



2020

ANNUAL REVIEW OF PROGRAM DATA

Admissions & Records



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

The Admissions and Records Office is committed to recruit, admit and enroll students of various backgrounds and diverse populations. Our commitment supports the college mission statement by providing quality services to past, current and potential students. We strive to ensure data processing and procedures are conducted in a timely manner to effectively retain and increase our student population.

The Admissions and Records Office serves new, continuing, transfer and returning students. The target population consists of both degree seeking and non-degree seeking students. High school students participating in dual credit programs have also been a target for enrollment and recruitment after graduation.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

[insert ARPD data table, if available; else, insert unit or program specific data used for review]

Figure 1. Total Applications and Yield Rate by Fall Terms

ADMISSIONS TABLE 4
 HISTORICAL TABLE 1
 APPLICATIONS PROCESSED
 KAUA'I CC
 UNDERGRADUATE

	FALL 2015		FALL 2016		FALL 2017		FALL 2018		FALL 2019	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
TOTAL	1,103	100.0	1,114	100.0	1,130	100.0	1,382	100.0	1,323	100.0
Accepted	976	88.0	976	88.0	924	82.0	1,197	87.0	1,087	82.0
Enrolled	634	65.0	694	71.0	608	66.0	778	65.0	576	53.0
Not Enrolled	342	35.0	282	29.0	316	34.0	419	35.0	511	47.0
Accepted by Rollover									105	8.0
Rollover Applications					55	5.0	67	5.0		
Incomplete / Pending										
/ No Action	127	12.0	99	9.0	128	11.0	100	7.0	118	9.0
Cancelled			39	4.0	23	2.0	18	1.0	13	1.0
No Data	7		9		7		7		5	

Source: Banner Operational Data Store (ODS)
 IRO_ADMISSIONS

Figure 2. Total Applications and Yield Rate by Spring Terms

ADMISSIONS TABLE 4
 HISTORICAL TABLE 1
 APPLICATIONS PROCESSED
 KAUA'I CC
 UNDERGRADUATE

	SPRING 2016		SPRING 2017		SPRING 2018		SPRING 2019		SPRING 2020	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
TOTAL	501	100.0	564	100.0	685	100.0	590	100.0	522	100.0
Accepted	429	86.0	464	82.0	590	86.0	437	74.0	409	78.0
Enrolled	247	58.0	310	67.0	436	74.0	286	65.0	265	65.0
Not Enrolled	182	42.0	154	33.0	154	26.0	151	35.0	144	35.0
Accepted by Rollover									74	14.0
Rollover Applications			18	3.0	43	6.0	64	11.0		

Incomplete / Pending / No Action	59	12.0	41	7.0	33	5.0	48	8.0	34	7.0
Cancelled	13	3.0	41	7.0	19	3.0	41	7.0	5	1.0
No Data	4		4		4		6		3	
<i>Source: Banner Operational Data Store (ODS)</i>										
<i>IRO_ADMISSIONS</i>										

The Admissions and Records Office functions to maintain, process and disseminate student educational records. Daily productivity includes, but not limited to, receiving, reviewing and processing applications year round. As displayed in Figure 1, the number of applications received in the fall terms maintained a consistent total ranging from 1,000 to 1,300. Consistency is also evident in Figure 2 where the number of spring applications remained in the 500s with the exception of Spring 2018 when the number increased to 685 applications.

In addition to the number of applications during the fall terms, the yield rate increased by 6% from 2015 to 2016. However, there was a steady decline from 2017 to 2019 with the lowest in Fall 2019 at 53%. The data may be misleading since the yield rate is not evident with the number of students accepted by rollover. Nonetheless, the yield rate during the spring terms increased gradually from 58% in 2016 to 74% in 2018 and maintained at 65% the following terms.

The fall 2018 and 2019 terms received the largest number of applications with 1,382 and 1,323 total. There are a few factors that may have attributed to the increase of applications during those terms, including the newly developed onboarding and recruitment efforts conducted on campus as well as at the high schools. The Admissions and Records Office with the support of other units in Student Affairs visited the three primary Department of Education (DOE) high schools and assisted students with completing the online University of Hawaii (UH) system application. The below figure highlights the DOE high schools and their acceptance and yield rates for the past 3 fall terms.

Figure 3. Applications Processed by High School, by Term

APPLICATIONS PROCESS
 FIRST-TIME FRESHMEN FROM HAWAII HIGH SCHOOLS
 FALL 2017 - 2019
 KAUA'I CC

	Kapaa High School		Kauai High School		Waimea High School
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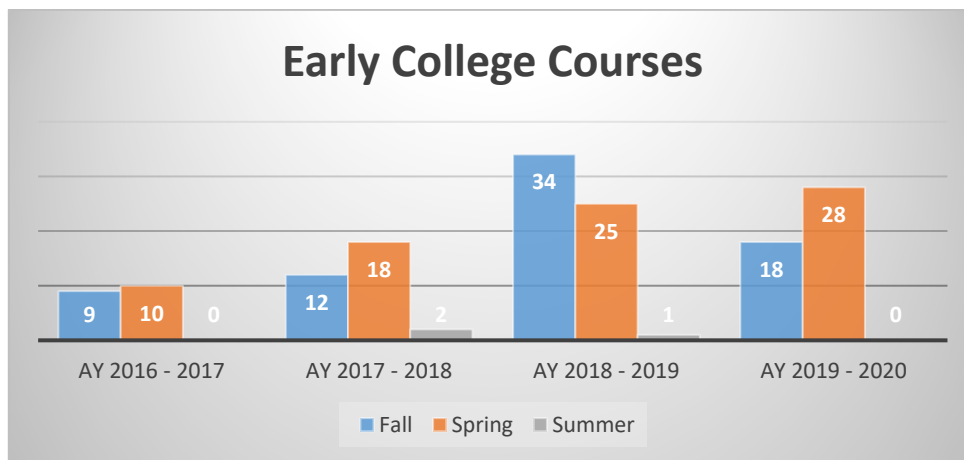
2020 Kaua'i Community College ARPD
 Program: Admissions & Records

	FALL 2017	FALL 2018	FALL 2019		FALL 2017	FALL 2018	FALL 2019		FALL 2017	FALL 2018	FALL 2019
Applied	81	114	107		76	73	91		49	56	86
Accepted	62	92	100		72	68	89		42	54	83
Enrolled	39	46	50		62	43	63		36	44	41
Acceptance Rate	77.0	81.0	93.0		95.0	93.0	98.0		86.0	96.0	97.0
Yield Rate	63.0	50.0	50.0		86.0	63.0	71.0		86.0	81.0	49.0
<i>Source: Banner Operational Data Store (ODS)</i>											
<i>IRO_ADMISSIONS</i>											

In Figure 3, the acceptance rates and yield rates among the three high schools were inconsistent when compared to each other. However, when viewed as individual schools, the rates were fairly consistent with yield rate differences ranging from 13% to 37%. In the fall of 2019, Waimea High School almost doubled the number of students that applied for the term. However, the yield rate drastically decreased to 49%. Although the onboarding and recruitment efforts were likely the reasons for the high number of applicants, students did not complete the registration process or did not intend to enroll at the college. The lack of feedback leaves us with no reliable or definitive answer to the low yield rates.

As mentioned earlier, there are a few factors that may have attributed to the increase of applications during the Fall 2018 and Fall 2019 terms. Onboarding and recruitment efforts are one factor and the other is student participation in the Early College High School Program.

Figure 4. Early College Course Offering Fall 2016 – Spring 2020



Kauai Community College (KCC) experienced the highest number of Early College course offerings during the Academic Years 2018-2019 and 2019-2020. All high school students wanting to participate in the Early College program must complete and submit the online UH system application and select KCC as their home campus. The Admissions and Records Office operates as

the primary contact for high school counselors, Early College coordinators, instructors and students. The office staff frequently visits the high school campuses to assist students with the UH application and the Dual Credit Application. All required documents are collected and maintained by the Admissions and Records Office.

Multiple outreach efforts are conducted at the high schools to provide information and hands-on services to students and high school counselors and coordinators. During these application sessions, the staff of the Admissions & Records Office provide step-by-step instructions to assist students in completing the UH application and the Dual Credit application. Collaboration and consistent communication with the high school counselors and Early College coordinators have been the primary means to collecting documents and, as a result, timely registration.

In AY 2018 – 2019, the Admissions and Records Office processed approximately 850 Early College students for admissions and registration. In AY 2019 – 2020, approximately 585 Early College students were processed for admissions and registration by the Admissions and Records Office. The number of Early College students are projected to decrease as the high schools are requesting less random courses and focus on courses that align with their academies to form purposeful pathways.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Increase enrollment for recent high school (hs) graduates, pacific islanders, hs noncompleters, GED recipients, working adults and international students.	Y	According to Figure 1, Fall 2019 applications increased but the yield rate decreased from 65% to 53%	<ul style="list-style-type: none"> - Implement strategic communication and follow-up strategies - Create online resources (e.g. workshops, presentations) 	2020-2021

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Action Plan	Anticipated Outcome	Actual Outcome
Hire Title III Transitions Coordinator	<ul style="list-style-type: none">- To assist in community outreach, onboarding and access to programs and resources.- Work with Early College coordinators and KCC counselors to identify and strategize onboarding efforts.	Approved Projected start date in Spring 2021

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

✓I am NOT requesting additional resources for my program/unit.