



University Center



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The mission of the [University Center \(UC\)](#) 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.

What is the target student or service population?

Students in University of Hawai'i (UH) distance education (DE) programs residing on Kaua'i.

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).

Demand

Initial and successive contacts decreased over the past year by 20% (332 from 417) and 15% (422 from 496), respectively. This decline was a combination of two factors. Specifically, the loss of an Advisor and the disruption of Covid-19. In December 2019, the University of Hawai'i at Mānoa (UHM), College of Education (COE) Advisor representative retired. She traveled to Kaua'i to meet with students in-person and assisted in increasing UC contacts with potential and continuing education students. In March 2020, Covid-19 shifted all in-person advising appointments and walk-ins online. This decrease in contacts is of concern and does necessitate future action. An area for improvement is outreach and recruitment to increase contacts, as well as collaboration with originating campuses.

A typical trend is for initial contacts to be lower than successive contacts. 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 UC uses initial contacts to infer education needs within the community. This may result in better identification and tracking of UC DE students across multiple campuses. The UC staff uses 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. The UC staff transitioned to the new STAR Balance scheduling program in Summer 2020.

Contacts include telephone or email inquiries, in-person advising appointments and walk-ins at the UC, and those made at outreach and recruiting events (information sessions on campus, classroom visits, campus table, etc.). Common reasons for appointments and/or walk-ins include pre-advising,

developing education goals/choosing a program, application, registration, assistance with forms, preliminary transcript evaluation, and connection to resources. Students hear about the UC mostly from counselor referrals, faculty/staff, but also emails, events or workshops, a friend or coworker, UH Online, and the website. Over the past year, UC website hits increased to 2639 from 950.

The trend over the past three years has been a decrease in the number of students who applied to programs, while overall enrollment increased. This is a result of students persisting in their program. The majority of students are enrolled at University of Hawai'i West O'ahu (UHWO) (47%) and UHM (42%). A strength of the UC is the high percentage of students that complete attempted SSH, which has been 90% or more over the past three years. The average earned credits for students in UH DE programs annually increased to 15 credits from 13 credits over the last year. Many students who are enrolled in bachelor's or higher DE degree programs are working or returning adults. These students tend to be highly motivated, mature, and willing to ask for help when needed. While there are not any specific changes implemented that contributed to this increased student success, the broad range of support services that UC staff provides helps students navigate their distance education journey. This includes local point-of-contact for pre-admissions advising, registration, library, proctoring, technology services, and tutoring.

Efficiency

UH campuses continue to add DE programs that provide expanded education and career opportunities to Kaua'i residents and which appeal to our Kaua'i students, while meeting the demand in the job market. The highest job demand is in Management, Education, Business, and Therapeutic Services, which aligns with interests identified in the 2018 resident survey. The number of programs facilitated by the UC increased by 30% over the past three years, which is a strength of the UC. This increase may be attributed to the addition of new UH DE programs and the growing demand for flexible online formats. The three most popular programs supported by the UC continue to be Education, Business Administration, and Social Science/Social Work. Other commonly chosen fields of study included Public Administration and Nursing. There were 42 graduates who earned degrees in one of these fields from Bachelor's through doctorate. There are numerous DE programs with no degrees awarded over the past three years, either these are new programs and/or there are no students enrolled in these programs on Kaua'i. Click [here](#) for a complete list of UH online/hybrid programs.

An area for improvement is identifying more meaningful efficiency metrics, as those currently reported were developed when distance courses were predominately offered by means other than the www.

Effectiveness

Although the UC does not originate DE programs, KauCC and the UC provide support for students who are in these DE programs and make it possible for them to persist. There were 42 degrees across 17 programs awarded to Kaua'i students, which is a strength of the UC, as KauCC is the only institution of higher education on the island with an associate degree as the terminal degree. Access to bachelor and graduate programs offered throughout the UH system allows students to stay here and advance their educational attainment. The trend over the past three years has been a gradual decline in the fall to spring persistence rate for upper division majors from 91% to 89%. This is an

area for improvement that will require better collaboration with UCs and the originating campus to ensure student needs are being met to reduce or eliminate barriers to persistence. In past years, we conducted a UC Student Needs Survey to hear from students what their needs are and how we can improve support services. The last survey was distributed in AY 2018-2019. This survey is currently on hold as we reevaluate the survey questions and work on developing a standard survey for the three Centers that will help determine what the gaps are to inform future actions.

It is notable that there have been 122 students from Kaua'i who earned a bachelor's degree or higher through UH System DE programs over the past 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.

There were two external factors affecting the program as discussed earlier. Specifically, the loss of the UHM COE Advisor representative and the disruption of Covid-19 shifted all in-person advising appointments and walk-ins online. There is no replacement for the UHM COE Advisor position at this time. Despite missing in-person visits for these education students, additional support is being provided by the UC, UHM COE Office of Student Academic Services (OSAS), UHM Outreach College, and the UH Transfer Coordination Center Ka'ie'ie representatives. Program coursework is comprised of online meetings with 2 – 4 weekends a semester that require face-to-face meetings. In addition, education students attend monthly seminar meetings with their field supervisor. This program is cohort-based, with students only admitted in the fall term each year as part of a group that takes initial classes together. In a cohort model, students enroll in a series of core courses, beginning and ending the series together. Such an approach helps build community and support structures within the program. It would be interesting to look at data to see if there is a performance difference in the other students in comparison to the education students who have this additional support. In particular, these two external factors slightly decreased initial contacts, while successive contacts were largely decreased in comparison to previous years.

Beginning October 2019, KauCC was awarded a five-year Title III collaborative grant project with UHWO called Keleka'a Ho'ona'auao/Education Delivered Through Distance Education (DE). The UC is excited to be a part of this project. This project aligns with UHCC Strategic Directions 2015-2021 of the Hawaii Graduation initiative. One of the priority goals is to increase Hawaiian graduates from 49 to 69 by 2021 (5% per year). We hope this grant will significantly increase the number of Native Hawaiian and part-Hawaiian students persisting to degree attainment through a combination of facilities upgrades, access to DE bachelor degrees, and enhanced student support. To ensure that effective DE can take place, KauCC will acquire 21st Century technologies to build a state-of-the-art set of classrooms on campus. Then UHWO will begin DE courses leading to a bachelors in Humanities (with a concentration in Hawaiian-Pacific Studies), Business (concentration in Bus. Administration), and Secondary Education (concentration English). It designates a full-time UH West O'ahu academic support representative to be located on the KauCC campus to assist students. As a result, we anticipate a gradual improvement in student persistence rates over the next five years of this grant. By conclusion of the five-year grant, the KauCC-

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UHWO Online Hawaiian Studies Pathway will graduate an additional 16 Native Hawaiian students with Associate's degrees in Hawaiian Studies from KauCC and graduate an additional 9 Native Hawaiian students with Bachelor's degrees in Native Hawaiian and Pacific Islander Studies from UHWO. By conclusion of the five-year grant, the KauCC-UHWO Online Business Pathway will graduate an additional 10 students with Associate's degrees in Business from KauCC (three of whom will be Native Hawaiian students) and graduate an additional five students Bachelor's degrees in Business Administration from UHWO (two of whom will be Native Hawaiian students).

A set-back was the MOU (Memorandum of Understanding) the UC was working toward with all UH campuses that was never executed. The main purpose of the MOU was to better define duties and roles of UCs and originating campuses. For example, two of the major external factors affecting the program are originating institutions are not always prompt in providing accurate enrollment lists or sharing information from early alert systems. It is difficult to provide support when you are unsure who your students are and who needs help when.

Finally, we continue to advocate for a statewide survey by the UH System to help drive future DE program development to meet current and emerging needs within the state and county.

Quantitative Indicators

Demand	2018	2019	2020
Initial Contacts (Unduplicated first contacts)*	281+93 (UHM COE & UHWO) = 374	333+84 (UHM COE) = 417	264+68 (UHM COE) = 332
Number of Successive Contacts*	194+257 (UHM COE & UHWO) = 451	258+236 (UHM COE) = 494	326+96 (UHM COE) = 422
Number that Applied to Programs	76	66	61
Number of Students in UC programs (Unduplicated by Term)	284	276	290
Hilo	13	7	10
Leeward	18	14	20
Manoa	117	112	123
West Oahu	136	143	137
Number of Students in UC Programs (Unduplicated by Fiscal Year)*	145	147	149
Hilo	5	4	4
Leeward	12	11	13
Manoa	54	55	63
West Oahu	74	77	71

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Number of Students in Distance-learning Non-Degree Seeking Programs	25	24	31
Total Attempted SSH for Students in UC Programs	2390	2625	3030
Total Earned SSH for Students in UC Programs	2171	2456	2735
Average Earned SSH for Students in UC Programs (Annual)	13	13	15
Summer	6	6	6
Fall	8	9	9
Spring	7	9	10
% Successful SSH for Students in UH Programs	91%	94%	90%
Number of Students Enrolled in Onsite Classes (ssh)	66	66	109

Efficiency	2018	2019	2020
Average Class Size (onsite)	2	2	2
Room usage/class meetings (ITV, Polycom classes, onsite classes)	205	298	422
ITV/Polycom Classes only	8	11	18
Number of onsite classes ITV	5	11	18
Number of onsite classes Polycom	3	0	0
Number of 4-year onsite classes	4	2	2
Number of Programs Facilitated*	33	39	43

Effectiveness	2018	2019	2020
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Persistence of Upper Division Majors from Fall-to-Spring*	91%	90%	89%
Degrees Awarded (Fall and Spring) through the University Center*	39	41	42
Liberal Arts (AA)	1	0	1
Teaching (AA)	0	0	1
Teaching (AS)	0	0	2
Business (ASC)	0	1	0
Business Administration (BA)	10	9	11
Interdisciplinary Studies (BA)	0	0	1
Psychology (BA)	1	0	0
Public Administration (BA)	2	5	3
Social Science (BA)	2	5	5
Sociology (BA)	1	0	0
Elementary Education (BED)	1	2	3
Nursing (BS)	2	4	3
Technical Teacher Education (CO)	1	1	0
Nursing Practice (DNP)	1	0	0
Indigenous Education (GCER)	0	2	0
Business Administration (MBA)	2	0	1
Educational Foundations (MED)	0	0	1
Learning Design and Technology (MED)	1	1	1
Special Education (MED)	3	4	2
Teaching (MEDT)	0	3	1
Human Resource Management (MHRM)	1	0	0
Kinesiology & Rehab Science (MS)	1	0	0
Social Work (MSW)	0	2	3
Secondary Education (PCERT)	2	1	2
Special Education (PCERT)	7	1	1

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* Used in Calculating Health Call Metrics

JOB DEMAND

YEAR	2018	2019	2020
GRAND TOTAL	328	463	544
Management Occupations (CIP CODE 111011-119199)	125	144	175
Business and Financial Operations Occupations (131071-132082)	58	65	75
Computer and Mathematical occupations (151111-151199; 152011-152099)	9	16	15
Community and Social Services Occupations (211012-211092)	34	32	30
Education, Training, and Library Occupations (251099-259099)	111	144	212
Therapeutic Services (291141-291171)	27	62	51

EMSI Q2 2020 Data Set

3. Program Student Learning Outcomes or Unit/Service Outcomes

List of the Program Student Learning Outcomes or Unit/Service Outcomes, program or Unit/Service Outcomes that have been assessed in the year of this Annual Review, assessment results, and changes that have been made as a result of these assessments.

1. Unit/Service Outcome 1: Complete the application process successfully. Assessment: Number of students who applied to programs and are accepted. Not Assessed.
2. Unit/Service Outcome 2: Complete the registration processes annually. Assessment: Number of students who registered each semester. Assessed.
 - There were 290 students in UC programs (unduplicated by term).
 - There were 149 students in UC programs (unduplicated by fiscal year).
 - There were 31 students in distance learning non-degree seeking programs.
 - There were 43 UC programs facilitated.

There were no changes made as a result of this assessment.

3. Unit/Service Outcome 3: Develop an educational goal and pursue it. Assessed.
 - The Fall to Spring persistence rate was 89%.
 - There were a total of 42 graduates, in 17 programs.

Developed MOU with originating institutions (UH System) to include sharing early alert systems. Unfortunately, the MOU was not executed. We continue to develop partnerships with originating UH campuses and provide enhanced local support services to help students navigate their DE journey. This includes local point-of-contact for pre-admissions advising, library, proctoring, technology services, and tutoring.

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.

a) Action plans implemented in 2019-2020

Goal: (aligns with Strategic Goals 1, 2, 3, 4, 6, 7, 10, 13, 20): To provide academic support for distance learning programs.

Activity: Integrate MySuccess scheduling system to more effectively track contacts and monitor progress of students.

Unit of Measure, benchmark, and goal: Persistence rates, ssh earned, and successful ssh for DE students were the units of measure. Persistence rates (Fall to Spring) were 89% this year and the goal was to maintain a 90% persistence rate for 2019-2020. This goal was not met and will be continued. The ssh earned (2735) and successful ssh for students in DE programs (90%) were met this year and will not be continued. Program modifications include better collaboration with UCs and the originating campus to ensure student needs are being met to reduce or eliminate barriers to persistence. The UC transitioned to the STAR Balance scheduling program in Summer 2020.

b) Action plans to be implemented in 2020-2021

Goal 1 (aligns with Strategic Goals 1, 2, 4, 5, 6, 8, 10, 12, 13, 14, 20): Increase outreach and recruitment activities.

Activity: UC staff will partner with KauCC and originating campuses to publicize UH DE programs available to Kaua'i residents and the community.

Unit of Measure, benchmark, and goal: Initial contacts, number that applied to programs and number of registrants will be the units of measure. Initial contacts were 332, number that applied to programs was 61, and number of registrants was 149 this year, and the program goal is to increase initial contacts by 5% (349), number of students applying by 10% (67) and student enrollment by 10% (164) for 2020-2021.

Goal 2 (aligns with Strategic Goals 1, 2, 3, 4, 6, 7, 10, 13, 20): Re-evaluate efficiency metrics for 2020-2021 and beyond APRUs.

Activity: Meet with University Centers (West Hawai'i - Pālanui and Maui) to re-evaluate efficiency metrics that we report in our annual program reviews for 2020-2021 and beyond APRUs.

Unit of Measure, benchmark, and goal: Programs facilitated is the unit of measure. Programs facilitated were 43 this year, and the program goal is to maintain programs facilitated to more than 40. Additional metrics will be developed and reported in the 2020-2021 APRU.

Goal 3 (aligns with Strategic Goals 1, 2, 3, 4, 6, 7, 10, 13, 20): Increase collaboration with UHWO via Title III grant to increase contacts and persistence.

Activity: Explore new opportunities to connect with UHWO students and track those who need additional support.

Unit of Measure, benchmark, and goal: Initial contacts and persistence rates will be the units of measure. Initial contacts were 332 and persistence rates were 89% this year, and the program goal is to increase initial contacts by 5% (349) and maintain a 90% persistence rate for 2020-2021.

c) **Date of next of the next Comprehensive Program Review (CPR) is 2022**

These goals and actions will guide the UC program until the next CPR by focusing on increasing outreach and recruitment, re-evaluating efficiency metrics, and increasing collaboration with originating campuses. As a result, there will be increased contacts, enhanced student support, and improvement in student persistence rates.

5. Resource Implications

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

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

APPENDIX 1

**2020 ANNUAL REPORTS OF PROGRAM DATA
 UNIVERSITY CENTER SCORING RUBRICS**

Numbers in parentheses refer to the data elements of the UHCC Annual Reports of Program Data.

Area	Benchmark	Scoring
<p>DEMAND</p> <p>Initial Contacts (Unduplicated first contacts)</p> <p>Number of successive contacts</p> <p>Number of Students in UC Programs (unduplicated by fiscal year)</p> <ul style="list-style-type: none"> ● Hilo ● Leeward ● Manoa ● WOA 	<p>2=350 or more;1= 265 to 349; 0=less than 265</p> <p>2= 350 or more; 1= 275 to 349;0=less than 275</p> <p>2= 145 or more; 1= 132 to 144; 0=less than 132</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p>
<p>EFFICIENCY</p> <p>Number of programs facilitated (above certificate)</p>	<p>2= 35 or more; 1= 30 to 34; 0=less than 30</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p>
<p>EFFECTIVENESS</p> <p>Persistence of upper division majors (300+) from Fall to Spring (certificates are included if they have UD coursework e.g. PCERT, CO=TTE, CO-TCH)</p> <p>Degrees Awarded (Fall & Spring) through the University Center</p>	<p>2= 93% or more; 1= 90% to 92%; 0=less than 90%</p> <p>2=40 or more; 1= 26 to 39; 0=less than 26</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p>

APPENDIX 2

Annual Report of University Center Data Glossary 2020

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2 – Degrees Awarded (Fall & Spring) through the University Center4

Demand Indicators

1 – Initial Contacts (Unduplicated first contacts)

Data Source: MySuccess scheduling and tracking system report.

Definition/Description

Initial contacts are when we meet a prospective student for the first time.

2 – Number of successive contacts

Data Source: MySuccess scheduling and tracking system report.

Definition/Description

Successive contacts are when UC staff meet with a student more than once.

3 – Number that applied to programs

Data Source: ODS - ACADEMIC_STUDY.CATALOG_ACADEMIC_PERIOD if null
IRO_BASE.FIRST_TERM_ACAD_HIST_CAMP is used

Definition/Description

Number of students that applied to UC programs

4 – Number of Students in UC programs (unduplicated by term)

Data Source: ODS - IRO_BASE Distinct count of students by campus with KAU only
Address and online courses at other campuses or MST_GENERAL_STUDENT distinct count of
students with KAC site code (to identify WOA students) for each active student term

Definition/Description

Student count of UH Hilo + LCC+UH Manoa+UHWO by term.

5 – Number of Students in UC Programs (unduplicated by fiscal year)

Data Source: ODS - IRO_BASE Distinct count of students by campus with KAU only
Address and online courses at other campuses or MST_GENERAL_STUDENT Distinct count of
students with KAC site code (to identify WOA students) for each active student fiscal year

Definition/Description

Student count of UH Hilo + LCC+UH Manoa + UHWO by fiscal year.

6 – Number of Students in Distance Learning Non-Degree Seeking Programs

Data Source: ODS – IRO_BASE Distinct count of students by campus with KAU only
Address and online courses at other campuses or MST_GENERAL_STUDENT or distinct
count of students with KAC site code (to identify WOA students) for each active student
term for non-classified students to serve as UC student pipeline

Definition/Description

Student count of distance learning non-degree seeking programs by term.

7 – Total Attempted SSH for Students in UC Programs

Data Source: ODS - IRO_REGS.SH_TAKEN

Definition/Description

UC Program Major total number of semester hours the student is taking by term

8 – Total Earned SSH for Students in UC Programs

Data Source: ODS - IRO_REGS.SH_EARNED

Definition/Description

UC Program Major total semester hours awarded for the class, depending on the grade awarded in the class by term

9 – Average Earned Credits for Students in UC Programs (Annual)

Data Source: 8 – Total Earned SSH for Students in UC Programs / 4 – Number of Students in UC programs (unduplicated by fiscal year) or 8 – Total Earned SSH for Students in UC Programs / 5 – Number of Students in UC programs (unduplicated by fiscal year)

Definition/Description

Total SSH earned divided by unduplicated FY student total.

10 – % Successful SSH for Students in UH Programs

Data Source: 8 – Total Earned SSH for Students in UC Programs / 7 – Total Attempted SSH for Students in UC Programs

Definition/Description

Earned credits divided by Attempted Credits.

11 – Number of students enrolled in UC onsite classes (ssh)

Data Source: ODS-IRO_REGS

Definition/Description

These UC students are attending classes via videoconferencing, onsite classes, or itv. The number of students should be multiplied by the number of credits for the class to get SSH so 20 students x3 credits = 60 ssh.

Efficiency Indicators

1 – Average class size (onsite)

Data Source: ODS-IRO_REGS

Definition/Description

Average number of UC Students in ITV/polycom courses here at KCC.

2 – Room usage/class meetings (ITV, Polycom classes, onsite classes)

Data Source: Media Services and Kauai CC Facilities Use Form

Definition/Description

Room usage (class meetings) for ITV, Polycom, and 4-year onsite classes (students X number of class meetings each semester).

- ITV/polycom classes only - Sum of the two lines below
- Number of onsite classes ITV
- Number of onsite classes Polycom
- Number of 4-year onsite classes

3 – Number of programs facilitated

Data Source: ODS - IRO_BASE.NR_PROGRAM_DESC

Definition/Description

Number of UC programs that Kauai students are enrolled in.

Effectiveness Indicators

1 – Persistence of upper division majors (300+) from Fall to Spring (certificates are included if they have UD coursework e.g. PCERT, CO=TTE, CO-TCH)

Data Source: ODS - FLUHARTY.UC_LIST.BANNER_ID Fall to Spring Comparison for students with IRO_REGS.CRS_LEVEL_IRO IN ('UPPER DIVISION', 'GRADUATE LEVEL')

Definition/Description

Compare the Fall students with the Spring students. See how many students drop out of fall, subtract from total Fall count.

Fall count - attrition = numerator

Fall count = denominator

Excludes NDS enrollments and students that graduated Fall term from the denominator. Certificates are included if they have UD coursework. i.e. PCERT, CO-TTE, CO-TCH,

2 – Degrees Awarded (Fall & Spring) through the University Center

Data Source: ODS - IRO_DEGREE

Definition/Description

Total of all awards, same as last line. The next rows are filled with the UCs ongoing count of graduates.