

2024 Annual Report of Program Data University Center



1. Program or Unit Mission

Through comprehensive local student-centered support and advocacy for the higher education needs

The University Center supports the college's mission by promoting online and hybrid programs available through the University of Hawai'i System. We support all Kaua'i residents interested in pursuing higher education while staying on Kaua'i. Graduates positively contribute to the workforce and education attainment of Kaua'i residents and our world.

2. Program Student Learning Outcomes or Unit/Service Outcomes

Service Outcome 1: Survey respondents will give a net promoter score of 5 or above (Excellent) on the Student Evaluation Survey. Desired Outcome = 90%

Results from 2022-2023: N = 7/7 individuals. 2023-2024: N = 10/10 individuals. 100% of survey respondents gave a net promoter score of 5 or above.

Action Plan Implemented 2022-2023: Linked survey in STAR Balance thank you email and offered a small incentive for completing the survey.

Closing the Loop: Survey respondents increased from FY 2021-2022 (N = 4), 2022-2023 (N = 7) to 2023-2024 (N=10). Staff will explore additional strategies to encourage students to complete the survey to inform continuous improvement of UC services, as needed in 2024-2025.

Service Outcome 2: The UC staff promotes the UC services and distance education supported programs to at least one campus or community group per month. Desired Outcome = at least one campus or community group per month.

Results from 2022-2023 and 2023-2024: The UC participated in one to three events each month.

Action Plan Implemented 2022-2023 and 2023-2024: Conducted outreach to a campus or community group each month.

Closing the Loop: By promoting UC services and distance education supported programs the UC has increased its awareness on campus and in the community. This will also be reassessed in 2024-2025.

Service Outcome 3: Promote distance education programs supported by the UC that align with high school pathways.

Results from 2023-2024: Attended Pathway Mapping Workshops: Part III 9/1/2023. Desired Outcome = Attend initial pathway mapping workshops and training.

Action Plan Implemented 2023-2024: Participated in the collaboration and development of pathway mapping.

Closing the Loop: UC staff will participate in secondary education pathway mapping being developed for the three high schools and one charter school on-island in 2024-2025.

3. Analysis of the Program/Unit

Demand	2022	2023	2024
Initial Contacts (Unduplicated first contacts)*	86	311	326
Number of Successive Contacts (more than once)*	214	153	141
Number that Applied to UC Supported Programs	109	87	129
Number of Students Worked with that Applied to UC Supported Programs	49	27	28
Percent of Students Worked with that Applied to UC Supported Programs	45%	31%	22%
Number of Students Enrolled in UC Supported Programs (Unduplicated by Fiscal Year)*	247	218	222
<i>Certificate Programs (2 year and 4 year)</i>	3%	2%	2%
<i>Associate's Degree Programs</i>	19%	16%	24%
<i>Bachelor's Degree Programs</i>	60%	64%	56%
<i>Post-Baccalaureate & Graduate Certificate Programs</i>	5%	4%	5%
<i>Master's Degree Programs</i>	14%	11%	12%
<i>Doctorate & PhD Degree Programs</i>	2%	2%	2%
Number of Students Worked with Enrolled in UC Supported Programs	108	95	87

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Program: Enter Program or Unit Name

Demand	2022	2023	2024
Percent of Students Worked with Enrolled in UC Supported Programs	44%	44%	39%
Grand Total SSH for All Students in UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)	160,616	150,143	303,670
SSH for Kaua'i Students in UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate and Graduate Degrees)	4347	3639	4613
Percent of SSH for Kaua'i Students in UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)	3%	2%	3%
Percent of SSH by Certificate and Degree Programs for Kaua'i Students in UC Supported Programs not Offered on Kaua'i			
<i>Certificate Programs (2 year and 4 year)</i>	3%	17%	3%
<i>Associate's Degree Programs</i>	1%	1%	1%
<i>Bachelor's Degree Programs</i>	4%	4%	4%
<i>Post-Baccalaureate & Graduate Certificate Programs</i>	7%	7%	9%
<i>Master's Degree Programs</i>	3%	4%	4%
<i>Doctorate & PHD Degree Programs</i>	1%	2%	2%
SSH for Students Worked with in UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)	1820	1684	1820
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)	42%	46%	39%

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Program: Enter Program or Unit Name

Efficiency	2022	2023	2024
Number of Students that Transfer from KCC into UC Supported Programs	79	57	60
Number of Students Worked With that Transfer from KCC into UC Supported Programs	44	19	15
Percent of Students Worked with that Transfer from KCC into UC Supported Programs	56%	33%	25%
Grand Total SSH for KCC Students	17636	18428	28598
SSH for Students that we Recruit into KCC	2052	3732	4802
Percent of SSH for Students that we Recruit into KCC	12%	20%	17%
Number of UC Supported Programs not Offered on Kaua'i (Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees)*	62	53	56

Effectiveness	2022	2023	2024
Number of Students who Graduate from UC Supported Programs Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees (Fall and Spring)*	63	60	69
Number of Students Worked with who Graduate from UC Supported Programs Certificates, Associate's, Bachelor's, Post-Baccalaureate, and Graduate Degrees (Fall and Spring)	24	30	43
Percent of Students Worked with who Graduate from UC Supported Programs Certificates, Associate's, Bachelor's, Post Baccalaureate, and Graduate Degrees (Fall and Spring)	34%	50%	62%

*Used in calculating health call metrics

The overall three-year trend indicates an increase in demand across three key areas: initial contacts, applications, and SSH. However, successive contacts decreased significantly, from 214 in FY22 to 150 in FY23, and further to 141 in FY24, representing a drop of 30% to 34%. Additionally, the percentage of students we worked with declined from FY23 to FY24. The

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number of enrolled students showed some fluctuation, with 247 in FY22, 219 in FY23, and 222 in FY24. From FY22 to FY23, bachelor's degrees saw a 4% increase, but in 2024, they experienced an 8% decline from FY22.

For the program's efficiency, it is important to highlight the revenue UC students contribute to the college. In FY24, students who completed the transfer program requirements before enrolling in a UC-supported DE program accounted for 17% of Community College SSH. This is slightly below last year's figure of 20%, but higher than the 12% in 2022. UH Mānoa has experienced a consistent decline in enrollments in UC-supported programs, dropping from 93 in FY22 to 68 in FY23 and FY24. In contrast, UH West O'ahu has maintained relatively consistent enrollments over the past three years, with 91 in FY22, 95 in FY23, and 93 in FY24. There was a slight decrease in the number of community college students transferring into UC-supported programs since FY22, as there were 79 transfers. This number decreased to 57 in FY23 and then increased slightly to 60 in FY24. Building the Transfer Center that will staff 4-year counselors, should improve transfer rates to 4-year programs at UH Hilo and UH Mānoa.

The UH System has developed DE programs that are accessible to students from neighbor islands. Over the past year, there has been a modest increase in the number of UC programs not offered on Kaua'i that have attracted student enrollments. In FY24, there were 56 programs—including certificate, associate, bachelor, post-baccalaureate certificate, master, and doctorate levels—compared to 53 programs in FY23 and 62 in FY22.

The effectiveness of the UC partnership is evident in the number of annual graduates. Over the past three years, there has been an increase in the number of students earning a degree via distance education that was unavailable from community colleges. The data show 64 in FY22, 60 in FY23, and 69 in FY24. This positively contributed to the workforce and education attainment of Kaua'i residents. The number of graduates that UCs directly worked with increased from 34% in FY22, 50% in FY23 to 62% in FY24.

One of the strengths of the UCs is their campus-neutral approach. This means that staff work with students to determine the best options based on their past experiences and future educational or career goals, and broker opportunities across the 10-campus system. Additionally, UCs provide personalized support to help students stay on track and succeed.

Last year's program review highlighted the need for improvement, particularly UC's aim to re-establish partnerships with UH campuses and collaborate on distance education initiatives to ensure neighbor-island perspectives in discussions and plans. Two grants were developed with Leeward CC to establish clear career pathways for Native Hawaiian learners pursuing teaching. This includes both online and face-to-face options in their Associate in Science in Teaching (AST). The AST online has been supported by UCs for six years.

In addition, there is a need to seek broader support from the UH System for recommendations made in the UC's strategic plan three years ago. These recommendations included a name change and the establishment of a UH Transfer Center at our home campus to better reflect the UC's function and role in the UH educational pipeline. This also requires updates to outdated UH policies RP 5.215 and RP 5.204.

Policies are being discussed at multiple levels within UH, but UC remains focused on its vision. To support students transferring from KCC to UH programs, both online and in-person, UC established a transfer center in Spring 2024. A dedicated webpage and catalog page were created for the transfer center, and a communication plan is being implemented to promote its services.

The UC has attended counselor meetings to enhance collaboration and participation in outreach efforts with Student Affairs faculty and staff, including onboarding and engagement with high schools to help meet Service Outcome 2.

Our analysis of the program indicates the UC is on target to achieve the goals stated in our last CPR as described above. A goal that was continued in AY23 was to increase the number of postsecondary distance education programs through advocacy. The benchmark was 60% with 62 out of 103 programs students enroll in. In FY24, the number of programs increased to 54% (56 out of 103 programs), compared to 51% (53 out of 103) FY23, but still below the 60% benchmark from FY22. The desired outcome was at least two new programs developed by UH partners that support community needs, which were met through the UHWO BEd in middle-level and secondary-level education, English.

A second goal was to promote distance education programs supported by the UC that align with high school pathways. Partnerships with high schools are being established to create clear career pathways to secondary education and expand early college course options at three public high schools and one charter school on the island. Planned activities include providing specialized education in early college and developing pathway maps.

A third goal was to leverage UH 4-year distance education partnerships. As listed in the action plan below, the UC served and participated on two DE committees, DLAC and DLPPG.

A fourth goal was to align with the new UH/UHCC's strategic plans and revised policy to increase and improve distance education opportunities for Kaua'i residents. Again, UH PPIS - [RP 5.215](#) is being discussed at multiple levels within UH and UCs have shared their recommended updates with the UH System Associate Vice President for Academic Programs and Policy (AVPAPP).

A fifth goal was to increase community visibility through effective outreach efforts. In AY24, the UC assessed the effectiveness of its outreach initiatives. While no new strategies were created or implemented for this action plan, the UC maintained its visits to public libraries throughout fall 2023, presented to the Friends of KCC, and participated as a partner in the County Job Fair. Staff provides follow-up with individuals and/or groups requesting more information and continues to track the number of contacts. As mentioned earlier, staff concentrated their outreach efforts on on-campus onboarding and engaging with high school students. The UC website hits increased from 2,255 in AY23 to 3773 in AY24.

4. Action Plan

Goal 1: Increase the number of Postsecondary distance education programs through advocacy. Benchmark: 60% (62 out of 103) programs students enroll in. Desired Outcome: At least

two new programs developed by UH partners that support community needs. Met. 1) BEd, Middle-level Education, English, UHWO. 2) Secondary-level Education, English, UHWO developed and implemented in fall 2022. Benchmark of 60% In progress. FY24 54% (56 out of 103). UH Strategic Imperative: K and S. Unit of Measure: Develop two new programs that align with the 2022 survey findings.

Year Implemented: AY 2022-2023 and 2023-2024

Goal 2: Promote distance education programs supported by the UC that align with high school pathways. Benchmark: Zero pathway programs developed from high school to UC-supported programs. Desired Outcome: Develop pathway maps for each career pathway at the three public high schools (number varied by high school) and one charter school on-island. In Progress. Ka Lamaku Title III grant: LCC Associate Degree in Teaching (AST) Pathway. UH Strategic Imperative: S and W. Unit of Measure: Number of pathways marketed to high school students.

Year Implemented: AY 2023-2024 and AY 2024-2025

Goal 3: Leverage UH 4-year distance education partnerships. Benchmark: Grant supported UHWO position, UH DE committees (N = 0). Desired Outcome: Permanent UH position in UC and increase number of committees of which UC staff serve and participate. Partially met. UC on two system DE committees, DLAC and DLPPG. UH Strategic Imperative: S. Unit of Measure: 1 position and service on at least two UH DE committees.

Year Implemented: AY 2023-2024 and 2024-2025 and 2025-2026

Goal 4: Align with the new UH/UHCC's strategic plans and revised policy to increase and improve distance education opportunities for Kaua'i residents. Benchmark: UH PPIS - [RP 5.215](#). Desired Outcome: Expand UC services to the UH System. In progress. Policy is being discussed at multiple levels within UH. Strategic Imperative: S. Unit of Measure: TBA.

Year Implemented: AY 2023-2024 and 2024-2025 and 2025-2026

Goal 5: Explore opportunities to support transfer to UH distance education programs. Benchmark: No transfer center currently exists. Desired Outcome UH 4-year Transfer Advisor. In progress. Grant funding will support advisors from UH Hilo, UH Mānoa, and UH West O'ahu at KauCC and build a Transfer Center. UH Strategic Imperative: S. Unit of Measure: 1 position.

Year Implemented: AY 2024-2025

Goal 6: Increase visibility in the Kaua'i Community. Benchmark: 54% of 2022 survey respondents who know about the UC. Desired Outcome: Increase percentage. Will reassess effectiveness in outreach efforts with the 2025 follow-up survey. UH Strategic Imperative: S and W. Unit of Measure: 2025 follow-up community survey.

Year Implemented: AY 2023-2024 and 2024-2025

Goal 7: Increase participation in UC Kaua'i students evaluation survey to help us improve our UC services at the college. Benchmark: 3% (4 out of 156) of students worked with. Desired

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Outcome: 10% of students worked with. Not Met. AY 2023 – 2024: 8% (10 out of 120) of students worked with. UH Strategic Imperative: S. Unit of Measure: UC Kaua'i Student Evaluation Survey.

Year Implemented: AY 2023-2024

These recommendations for improvement will guide our UC program until the next Comprehensive Review, outlining our next steps for promoting UC services and distance education programs. They aim to align with community needs and leverage our partnerships with UH campuses, the system, and high schools to enhance higher education opportunities for students on Kaua'i.

5. Resource Implications

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