

**Kaua‘i Community College
Comprehensive Program Review**

Program Name: University Center

Assessment Period: 2012 - 2017

College Mission Statement:

Campus Mission Statement for 2016 and earlier: Kaua‘i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing lifelong learners who appreciate diversity and lead responsible and fulfilling lives.

Campus Mission Statement from 2016 to present: Kaua‘i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua‘i ma ke ‘ano he kahua e ho‘oulu, ho‘ā, a ho‘oikaika ‘ia ai ka ‘ike a me ka na‘auao o nā kānaka a‘o aku a a‘o mai no ka ho‘owaiwai ‘ana i ke kaiāulu a me ka honua.

Program Mission Statement:

University Center Mission:

The mission of the University Center is to provide Kaua‘i residents access to bachelor and graduate degrees, as well as local support services to help students reach their educational goals through distance learning.

Alignment with “old” campus mission statement: The UC mission aligned with the prior campus mission by providing students with the opportunity to continue their educational journey beyond the degrees and certificates offered at KCC. The UC fosters lifelong learning opportunities by utilizing innovative technologies across the state. By providing student support services to distance education students, the UC helps to create a student-centered learning environment for Kaua‘i students enrolled in programs located off-island.

Alignment with the “new” campus mission statement: We inspire students by providing access to bachelor and graduate degree programs through distance learning. We engage students by providing local support services to help them succeed, which empowers students to reach their educational goals.

Part I. Executive Summary of Program Status

Status of Program

Over the past five years, the University Center has continued to meet its mission. Demand for distance education programs not accessible at KCC has increased, as indicated by the growing number of both initial contacts and the number of students that applied to UC programs. In addition, the number of students enrolled in programs has remained steady.

The University Center continues to be both efficient and effective. Fall-to-Spring persistence is a strength of this program, with percentages exceeding 92% over the past four years. Most courses are now offered online, which has led to a reduction in ITV/Polycom/onsite courses (SSH) and the need for media support. The number of degrees awarded over the past five years averaged 36 per year, with a high of 42 and a low of 26. This variation may reflect “off-years” in cohort models or an increase in part-time students. Many of our UC students are working adults and part-time education is highly plausible. Students that graduate from UC supported programs help to meet current and future workforce needs on Kaua‘i and are mostly in fields that have the highest job demand (e.g., Business Administration, Nursing, and Education; Table 1).

Part II. Program Description

In June 1996, the UH Board of Regents established the University Centers at UH institutions including Kaua‘i. The University Center (UC) serves Kaua‘i Community College (KCC) and the general public by coordinating higher education opportunities to the island of Kaua‘i via distance learning. The main function of the UC is to support distance program delivery through technology and services. The UC does not confer degrees but rather, it negotiates with other institutions to bring programs to the island of Kaua‘i. The University of Hawai‘i’s Strategic Directions calls for increasing educational offerings and pathways for students. Distance learning extends education and training opportunities beyond traditional campus settings. On an island state like Hawai‘i, harnessing technology to deliver programs is critical to addressing state workforce needs. The UC provides Kaua‘i students access to 58 degree and certificate programs (Table 2). It also provides support services for distance students by assisting with pre-advising, course evaluation, college application, registration, and distance learning resources.

The UC has undergone staff changes since the last comprehensive review. When the Director retired in 2015, an interim Director was appointed by the Chancellor. A new Director and Academic Support was permanently appointed in July 2016. The Educational Specialist position was vacant in Spring 2013 and was not filled until November 2013. This vacancy left gaps in services that could not be covered as well by the existing staff. The UC lost its Educational Specialist once again in 2015-2016 and a new person was hired in January 2017.

The UC also underwent a reorganization in January 2016 when it was enveloped into a newly created Institutional Effectiveness unit. Former units associated with the UC were realigned as follows: Academic Support programs (i.e., tutoring and library) moved under Student Affairs, computer services and media services moved under Administrative Services, and the Testing Center moved to OCET. The Director of University Center and Academic Support title was changed to Director of Institutional Effectiveness and University Center, and the position was re-described. The Secretary II and Educational Specialist positions moved to Institutional Effectiveness and University Center. There was no cost associated with this restructuring and this unit reports directly to the Chancellor.

Response to previous program review recommendation

No previous program recommendations available for AYs 2012-13, 2013-14, and 2014-15. In 2015-2016, there was discussion that the UC seemed like a separate entity, and people really didn't know what was offered. As a result, UC staff began visiting KCC classes to talk about the University Center, support services, and distance education degree options through the UH system. Since Spring 2016, the Educational Specialist gave classroom presentations to three classes at KCC, held three local information sessions, offered one degree prep workshop to potential students, attended one college and career fair, and two job fairs. In addition, staff redesigned flyers to better market the programs and reach out to the wider community, updated the website with current contact information, programs sheets, and event calendar, and ordered promotional materials to give to prospective students at various events.

Table 1. Labor market Demand in Kaua'i County in Occupations Supported by the University Center.

	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
Job Demand	91	122	97	78	78
• Management Occupations (111011-119199)	37	56	46	40	40
• Business and Financial Operations Occupations (131071-132082)	14	20	14	12	12
• Computer and Mathematical Occupations (151021-151099)	4	4	0	0	0
• Community and Social Services	9	8	3	4	4

Occupations (211012-211092)					
<ul style="list-style-type: none"> • Education, Training, and Library Occupations (251099-259099) 	27	34	28	22	22

Table 2. Degree and Certificate Programs Available via Distance Education at Kaua‘i Community College from 2012 to 2017.

<u>2012</u>	<u>2017</u>
<p>Business and Hospitality BA, Business Administration BA, Business Administration, Accounting BA, Business Administration, Marketing GCPA, Graduate Certificate in Professional Accounting EMBA, Master of Business Administration MHRM, Human Resources Management</p>	<p>Business and Hospitality Certificate, Accounting Certificate, Administrative Support Hospitality Legal Certificate, Business Essentials Certificate, Management Certificate, Management Essentials Certificate, Management Foundations Certificate, Retail Foundations Certificate, Risk Management & Insurance Certificate, Sustainable Tourism Certificate, Travel Industry Management Certificate, Writing Business Track AS, Accounting BA, Business Administration, General Business Administration BA, Business Administration, Accounting BA, Business Administration, Marketing EMBA, Master of Business Administration MHRM, Human Resources Management</p>

<p>Education BED, Elementary Education Post Baccalaureate in Secondary Education Certificate Post-Baccalaureate in Special Education Certificate Post-Baccalaureate Secondary Teacher Education Program Graduate Certificate, Kahuawaiola Indigenous Teacher Education Program MA, Indigenous Language and Culture Education MA, Music Education MED, Early Childhood Education MED, Educational Technology MED, Special Education (Autism Specialist) MED, Special Education (Mild/Moderate and Severe Disabilities) MLMED, Curriculum Studies</p>	<p>Education ATT, Teacher Education BED, Elementary Education BED, Early Childhood & Special Education Post-Baccalaureate in Secondary Education Certificate Post-Baccalaureate in Special Education Certificate Graduate Certificate, Disability and Diversity Studies Graduate Certificate, Kahuawaiola Indigenous Teacher Education Program Graduate Certificate, Online Teaching and Learning Graduate Certificate, Reading K-12 MA, Indigenous Language and Culture Education MA, Music Education MED, Curriculum Studies, Middle & Secondary Level MED, Early Childhood Education MED, Educational Foundation, Private School MED, Learning Design & Technology MED, Special Education MED, Teaching</p>
	<p>Liberal Arts AA, Liberal Arts</p>
<p>Information and Computer Science Certificate, Telecommunication and Information Resource Management MA, Library and Information Sciences MS, Information and Computer Sciences</p>	<p>Information and Computer Science Certificate, Telecommunication & Information Resources Management MA, Library and Information Sciences MS, Computer Sciences</p>
<p>Medical and Health Care Certificate, Health Care Administration</p>	<p>Medical and Health Care Certificate, Healthcare Administration</p>

<p>BSN Statewide Nursing Consortium RN to BSN - Nursing MS, Kinesiology & Rehabilitation Science: Rehabilitation Counseling MS, Nursing PhD, Nursing</p>	<p>BSN Statewide Nursing Consortium RN to BSN - Nursing MS, Kinesiology & Rehabilitation Science: Rehabilitation Counseling MS, Nursing DNP, Nursing PhD, Nursing</p>
<p>Public Administration Certificate, Disaster Preparedness and Emergency Management BA, Public Administration, General Public Administration BA, Public Administration - Health Care Administration BA, Public Administration, Justice Administration</p>	<p>Public Administration Certificate, Disaster Preparedness and Emergency Management BA, Public Administration, General Public Administration BA, Public Administration, Disaster Preparedness & Emergency Management BA, Public Administration, Health Care Administration BA, Public Administration, Justice Administration</p>
<p>Social Relations/Human Services Certificate, Substance Abuse and Addictions Studies Certificate, Substance Abuse Counseling Program BA, Psychology BA Social Sciences, Applied Track BA, Social Sciences - Early Childhood Education BA, Social Science in Political Science MSW, Social Work</p>	<p>Social Relations/Human Services Certificate, Substance Abuse and Addictions Studies Certificate, Substance Abuse Counseling Program BA, Psychology BA, Social Sciences, Applied Track BA, Social Sciences, Early Childhood Education BA, Social Sciences, Political Science BA, Social Sciences, Psychology MSW, Social Work</p>

Faculty and Staff - The UC Director, Educational Specialist (full-time), and Secretary (full-time) are dedicated positions to the UC. The UC regularly coordinates public information meetings and facilitates with other coordinators from various distance programs, with host institutions and KCC units. The UC provides coordinated student support services such as library services, proctoring, and instructional

technology. In addition, the UC director provides onsite administration, lobbying services, and system-wide scheduling coordination.

Resources - The University Center consists of dedicated spaces for the Director, Educational Specialist, and Secretary. Office space is provided for the UH Manoa College of Education Academic Advisor that visits Kaua'i to meet with students. This office can also accommodate staff from other 4-year originating campuses when they visit Kaua'i to meet with students. The Testing Room is primarily reserved to accommodate distance students who require special access accommodations for test proctoring. In addition, it provides an office space for the UHWO Kaua'i Liaison to meet with students and the 4-year advisors to provide one-on-one advising sessions to students each semester. On occasion, UC distance education students may need to use the computer and/or schedule a Skype meeting in this room. Other office space includes a seating area where students sign-in for their appointments, a copy room and a storage space. The University Center collaborates with support services on campus such as the Testing Center, Library, Tutoring Center, Financial Aid Office, and the Computer Help Desk. The UC also uses classrooms for distance courses (e.g., ITV, Polycom, and Onsite Classes), information meetings, and meetings led by various academic programs affiliated with the UC.

Articulation agreements - The most comprehensive list of articulation agreements can be found here: <https://www.hawaii.edu/offices/aa/aapp/articulation.htm>

Part III. Quantitative Indicators for Program Review as applicable

	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015- 2016	AY 2016-2017
Demand					
Job Demand	91	122	97	78	78
Initial Contacts (Unduplicated first contacts)	193	183	187	228	348
Number of successive contacts	22	40	333***	309	247
Number that applied to programs	30	45*	74+2 wgu=76	60	67+5 wgu= 72
Total number of DL registrants (CC level duplicated)	1183	1367	1236	1078	1044

Number of students enrolled in onsite classes (ssh)	375	374	375	129	103
Number of Majors in UC programs (annual no.)	261	317	335	318	312
Number of majors in WGU	na	15	7	8	17
Efficiency					
Average class size (onsite)	4	3	4	3	3
Room usage (UC mtgs, ITV, Polycom classes, onsite classes)	689**	778	555	469	568
● ITV/Polycom classes only	37	28	28	15	9
● Number of onsite classes ITV	14	17	20	13	5
● Number of onsite classes Polycom	23	11	8	2	4
● Number of 4 year onsite classes	4	2	2	1	0
# of Native Hawaiian students	na	na	na	na	na
Number of programs facilitated (above certificate)	39	37	38	41	31
Effectiveness					

Persistence of upper division majors from Fall to Spring	85%	92%	96%	92%	96%
Degrees Awarded (Fall & Spring) through the University Center	36	42	42	26	34
• BA Elem Ed	5	6	6	3	3
• BA PSY	3	0	2	2	0
• BA GBUS including (ACC/MKT)	4	8	7	7	5
• BASS including (Political Science/Early Childhood/Psy)	3	3	4	3	4
• MS NURS	1	2	4	1	2
• PBSCE	1	0	3	0	1
• BS NURS	7	6	10	3	1
• BA Public Admin including (Justice Admin)	1	2	2	4	4
• MA CS	7	0	1	0	0
• MED LTEC, EDCS, EDEF, SPED, MEDT TCH	1	1	0	2	7
• MBA	0	3	0	0	0
• MLIS	0	0	0	0	0
• MS KRS	1	1	0	0	2
• MSW	1	1	0	1	2

• MHRM	0	7	0	0	0
• MAcc	1	0	0	0	0
• BEd, Sec Ed	0	1	1	0	0
• PostBacc, Special Ed	0	1	1	0	1
• DNP	0	0	1	0	2
TOTALS	36	42	42	26	34

**Western Governors University students not included.*

***New calculation: total number of times a room is used for DL classes or meetings.*

****Includes answering questions via email and phone*

Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness) based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Demand

In the last five years, the number of initial contacts has increased. Initial contacts are when we meet a prospective student for the first time, which the UC uses to infer education needs within the community, and successive contacts are when UC staff meet with a student more than once. This may result in better identification and tracking of UC distance education students across multiple campuses. In Spring 2017, UC staff implemented the MySuccess scheduling program to schedule all student appointments, manage registration for workshops and coordinate support services. This system allows UC staff to track initial and successive student contacts, as well as provide wraparound support services to better assist students.

In addition, the number of students enrolled in UH supported programs has remained relatively steady over the past four years. Articulation agreements with campuses within the UH system help to facilitate transfer to 4-year programs. UH campuses continue to add distance programs that provide expanded education and career opportunities to Kaua'i residents.

Although overall demand for occupations supported by the UC has declined over the past five years, the top three career fields (e.g., Business/Management, Education, and Nursing) have remained relatively steady and are projected to see the highest growth in the county from 2016-2022. For example, in 2016-2017, 71% of the 34 graduates earned degrees in one of these fields. In 2016-2017, the University Center was to begin utilizing the new UH Hawai'i Industry Sectors website to report real-time employment opportunities and more accurate projections rather than relying on EMSI employment projection data with limited CIP codes. However, it appears that the chart filters by County are not working properly, so for now one can only view State and National data. The UC anticipates greater occupational opportunities within the county once more CIP codes are used in labor market projections.

In support of stable demand for Education distance education programs, a half-time UHWO Liaison was hired (by UHWO) in 2014 to assist students. In recent years, UH has also hosted a representative from the University of Hawai'i at Manoa College of Education who travels to Kaua'i to meet with education students. In between visits, students may schedule telephone, skype or virtual office appointments with the University representative. The College of Education representative has assisted in increasing UC contacts with potential and continuing education students.

Efficiency

The use of classrooms for distance education, information meetings, and meetings by various programs has declined by 14%. This is, in part, because of the decline in onsite (2012: 4 and 2016: 0) and ITV/Polycom courses (2012: 37 and 2016: 9). Completely online courses have replaced these and are supported by new technologies that allow students and instructors to meet online via Skype, Google talk etc.

The number of programs facilitated by the UC has declined, which may indicate a shift in the labor market or mirror the overall decline of UH students across the system. Programs with no degrees awarded during the past one to two years were Bachelor of Arts in Psychology, Masters of Computer Services, Masters of Business Administration, Masters of Library Science and Information Services, Masters of Human Resources and Management, Masters of Accounting, and Bachelors of Education in Secondary Education.

Effectiveness

The number of degrees awarded through the University Center has declined over the past five years, which may indicate graduation "off-years" within cohort groups and/or a shift towards part-time education which often correlates with low unemployment rates. University student numbers do rely on the cohort nature of the programs that we receive, so this may explain some fluctuations over the years. Programs may accept a new cohort each year for 2 years and then stop out and have no graduates in the 4th year. Although the UC does not originate programs, KCC and the University Center provide support for students who are in these programs and make it possible for them to persist. The Fall to Spring persistence rate has remained above 92% for the past four years.

Assessment Results for PSLOs. The college will develop a schedule for PSLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all PSLOs will have been assessed.

1. List of the Program Student Learning Outcomes and the date assessed
Program Service Outcomes (PSOs)
 - Complete the application process successfully.
 - Complete the registration process successfully.
 - Develop and educational goal and pursue it.
 - Succeed in their courses by providing on-island student resources.

2. Assessment findings

Table 3. Program Assessment Results for the University Center from 2012-2017.

Year	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
Complete the application process successfully	30	45*	74+2 wgu=76	60	72
Complete the registration process successfully	261	317	335	318	312
Develop an educational goal and pursue it	85% persistence rate 36 graduates in 13 programs	92% persistence rate 42 graduates in 13 programs	96% persistence rate 42 graduates in 12 programs	92% persistence rate 26 graduates in 9 programs	96% Persistence rate 34 graduates in 13 programs
Succeed in their courses by providing on-island student resources	31 orientation 871 proctored exams 193 initial contacts	50 orientation 1089 proctored exams 183 initial contacts	53 orientation 983 proctored exams 187 initial contacts	62 orientation 995 proctored exams 228 initial contacts	22 orientation 488 Proctored exams** 348 initial contacts

*Western Governors University students not included.

** No longer UC function after January 2017 reorganization

University Center assessment metrics, except for online orientation, have remained steady despite being short-staffed (Table 3). The DE student orientation attendees has greatly decreased, which may be because of multiple factors such as students not being able to attend face-to-face (e.g. work, childcare, off-island) or not knowing about the orientation. It is evident that the need for proctored exams exists, however, this is no longer a UC function after the January 2017 reorganization.

3. Changes that have been made as a result of the assessment findings

The UC identified the need for a better tracking system for students. Beginning in Spring 2017, the MySuccess scheduling system was implemented to help increase accuracy. Staff are able to

better track progress of UC students and coordinate Academic Support Services to help them succeed. UC staff also communicated tracking issues to UH System Information Technology Services, who are looking into how UH staff can tag students in Banner as Kaua'i distance students to ensure these students are supported.

4. Criteria Questions

Include Program Criteria Questions (Appendix C) and Answers here.

- Comment on your program's retention efforts over the past 2 years in regard to graduates in general. How have these efforts affected enrollment and graduation rates?

The persistent rate of UC affiliated students increased from 92% to 96% over the past two years, with 312 students enrolled in distance education programs. There were 34 graduates in 13 programs; an increase from 26 graduates in 9 programs the previous year.

- How does your program encourage and assist student transfer?

The Educational Specialist visited KCC classes to talk about the University Center, support services, articulation degree pathways, and distance education degree options through the UH system. In addition, information tables are staffed on campus, local information sessions are advertised and held, staff offer degree prep and "Is DL for me?" workshops to potential students, attended college and career fairs, and job fairs. The UC partnered with transfer counselors at the AA level to encourage and assist KCC student transfer. We provided support services for distance students by assisting with pre-advising, course evaluation, college application, registration, and distance learning resources. In 2016-2017, the UC assisted 72 students to successfully apply and register to programs.

- Indicate program plans as a result of the analysis. Identify relevant data needed to effectively plan student success strategies.

The UC plans to establish partnerships with high school counselors to increase awareness of transfer and articulation options available to students living on the island of Kaua'i. In addition, we will strengthen communication and collaboration with advisors, faculty and staff at the AA level and four year institutions in preparing our students who live on the island for a smooth transfer process. Data is needed on the number of transfers from Kaua'i CC to any of the UH system four-year institutions distance programs.

- What has the program done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in supporting their mission and goals? Discuss successes, challenges, lessons learned and how these findings will be applied in future plans.

The UC held local information sessions, attended college and career fairs, and job fairs, and shared distance education program information and updates with the community. The UC responsibilities are to ensure that our distance students living on Kaua'i have comparable access to student support services such as admissions, orientation, financial aid, registration, advisement, tutoring, and library services. UC staff meet with the four-year institutions to discuss how we can best support distance students who live on

the island to help them succeed. UC staff will continue to reach out to high school counselors, other community college programs and four-year institutions, and the community.

- How does the program identify applicable workforce trends?

Although overall demand for occupations supported by the UC has declined over the past five years, the top three career fields (e.g., Business/Management, Education, and Nursing) have remained relatively steady and are projected to see the highest growth in the county from 2016-2022. The UC was to begin utilizing the new UH Hawai'i Industry Sectors website to report real-time employment opportunities and more accurate projections rather than relying on EMSI employment projection data with limited CIP codes. The UC anticipates greater occupational opportunities within the county once more CIP codes are used in labor market projections.

- Indicate program plans as a result of the analysis. Identify relevant data needed to effectively plan student retention strategies.

One of our action items in the upcoming year will be to establish communication with high school counselors, as well as, continued partnerships with two-year and four-year institutions. In addition, we will develop and administer a UC student needs survey and a workforce needs survey.

- How does your program focus on strengthening our Kaua'i CC distance education offerings?

What distance learning options are available in your program. How is your program responding to student needs by using distance learning?

The UH offers over 58 degrees and certificate programs via distance learning available on Kaua'i (Table 2 - Degree and Certificate Programs Available via Distance Education at Kaua'i Community College from 2012 to 2017). The number of students enrolled in UH supported programs has remained relatively steady over the past four years. Articulation agreements with campuses within the UH system help to facilitate transfer to 4-year programs. UH campuses continue to add distance programs that provide expanded education and career opportunities to Kaua'i residents. A UC distance education student needs survey is planned.

- Comment on your program's level of collaboration with access services such as advising, admissions, registration, financial aid, and business office support services. How could this be enhanced?

The UC assisted distance education students in pre-advising, completing the application process successfully, completing the registration process successfully, and facilitating support services such as financial aid. We collaborated with admissions, advising, and financial aid at the four-year institutions by facilitating support services for distance students. UC staff coordinated with advisors from the originating campuses to schedule visits to Kaua'i each semester to meet with students. Services provided include advising, information sessions, interviews, and student orientation (via ITV) for distance students living on Kaua'i. One of the challenges is to keep up-to-date on changes in admissions, programs, and financial aid requirements of the originating campuses. The level of collaboration could be enhanced by increased communication and support between UC and access services at the two-year and four-year institutions.

- Comment on program use of auxiliary resources- e.g. library, instructional media, laboratory resources, computer assets. How can you improve utilization of these resources?

The UC collaborated with support services on campus such as the Testing Center, Library, Tutoring Center, Financial Aid Office, and the Computer Help Desk. The UC uses classrooms for distance courses (e.g., ITV, Polycom, and Onsite Classes), information meetings, and meetings led by various academic programs affiliated with the UC.

- What tutoring, mentoring, and/or counseling services are available to support students in your program? Comment on ways that your program can work with these groups to improve service to students.

The UC collaborated with support services on campus such as the Testing Center, Library, Tutoring Center, Financial Aid Office, and the Computer Help Desk. Four-year institutions such as UHWO Noeau Tutoring Center staff and advisors visited Kaua'i CC to meet with distance students every semester.

- How does your program help to reduce the cost of education for students?

UC distance education students can pursue their educational goals without having to leave the island. They can complete their general education and prerequisite courses at Kaua'i CC, which reduces the cost of tuition and fees.

- Comment on your program's marketing and recruitment efforts. How do students and the community at large learn about the program? (e.g. print publications, electronic publications, community activities...). Are the results of your efforts satisfactory? What improvements will you make in this area in the next 2 years?

Staff redesigned flyers to better market the programs and reach out to the wider community, updated the website with current contact information, programs sheets, and event calendar, and ordered promotional materials to give to prospective students at various events. Since Spring 2016, the Educational Specialist gave classroom presentations to classes at KCC, had information tables on-campus, held local information sessions, offered degree prep workshops to potential students, attended college and career fairs, and job fairs.

- Indicate program plans as a result of the analysis. Identify relevant data needed to effectively plan student recruitment efforts.

Real-time job demand and projection data will be used to design a target marketing campaign and ramp up outreach efforts to promote distance education on-island.

Part V. Curriculum Revision and Review - Does not apply

Part VI. Survey results

1. Student satisfaction

None administered 2012-2017.

Part VII. Analysis of Program

Alignment with mission

University Center Mission: The mission of the University Center is to provide Kaua'i residents access to bachelor's and graduate degrees, as well as local support services to help students reach their educational goals through distance learning.

Alignment with "old" campus mission statement: The UC mission aligned with the prior campus mission by providing students with the opportunity to continue their educational journey beyond the degrees and certificates offered at KCC. The UC fosters lifelong learning opportunities by utilizing innovative technologies across the state. By providing student support services to distance education students, the UC helps to create a student-centered learning environment for Kaua'i students enrolled in programs located off-island.

Alignment with the "new" campus mission statement: We inspire students by providing access to bachelor and graduate degree programs through distance learning. We engage students by providing local support services to help them succeed, which empowers students to reach their educational goals.

Strengths and weaknesses based on analysis of data

The University Center has done very well. The need for student support services for distance learning students clearly exists as the number of applicants and majors continues to increase. Persistence has increased for upper division majors to 96% and the number of degrees and certificates has been stable at approximately 34 per year. UC student numbers do rely on the cohort nature of programs, so this may explain some fluctuations over the years. Programs may accept a new cohort each year for 2 years and then stop out and have no graduates in the 4th year. The UC serves students when they need assistance, but we teach how to locate and use electronic information. With our office fully staffed in 2016-2017, initial contacts have slightly increased and subsequent contacts were maintained. We will monitor the number of successive contacts and encourage use of UC web page resources and the STAR degree check. Although these tools are used, many students like to check in personally to make sure they are on track for graduation.

Evidence of quality

Overall, the distance programs and support services have been successful over the past five years. While our UC program metrics and assessment results are reliable evidence of quality, we lack data on student satisfaction. Student input is required in making recommendations for improving outcomes in the future. We will collaborate with the UH schools and other UCs to develop and administer a student survey.

Resource sufficiency

The UC resources are sufficient. Our office spaces and classrooms can adequately accommodate the needs of our faculty, staff, and distance students. A student worker would help to support our UC staff. The UC has requested resources for marketing materials (e.g. brochures) and promotional items (e.g. swag)

Recommendations for improving outcomes

One of our action items next year will be developing a student satisfaction and needs survey for our UC students. A workforce needs assessment survey is also required. We would like to establish partnerships

with the high school counselors to increase awareness of distance learning programs available on island. The UC staff will be creating an online orientation to increase the number of students who participate in orientation. Lastly, the Kauai CC UC will collaborate with other UH University Centers to share information, communicate, build relationships and strategically plan the next five years of the UC.

Part VIII. Status Report for the prior year requests and Action Plan for next year

Status Report for the prior year requests

No prior year requests.

Part IX. Resource Request and Budget Implications

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

- Input your action item based on your quantitative indicators and PSLOs.
- Identify names of key persons involved in implementing the steps and the overall strategy. When possible, identify partnerships that will enhance strategies.
- Indicate when you will complete the action
- In the “Indicator of Improvement” column, identify and quantify the outcomes expected from the action by using the actual numbers from your quantitative indicators table in Part III. What indicator will be improved by the action? To what extent? (e.g., Persistence will increase from the current 63% to 73 %.)
- In the “PSLO Impacted” column, identify the specific PSLO that will be addressed by the action. Include the program-level or course-level assessment data that supports the need for the action.
- Include specific action plans for any Perkins Core Indicator for which the program did not meet the goal.

Action Plan and New Resource Request

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>To provide access to higher education opportunities to Kauaʻi residents. To promote lifelong learning. Campus Strategic Goal Alignment: 5, 6, 8, 10, 14, 16, 20 Campus Priority Goal Alignment: 1, 2, 12</p>
<p>Action Item</p>	<p>Increase students who apply to a program by greater than 60 students, thru outreach and recruitment activities: 1) Offer information sessions 4 times a year. a. Myron B. Thompson School of Social Work b. UH Manoa College of Education c. Shidler College of Business d. UHWO</p>

	2) Conduct workshops at least 2 times a semester <ol style="list-style-type: none"> a. Is DL Right for me? b. Degree Prep 3) Attend College and Career Fairs annually 4) Participate in Job Fairs 2 times a year 5) Staff information table on campus 2 times a semester <ol style="list-style-type: none"> a. First week of school b. mid-terms 6) Offer classroom presentations at least 4 times a semester <ol style="list-style-type: none"> a. ACCT, HOST, BUSN b. IS 103 c. Waialeale d. MATH 111, 112 7) Conduct UC Student Survey annually during the Spring semester 8) Conduct Workforce Development survey once every 2 years 9) Create new flyers to market UC programs and order promo items 10) Maintain and update website
Resource(s) Request if needed	\$3500 Glossy bi-fold brochure (1000 copies) (8 1/2 by 17 inches @ \$1 a piece) and Promotional materials "Swag" (i.e. pens, etc.)
Person(s) Responsible and Collaborators	UC staff
Timeline	Each Semester
Indicator of Improvement	1. Increase annual number of students who apply through the UC to greater than 60. 2. Establish website queries benchmark.
PSLO Impacted	#1 Complete the UH applications process successfully. #2 Complete the UH registration process successfully. #3 Develop an educational goal and begin to pursue it.
Current Status	New Request

Program Goal & Campus Strategic Goal or Priority Alignment	To provide academic support for distance learning. Campus Strategic Goal Alignment: 6, 10, 13, 16, 20 Campus Priority Goal Alignment: 1, 2, 3, 4, 7
Action Item	1) Integrate MySuccess scheduling system to more effectively track contacts and monitor progress of students. <ol style="list-style-type: none"> a. Schedule, record, and track appointments daily b. Schedule group sessions/group events and sign up students each semester

	<ul style="list-style-type: none"> c. Create, implement, view, update, close, and track success plans daily <p>2) Improve access to student support services to help UC students succeed.</p> <ul style="list-style-type: none"> a. Develop a process to identify UC students flagged (1st week no-shows auto-drop, 5th week (50%) early alert instructional flags, and during semester by originating campus instructor) b. Send and receive referrals and close the loop
Resource(s) Request if needed	None
Person(s) Responsible and Collaborators	UC Staff, originating campus Retention Counselor, Academic Support Service Faculty and Staff.
Timeline	Each Semester
Indicator of Improvement	<ul style="list-style-type: none"> 1. Increase initial contacts to greater than 348 individuals. 2. Increase successive contacts to greater than 247 individuals. 3. Maintain UC Student Orientation attendees to at least 60. 4. Maintain a persistence rate of 90%. 5. Increase the number of graduates from UC to greater than 34.
PSLO Impacted	<p>#1 Complete the UH application process successfully.</p> <p>#2 Complete the UH registration process successfully.</p> <p>#3 Develop an educational goal and begin pursue it.</p> <p>#4 Succeed in academic courses because of access to and use of on-island student resources.</p>
Current Status	New Goal

Program Goal & Campus Strategic Goal or Priority Alignment	<p>To provide access to appropriate higher education opportunities to Kaua'i residents.</p> <p>To promote lifelong learning.</p> <p>Campus Strategic Goal Alignment: 5, 6, 8, 10, 13, 14, 20</p> <p>Campus Priority Goal Alignment: 1, 2, 4, 12</p>
Action Item	<p>Increase UC enrollments by:</p> <ul style="list-style-type: none"> 1) Offer information sessions 4 times a year. <ul style="list-style-type: none"> e. Myron B. Thompson School of Social Work f. UH Manoa College of Education g. Shidler College of Business, h. UHWO

	2) Conduct workshops 2 times a semester c. Is DL Right for me? d. Degree Prep 3) Attend College and Career Fairs annually 4) Participate in Job Fairs 2 times a year 5) Staff information table on campus 2 times a semester c. First week of school d. mid-terms 6) Offer classroom presentations 4 times a semester e. ACCT, HOST, BUSN f. IS 103 g. Waialeale h. MATH 111, 112 7) Conduct UC Student Survey annually during the Spring semester 8) Conduct Workforce Development survey once every 2 years 9) Create new flyers to market UC programs and order promo items 10) Maintain website
Resource(s) Request if needed	none
Person(s) Responsible and Collaborators	UC Staff, KCC Counselors
Timeline	Each semester
Indicator of Improvement	1. Maintain enrollment in at least 30 majors. 2. Increase the number of registrants through the UC per year to greater than 312. 3. Increase initial contacts to greater than 348. 4. Increase number of DL registrants (CC level unduplicated) to more than 1044. 5. Increase number of students enrolled in onsite classes (ssh) to greater than 103. 6. Increase the number of graduates to greater than 34.
PSLO Impacted	#1 Complete the UH application process successfully. #2 Complete the UH registration process successfully. #3 Develop an educational goal and begin to pursue it. #4 Succeed in courses because of access to and use of on-island student resources.
Current Status	New Goal

Resource Implications

Provide a summary of all the resources that will be needed to complete your action plans. Due to limited funding, programs should attempt to re-align, re-purpose, and reallocate whenever feasible.

All fields must be completed as defined below. Please consult with the VCAS if you need assistance.

Initial Acquisition Cost - The initial or upfront cost of acquiring the resource, e.g. for machinery and equipment the purchase price, for personnel the cost to recruit and relocate, for one-time activities such as travel or meetings the cost of the activity, for services, leases, licenses, etc. there is generally no acquisition cost.

Annual Recurring Cost - The average annual cost required to support or maintain the resource over its useful life, e.g. for machinery and equipment the ongoing annual maintenance and supplies cost, for personnel the annual salary, for one-time activities there is no recurring cost, for services, leases, licenses, etc. the annual cost, prorated if applicable.

Useful Life - The expected useful life of the resource. If the acquisition cost is \$0 then put "N/A".

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
\$3500 Glossy bi-fold brochure (1000 copies) 8 1/2 by 17 inches @ \$1 a piece) and Promotional materials "Swag" (i.e. pens, etc.)	\$3500	1 year	<ol style="list-style-type: none"> 1. Increase annual number of students who apply through the UC to greater than 60. 2. Increase the number of website hits to greater than 9000. 3. Maintain enrollment in at least 30 majors. 4. Increase the number of registrants through the UC per year to greater than 312. 5. Increase initial contacts to greater than 348. 6. Increase number of DL registrants (CC level

			<p>unduplicated) to more than 1044.</p> <p>7. Increase number of students enrolled in onsite classes (ssh) to greater than 103.</p> <p>8. Increase the number of graduates to greater than 34.</p>

Add rows as needed.

Part X. Program Student Learning Outcomes and Assessment

List your Program Student Learning Outcomes for the past five years and discuss assessment, trends and improvements made as a result of the assessment.

The University Center provides services and support that enables distance learning students to:

1. Complete the application process successfully

Assessment: Number of students that applied to programs and are accepted

- The center helped 72 students during AY 2016-2017 successfully apply and register for upper division courses. This is higher than the 60 students aided last year, but far exceeds our goal of 40 students.

2. Complete the registration process annually

Assessment: Number of majors who register each semester

- There were 312 majors in upper division distance programs during the AYs 16-17, a decrease of 8 students. The number of majors exceeds our goal of 234 students.

3. Develop an educational goal and pursue it

Assessment: Persistence rates and number of degrees and certificates earned

- The persistence rate increased to 96% (from 92%) from Fall to Spring during AY 2016-2017 and we had a total of 34 graduates (greater than last year) in 13 programs (higher than last year). The persistence rate meets our goal of maintaining at least 90% persistence rate.

4. Succeed in their courses by providing services such as orientation, proctoring, and general advising

Assessment: Number of student orientation attendees, number of distance learning tests that are proctored, number of initial contacts.

- The student orientation attendees for AY 2016-2017 was 22, which is a decrease of 40 from last year.

- Proctored exams for AY 2016-2017** was 488 (July-Dec), which is consistent with last year.
- Initial contacts were 348, which is an increase of 120 from last year's 228.

** No longer UC function after January 2017 reorganization

In the last five years, the number of initial contacts and students that applied to UC programs has increased, while the number of students enrolled in programs is stable. The persistence rate and degrees awarded are maintained. Student orientation attendees has dropped in the past year.

Now that we have identified and implemented a new MySuccess scheduling system to help increase accuracy, we can track the progress of the UC students more consistently and coordinate academic support services to help them succeed. At the moment, our UC staff can only access MySuccess for the KCC campus. We will need to request permission from the originating campuses to be added to their MySuccess. In addition, KCC's Institutional Research Office (IRO) is helping us to identify our UC distance students, so that we no longer need to rely on our originating institutions to send us enrollment lists. Finally, we must continue to establish communication, partnerships, and cooperation with high school counselors, employers, and the community. By doing so, we hope to increase awareness of the UC. Overall, the UC remains healthy and stable, but we look forward to continuing to make improvements that will increase efficiency of our operations and have a positive impact on our students.

List your Program Student Learning Outcomes and indicate if they were assessed.

- A. Provide evidence that your PSLOs are aligned with industry needs.
- B. What is the expected level of achievement for your PSLOs?
- C. List the courses whose outcomes have been assessed.
- D. Describe the assessment methods or instrument used to measure PSLOs.
- E. Provide the results of PSLO assessment, and analyze the results.
- F. Other comments.
- G. Describe your next steps.