COMPREHENSIVE
PROGRAM REVIEW
2022

UNIVERSITY *of* HAWAI'I
KAUA'I
COMMUNITY COLLEGE

University Center

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Kaua`i Community College
Five-Year Comprehensive Program Review (CPR)

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name: <u>University Center</u>

Assessment Period: (e.g., 2017-2022) <u>2017-2022</u>

Program or Unit Mission Statement (UHCCP 5.202)
Through comprehensive local student-centered support and advocacy for the higher education needs of our communities, University Centers serve as a conduit for equitable access to higher education opportunities through the University of Hawai'i System.

College Mission Statement (UHCCP 5.202)
Kauaʻi Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

- Reference to "University of Hawai`i Centers" in the mission statement is confusing. Not sure if it should be "University Centers".
- Include all eligible residents on Kauaʻi to the targeted audience and/or all Kauaʻi students.
- Find potential UC students by using their educational goals listed (i.e. earn BA or MA) when they applied to KCC and possibly use this information as an indicator for demand.

Describe program or unit changes made as a result of these recommendations.

In fall 2020, the University Centers across the three islands (Kauaʻi, West Hawaiʻi, and Maui) met to plan the [strategic direction](#) for 2021 and beyond. We developed a new mission statement, vision, and core values. The new mission statement refers to the "University of Hawaiʻi Centers" as it represents the centers on the three islands. However, we have modified the mission statement to read "University Centers" in this comprehensive program review. Also, the target audience has been updated to include "All Kauaʻi County community members interested in UH distance education (DE) programs".

In summer 2021 our University Center (UC) staff collaborated with the KCC marketing department to create a postcard to mail to all KCC graduates from the past three years who indicated their highest education goal is a Bachelor's degree or higher. Our goal was to identify potential UC students who may be interested in transferring to UH online and hybrid programs.

The centers are currently working on developing a student evaluation survey and will use the results to help us improve our services beginning fall 2022. Finally, new metrics, developed in 2021, will be used to develop benchmarks and action plans as we continue to monitor the data over the next five-year cycle.

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 0
	Faculty (Lecturers): 0
	Staff and Admin: 2.5 (2017 - 2022) Valerie Barko, Director (.5) Leah Agustin, Secretary (1) Rhonda Liu, Ed Specialist (1)
Date Website Last Reviewed/Updated	6/15/2022
Brief History of Program	Established in 1996, the University of Hawaiʻi (UH) Center, Kauaʻi ("University Center") at Kauaʻi Community College is a Board of Regents instituted program (see UH RP 5.215) that facilitates intercampus cooperation and serves as a receive site and community point-of-contact for bachelors and graduate degrees and certificates. University Center facilities and equipment provide a permanent university presence in communities that otherwise lack access to programs offered on university campuses. The University Center, Kauaʻi works in partnership with University of Hawaiʻi campuses to support online and hybrid programs locally. ● Students receive degrees or certificates awarded by the UH campus offering the program of study. ● The University Center is located in the One Stop Center building of the Kauaʻi Community College campus.

	● The University Center, Kaua'i provides UH online students with local support and other services to help students navigate their distance education journey. ● UH offers over 50 degree and certificate programs supported by the University Centers using a variety of technologies. Program areas include Applied Sciences, Business, Creative Media, Education, Hawaiian Studies, Humanities, ICS, Liberal Arts, Medical and Health Care, Public Administration, Social Relations and Human Services, Sustainability, and Veterinary Studies. University Center services are provided by staff employed by Kauaʻi Community College and funded by the University of Hawaiʻi system. The University Center is a program under the Institutional Effectiveness Unit/Division.

For Non-Instructional Programs ONLY

Community Partnerships, Advisory Committees, etc.	University of Hawaiʻi (UH) Academic Advisors Transfer Network (AATN), UH Transfer Days Planning Group, Integrated Student Services (ISS), Līhuʻe Business Association, Island School Academic Affairs Committee, Academies of Kauaʻi and Employee Advisory Council, UHCC IR Cade, and UH System-wide Institutional Research Committee (SWIR)

Part III. Analysis of Quantitative Indicators

Include the five years of Annual Review of Program Data (ARPD; all Instructional programs and Academic Support programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by UHCCP 5.202 that are not provided as ARPD (Administrative Service programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

Demand	2018	2019	2020	2021	2022
Initial Contacts (Unduplicated first contacts)*	374	417	$264+68^a = 332$	$157+158^b = 315$	$95 + 92^b = 187$
Number of Successive Contacts (more than once)*	451	496	$326+96^a = 422$	$155+128^b = 283$	$76 + 36^b = 112$
Number that Applied to UC Supported Programs	76	66	62	125^c	109^c
Number of Students Worked With that Applied to UC Supported Programs**	N/A	N/A	N/A	21	49
Percent of Students Worked With that Applied to UC Supported Programs**	N/A	N/A	N/A	17%	45%
Number of Students Enrolled in UC Supported Programs (Unduplicated by Fiscal Year)*	145	147	151	251^c	247^c

Demand	2018	2019	2020	2021	2022
Percent of Students Enrolled in UC Supported Programs by Certificate and Degree Programs (Unduplicated by Fiscal Year)**					
Certificate Programs (2 year and 4 year)	N/A	N/A	N/A	6 (2%)	8 (3%)
Associate's Degree Programs	N/A	N/A	N/A	43 (17%)	46 (19%)
Bachelor's Degree Programs	N/A	N/A	N/A	150 (60%)	147 (60%)
Post-Baccalaureate & Graduate Certificate Programs	N/A	N/A	N/A	9 (4%)	12 (5%)
Master's Degree Programs	N/A	N/A	N/A	39 (16%)	34 (14%)
Doctorate & PHD Degree Programs	N/A	N/A	N/A	5 (2%)	5 (2%)
Number of Students Worked With Enrolled in UC Supported Programs**	N/A	N/A	N/A	45	108
Percent of Students Worked with Enrolled in UC Supported Programs**	N/A	N/A	N/A	18%	44%

Demand	2018	2019	2020	2021	2022
Grand Total SSH for All Students in UC Supported Programs not Offered on Kauaʻi (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)**	N/A	N/A	N/A	179,873	160,616
SSH for Kauaʻi Students in UC Supported Programs not Offered on Kauaʻi (Certificates, Associate's, Bachelor's, Post-Baccalaureate and Graduate Degrees)	2390	2625	3030	4699[c]	4347[c]
Percent of SSH for Kauaʻi Students in UC Supported Programs not Offered on Kauaʻi (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)**	N/A	N/A	N/A	3%	3%

Demand	2018	2019	2020	2021	2022
Percent of SSH by Certificate and Degree Programs for Kauaʻi Students in UC Supported Programs not Offered on Kauaʻi**					
Certificate Programs	N/A	N/A	N/A	4%	3%
Associate's Degree Programs	N/A	N/A	N/A	1%	1%
Bachelor's Degree Programs	N/A	N/A	N/A	4%	4%
Post-Baccalaureate and Graduate Certificates	N/A	N/A	N/A	6%	7%
Master's Degree Programs	N/A	N/A	N/A	4%	3%
Doctorate and PHD Degree Programs	N/A	N/A	N/A	3%	1%
SSH for Students Worked With in UC Supported Programs not Offered on Kauaʻi (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)**	N/A	N/A	N/A	829	1820

Demand	2018	2019	2020	2021	2022
Percent of SSH for Students Worked with in UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate and Graduate Degrees)**	N/A	N/A	N/A	18%	42%
Efficiency	**2018**	**2019**	**2020**	**2021**	**2022**
Number of Students that Transfer from KCC into UC Supported Programs**	N/A	N/A	N/A	79	79
Number of Students Worked With that Transfer from KCC into UC Supported Programs**	N/A	N/A	N/A	20	44
Percent of Students Worked with that Transfer from KCC into UC Supported Programs**	N/A	N/A	N/A	25%	56%
Grand Total SSH for KCC Students**	N/A	N/A	N/A	21,849	17636
SSH for Students that we Recruit into KCC**	N/A	N/A	N/A	3147	2052

Efficiency	2018	2019	2020	2021	2022
Percent of SSH for Students that we Recruit into KCC**	N/A	N/A	N/A	14%	12%
Number of UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)*	33	39	43	62[c]	62[c]
Effectiveness	2018	2019	2020	2021	2022
Number of Students who Graduate from UC Supported Programs - Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees (Fall and Spring)*	39	41	42	70[cd]	63[cd]

Effectiveness	2018	2019	2020	2021	2022
Number of Students Worked With who Graduate from UC Supported Programs Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees (Fall and Spring)**	N/A	N/A	N/A	7	24
Percent of Students Worked with who Graduate from UC Supported Programs - Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees (Fall and Spring)**	N/A	N/A	N/A	10%	34%

*used in calculating health call metrics

**new metric beginning AY 2020-2021

[a] University of Hawai'i at Mānoa

[b] University of Hawai'i West O'ahu

[c] Included 4-Year and All UHCC DE Programs

[d] Included Summer graduates

The Overall Program Health is Healthy.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

Demand
Demand health is cautionary. Contacts have been on a downward trend over the past five years. Initial contacts fell fifty-percent (374 to 187), while successive contacts dropped seventy-five percent (451 to 112). Factors that may have contributed to the decrease in contacts are the pandemic years and a lower number of students on campus. Similarly, UC website hits went down 1,763 from 2,344 during the same five-year period.

Initial contacts are when we meet with a prospective student for the first time and successive contacts are when we meet with a student more than once. The Ed Specialist meets with students in-person, on the telephone, video conferencing (Zoom), and/or by email. Other opportunities to meet potential students include classroom visits and outreach events on and off campus. Reasons for appointments may include transfer advising, admissions assistance, quick questions, and counseling or general concerns.

The UC staff uses the STAR Balance scheduling system to schedule all student appointments and to track students that we have seen. The UH West Oʻahu representative, funded by a Title III grant, also tracks the number of students they have assisted, and their support services continue to complement our staff efforts and help meet student needs.

Strengths of the program are the number of students that applied and enrolled in programs supported by the UC. Despite declining contacts, we saw an upward trend over the past five years. Applications increased by forty-percent, while students enrolled in UC supported programs jumped by seventy-percent.

Bachelor's degrees makeup sixty-percent of programs, followed by associate's (17-19%), master's degree (14-16%), post-baccalaureate and graduate certificates (4-5%), doctorate and PhD (2%) and certificates (2-3%).

The UC began tracking SSH data last year. The number of student SSH decreased but the percent of KCC contribution to SSH remained the same. Kauaʻi contributes 3% of total SSH for

all students in UC supported programs not offered on Kauaʻi. This indicates overall enrollment in UC across the system decreased but KCC's proportion of students remained the same. We predict that as the number of applicants and enrollment goes up, SSH will follow a similar trend. Collecting longitudinal data will allow us to better monitor trends and patterns over the next five year cycle.

Factors that may have contributed to the program's success are the number of students that we worked with rose twenty percent or more. This may be attributed to the fact that students who received pre-advising and transfer advising on the front-end are now ready to enroll in online and hybrid certificate and degree programs. Furthermore, there is also improved student support provided by the UHWO on-campus representative.

Areas to improve on are finding new ways to virtually promote the UC services and continually partner with the KCC and the UH originating campuses to publicize the online and hybrid certificate and degree program options available to KCC students/graduates and Kauaʻi residents. We will continue to enlist the support of the KCC marketing department to increase program demand.

Efficiency
A trend over the past five years is the number of UC supported programs not offered on Kauaʻi climbed from 33 to 62. Factors that may have contributed to this jump include the demand for online programs, the expansion of new certificate and degree programs, and the inclusion of 4-year and all UHCC distance education (DE) programs. Prior to 2021, only the 4-year DE programs were included in the count due to our lack of access to this data. However, the UC's are now working closely with the UH System Institutional Research and Analysis Office (IRAPO) to provide data from all campuses, including the UHCC's DE programs.

A new efficiency metric that we began tracking last year is transfer data. The number of students that transfer from KCC into UC supported programs remained stable at 79. Our staff worked with fifty-six percent of these students.

We expect the number of students transferring into the UH System to grow with the implementation of transfer program initiatives such as auto admissions, UH Mānoaʻs Kaʻieʻie program, UH Transfer Day events, and articulation agreements. Furthermore, the development of pathway maps into KCC for the high schools may serve as a bridge from high school to the community colleges and beyond (4-year).

The percentage of SSH for students that we recruit into KCC remained steady at 12-14% of the grand total of SSH for KCC students. This data is important as it shows the UC's contribution to the overall SSH for the college.

A strength of this program is our ongoing collaboration with the UH originating campuses and KCC to promote UC services and transfer to students interested in a bachelor's degree or higher. For example, the Ed Specialist serves on the Academic Advisors Transfer Network (AATN) group, Integrated Student Services team, and UH Transfer Day Planning Group.

We participated in KCC onboarding events (e.g. Find Your Future), UH transfer day, and conducted classroom visits to talk with students about their UH online and hybrid degree transfer options. In addition, our staff assisted returning students who may need to attend KCC to complete general education and/or pre-requisite courses prior to transferring to a UH four-year online and hybrid degree program.

One of the challenges that we faced has been updating the online degree program offerings on our website and in the college catalog. To address this issue, our Director has requested from the system to consider having a central repository of all distance education programs (fully online and hybrid) from all 10 UH institutions. This will also help to reduce the tedious task of updating the programs every year for the Catalog and website, as programs are constantly changing, and our staff may not be aware of them as they happen in real time.

Effectiveness
While the number of students who graduated from UC supported programs went up 62% from 39 to 63 over the past five years, it is also the same the time the numbers included four-year and all UHCC DE Programs and summer graduates. Prior to 2021 and our work with the UH system IRAPO, only the four-year graduates were included in the report. Another factor that may have contributed to the increase are improved student supports by originating campuses which allows UC to better advocate for student needs.

Strengths of the program are the number of students we worked with has grown. Areas to improve on are increasing the number of graduates from UC supported programs attending the KCC commencement ceremonies. While we don't include their participation in our program's health metrics, it would be nice to see more students celebrating their distance education achievements with friends and family on Kauaʻi. In addition, when graduates walk across the stage at the ceremony, it also sends a positive message to our community that it is possible to get a higher education through the UH while staying on-island.

Overall Health Categories
Overall the program is healthy. Although we did experience a decline in contacts over the past five years, the number of applicants and enrollments has experienced an upward trend. While the pandemic and a lower number of students on campus may have been a temporary setback, there continues to be a higher demand for online programs and an expansion of new certificate and degree programs available to neighboring island students. This may partly explain the increase in applicants and enrollments compared to previous years. Similarly, the improvement

of virtual student support services by the originating campuses may have contributed to an increase in the number of graduates of UC supported programs.

A strength of the program across all categories (demand, efficiency, and effectiveness) is the increase in the number of students we worked with by 20% or more. All of these numbers actually increased more than 100% from 2021 to 2022! Having a UHWO representative on campus is a nice compliment to our staff. The implementation of Starfish and Star Balance appointment systems by the UC staff have improved how we track students and collect student contact data. We are now able to identify those students who received pre-advising and transfer assistance on the front-end, who are now enrolling in programs.

Areas to improve on are strengthening our relationship with the originating campuses and KCC to promote UC services and online and hybrid programs for students. This goal goes hand-in-hand with improved marketing and outreach efforts to increase demand. A standard community needs survey for the county was developed and is scheduled to be implemented in fall 2022. The survey findings will help guide the KCC and UC strategic direction over the next five-year cycle.

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2).

Develop a schedule for PSLO assessment over the next five years so that within the review period, all PSLOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
Survey respondents will give a net promoter score of 5 or above (a score of 5 to 10 is extremely likely to	New			AY 2022-2023

recommend UC to a friend or colleague).				
The UC staff promotes the UC services and distance education supported programs to at least one campus or community group per month.	New			AY 2022-2023
Promote distance education programs supported by the UC that align with highschool pathways.	New			AY 2024-2025

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

N/A

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
Kaua'i Community	Fall 2022	Fall 2025 (every 3 years)	In progress

UC Kaua'i Evaluation/Student Post Appointment Survey. A "thank you" email is sent to the student after their appointment with a link to the survey via the Star Balance Student Appointment Scheduling System.	Fall 2021 and Spring 2022	Ongoing	N = 4 individuals (voluntary)
			What degree are you seeking?
			   a) Bachelor's (66.7%)
			   b) Certificate (33.3%)
			
			2) Evaluation of services
			   a) Strongly agreed for all questions (100%)
			3) How did you hear about the UC? KCC
			   a) KCC Counselor (25%)
			   b) UH Online (25%)
			   c) Event (25%)
			   d) Faculty/staff/school personnel (25%)
			
			4) Net Promoter Score: 10 4 out of 4 (100%)
			5) What is the reason for the score you gave?
			   a) Rhonda is an asset to the university and has been my sole source of support. She goes over and beyond to show she cares about the students and is always there for me. I would not have been able to succeed like I have without her help.
			   b) Absolutely epic customer service
			   c) I am so grateful to her knowledge of the various classes

			and educational systems. d) Rhonda was kind, informative, and very helpful! e) Rhonda is the bees knees, so patient, kind, compassionate and knowledgeable. Rhonda is Aloha !!!

Part VII. Financials

Provide your program or unit's budget for each year of this review.

Fiscal Year	Budget
FY 2018	$1,917
FY 2019	$6,000
FY 2020	$3,900
FY 2021	$1,950
FY 2022	$1,950

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

As distance education has moved from polycom modality to online platforms, the UC focus shifted from facilitating scheduling classrooms and supporting students enrolled in programs to pre-advising and outreach. Originating campuses have improved their virtual student support services to align with accreditation standards which allows the UC to better advocate for students where and how needed.

Provide the program or unit's current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	0		
Positions (Staff)	1 + ½ Admin		
Admin	1		
OPERATING			
Supplies	Standard		
Equipment	Standard		
Space/Facilities	OSC 206E/F		
Category	**Current Resource(s)**	**What is needed?**	**Justification**
TECHNOLOGY			
Hardware	Standard		
Software	Standard		

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Goal 1 (aligns with KauCC Strategic Goals 1, 2, 4, 5, 6, 8, 10, 12, 13, 14, and 20)**:** Develop ways to virtually promote the UC and recruit students in programs.	● **Unit of Measure, benchmark, and goal:** Initial contacts will be the units of measure. The program goal is to increase initial contacts by 5% (331) for 2021-2022.	**Initial contacts:** 187 Not met **Closed the loop:** UC staff worked with the Marketing Department to promote the UC on social media in Spring 2022.

● **Activity:** UC staff will partner with the KCC Marketing Department to promote UC on KCC social media channels in the Spring 2022. Likewise, the UC staff will continue to partner with the originating campus to publicize UH DE programs available to Kauaʻi residents and the community.		Will continue promoting on social media in FY23. Instagram link: beacons.ai/kauaicc Partnered with UH DE programs to publicize online offerings available to the Kauaʻi community. UC Events Calendar: https://www.kauai.hawaii.edu/upcoming-events
● **Goal 2** (aligns with KauCC Strategic Goals 1, 2, 3, 4, 6, 7, 10, 13, 20)**:** As part of the Kūkulu Aʻe: Building Up and Out Title III grant, assist with the development of pathway maps in to Kauaʻi CC for two Associate degrees for Kauaʻi High School and Waimea High School. ● **Activity:** Serve on development teams.	● **Unit of Measure, benchmark, and goal:** Pathway maps (from high school to KCC) will be the unit of measure. The program goal is to develop two pathway maps for Waimea High School and Kauaʻi High School (2022-2023).	In progress: Will be attending the 11/3 and 11/4 workshop on Pathway Mapping. **Closed the loop:** Registered for pathway mapping training for November 2022. Will begin mapping in FY23.
● **Goal 3** (aligns with KauCC Strategic Goals 10, 12, and 20). Identify educational needs of the community. ● **Activity:** Develop and implement a standard community needs survey for the county.	● **Unit of Measure, benchmark, and goal:** Response rate will be the unit of measure. The program goal is to develop and implement the survey in Spring 2022 with a minimum of N=400 respondents.	In progress: The survey is being implemented in fall 2022. **Closed the loop:** Action plans will be developed based on survey findings in FY23.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase the number of post-secondary distance education programs through advocacy.	Aligns with KauCC strategic Goal 4	60% (62 out of 103) programs students enroll in	62 + at least two new programs developed by UH partners that support community needs	Number of new programs developed that align with 2022 survey findings	AY 2022-2023 and 2023-2024
Increase high school student awareness of the UC supported distance education programs as a pathway option.	Aligns with KauCC Strategic Goals 2, 3, and 4	Zero pathway programs developed from highschool to UC supported programs	Develop pathway maps for each career pathway at the three public high schools (number varied by high school)	Number of pathways developed	AY 2023-2024 and AY 2024-2025
Leverage UH 4-year distance education partnerships	Aligns with KauCC strategic goals 2 and 4	Grant supported UHWO position, UH DE committees (N=0)	Permanent UH position in UC and increase number of committees of which UC staff	1 position and service on at least two UH DE committees	AY 2023-2024 and 2024-2025 and 2025-2026

			serve and participate		
Align with the new UH/UHCC's strategic plans and revised policy to increase and improve distance education opportunities for Kaua'i residents.	Aligns with KauCC strategic goals 2, 3, and 4	UH PPIS - RP 5.215	Expand UC services to the UH System	TBA	AY 2023-2024 and 2024-2025 2025-2026
Explore opportunities to support transfer to UH distance education programs.	Aligns with KauCC strategic goals 2 and 3	No transfer center currently exists	UH 4-year Transfer Advisor part of the UC.	1 position	AY 2024-2025.
Increase visibility in the Kaua'i Community.	Aligns with KauCC strategic goals 2 and 3	54% of 2022 survey respondents who know about the UC	Increase percentage	2025 follow-up community survey	AY 2023-2024 and 2024-2025
Increase participation in UC Kaua'i student evaluation survey to help us improve our UC services at the college.	Aligns with KauCC strategic goals 1 and 2	3% (4 out of 156) of students worked with	10% of students worked with	UC Kaua'i student evaluation survey	AY 2023-2024

*All Strategic Goals and Priorities are Aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

X☐ **I am NOT requesting additional resources for my program/unit.**