

# Ka Papa Hana Holomua Year Two Evaluation Report

## October 2022-2023 Cycle

### 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 under which the [\*Ka Papa Hana Holomua Year One Evaluation Report\*](#) was generated for the October 2021-2022 cycle, and herein is the second annual evaluation report covering the October 2022-2023 cycle. A draft report was presented by the VCAA in September 2023 with review and contributions by the Academic Affairs Planning Team and the Academic Affairs unit regarding goals, metrics, progress, and ongoing relevance thereof. This report represents the outcome of those contributions and discussions. Table 1 provides an overall achievement summary followed by a discussion of work accomplished towards each of the five goals. Overall, 69.85 targets (out of 159 targets) have been met with a total plan goal achievement of 44% on year two. This is an increase from the 28% achievement on year one.

### Academic Affairs Planning Team

- |                                      |  |
|--------------------------------------|--|
| 1. Jay Baker, Head Librarian         | 7. Tammie Napoleon, HED Division Chair   |
| 2. Laura Dillman, Faculty Senate     | 8. Dirk Soma, Faculty Senate Chair   |
| 3. Ryan Girard, SAM Division Chair   | 9. Shelley Sutter, Lead Counselor  |
| 4. Frankie Harriss, VCAA             | 10. Gordon Talbo*, TT Division Chair (one vote) & BED Division Chair (second vote) |
| 5. Cheryl Lum, OCET Lead Coordinator | 11. Isaiah Ka'auwai, Makaloa Council Chair   |
| 6. Pat McGrath, LAH Division Chair   |  |

### 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; and
- V. Integrate Hawaiian cultural roots and concepts.

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

	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
Goal I: Ensure Academic Quality				

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
I.1. National Program Accreditation	I.1.1: Maintain programmatic accreditation for: Automotive Technology, Culinary Arts, Medical Assisting, and Nursing.	3/4	75%	✗
	I.1.2: Obtain programmatic accreditation for the Early Childhood Education Program.	0/1	0%	✗
	<b>Total Achievement for I.1</b>	<b>3/5</b>	<b>60%</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.	4/9	44%	✗
	<b>Total Achievement for I.3</b>	<b>4/9</b>	<b>44%</b>	
I.4. Employer satisfaction in workforce graduates is 90%	I.4.1: Survey data to substantiate.	0.5/1	50%	✗
	<b>Total Achievement for I.4</b>	<b>0.5/1</b>	<b>50%</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.	0.2/1	20%	✗
	I.5.2: Transfer student persistence of 80% to degree completion.	0/1	0%	✗
	<b>Total Achievement for I.5</b>	<b>0.2/2</b>	<b>10%</b>	
<b>Total Achievement for Goal I</b>		<b>9.7/21</b>	<b>46%</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,	5/5	100%	✓

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	Academic Challenge, Student-Faculty Interaction, and Support for Learners (2022 cohort).			
	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>	
<b>II.2.</b> 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.	1/1	100%	✓
	II.2.2: Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan).	1/1	100%	✓
	II.2.3: Sharing successful innovations through organized campus professional development sessions (annually).	2/5	40%	✗
	II.2.4: Improving the Faculty and Staff Guidebook and return to in-person orientation activities.	1.5/2	75%	✗
	<b>Total Achievement for II.2</b>	<b>5.5/9</b>	<b>61%</b>	
<b>Total Achievement for Goal II</b>		<b>10.5/19</b>	<b>55%</b>	
<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. \$500k/\$4million.	2.65/4	66%	✗
	<b>Total Achievement for III.1</b>	<b>2.65/4</b>	<b>66%</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.	2/5	40%	✗

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	<b>Total Achievement for III.3</b>	<b>2/5</b>	<b>40%</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).	0/0	NA	NA
	<b>Total Achievement for III.4</b>	<b>0/0</b>	<b>NA</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.	2/5	40%	✗
	<b>Total Achievement for III.5</b>	<b>2/5</b>	<b>40%</b>	
<b>III.6.</b> Zero-based and balanced budget to be maintained annually.	III.6.1: Complete and maintain budget annually.	2/5	40%	✗
	<b>Total Achievement for III.6</b>	<b>2/5</b>	<b>40%</b>	
<b>Total Achievement for Goal III</b>		<b>9.65/20</b>	<b>48%</b>	
<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).	3/12	25%	✗
	IV.1.3: Promotion of community partnerships (CTE).	6/12	50%	✗
	IV.1.4: High Licensure and Certification Pass Rates (accredited programs).	3/4	75%	✗
	IV.1.5: High Completion rates for certificates and degrees.	5/15	33%	✗
	IV.1.6: Increased experiential learning opportunities (CTE).	0/12	0%	✗
	IV.1.7: Contribute to workforce development (CTE).	3/12	25%	✗
	IV.1.8: Career program placement rates (accredited programs).	3/4	75%	✗
		<b>Total Achievement for Goal IV.1</b>	<b>38/86</b>	<b>44%</b>
<b>IV.2.</b> Generate essential credentials and pathways and collaborate where	IV.2.1: Opportunities with OCET.	1/1	100%	✓

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
opportune with the Office of Continuing Education and Training (OCET), community stakeholders, and other UH colleges.				
	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>2/3</b>	<b>67%</b>	
<b>Total Achievement for Goal IV</b>		<b>40/89</b>	<b>45%</b>	
<b>Goal V: Integrate Hawaiian cultural roots and concepts.</b>				
V.1. Apply 'Ōlelo 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>	
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>69.85/159</b>	<b>44%</b>	

### Goal I. Ensure Academic Quality

For Goal I, *Ensure Academic Quality*, there are five sub-goals with nine total measures of success and 9.7 out of 21 total targets that have been met with a total goal achievement of 46% (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*, and this most recent reaffirmation of accreditation is valid through 30 June 2027.
- The **Medical Assisting** Certificate of Achievement program was awarded continuing accreditation by the *Commission on Accreditation of Allied Health Education Programs* (CAAHEP) on 18 November 2022, with the next comprehensive visit scheduled for no later than fall 2026. The Medical Assisting Certificate of Achievement program is accreditation by the

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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.

- The **Automotive Technology** AAS degree program completed a self-study, team visit (20 April 2023), and had its accreditation for *Master Automobile Service Technology* reaffirmed on 15 May 2023. This is the highest level of program accreditation recognized by the *National Institute for Automotive Service Excellence* (ASE). To achieve this coveted recognition, the school's automotive training program underwent rigorous evaluation by the ASE Education Foundation. Nationally accepted standards of excellence in areas such as instruction, facilities, and equipment were used.
- The **Nursing** AS degree program has maintained its programmatic accreditation and has an upcoming accreditation cycle. This goal will be considered met when that cycle completes and results in reaffirmation of accreditation.

### 1.1.2. 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, 60% 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). AY 2022-2023 the Academic Affairs team contributed to the development of Standard II.A responses for the draft ISER. Additionally, academic evidence was provided as relevant to other Standards within the ISER draft. A gap analysis was conducted and the Academic Affairs team is making identified improvements to ensure Kaua'i CC meets and/or exceeds all academic relevant standards. The ISER work will be completed during the 2023-2024 cycle. **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 began in spring 2023 as noted above, 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 communication*, *oral communication*, and *symbolic reasoning*. AY 2022-2023, the ISLO for *integrative thinking* was assessed. The remaining ISLOs will be assessed as follows:



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During AY 2023-2024, the ISLOs for *information literacy*, *technological competency*, and *teamwork* will be assessed, leaving *respect for diversity* and *ethics* to be assessed in AY2024-2025. **Overall, 44% 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 institutional survey has not been developed and deployed, 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, employer satisfaction has not been examined institutionally and is an action that needs to occur for goal achievement to be considered fully met. [Interact](#) was contracted to conduct an [Employer Needs and Employer Perceptions of Hawai'i Community College, Kaua'i Community College, and Maui College](#) study and a February 2023 report of results was published to the college website. The data were limited for Kaua'i and show the importance of working with in-state entities where possible for better understanding context and engaging employers. Overall, though a direct, institutional employer satisfaction survey was not yet conducted, results do focus on perceptions and indicate that local employers see value in the community college and are willing to send their employees to the college for training/upskilling. Noteworthy results showed that:

- 85% of employers surveyed reported that they do have positions that require job-skill and/or professional training;
- Training needed ranged from service staff to skilled trades to professional/technical to administrative positions;
- 50% of the employers surveyed reported that they are “very willing” to send their employees to the local community college for job-skill and/or professional training while 37% were somewhat willing (87% overall);
- Most employers reported that their employees would benefit from certificate programs and a smaller number reported their employees would benefit from an associates degree;
- 79% of employers reported they thought that sending their employees to the local community college was worth the cost;
- 44% of employers reported that their company offers incentives for employees to attend job-skill and/or professional training;
- 50% of the general set of employers reported they thought their local community college has the right mix of knowledge and skills to make graduates employable at their company; and
- Only 17% of employers reported that potential employees need a certificate or an associate degree to be hired at their company (62% of employers reported employees need only a high school diploma (or less) to be hired.

**Overall, 50% 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.** Data were gathered representing a cohort of students with at least nine credits attending Kaua'i CC spring 2021 and attending UH 4-YR Fall 2021. The fall semester is the transfer semester. A cohort was also gathered

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for spring 2022 to fall 2022. Aggregate values were gathered for years 2015 through 2020. GPA of C is defined as 2.0. This goal was met not met for fall 2021 but was met for fall 2022.

Fall Semesters	2015	2016	2017	2018	2019	2020	2021	2022
Total Transfers	43	36	44	51	46	51	51	37
GPA of C or Better	31	34	39	44	45	46	45	34
Goal of 90% with a GPA of C or better	72%	94%	89%	86%	98%	90%	88%	92%

**I.5.2. Transfer student persistence of 80% to degree completion.** Aggregate values were gathered representing the fall transfer term and the graduation rate. The graduation rate is defined as the sum of the students in the cohort who graduated divided by the total transfer students in the cohort. The 13 students in the 2021 cohort graduated in the 2022 or 2023 Academic Year. The zero students in the 2022 cohort indicate no graduates in 2023. This goal has not been met.

Fall Semesters	2015	2016	2017	2018	2019	2020	2021	2022
Total Transfers	43	36	44	51	46	51	51	37
Graduation Rate	30	24	36	37	36	26	13	0
Goal of 80% to degree completion	70%	67%	82%	73%	78%	51%	25%	0%

Overall, 10% 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.	3/4	75%	✗
	I.1.2: Obtain programmatic accreditation for the Early Childhood Education Program.	0/1	0%	✗
	<b>Total Achievement for I.1</b>	<b>3/5</b>	<b>60%</b>	
<b>I.2. Regional Accreditation</b>	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	1/1	100%	✓



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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	for the Midterm and ISER in service to our students.			
	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.</b> 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.	4/9	44%	✗
	<b>Total Achievement for I.3</b>	<b>4/9</b>	<b>44%</b>	
<b>I.4.</b> Employer satisfaction in workforce graduates is 90%	I.4.1: Survey data to substantiate.	0.5/1	50%	✗
	<b>Total Achievement for I.4</b>	<b>0.5/1</b>	<b>50%</b>	
<b>I.5.</b> 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.	0.2/1	20%	✗
	I.5.2: Transfer student persistence of 80% to degree completion.	0/1	0%	✗
	<b>Total Achievement for I.5</b>	<b>0.2/2</b>	<b>10%</b>	
<b>Total Achievement for Goal I</b>		<b>9.7/21</b>	<b>46%</b>	

## Goal II. Engage Students

For Goal II, *Engage Students*, there are two sub-goals with six total measures of success and 10.5 out of 19 total targets that have been met with a total goal achievement of 55%.

### 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;** Professional Development (PD) created and updated a [Three-Year Strategic Plan](#) to deliver training and workshops in innovative areas of educational practice for faculty and staff.

**II.2.2. Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan);** The *PD Three-Year Strategic Plan* includes a strategic objective for *Pedagogy, Curriculum, and Course Design* with a category to *Support the Strengthening of Distance Education* and focus areas within including: *Strategies for improving course design*; *Strategies for improving regular student interaction (RSI)*, and *Strategies for making courses accessible and ADA compliant* (this is also a separate area of focus within the plan). The *PD Technology* strategic objective includes a focus on *Learning Management Systems(s)*, *Web Conferencing*, *Screen Capture*, and *Student Engagement*.

**II.2.3. Sharing successful innovations through organized campus professional development sessions (annually);** These sessions are mapped and delivered in accordance with the *PD Three-Year Strategic Plan 2022-2025*.

**II.2.4. Improving the Faculty and Staff Guidebook and return to in-person orientation activities:** This goal was addressed within identified and completed work for the [2022 Accreditation Midterm Report to ACCJC](#) and additional [Faculty and Staff Guidebook](#), improvements have been incorporated for AY2023-2024. The VCAA dialogued with the professional development coordinator and there is agreement more changes can be made to improve the guidebook for AY2024-2025. August 2023, there was a return to in-person orientation and activities for new employees. **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>				
<b>II.1.</b> 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>	
<b>II.2.</b> 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.	1/1	100%	✓
	II.2.2: Ensuring focus on quality online instruction with enhanced student engagement (PD Strategic Plan).	1/1	100%	✓
	II.2.3: Sharing successful innovations through organized	2/5	40%	✗

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	campus professional development sessions (annually).			
	II.2.4: Improving the Faculty and Staff Guidebook and return to in-person orientation activities.	1.5/2	75%	✗
	<b>Total Achievement for II.2</b>	<b>5.5/9</b>	<b>61%</b>	
<b>Total Achievement for Goal II</b>		<b>10.5/19</b>	<b>55%</b>	

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

For Goal III, *Promote Sustainability by Using College Resources Thoughtfully*, there are five sub-goals with five total measures of success and 9.65 out of 20 total targets that have been met with a total goal achievement of 48% (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.**

- **2021-2022 Cycle (\$500,000 total):** 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.
- **2022-2023 Cycle (\$2,152,237 total):** Not including UHF donor outreach efforts, the unit was able to secure:
  - **Perkins Grants (\$380,858):** \$25,000 for *Equipment Upgrades for Nursing Program*; \$110,808 *Year 2 Trades Workforce Development Coordinator*; and \$125,000 *Hawai'i's Clean Energy Goal and EV Training*, \$120,050 for *Kaua'i CC and UHMC Collaborative Medical Assisting Program*.
  - **APIA Scholars (\$35,000):** \$35,000 grant as part of APIA Scholars Data Voyager Project for funding an action research project titled: *Equity-minded Data Disaggregation: Creating, Implementing, and Improving NHPI Student Outcomes with an Equity Scorecard*.
  - **NSF TCUP TSETS (\$1,736,379):** NSF Tribal Colleges and Universities Program (TCUP): TSETS: *E Kūkulu Ke Kabua a Pa‘a: Building the Foundation Until Firm*.

Over the first two years, Academic Affairs has thus far raised **\$2,652,237 out of the \$4 million** target (\$2.65 million/\$4 million). **Overall, 66% of Goal III.1 is met** (Tables 1 & 4).



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### 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 both years one and two of five total. **Overall, 40% 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 Kaua'i CC Sustainability Plan (was set to end 2020):** With the development of the [UH Strategic Plan 2023-2029](#), and the incorporation of its founding principle for *Sustainability* where *UH recognizes its responsibility to the 'aina, to steward its natural resources, and to develop solutions to the complex challenges of sustainability, resilience, and climate change*, Academic Affairs will consider the expired *Kaua'i CC Sustainability Plan* replaced with the UH Strategic Plan and look to the Sustainability Committee for future college guidance on this founding principle while considering this goal no longer relevant as written. **Elimination of Goal III.4.** (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 AY 2021-2022 as reported in the [Year One Evaluation Report](#) and located within its Appendix A, pp. 15-26.
- The Academic Affairs Planning Team conducted an Academic Affairs staffing prioritization process during AY2022-2023 and the details are in [Appendix A](#).

**Overall, 40% of Goal III.5 is met** (Tables 1 & 4).

# Ka Papa Hana Holomua Year Two Evaluation Report

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### 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 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 or projected revenue. No adjustments were needed on this FY as legislative and carry over 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, 40% 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.	2.65/4	66%	✗
	<b>Total Achievement for III.1</b>	<b>2.65/4</b>	<b>66%</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.	2/5	40%	✗
	<b>Total Achievement for III.3</b>	<b>2/5</b>	<b>40%</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).	0/4	NA	NA

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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	<b>Total Achievement for III.4</b>	<b>0/0</b>	<b>NA</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.	2/5	40%	✗
	<b>Total Achievement for III.5</b>	<b>2/5</b>	<b>40%</b>	
<b>III.6.</b> Zero-based and balanced budget to be maintained annually.	III.6.1: Complete and maintain budget annually.	2/5	40%	✗
	<b>Total Achievement for III.6</b>	<b>2/5</b>	<b>40%</b>	
<b>Total Achievement for Goal III</b>		<b>9.65/20</b>	<b>48%</b>	

### 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 40 out of 89 total targets that have been met with a total goal achievement of 45% (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. The Automotive Technology, Medical Assisting, and Culinary Arts programs had this externally validated through their programmatic accreditation. When Nursing successfully completes their upcoming accreditation reaffirmation process, we can consider them as meeting this goal. 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 to be 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):** The Automotive Technology, Medical Assisting, and Culinary Arts programs had this externally validated through their programmatic accreditation. Through the CPR process, Hospitality and Tourism, Carpentry Technology, and Electrical Installation and Maintenance Technology CTE programs have evidenced their promotion



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of community partnerships. The other programs will have this addressed either within their programmatic accreditation or CPR over the next three years. **IV.1.4: High Licensure and Certification Pass Rates (accredited programs):** The Automotive Technology, Medical Assisting, and Culinary Arts programs had this externally validated through their programmatic accreditation. Nursing has maintained high pass rates, but we will wait for this to be externally validated prior to indicating this goal is fully met. 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.

- The Automotive Technology, Medical Assisting, and Culinary Arts programs had this externally validated through their programmatic accreditation.
- Hospitality and Tourism (CPR 2021), 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.
- Carpentry Technology (CPR 2022), the program awarded 15 CAs and 12 AAS degrees from 2017-2022 with the total number of majors ranging from 8-14 total (~50% Native Hawaiian). The program fills at 12 majors for year one and 12 majors for year two (24 total). The program completion rates will benefit from a deeper dive before considering this as meeting a high completion rate. Successful Completion (Equivalent C or Higher) ARPD shows an increase from 67%-91% from 2020-2023.
- Electrical Installation and Maintenance Technology (EIMT) (CPR 2022), the program awarded 24 COs, 19 CAs, and 17 AAS degrees from 2017-2022 for a total of 60 awards. Majors ranged from 22-24 total and with 38-54% of the majors being part-time, the award completion rates are reasonably high. Successful Completion (Equivalent C or Higher) ARPD show 93%-99% from 2020-2023. We thus consider this metric met for EIMT.

**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):** Automotive Technology, Medical Assisting, and Culinary Arts 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):** The Automotive Technology, Medical Assisting, and Culinary Arts programs had this externally validated through their programmatic accreditation. Nursing will not be considered as having met this metric until their upcoming accreditation cycle is completed. **Overall, 44% of Goal IV.1 is met** (Tables 1 & 5).

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### 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. A reorganization has college and system approval, is currently under union negotiation, and includes placement of OCET within Academic Affairs to further strengthen alignment and opportunities. This metric is considered met. **Opportunities with stakeholders:** Health Education and Fitness classes have also been offered and starting fall 2023, several are being offered to college employees for free or reduced rates. The opportunities for these classes have also been expanded to benefit our students (increased campus experiences) and the larger college community for health and wellness. The Culinary Arts program is exploring opportunities for working with industry partners. **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, 67% 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).	3/12	25%	✗
	IV.1.3: Promotion of community partnerships (CTE).	6/12	50%	✗
	IV.1.4: High Licensure and Certification Pass Rates (accredited programs).	3/4	75%	✗
	IV.1.5: High Completion rates for certificates and degrees.	5/15	33%	✗
	IV.1.6: Increased experiential learning opportunities (CTE).	0/12	0%	✗
	IV.1.7: Contribute to workforce development (CTE).	3/12	25%	✗



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	Measure of Success	Target	Percent achieved	Met (✓) Not Met (✗)
	IV.1.8: Career program placement rates (accredited programs).	3/4	75%	✗
	<b>Total Achievement for Goal IV.1</b>	<b>38/86</b>	<b>44%</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.	1/1	100%	✓
	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>2/3</b>	<b>67%</b>	
<b>Total Achievement for Goal IV</b>		<b>40/89</b>	<b>45%</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:** The VCAA attended the 01 September 2023, Makaloa Council meeting for the purposes of obtaining recommendations for implementation. The Makaloa Council provided possible recommendations through 29 September 2023, and will confirm those they endorse as formal recommendations for Academic Affairs implementation for the AY2023-2024 cycle. Some examples included integrating culturally-relevant, project-based learning into courses across the curriculum and Hawaiian cultural and language training for all employees.  
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>	



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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>	

# Ka Papa Hana Holomua Year Two Evaluation Report

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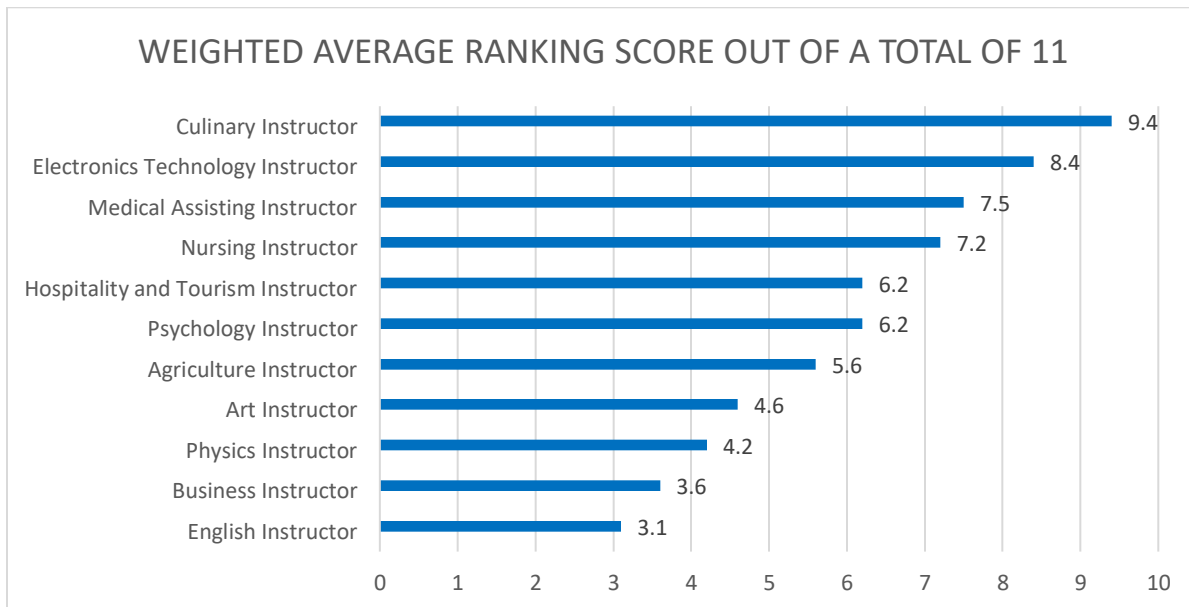
### Appendix A

#### Academic Affairs Position Prioritization Process 22 February 2023

Academic Affairs Planning Team Members:

- Jay Baker, Lead Librarian
- Laura Dillman, Faculty Senate
- Ryan Girard, Sciences and Mathematics Division Chair
- 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
- Shelley Sutter, Lead Counselor
- Gordon Talbo, Trades and Technology and Business Education 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 30 January and 06 February 2023 as well as via asynchronous work and dialogue with their constituents. Based on justifications provided in writing and with supporting data for making a compelling case, the team members completed an anonymous survey to rank the final 11 proposed positions that were selected for consideration. The positions and rank outcomes are presented in Figures 1 and 2 and Table 1. Two metrics were used. The two metrics used were the weighted average and ranking average. Results were consistent whether the weighted average or ranking average was used.



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Figure 1. *Weighted ranking results for 11 proposed positions where the highest possible weighted ranking score is 11 and the lowest possible ranking score is 1.10 (N=10).*

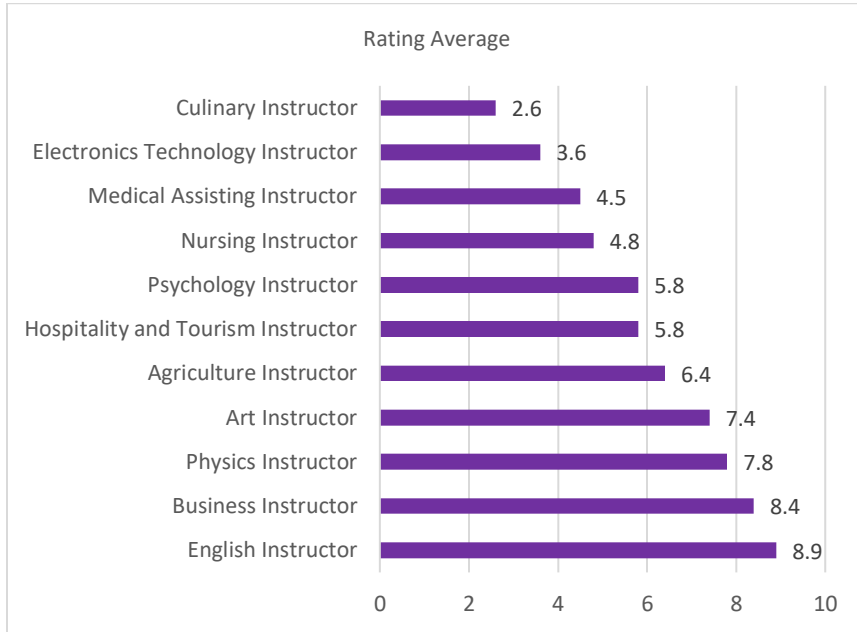


Figure 2. *Ranking average results for 11 proposed positions where the closer the rating is to 1.0 the more highly rated the position priority (N=10).*

Table 1. *Distributed ranking results for 11 proposed positions presented in order from the highest to lowest priority (N =10).*

Eleven Proposed Positions	Ranking Results																								
<b>Culinary Instructor</b>	<p>The highest ranked position with a score of 9.4 out of 11 total and a <b>rating average of 2.6</b>. Nine out of ten respondents placed this position within their top five for prioritization though most respondents (six total) placed this position as their second choice.</p> <div style="text-align: center;"> <table border="1"> <caption>Culinary Instructor Ranking Frequency</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>6</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>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>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	1	2	6	3	1	4	1	5	0	6	1	7	0	8	0	9	0	10	0	11	0
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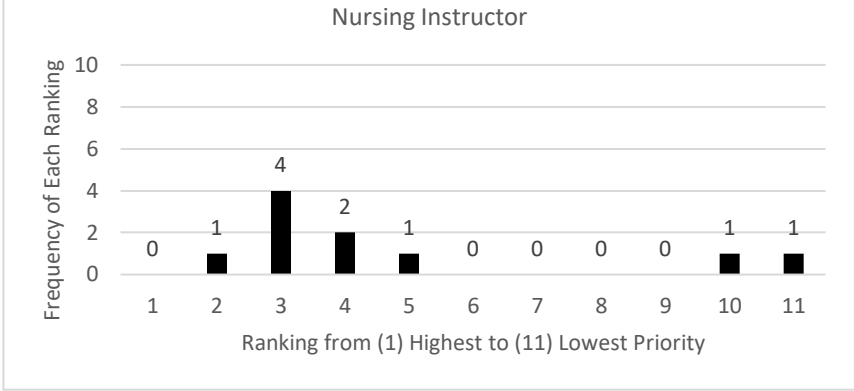
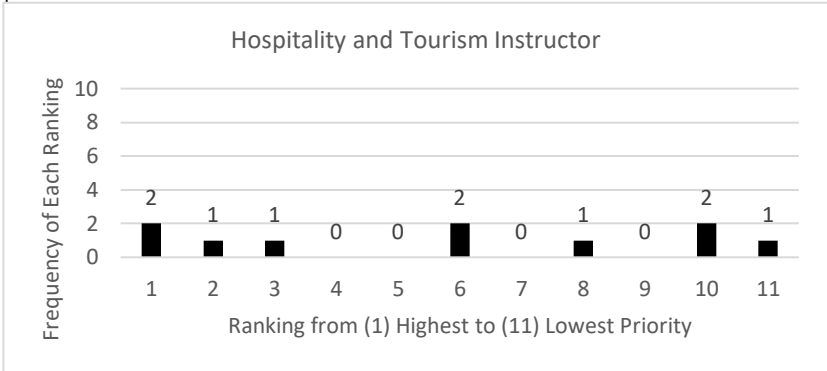
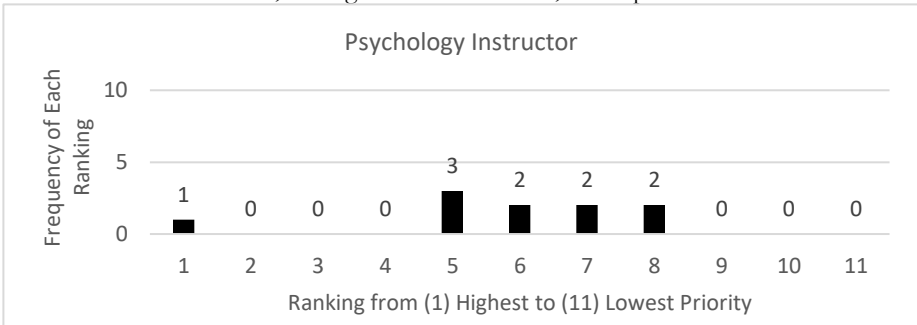
# Ka Papa Hana Holomua Year Two Evaluation Report

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Eleven Proposed Positions	Ranking Results																								
<b>Electronics Technology Instructor</b>	<p>The second highest ranked position with a score of 8.4 out of 11 total and a <b>rating average of 3.6</b>. Eight out of ten respondents placed this position within their top five choices though more respondents (four total) placed this as their number one ranked choice compared to the culinary instructor.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Electronics Technology Instructor Ranking Data</caption> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>4</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>2</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>1</td></tr> <tr><td>11</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	4	2	0	3	1	4	2	5	1	6	1	7	0	8	0	9	0	10	1	11	0
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<b>Medical Assisting Instructor</b>	<p>This is the third highest ranked position with a score of 7.5 out of 11 total and a <b>rating average of 4.5</b>. Eight out of ten respondents placed this position within their top five choices though half of the respondents (five total) ranked this position as their 4<sup>th</sup> or 5<sup>th</sup> choice.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Medical Assisting Instructor 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>1</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>3</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>1</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>0</td></tr> </tbody> </table> </div>	Ranking	Frequency	1	1	2	1	3	1	4	2	5	3	6	0	7	1	8	0	9	1	10	0	11	0
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<b>Nursing Instructor</b>	<p>The fourth highest ranked position with a score of 7.2 out of 11 total with a <b>rating average of 4.8</b>. Eight out of ten respondents placed this position within their top five choices with six total respondents ranking this as their 3<sup>rd</sup> or 4<sup>th</sup> choice.</p>																								

# Ka Papa Hana Holomua Year Two Evaluation Report

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Eleven Proposed Positions	Ranking Results																								
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<p><b>Hospitality and Tourism Instructor</b></p>	<p>This position is the fifth highest ranked position with a score of 6.2 out of 11 total with a <b>rating average of 5.8</b>. Though this position has the same weighted ranking score and rating average (and rating median) as the psychology instructor position, more respondents (four total) place this position within their top three while only one respondent ranked the psychology instructor in their top three. This is also a program that has zero faculty members. However, three respondents did rank this position as their 10<sup>th</sup>-11<sup>th</sup> choice.</p> <p style="text-align: center;">Hospitality and Tourism Instructor</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Hospitality and Tourism Instructor Ranking Data</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>1</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>0</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>2</td></tr> <tr><td>11</td><td>1</td></tr> </tbody> </table>	Ranking	Frequency	1	2	2	1	3	1	4	0	5	0	6	2	7	0	8	1	9	0	10	2	11	1
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<p><b>Psychology Instructor</b></p>	<p>The sixth highest ranked position with a score of 6.2 out of 11 total with a <b>rating average of 5.8</b>. Four out of ten respondents placed this position within their top five choices with three of those ranking this as their 5<sup>th</sup> choice and only one selecting this as their top choice. This position scored similarly to the Hospitality and Tourism position but had fewer respondents ranking this as their 1<sup>st</sup>-3<sup>rd</sup> choice. For that reason, among those noted above, it was placed as sixth overall.</p> <p style="text-align: center;">Psychology Instructor</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Psychology Instructor 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>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>3</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>7</td><td>2</td></tr> <tr><td>8</td><td>2</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> </tbody> </table>	Ranking	Frequency	1	1	2	0	3	0	4	0	5	3	6	2	7	2	8	2	9	0	10	0	11	0
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# Ka Papa Hana Holomua Year Two Evaluation Report

## October 2022-2023 Cycle

<b>Eleven Proposed Positions</b>	<b>Ranking Results</b>																								
<b>Agriculture Instructor</b>	<p>The seventh highest ranked position with a score of 5.6 out of 11 total with a <b>rating average of 6.4</b>. Three respondents placed this position within their top five choices while five respondents ranked the position as their 6<sup>th</sup>-8<sup>th</sup> choice.</p> <div style="text-align: center;"> <p>Agriculture Instructor</p> <table border="1"> <thead> <tr> <th>Ranking</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>1</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>2</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>1</td></tr> <tr><td>11</td><td>1</td></tr> </tbody> </table> <p>Frequency of Each Ranking</p> <p>Ranking from (1) Highest to (11) Lowest Priority</p> </div>	Ranking	Frequency	1	0	2	1	3	1	4	1	5	0	6	2	7	2	8	1	9	0	10	1	11	1
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<b>Art Instructor</b>	<p>The eighth highest ranked position with a score of 4.6 out of 11 total with a <b>rating average of 7.4</b>. Only three respondents placed this position within their top five while seven respondents ranked this position within their 7<sup>th</sup>-11<sup>th</sup> choices.</p> <div style="text-align: center;"> <p>Art Instructor</p> <table border="1"> <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>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>2</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>11</td><td>2</td></tr> </tbody> </table> <p>Frequency of Each Ranking</p> <p>Ranking from (1) Highest to (11) Lowest Priority</p> </div>	Ranking	Frequency	1	1	2	0	3	1	4	0	5	1	6	0	7	1	8	1	9	2	10	1	11	2
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<b>Physics Instructor</b>	<p>The ninth highest ranked position with a score of 4.2 out of 11 total and a <b>rating average of 7.8</b>. Only one respondent placed this position within their top five while six respondents ranked this position as their 8<sup>th</sup>-9<sup>th</sup> choice.</p> <div style="text-align: center;"> <p>Physics Instructor</p> <table border="1"> <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>1</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td>8</td><td>4</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> </tbody> </table> <p>Frequency of Each Ranking</p> <p>Ranking from (1) Highest to (11) Lowest Priority</p> </div>	Ranking	Frequency	1	0	2	0	3	0	4	1	5	0	6	1	7	1	8	4	9	2	10	0	11	1
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# Ka Papa Hana Holomua Year Two Evaluation Report

## October 2022-2023 Cycle

Eleven Proposed Positions	Ranking Results																								
<b>Business Instructor</b>	<p>The tenth highest ranked position with a score of 3.6 out of 11 total with a <b>rating average of 8.4</b>. One respondent placed this position within the top five positions, three respondents placed this position within their top seven, and six placed this position as either their 9<sup>th</sup> or 11<sup>th</sup> choice.</p> <div data-bbox="370 470 1258 905" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Business Instructor</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> </tr> <tr> <td>Frequency</td> <td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td><td>2</td><td>0</td><td>3</td><td>0</td><td>3</td> </tr> </table> <p style="text-align: center;">Ranking from (1) Highest to (11) Lowest Priority</p> </div>	Ranking	1	2	3	4	5	6	7	8	9	10	11	Frequency	0	0	0	1	0	1	2	0	3	0	3
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Frequency	0	0	0	1	0	1	2	0	3	0	3														
<b>English Instructor</b>	<p>The 11<sup>th</sup> ranked position with a score of 3.1 out of 11 total with a <b>rating average of 8.9</b>. Only one respondent placed this position within their top five choices while seven respondents placed this as their 9<sup>th</sup>-11<sup>th</sup> ranked choice.</p> <div data-bbox="370 1052 1214 1472" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">English Instructor</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> </tr> <tr> <td>Frequency</td> <td>0</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>4</td><td>1</td> </tr> </table> <p style="text-align: center;">Ranking from (1) Highest to (11) Lowest Priority</p> </div>	Ranking	1	2	3	4	5	6	7	8	9	10	11	Frequency	0	0	0	0	1	0	1	1	2	4	1
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