medical Assisting program to the UH Maui College (UHMC) community in a hub and spoke approach. Two UHMC faculty have been serving as the program coordinators for Kaua'i CC's Hospitality and Tourism program. And, UHMC is delivering an LPN program to the Kaua'i CC community (non-ladder program). These projects permit the colleges to experiment with the sharing of resources and the projects are supported by Perkins grants with an expectation to continue over a three-year time period. The outcome of these endeavors will inform future, possible efforts. **Overall, 0% of Goal IV.2 is met.**

**Table 5. Goal IV. Be Responsive to Evolving Kaua'i Community Workforce Needs Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Goal IV: Be responsive to evolving Kaua'i community and workforce needs.</b>				
<b>IV.1.</b> Through CPRs and programmatic accreditation evidence  *12 CTE; 3 Pre-professional/transfer programs; 4 accredited programs	IV.1.1: Essential program modifications.	15/15	100%	✓
	IV.1.2: Regular, productive Advisory Board Engagement (CTE).	2/12	17%	✗
	IV.1.3: Promotion of community partnerships (CTE).	2/12	17%	✗
	IV.1.4: High Licensure and Certification Pass Rates (accredited programs).	2/4	50%	✗
	IV.1.5: High Completion rates for certificates and degrees.	2/15	13%	✗
	IV.1.6: Increased experiential learning opportunities (CTE).	0/12	0%	✗
	IV.1.7: Contribute to workforce development (CTE).	2/12	17%	✗

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	IV.1.8: Career program placement rates (accredited programs).	2/4	50%	✗
	<b>Total Achievement for Goal IV.1</b>	<b>27/86</b>	<b>31%</b>	
<b>IV.2.</b> Generate essential credentials and pathways and collaborate where opportune with the Office of Continuing Education and Training (OCET), community stakeholders, and other UH colleges.	IV.2.1: Opportunities with OCET.	0/1	0%	✗
	IV.2.2: Opportunities with stakeholders.	0/1	0%	✗
	IV.2.3: Opportunities with other UH colleges.	1/1	100%	✓
	<b>Total Achievement for IV.2</b>	<b>1/3</b>	<b>33%</b>	
<b>Total Achievement for Goal IV</b>		<b>28/89</b>	<b>31%</b>	

## Goal V: Integrate Hawaiian cultural roots and concepts

### V.1. Apply 'Olelo Hawai'i to activities and forms

**V.1.1: Annually increase application:** There are no specific activities on which to report this cycle.

**Overall, 0% of Goal V.1 is met.**

### V.2. Obtain recommendations for implementation from Makaloa Council

**V.2.1: Annual recommendation implementation:** There are no specific activities on which to report this cycle. **Overall, 0% of Goal V.2 is met.**

**Table 6. Goal V. Integrate Hawaiian Cultural Roots and Concepts Achievement Summary**

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
<b>Goal V: Integrate Hawaiian cultural roots and concepts.</b>				
<b>V.1.</b> Apply 'Olelo Hawai'i to activities and forms.	V.1.1: Annually increase application.	0/5	0%	✗
	<b>Total Achievement for Goal V.1</b>	<b>0/5</b>	<b>0%</b>	
<b>V.2.</b> Obtain recommendations for implementation from Makaloa Council.	V.2.1: Annual recommendation implementation.	0/5	0%	✗
	<b>Total Achievement for Goal V.2</b>	<b>0/5</b>	<b>0%</b>	
<b>Total Achievement for Goal V</b>		<b>0/10</b>	<b>0%</b>	

# Ka Papa Hana Holomua Year One Evaluation Report

## Appendix A

### Academic Affairs Position Prioritization Process Fall 2021

#### Introduction

##### Academic Affairs Planning Team Members:

- Jay Baker, Lead Librarian
- Ryan Girard, Sciences and Mathematics Division Chair
- Jonathan Kalk, Faculty Senate Chair
- Ann Kennedy, Business Education Division Chair
- Pua Larson, Lead Counselor
- Cheryl Lum, Lead Coordinator for the Office of Continuing Education and Training
- Pat McGrath, Liberal Arts and Humanities Division Chair
- Tammie Napoleon, Health Education Division Chair
- Dirk Soma, Faculty Senate Vice Chair
- Gordon Talbo, Trades and Technology Division Chair
- Frankie Harriss, Vice Chancellor for Academic Affairs (group facilitator)

The ten-member Academic Affairs Planning Team received input from their area constituents on position requests that were deemed essential in Academic Affairs at the time. Justifications for the positions were provided and dialogue occurred across two meetings on 11 October and 29 November 2021 as well as via work asynchronously. Based on justifications provided both orally and in writing, the team members completed an anonymous survey to rank the final 16 proposed positions that were selected for consideration. The positions and rank outcomes are presented in Figures 1, 2 and 3 and Table 1.

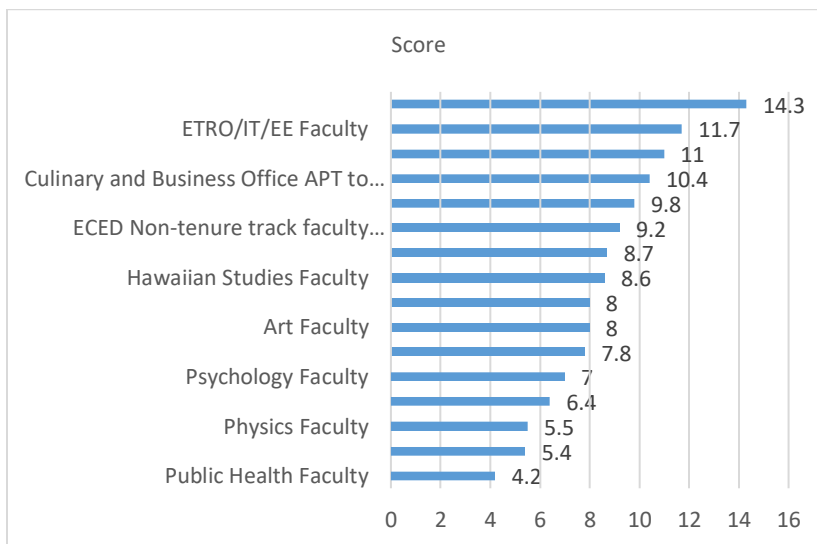


Figure 1. *Weighted ranking results for 16 proposed positions where the highest possible weighted ranking score is 16 and the lowest possible ranking score is 1.60 (N=10).*

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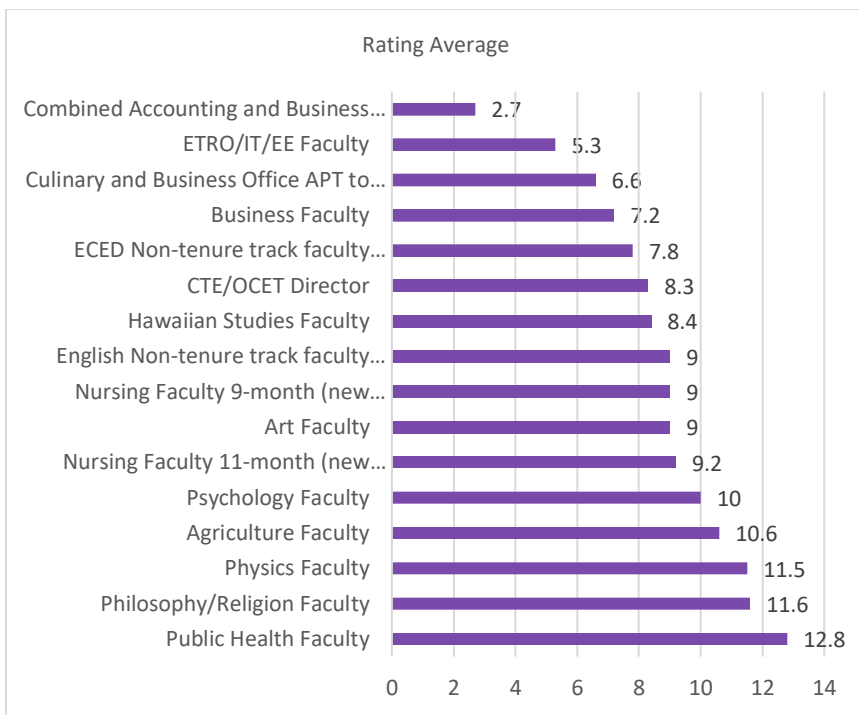


Figure 2. Ranking average results where the closer the rating is to 1.0 the more highly rated the position priority (N=10).

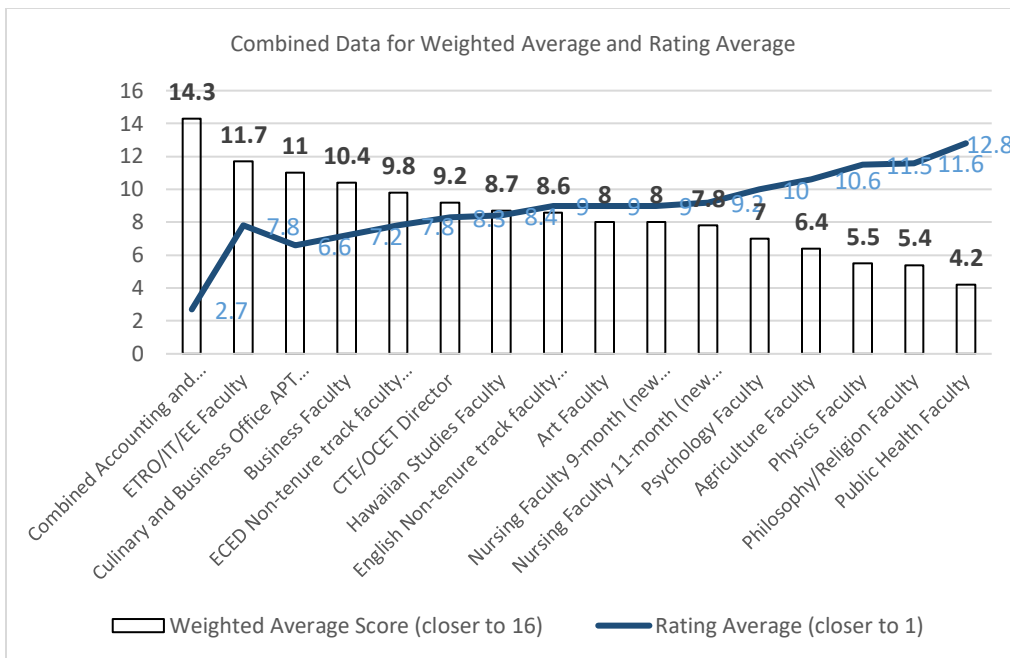


Figure 3. Combined data for weighted average (scores closer to 16.0 are highest ranked) and rating average (scores closer to 1.0 are best) (N=10).



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Table 1. *Distributed ranking results for 16 proposed positions presented in order from the highest to lowest priority (N =10).*

Sixteen Proposed Positions	Ranking Results																																		
<p><b>Combined Accounting and Business Program Faculty</b></p>	<p>The highest ranked position with a score of 14.3 out of 16 total and a <b>rating average of 2.7</b>. Nine out of ten respondents placed this position within their top five for prioritization.</p> <div style="text-align: center;"> <p>Combined Accounting and Business Program Faculty</p> <table border="1"> <caption>Frequency of Each Ranking</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>5</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>1</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	2	2	5	3	1	4	1	5	0	6	0	7	0	8	1	9	0	10	0	11	0	12	0	13	0	14	0	15	0	16	0
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<p><b>ETRO/IT/EE Faculty</b></p>	<p>The second highest ranked position with a score of 11.7 out of 16 total and a <b>rating average of 5.3</b>. Six out of ten respondents placed this position within their top five choices.</p> <div style="text-align: center;"> <p>ETRO/IT/EE Faculty</p> <table border="1"> <caption>Frequency of Each Ranking</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>2</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>3</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	2	2	2	3	0	4	0	5	2	6	0	7	1	8	0	9	0	10	3	11	0	12	0	13	0	14	0	15	0	16	0
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<p><b>English Non-probationary to Probationary conversion</b></p>	<p>This third highest ranked position with a score of 11.0 out of 16 total and a <b>rating average of 9.0</b>. However, only three out of ten respondents placed this position within their top five choices and half the respondents placed this in their top eight.</p> <div style="text-align: center;"> <p>English Non-probationary to Probationary Conversion</p> <table border="1"> <caption>Frequency of Each Ranking</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>2</td></tr> <tr><td>4</td><td>1</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>2</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>1</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	2	4	1	5	0	6	0	7	1	8	1	9	0	10	1	11	1	12	0	13	0	14	2	15	0	16	1
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<b>Sixteen Proposed Positions</b>	<b>Ranking Results</b>																																		
<p><b>Culinary and Business Office APT to serve the Culinary Program</b></p>	<p>The fourth highest ranked position with a score of 10.4 out of 16 total with a <b>rating average of 6.6</b>. Six out of ten respondents placed this position within their top five choices and all but two respondents placed this in their top eight.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Culinary and Business Office APT to serve Culinary Program</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	3	4	2	5	1	6	0	7	1	8	1	9	0	10	0	11	0	12	0	13	0	14	1	15	1	16	0
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<p><b>Business Faculty</b></p>	<p>The fifth highest ranked position with a score of 9.8 out of 16 total with a <b>rating average of 7.2</b>. However, only two out of ten respondents placed this position within their top five choices.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Business Faculty</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>7</td><td>2</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	1	2	0	3	1	4	0	5	0	6	2	7	2	8	0	9	1	10	1	11	1	12	1	13	0	14	0	15	0	16	0
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<p><b>ECED Faculty Position</b></p>	<p>The sixth highest ranked position with a score of 9.2 out of 16 total with a <b>rating average of 7.8</b>. Four out of ten respondents placed this position within their top five choices.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>ECED Non-tenure track faculty converted to tenure track</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>3</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>3</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>1</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	1	4	3	5	0	6	1	7	0	8	0	9	0	10	3	11	0	12	0	13	1	14	1	15	0	16	0
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<b>Sixteen Proposed Positions</b>	<b>Ranking Results</b>																																		
<b>CTE/OCET Director</b>	<p>The seventh highest ranked position with a score of 8.7 out of 16 total with a <b>rating average of 8.3</b>. Three respondents placed this position within their top five choices and all but three respondents placed this within their top eight.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>CTE/OCET Director Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>1</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>2</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>2</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	1	2	0	3	1	4	1	5	0	6	1	7	2	8	1	9	0	10	0	11	0	12	0	13	0	14	0	15	1	16	2
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<b>Hawaiian Studies Faculty</b>	<p>The eighth highest ranked position with a score of 8.6 out of 16 total with a <b>rating average of 8.4</b>. Four respondents placed this position within their top five and half placed this within their top 8 choices.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Hawaiian Studies Faculty Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>0</td></tr> <tr><td>13</td><td>2</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>1</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	1	2	2	3	0	4	0	5	1	6	1	7	0	8	0	9	0	10	0	11	1	12	0	13	2	14	0	15	1	16	1
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<b>Nursing 9-month Faculty</b>	<p>The ninth-tenth highest ranked position with a score of 8.0 out of 16 total and a <b>rating average of 9.0</b>. Only one respondent placed this position within their top five, four placed this position within their top eight, and six placed the position within their top ten, and all respondents placed this position within their top 12 choices.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Nursing Faculty 9-month Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>2</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>3</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>0</td></tr> <tr><td>16</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	0	4	0	5	1	6	2	7	0	8	1	9	2	10	0	11	1	12	3	13	0	14	0	15	0	16	0
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# Ka Papa Hana Holomua Year One Evaluation Report

Sixteen Proposed Positions	Ranking Results																																		
<b>Art Faculty</b>	<p>The ninth-tenth highest ranked position with a score of 8.0 out of 16 total with a <b>rating average of 9.0</b>. Three respondents placed this position within their top five positions, five respondents placed this position within their top eight, and six placed this position within their top ten. However, three respondents placed this position lower than their top 12 choices.</p> <div data-bbox="407 457 1230 808" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Art Faculty</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>Ranking</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>Frequency</td><td>0</td><td>0</td><td>2</td><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td><td>2</td><td>0</td><td>1</td> </tr> </table> <p style="text-align: center;">Ranking from (1) Highest to (16) Lowest Priority</p> </div>	Ranking	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Frequency	0	0	2	1	0	0	1	1	0	1	1	0	0	2	0	1
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<b>Nursing Faculty 11-month (new position request, not the one already approved)</b>	<p>The 11<sup>th</sup> highest ranked position with a score of 7.8 out of 16 total with a <b>rating average of 9.2</b>. Only two respondents placed this in their top five choices, four placed this in their top eight choices, and seven placed this in their top ten choices.</p> <div data-bbox="407 926 1230 1388" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Nursing Faculty 11-month (new position request, not the one already approved)</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>Ranking</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>Frequency</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td><td>1</td><td>0</td><td>1</td><td>2</td><td>1</td><td>0</td><td>1</td><td>1</td><td>0</td><td>1</td><td>0</td> </tr> </table> <p style="text-align: center;">Ranking from (1) Highest to (16) Lowest Priority</p> </div>	Ranking	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Frequency	0	0	0	0	2	1	0	1	2	1	0	1	1	0	1	0
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<b>Psychology Faculty</b>	<p>The 12<sup>th</sup> highest ranked position with a score of 7.0 out of 16 total with a <b>rating average of 10.0</b>. Only four respondents placed this in their top ten rankings.</p> <div data-bbox="407 1476 1230 1894" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Psychology Faculty</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>Ranking</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>Frequency</td><td>0</td><td>0</td><td>0</td><td>2</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td><td>1</td><td>2</td><td>1</td><td>1</td><td>0</td> </tr> </table> <p style="text-align: center;">Ranking from (1) Highest to (16) Lowest Priority</p> </div>	Ranking	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Frequency	0	0	0	2	1	0	0	0	1	0	1	1	2	1	1	0
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# Ka Papa Hana Holomua Year One Evaluation Report

<b>Sixteen Proposed Positions</b>	<b>Ranking Results</b>																																		
<b>Agriculture Faculty</b>	<p>The 13<sup>th</sup> highest ranked position with a score of 6.4 out of 16 total with a <b>rating average of 10.6</b>. One respondent placed this position in their top five and five total respondents placed this position in their top ten.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Agriculture Faculty Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>2</td></tr> <tr><td>14</td><td>0</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>1</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	1	4	0	5	0	6	0	7	1	8	1	9	1	10	1	11	0	12	1	13	2	14	0	15	1	16	1
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<b>Physics Faculty</b>	<p>The 14<sup>th</sup> highest ranked position with a score of 5.5 out of 16 total with a <b>rating average of 11.5</b>. No respondents placed this in their top six choices though four respondents did place this within their top ten choices.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Physics Faculty Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>2</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>15</td><td>2</td></tr> <tr><td>16</td><td>1</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	0	4	0	5	0	6	0	7	1	8	2	9	1	10	0	11	1	12	1	13	0	14	1	15	2	16	1
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<b>Philosophy Religion Faculty</b>	<p>The 15<sup>th</sup> highest ranked position with a score of 5.4 out of 16 total with a <b>rating average of 11.6</b>. Two respondents placed this in their top six choices with only three respondents placing this in their top ten.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Philosophy/Religion Faculty Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>1</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>0</td></tr> <tr><td>14</td><td>3</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>1</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	0	2	0	3	0	4	0	5	1	6	1	7	0	8	0	9	1	10	0	11	1	12	1	13	0	14	3	15	1	16	1
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# Ka Papa Hana Holomua Year One Evaluation Report

Sixteen Proposed Positions	Ranking Results																																		
Public Health Faculty	<p>The 16<sup>th</sup> ranked position with a score of 4.2 out of 16 total with a <b>rating average of 12.8</b>. No respondents placed this within their top six and only two respondents placed this position with the top ten choices.</p> <table border="1"> <caption>Public Health Faculty Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>12</td><td>1</td></tr> <tr><td>13</td><td>1</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>3</td></tr> </tbody> </table>	Ranking	Frequency	1	0	2	0	3	0	4	0	5	0	6	0	7	1	8	1	9	0	10	0	11	1	12	1	13	1	14	1	15	1	16	3
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Table 2. Results to, *If the two English faculty members who indicated planned retirement at the conclusion of AY 2021-2022 indeed formally submit to retire, please select the following response that best meets your recommendation.*

ANSWER CHOICES	RESPONSES
Seek to replace both positions as tenure track positions with a high priority.	40.00% 4
Seek to replace one position as a tenure track position with a high priority and the second position as tenure track with a lower priority.	10.00% 1
Seek to replace both positions as non-tenure track contracts with high priority	0.00% 0
Seek to replace both positions as non-tenure track contracts with one a high priority and the other a lower priority.	10.00% 1
Seek to replace one position as a tenure track position with a high priority and the second position as a non-tenure track contract with lower priority.	10.00% 1
Seek to replace both positions as non-tenure track contract positions but with low priority.	0.00% 0
Seek only one tenure track position.	10.00% 1
Seek only one non-tenure track position	10.00% 1
Replace these positions with lecturers fall 2021 and reassess needs.	10.00% 1
<b>TOTAL</b>	<b>10</b>

## Analyses and Conclusions

The two metrics used (weighted average and ranking average) yielded slightly different results for the 16 proposed positions and impacted the rank order of eight positions as highlighted in Table 3. Seven of those positions only shifted rank order by one place, however the English Non-tenure (non-probationary) track faculty converted to tenure (probationary) track moved from rank 10 with the weighted average to rank three with the ranking average metric (Table 1 shows the ranking distribution).

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The Planning Team determined that the ranking average (Figure 2 and Table 1) was the most accurate metric for reflecting the results and will be used if required to present these in rank order to UHCC. The Health Education Division (HED) opted to postpone hiring exemptions for the Nursing 11-month faculty and Public Health faculty positions, so they have been eliminated from the ranking, leaving 14 positions under consideration. After this ranking exercise was completed, another position was requested for the Medical Assisting (MEDA) program.

Table 4 shows positions with budget neutral justification and those positions that will need to wait until the next Staffing Prioritization event.

Table 3. *Side-by-side view of the weighted average and ranking average results. The HED opted to postpone requesting exemptions to hire the Nursing 11-month faculty position and Public Health Faculty position.*

Weighted Average	Ranking Average
1. Combined Accounting and Business Program Faculty	1. Combined Accounting and Business Program Faculty
2. ETRO/IT/EE Faculty	2. ETRO/IT/EE Faculty
3. Culinary and Business Office APT to serve Culinary Program	<b>3. English Non-tenure track faculty converted to tenure track</b>
4. Business Faculty	4. Culinary and Business Office APT to serve Culinary Program
5. ECED Non-tenure track faculty converted to tenure track	5. Business Faculty
6. CTE/OCET Director	6. ECED Non-tenure track faculty converted to tenure track
7. Hawaiian Studies Faculty	7. CTE/OCET Director
8. Art Faculty	8. Hawaiian Studies Faculty
9. Nursing Faculty 9-month (new position request, not the one already approved)	9. Art Faculty
<b>10. English Non-tenure track faculty converted to tenure track</b>	10. Nursing Faculty 9-month (new position request, not the one already approved)
<del>11. Nursing Faculty 11-month (new position request, not the one already approved)</del>	<del>11. Nursing Faculty 11-month (new position request, not the one already approved)</del>
12. Psychology Faculty	12. Psychology Faculty
13. Agriculture Faculty	13. Agriculture Faculty
14. Physics Faculty	14. Physics Faculty
15. Philosophy/Religion Faculty	15. Philosophy/Religion Faculty
<del>16. Public Health Faculty</del>	<del>16. Public Health Faculty</del>

Examining the potential positions and impacts to the campus budget, notes were provided in Table 4 to further inform Cabinet budget decisions. Cabinet considered college position requests against the budget and approved positions that would have a neutral budget impact (*i.e.*, negating lecturer and overload costs, retirement or resignation replacement, and conversion of non-probationary to probationary) and presented a compelling need justification. The following faculty positions were approved to submit to the President via the Vice President for Community Colleges (VPCC): ACC/BUS, ETRO, BUS, NURS 9-mo, ART, and Psychology. Two positions were approved for conversion to tenure track: ENG and ECED. One APT position for CULN was approved. A sufficient compelling need justification was not made for the Hawaiian Studies faculty position at this time. Justifications will be provided to the VPCC who will determine what positions move to the President for final approval. Updates will be provided.

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Table 4. *Important notes for each position relative to the campus budget for overall considerations.*

Ranking Average	
<p><b>1. Combined Accounting and Business Program Faculty</b></p>	<p>This position will replace a retirement from the Accounting Program and will be able to serve both the Accounting and Business Programs. Neutral budget impact.</p> <p><b>This is a budget neutral position by filling a position that vacates as of 31 Dec 2021 and serves our two largest CTE programs (Accounting and Business). Otherwise, we must hire lecturers for 27TEs and we have had to go to other islands to find lecturers to get through the spring semester. Lecturers are difficult to hire in this area for what we pay, and once again lecturers are not required to provide service to the college.</b></p>
<p><b>2. ETRO/IT/EE/ASNS Faculty</b></p>	<p>This position replaces a retirement that occurred just as we entered the pandemic and hiring freeze and would replace lecturer and overload costs. This program was indicated as a priority of the Ways and Means Committee and the BoR. We cannot expand on partnerships with PRMF without sufficient faculty.</p> <p><b>This is a budget neutral position by filling a vacated position, minimizing overload, and eliminating use of lecturers. Lecturers are difficult to hire in this field at the pay we offer, and lecturers do not owe service to the college.</b></p>
<p><b>3. English Non-tenure track faculty converted to tenure track</b></p>	<p>This position would just convert from non-probationary contract to probationary contract. The currently held position was already promoted to C3. Neutral budget impact.</p> <p><b>This position is budget neutral and a conversion, not a new position.</b></p>
<p><b>4. Culinary and Business Office APT to serve Culinary Program</b></p>	<p>This position replaces and expands the function of the terminated Cafeteria Manager APT position to serve both Culinary and the Business Office. Neutral budget impact.</p> <p><b>This position has already been submitted for approval.</b></p>
<p><b>5. Business Faculty</b></p>	<p>This program has grown substantially since shifting to a fully online program. This program reaches students beyond Kaua'i island, offering realistic potential for continuing growth moving forward. <b>The position balances costs against the 4-5 lecturers needed to support the current program needs.</b> A growing program brings in more revenue assisting in overall campus budget and enrollment targets. And, EC demands for Business courses have been steady.</p> <p><b>This position will replace 27 lecturer TEs as a budget neutral decision and require service to the college, program, and division which we cannot require from lecturers. This position serves our largest CTE program, which has continued to grow as a fully online program.</b></p>
<p><b>6. ECED Non-tenure track faculty converted to tenure track</b></p>	<p>This position is currently filled as a non-probationary annual contract so conversion to a probationary contract would be a budget neutral decision.</p> <p><b>This position is budget neutral and a conversion, not a new position.</b></p>
<p><b>7. CTE/OCET Director</b></p>	<p>This position has been on the books for 4 years now, and has been held up with prior budget concerns. Demands on the VCAA position have grown over those 4 years adding onto what was already an untenable level of work and leads to lost opportunities, especially financial ones when the VCAA is not free to pursue extramural funding. However, a decision needs made with the VCAS and campus structure for OCET before this position can be re-defined. The ideal approach is an AA director to support the VCAA, in addition to the OCET director.</p> <p><b>This position will remain within the budget but will be paused until the college knows UHCC decisions for DOCETs. At this time both the DOCET and an Academic Dean/Direction position will remain in the budget for possible future filling.</b></p>



# Ka Papa Hana Holomua Year One Evaluation Report

<p><b>8. Hawaiian Studies Faculty</b></p>	<p>This position would replace a retirement and ensure that we are serving students on our campus in this culturally and historically important program. Often counselors have to send students to online classes at other UHCCs and this is a program where more students prefer in-person instruction. This also decreased campus enrollments and lecturers are not plentiful or available during the hours needed. Budget neutral.</p> <p><b>Cabinet determined that a compelling case for this need based on current program data could not be made at this time. Two positions and one APT position with the low number of majors will be difficult to justify. There are also not large numbers of lecturer TEs. However, if one of the remaining positions were vacated, the college will request a replacement position.</b></p>
<p><b>9. Art Faculty</b></p>	<p>The Art classes have been filling regularly with the campus often adding courses to the schedule to meet demand. The campus is already frequently scheduling one lecturer at full time capacity with several others as part-time and has done for years. This is budget neutral and being full-time that position would owe the campus service that is not required of lecturers.</p> <p><b>This position replaces 27 TEs of lecturer costs and benefits making this a budget neutral position.</b></p>
<p><b>10. Nursing Faculty 9-month (new position request, not the one already approved)</b></p>	<p>The nursing program was short 4 positions, had approval to hire for two positions (one 9-mo and one 11-mo). The program still needs one more faculty member to comply with accreditation standards and avoid circumstances where the program relies on faculty to agree to overload assignments. With a fully staffed program, more student demand, county demand, state demand, and national demand can be met by the program being able to admit more students into the program cohorts.</p> <p><b>This should be a budget neutral position (three overall nursing faculty resigned/retired since the pandemic and two of those three positions were approved for filling), but if filled would leave this program still short one 11-month faculty position compared to its previous staffing level. The position would reduce or eliminate overload costs (depends on how many nursing faculty are in leadership positions that offer policy/CBA release time. And, this would fully address programmatic accreditor concerns for current overload levels of faculty members on this program. Additionally, these folks are regularly recruited by the field at higher pay. If we do not fully staff this program, other faculty members are likely to resign/retire.</b></p>
<p><b>11. Psychology Faculty</b></p>	<p>This position vacated three years ago. The classes have the highest maximum at 35 and regularly fill. Psychology classes are required for several programs and meet general education requirement for most other programs. These classes are often requested for the EC schedules. This hire would balance against the costs currently expended on lecturers to fill the need and be budget neutral.</p> <p><b>This position will be a budget neutral position and replace 27TEs of lecturer hours while returning services to the college.</b></p>
<p><b>12. Agriculture Faculty</b></p>	<p>This area is a county and state priority area. There are a few agriculture certificates remaining and the program is shifting to the Trades and Technology division to support agriculture for those who are not on a researcher pathway. Without a full-time faculty dedicated to this program, curriculum will stagnate, credit/non-credit options cannot be explored, and this county and state need will continue to be unfulfilled.</p> <p><b>Budget funds were not remaining to request this position, but we will revisit the position going forward.</b></p>
<p><b>13. Physics Faculty</b></p>	<p>This position was supposed to be institutionalized at the conclusion of an NSF grant. The current physical sciences faculties we have in the ASNS and support to the Health Programs (chemistry) are already fully loaded. This is a high-demand field with high pay such that hiring part-time lecturers is difficult.</p>

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<del>1.4. Philosophy/Religion Faculty</del>	<p>There are general philosophy and religion courses that regularly fill. This would replace a vacated position and be budget neutral. And, if the position is disallowed to teach boutique courses that do not meet degree requirements or fill, the position will support all programs through general education offerings.</p> <p>Budget funds were not remaining to request this position, but we will revisit the position going forward.</p>
<b>Future Additional Considerations</b>	
Nursing 11-month Faculty	This position is needed to fully staff the program, but the program has agreed to stagger hires.
Public Health Faculty	This program has interest and could expand in collaboration with UHM for transfer to their Public Health program. However, a full degree transfer pathway needs to be created and we have not yet had the bandwidth to prepare this fully and obtain system support. Until we have progress, this position request will be postponed.
Medical Assisting Faculty	This request came in and is justified by the recent APRU. However, it came in after this ranking process was completed. The program could serve more students by admitting a larger cohort to meet county and state demands. This program is also currently collaborating with UHMC and in order for KauCC to keep leading this effort to share our program, another faculty member is going to be necessary. This is a viable area for growth.
English Faculty (2)	Expect two additional retirements.