Aloha pu'u ki'eki'e ke ho'a'o 'ia e pi'i.
No cliff is so tall that it cannot be scaled.
No problem is too great when one tries hard to solve it.

Aia no i ke ko a ke au.
Whichever way the current goes.
Time will tell.

Aina ke ola.
Life is in a precarious position.
Life hangs by a thread.

Aina i ka ʻōpua ke ola; he ola nui,
he ola laulā,
he ola hohonu, he ola kiʻekiʻe.
Life is in the clouds; great life,
broad life, deep life; elevated life.

Life is in the clouds; great life,
broad life, deep life; elevated life.
The reader of omens knows by their
shape and color whether, clouds
promise rain and prosperity,
or warn of disaster.

'Oi kau ka lā, e hana i ola honua.
While the sun yet shines, do all you can.
While there is still earthly life
(ola honua), do all you can.

Hana ka uluna i ka paka mau.
Prepare the pillow when the raindrops appear.
Get ready for a period of rest.
When a storm came, farming and fishing
were suspended and the worker remained
at home, resting or doing little chores.

Kaua'i CC Response to the
UHCC Planning for
Fiscal Year 2022 and Beyond
TO: Erika Lacro, VPCC  
FROM: Joseph M. Daisy, Chancellor  
RE: Kaua`i Community College Response to UHCC Organizational & Resource Planning Paper  
DATE: November 12, 2020

This report presents the responses by employees and student representatives at Kaua`i Community College who participated in campus and cross campus meetings in response to the UHCC Organizational and Resource Planning paper. This report also includes a summary of the meeting of the Kaua`i CC and Community Task Force established to engage and seek input from our community members regarding the proposals under consideration, including consolidation/centralization of operations across the community college, consolidation of programs, and revenue generating activities.

The report is structured to present programmatic information and recommendations, operational information and recommendations, and to summarize the responses from our community members.

Through this report Kaua`i CC and Kaua`i document the unique and special role the college plays in every aspect of life in Kaua`i. In addition to the testimonials from our community members, civic leaders, business leaders, and education leaders, there is an abundance of evidence to demonstrate the ways in which Kaua`i CC is inextricably linked to, and respected by the people of Kaua`i.

One community member stated that “KCC is lean and fortunately, not mean, but compassionate.” This member has observed, “over the decades, the college has really worked to be a watchdog over its budget and programs because being the smallest, the college has really had to demonstrate its capacity as the only campus on the island combining distance learning and access at all levels for its students.”

Another community member expressed “a fear is that the College will get swept up in "across the board" solutions from the system level that don't make sense for our campus, and that cuts will be too deep before there is a real known target.”

It was noted that for the DOE, “the college is important/critical for academies and future jobs.” Finally, community members spoke of “the uniqueness of each campus.”

This report is submitted by Kaua`i CC to further inform UHCC discussions about the process and plans to address the challenges we face now and in the future.

Mahalo nui loa,

Joseph M. Daisy
Kaua`i Community College Response to UHCC Organizational and Resource Planning Paper, Operational Information and Recommendations

Kauaʻi CC - Counselor Response
The following is a response to the University of Hawaiʻi Community Colleges Organizational and Resource Planning Ideas for Consideration and Discussion and the UHCC Counseling Redesign Project. These two documents outline the following recommendations for consideration for counseling:

- “Right-sized” counseling model designed to provide an efficient and streamlined student experience for onboarding and advising.
- Utilization of best practices for systematic and integrated holistic student support.
- Improved coordination and planning with Admissions, Financial Aid, Academic Support, Career Services, and Academic Affairs.
- Better alignment with Strategic Directions and collective student success priorities.
- Counseling model that supports targeted recruitment and metrics-driven policies to improve enrollment, retention, and completion.

The counseling department at Kaua`i Community College provides a wide range of services to help students from point of interest to graduation and program completion and/or transfer. These services include: disability services, support to student government and student activities, mental health counseling, career services, programming for STAR and academic advising.

Recent reports have articulated the need for right sizing counseling services. The current recommendation is that academic advisors are provided to students at a 1:350 ratio. Currently, KauCC employs 4 FTE academic advisors and has a student headcount of 1,461. Therefore, there is one academic advisor to every 365 students.

Another recommendation that could lead to right sizing, is to examine the job descriptions of counselors to determine if certain positions could move from 11 months to nine months. A quick query of the number of appointments in STAR and other calendared appointments (please see chart below) indicates that many more appointments are held during the summer months than during spring and fall.

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>Total</th>
<th>Total headcount</th>
<th>Ratio of headcount to appointments</th>
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</thead>
<tbody>
<tr>
<td>56</td>
<td>577</td>
<td>616</td>
<td>572</td>
<td>393</td>
<td>2,214</td>
<td>1,461</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Receiving a pay reduction from suggested furloughs (9.1%) and from a reduction of the number of months worked (11 to 9), would result in a non-equitable pay decrease (17 + 9) (around 26%) for counselors.

Other support services faculty (including faculty who provide disability services, veteran services, and career services) collaborate with each academic advisor for onboarding and academic advising. If academic advisors were not available over the summer, valuable collaboration wouldn’t be possible to effectively support each student in a case management system.

Disability Specialists ensure the provision and oversight of academic accommodations for students with disabilities who are enrolled in summer classes (credit/non-credit) and for students who participate in New Student Orientation in accordance with ADA, Section 504.

Career services are accessed at a disproportionately larger rate during the summer months. The Career Counselor conducts student appointments, holds target workshops, and teaches in the classroom setting to FYE students, high school students, and community organizations. The counselor provides services on average to 450 students per year and works with about 200 employers on Kaua`i. Career Counselor is heavily involved in enrollment services, first-year experience, onboarding, and retention efforts.

In order to maintain a “right size” we will recommend that the 2 academic advising positions that we have recently lost, not be filled. The advising load of these two counselors was divided among other counselors. Maintaining year-around (11 month) academic advising services to our students is advised to support our students from interest through degree or certificate completion.

**Integrated Student Support**
The counselors at KauCC recognize the benefits of implementing a case management system and have been key players on the ISS committee and the Onboarding and Retention workgroups to develop a comprehensive support system. The following are recommendations to further this effort:

- Develop a case management system that is connected to STAR that includes intake forms, tracks contacts and tracks student progress with the capacity to provide query reports to identify student needs.
- Account for student contacts (ie email, phone and texts). Often, these types of advising touch points go undocumented
- Continue to map out the student experience through services and programs so that there is holistic support for students
- Examine different case management models to ensure that best practices are followed
- Further develop a system-wide “scorecard” that identifies momentum points that allows us to track our progress and align with strategic directions
Counselors are integral to the onboarding processes including leading workshops and training for students in: choosing a major, creating a user name, STAR training, Placement testing, and Registration.

Institutional Research

Kaua‘i Community College recommends the following regarding IR Consolidation:

1. Review IR Workgroup Proposal
2. Consider how lost skills from retirements will be handled (e.g., Banner Specialists)
3. Adopt consistent technology platforms across the UHCC to reduce expense and redundancy
   - 1. Assessment (Watermark: Via, Aqua, etc.)
   - 2. Reporting (Tableau, PowerBI)
4. Avoid using consultants - why spend money when skills are in-house and who will support products after contracts end?
5. De-silo IR within and across the System
6. Identify skill strength(s) of current IR to champion professional development (e.g., train-the-trainer model) to build and skills and capacity within the UHCC
7. Be strategic with any personnel moves
8. Realize that using campus IR for system work without removing campus duties will result in overload/burnout for campus IR
9. IR positions across campuses are not consistent in duties, required MQs, pay, or classification (i.e., APT, faculty, EM)
10. Develop and communicate a vision for the future of IR within the UHCC

The College requests that Institutional Research remain an 11-month position because support from this office is needed throughout the year. At a minimum, summer months are used to:

1. Refresh and maintain current dashboards,
2. Create custom dashboards that are labor-intensive,
3. Develop forecast models for enrollment management and fiscal planning,
4. Prepare the campus for the upcoming assessment cycle (e.g., imports, extracts, updates, etc.),
5. Develop new tools to support current and upcoming initiatives (e.g., tracking Institution Set Standards, DOE outreach, student success and retention, building/classroom use, early alert student survey, etc.),
6. Support programs and units that operate all year by providing end-of-year reports and summer student lists,
7. Provide data and other support for current and upcoming grants (e.g., data, evaluation, writing, reports, etc.), and
8. Complete ad hoc requests from varied campus constituents to prepare for the upcoming academic year (e.g., scheduling analytics and faculty load report).

The College will not be able to adequately prepare for the upcoming academic year or continuously improve if institutional research support is limited or reduced over the summer.
Projects completed in the summer months are integrative and require a thorough understanding of the college to produce products and solutions that meet unique and varied requests.

**Office of Continuing Education and Training**

Continuing Education offers strategic and flexible opportunities and is a resource for Kaua‘i’s workforce development as we continue to meet the needs of students, employers, and our community. We provide workforce education and training for a diverse group of community members — from young students exploring careers through Kids College to anyone of any age who want to acquire skills to enter the labor market, to incumbent working adults who wish to improve their existing skills or meet State licensing requirements. We strive to provide education and training to a diverse workforce, which shows a combination of responsiveness to employers’ skill needs and students’ concern for employment. We are able to fast-track system wide initiatives such as Kupu and OahuBackToWork.com CARES funded training. We also respond to local industry stakeholders who request training to meet their workforce training needs.

The essential features of the continuing education workforce approach are:

(a) curriculum driven by local industry demands;
(b) flexible delivery systems to meet the immediate needs of students and industry;
(c) a mixture of work-based, classroom, and online learning, frequently offered with wraparound services;
(d) rapid and relevant time-to-market prototyping and development; and
(e) community and personal services such as testing centers, theaters, and emeritus programs for senior citizens.

As evidenced by the recently developed “Talent Roadmap to Economic Recovery in Hawaii,” (https://www.hec.org/talent-roadmap/), our statewide and systemwide Priority Workforce Areas are:

1. Healthcare
2. Information Technology
3. Applied Trades

By discussion with the UHCC Continuing Education Workgroup, future campus priority areas include:

1. Creation of Non-Credit to Credit Paths (“stackable credentials” where possible);
2. Stronger Relationships to Industry Partners
3. Integrated Student Support/Services for Non-Credit Students
4. Campus-Specific Strengths to Meet Community Demand (culinary, voyaging crew training, Microsoft, ESL, etc.)

**Recommendation for efficiency**

Overall, it is recommended that we centralize program coordination to meet statewide workforce demands but differentiate curriculum development at each campus based on local community needs. Campuses should integrate support services (student services, fiscal, marketing, IT, curriculum development support) into campus operations.

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1 Wraparound services include assessment, instructor on-boarding, career counseling, IT support, etc.
International Programs

International Program Overview
International Program overarches both the credit and non-credit side of the campus, and the program coordinator works to promote the following four areas of the program:

1. Short-term Customized Training (OCET/Non-credit)
2. International Recruitment and Student Support (Credit)
3. Study Abroad (Credit)
4. International Partnerships and Internationalization (Mostly serving credit side)

The Points of Strengths
- Kaua`i CC has an efficient one-person International Education office that handles all aspects of International Education:
- Non-credit international program supporting (logistically)/funding credit-side recruitment efforts
- Kaua`i CC has strong place-based customized training programs with several international universities
- KCC’s own student exchange programs and study abroad opportunities
- International Recruitment and Student Support based on our philosophy of Ohana.
- Strong International relationships with Universities in Japan

Proposal/Ideas for Consolidation and Cost Reduction for International Program:
- Changing the international program coordinator position from 11 months (general fund) to 9 months assignment (general fund). We hope that this will contribute to cost reduction, as well as improving efficiency of the unit (including clerical staff) and fully utilizing resources in the unit (including clerical staff, international ed fund), as well as effectively utilize the international ed account to promote international programs at Kaua`i CC.
- Create a team consisting of international ed coordinator, International student advisor and admission officers and clearly delineate areas of shared and designated responsibilities in international student enrollment and support.
- Consolidation/Partnership- Partner with other UHCC campuses with an established ESL Program, such as Kap CC, Leeward CC, and HawaiiCC to create a pathway for international students who do not meet our language requirements.

Performing Arts Center
Although the PAC is a “program” under OCET, it does not officially have any current programs. It is a “venue-for-hire,” which depends on selling facility rental, equipment rental, and labor services to our community. It is not intended to compete with other venues on the island. Instead, it serves the island community by providing a state-of-the-art facility and equipment for rent to majorly the local community and also to professional production companies. This model has kept operational costs at a manageable level and keeps operational needs at a minimum, with casual hires working as the technical crew during off hours.
There is no other similar or duplicate program like the Kaua`i CC Performing Arts Center. Each theatre in the Community Colleges differ in several ways, one major way in the Kaua`i CC is the only theatre that operates in a revenue generating manner. Kaua`i CC PAC is actually in a position to create and expand programs. If working in tandem with OCET functions, then the PAC can possibly host various Arts, Dance, and Music programs that can be non-credit bearing and serve the community at-large for the purpose of building culture and bridging the college to the local community in various ways. The PAC is a major downstream distributor of Arts, Innovation, & Culture and is a pivotal part of Kaua`i CC’s arm into the community. It is a structure and vehicle designed to partner with local economic development initiatives both in short-term and long-term ways. When the PAC is open, there is not doubt as to the demand for its use from external Kaua`i CC partners. There is a plethora of arts, innovation, and cultural groups on Kaua`i, and they need a home. Kaua`i CC PAC is that home.

Once the PAC and campus is open to the public, the PAC has the potential of generating between $250,000 - $300,000 at MAX capacity annually using current unrevised fee structures. There are limited PAC functions that can be done from the system office because the functions are highly specialized to the specific location and facility itself.
KauCC Academic Affairs Recommendations to VPCC Memo

Overview
It is important to reflect on our campus and Academic Affairs priorities that shape where we wanted to go as a campus and unit prior to COVID-19 and its detrimental financial impacts. These priorities serve to guide decisions, actions, and answer the questions of: What is our promise to our students (mission)? Where are we now? Where do we want to be in five years (vision)? What courses of action will aid us in vision achievement (goals)? And, developing strategies now will certainly be necessary towards informing our resource allocations and actions for navigating the current environment to still achieve our faculty-determined goals and vision. It is worth stating that our campus mission, academic vision, and goals are passionately held, collaboratively derived, and collectively engaging, aspirational motivators that ensure the exceptional quality of our academic programs and enriching student experiences. To that end, KauCC is ranked among the best performing community colleges in the nation (Pacific Business News, August 27, 2019).

Mission
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‘oikai‘a i‘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.

‘O ke kahua ma mua, ma hope ke kūkulu.
First comes the foundation, then comes the building.
(ʻŌlelo No‘eau, number 2459)

Kaua‘i Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
• Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua‘i.

Academic Affairs Vision
Inspire learners to innovate, create, and propel their ideas into the future.

Academic Affairs Goals
• Create a culture within the community where education is important, and we are known for the quality of our programs.
• Empowering an inclusive, affordable, attainable, and quality education.
• Fulfill workforce needs rooted in culture, using community partnerships and sustainability to stay on Kaua‘i for a better life for our families and meeting the needs of the island for the 21st century.
• Provide students with a core that is high-impact, innovative, and excellent with a culture that is flexible and supportive to meet the changing needs of the community
• Create excitement in learning both for jobs and life to meet workforce needs, including trades and cutting edge 21st century skills.
• Open doors for students to succeed.

Summary
Existing Innovations, Efficiencies, and Cost Savings
Likely due to our smaller size, which requires we be creative with our resources, KauCC has always been a highly innovative campus. The below highlights and recommendations provide some evidence and insight into our innovative campus culture which is proving useful at this unparalleled time in our history. Within this summary we highlight here some innovations, efficiencies, and cost savings already implemented and follow with those possible in our near future as identified by our programs. These, and others, are discussed in more detail under each program.
• Certificates are awarded as workforce value credentials and also serve as accomplishment motivators for our 77% part-time students;
• ACCJC approval for delivering six programs fully online;
• International articulation agreement for BUS;
• Run credit/no-credit courses in collaboration with OCET for AA cost savings and revenue generation;
• Developed courses for OCET;
• Outcompeted universities for NASA ROCKSATx program payload space and will launch from Wallops August 2021 in addition to supporting with our ground station at KauCC;
• Delivered a MEDA program on Maui at no additional cost to either campus;
• Development and expansion of OER materials for student cost savings;
• Left the approved Dean position open for the last 2.5 years offering significant savings (VCAA fulfills those duties);
• Have not filled seven vacated faculty positions leading to significant cost savings;
● Actively exploring creative scheduling solutions (*Scheduling for Success*) to enhance student success as well as achieving efficiencies and cost savings (*One Night to Success*, improved program scheduling, improved collaboration with GE courses, PT scheduling, compressed and accelerated courses, cohorts, etc.);
● Capitalizing on alternative funding sources/grants and industry collaborations;
● Reduced software licensing costs through Open Source software (OSS);
● Reduced sections taught by lecturers where FT faculty are available;
● Minimizing low-enrolled courses through scheduling improvements;
● Continue seeking alternative funding sources through grants and initiatives;
● Created an EC Health Pathway in collaboration with P-20 and WHS Health Academy;
● Established pathways and articulation agreements; and
● Merging of low-enrolled programs (AMT/ABRP and CARP/EIMT/FENG).

**Possible Future Innovations, Efficiencies, and Cost Savings**

- Terminate Plant Biology and Tropical Agriculture (PBTA) AS and develop transfer option as a concentration under existing ASNS AS (Agricultural and Environmental Science AESC);
- Retain PBTA CO, but convert PBTA ASC to a CA;
- Classify Agriculture as CTE for system alignment;
- Re-envision Beekeeping program and scale up Apiary towards revenue generation (for the college and the island);
- Co-teaching courses across UHCC campuses;
- Establish a UHCC lecturer pool for programs;
- Partner and align with OCET to provide continuing education requirements post-graduation from the MEDA program offered via distance education;
- Shift program identified low-enrolled classes amenable to on-line delivery to that modality and develop system collaborations supporting scheduled delivery;
- Align UHCC schedules to facilitate shared, online course delivery and student scheduling needs;
- Enhance Distance Learning opportunities as determined by program faculty;
- Opportunity for other UHCCs to provide online, advanced courses in Information Technology and lower division courses in CEE/EE in collaboration with our faculty to serve KauCC students;
- Opportunity for other UHCCs to provide online ESL courses to KauCC students;
- Utilize existing full-time faculty for merged programs reducing costs;
- Creation of EC pathways as a replacement for KauCC’s Construction Academy for CARP and AEC classes and bring additional secondary students to KauCC;
- Save costs by pausing courses and certificates that may temporarily be low-enrolled due to COVID-19 impacts until those sectors/industries rebound;
- Efficiently schedule courses to avoid low-enrolled sections and to serve more student needs; and
- Guide our ESL students to campuses with robust, three-tier ESL programs in place--including online options.
Agriculture/Plant Biology and Tropical Agriculture
VPCC Memo: Opportunity to consolidate and align Agriculture programs

History, Culture, Support, and Future
Agriculture in Kaua‘i is part of the culture, history, place, and future of this island. Agriculture in Hawai‘i has transitioned from large scale corporate agricultural production to diversified entrepreneurial agribusiness that produces for local markets. This new direction requires a large, well-trained workforce in agriscience and agribusiness. Consequently, there is a need to educate more students in agriculture, food, and natural resource management. Research projects at KauCC provide a local learning environment for students and foster local agriculture in the community. Projects contribute to breadfruit research, inspire, and energize students about agriculture, and provide students with motivation to develop and produce locally grown staple foods such as breadfruit, taro, and sweet potato for Kaua‘i’s community and economy (Appendix A).

The mayor of Kaua‘i, in a letter to former chancellor Helen Cox, emphasized the need for the college to educate the youth of Kaua‘i in Agriculture and to excite and develop student passion. The mayor stressed that the agriculture industry on Kaua‘i truly depends on the keiki and the tools they are provided to achieve their dreams and goals. The mayor fully favors and supports an agricultural position to meet students’ needs (Appendix B). The College of Tropical Agriculture has filled four of their Agricultural Extension Agent positions on Kaua‘i with young, enthusiastic individuals who are working on new crop ideas and facilitating clean produce for the marketplace. The Kaua‘i DOE schools have hired new instructors for Agriculture and Natural Resource management. KauCC is currently delivering on (KapHS) and further developing Early College (EC) offerings with local high schools.

Excerpts from the NOELO article title, A tiny Orchard’s potential role in Shaping Kaua‘i’s Sustainable future: Ulutopia (Appendix A), and from a 2020 Article in the Hawaii Farm and Food Magazine, Green Again, Hawaii Farm Bureau Federation featuring agriculture throughout the state (Appendix C).

The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long-term data on agronomic cultivation of breadfruit in Hawai‘i, says Brian Yamamoto, professor of biological science at KCC and Ulutopia’s current project director.

Hawai‘i’s agriculture has transitioned from large-scale plantations to diversified entrepreneurial agribusiness. This new direction brings a need to educate more students in agriculture, food, and natural resource management. While providing a local learning environment for students and fostering local agriculture in the community.

January 7, 2020, then serving Acting Chancellor and Interim VPCC, Erika Lacro, provided support towards the extramural funding of agricultural endeavors on Kaua‘i, including Ulutopia, due to the important role agriculture plays in the future of the island (Appendix D).
In 2014, Dr. Marahatta assisted with the development of a joint project with the Breadfruit Institute National Tropical Botanical Garden titled, Ulutopia Hilag: Providing Opportunities for Vibrant Agriculture in Hawai’i. And, in 2018, Brian Yamamoto took over as the project PI. This research endeavor includes the following projects:

- Agronomic data collection and analysis;
- Annual yield production due to fertilization methods;
- Breadfruit disease analysis, collection and prevention;
- Breadfruit leaf litter carbon sequestration;
- Statewide tissue nutritional analysis of breadfruit;
- Breadfruit root cutting propagation research;
- Breadfruit microbial biome research;
- Value added products made from breadfruit grown at Ulutopia.
- Legislative backed breadfruit flour production initiatives on Kaua’i; and
- Feed the needy: Thousands of pounds of breadfruit donated to the Kaau’i Independent Foodbank, DOE schools, and KauCC staff and students.

The Breadfruit research farm provides students with hands-on experiential learning opportunities for BOT 101/101L, BOT 105, BOT 130/130L, and AG classes. Students collect and analyze data to develop an understanding of crop dynamics.

**Recommendations**

The Agriculture program, through its various re-envisioned iterations over the years, has been a consistently low enrolled program. The most recent Plant Biology and Tropical Agriculture (PBTA) AS never moved from provisional status and is unlikely to yield significant numbers of graduates. Those students interested in pursuing careers as agricultural scientists and transferring are likely best served with a concentration under the ASNS transfer degree program (which was a former iteration of an Agriculture AS pathway). Though the separate PBTA AS may not be needed (see further details under the ASNS section), the importance of agriculture to the island of Kaua’i persists. Thus, the college should retain its PBTA CO and PBTA ASC. Additionally, the college should convert the PBTA ASC into a more applicable CA. By eliminating the PBTA AS, these certificates and this program are then positioned for the more suitable designation as CTE, which advances system alignment. These changes should include a restructuring and revamping to meet the current needs of the island.

The college has an Apiary for queen bee production, with a CO for Beekeeping. The CO was generated in association with a grant project. However, the classes are generally too low-enrolled to run and this program and interested students are likely best served under OCET. The Apiary has much potential for revenue generation, considering this is a $10 million/year industry on Hawai’i island, and should receive college focus for re-envisioning at this time.
Creative Media

VPCC Memo: Opportunity to consolidate and align Creative Media-related programs

The Creative Media (CM) program at KauCC develops a diverse mix of market-ready, digital media skills. The success of this program in majors and graduates has been impervious to the pandemic. KauCC has updated over fifty percent of its curriculum with new, CM-alpha classes that replaced courses with overlapping content. The redesigned program provides an AS degree and certificates in Graphic Design, 3D Animation, Video Production, Music Production, Still Photography, Event Technology, and Website Technology. Since the update was implemented, the program has grown from twenty-six majors (Spring 2018) to sixty-two majors (Fall 2020). Awarded Degrees and Certificates also continue to increase (eight AS degrees and 23 COs in AY2020).

Each term, students in CM classes join to create professional fundraising programs for local, non-profit organizations, including Easter Seals, Big Brothers/Big Sisters, K.O.R.E and the Kaua‘i Humane Society. CM students also produce videos that promote other programs at KauCC including Business, Accounting, Culinary, and Automotive. Additionally, the KauCC Marketing Department exclusively hires CM students who create advertising materials, podcasts, and video programs that promote lecturers, individual programs, and the college.

The success of KauCC’s CM program is largely due to fiscal support provided by the UH ACM-S. Every initiative in KauCC’s program has required an investment in industry-standard equipment for students. New equipment including a cinema-quality video camera, live-event lighting systems, professional audio recording equipment, iMac computer workstations, and ergonomic furniture for two computer labs has been funded through the ACM-S office. ACM-S leaders provide an unprecedented level of advice, support, and encouragement which has removed barriers otherwise impeding program growth. Facilitated by ACM-S leaders, KauCC’s articulation agreement with UHWO is another positive outcome for students.

The CM program received donations from private industry in excess of $50,000 from both Hawaii 5.0. and Disney Films. KauCC CM students were hired by both of these companies, which may be a contributing factor that led to the donations. All donations have been used to purchase industry-standard equipment that students use to complete high-quality class projects.

Innovations and Cost Savings Potential

Fall 2020, KauCC began to integrate Open Source software (OSS). Students have the choice to use proprietary applications like Adobe Creative Suite (at the students’ expense) or OSS. This shift created a cost savings of $400 (Adobe license) per computer workstation, and across 45 stations totals an annual savings of $18,000. Moreover, OSS gives students free, viable options to create projects and fosters an innovative mindset that students can apply after graduation.
Spring 2021, CM will reduce course offerings by fifty percent and require students to take courses in a specific sequence. Based on the success of existing cohort programs, this change is expected to increase graduates and reduce lecturer costs by approximately ten TE’s per term.

During COVID-19, hybrid course delivery allows students to use industry-standard equipment, work together on field productions, and receive one-on-one coaching. KauCC secured Noah Domingo to teach 3D animation synchronously online. Noah was recommended by Brittany Biggs, former KauCC 3D Animation lecturer subsequently hired by UHM. Connections with UHM may bridge a gap and open future opportunities for KauCC graduates. 3D animation should be hybrid-delivered for student access to computers needed to run Maya (3D software). Students could meet in one of KauCC’s computer classroom/labs. During the class, the KauCC faculty member would act as the classroom coach to help students with assignments and resolve technical issues. A qualified faculty/lecturer from another CM program could teach the course. As a co-teaching effort, the faculty/lecturer’s TE’s would be reduced by one TE for the class.

Another cost-saving measure may be to postpone classes that have been impacted by COVID-19. Event Technology (ET) is a candidate because the topic area involves live performances. Removing ET courses, however, may have a negative impact on student satisfaction because when the pandemic is over, ET will immediately return to be a ubiquitous and lucrative field, with Audio/Visual Technicians earning an average of $60,000, annually in Hawaii. Students will be better served if, during the pandemic, they polished their skills as Event Technologists and prepared for the time when live performances resume.

A UHCC CM program lecturer pool could also be created from which co-teaching could occur for the following, intermediate-level courses:

- ART 225 - Intermediate Graphic Design
- CM 171 - Intermediate Event Technology
- CM 191 - Intermediate 3D Animation

The KauCC faculty can assist students in the classroom/lab while lecturers for these courses teach synchronously, online. As a co-teaching effort, TE’s would be reduced by one TE for each class and allocated to the KauCC faculty member/coach. The articulation agreement with UHWO would need to be addressed to ensure seamless transfers to UHWO for KauCC graduates.

Though ART 112 is a common course to CM programs, this foundational course serves as a platform from which CM students are molded for success in campus-specific programs and relationships are fostered with program faculty. For that reason, it is preferable that ART 112 is not taught outside each program. This ensures student and faculty satisfaction are enhanced and not adversely impacted for the CM program.
Business, Marketing, and Finance

VPCC Memo: Opportunity to consolidate duplicate Business-related Programs including Accounting, Business Administration, Business, Management, Business Technology, Marketing, and Entrepreneurship

There should be no consideration of eliminating any BMF programs of the campus or anywhere within the system. Individual KauCC BUSED programs have been proactive to collaborate with peers across the system to consolidate sections of courses to reduce lecture costs. There are many opportunities for revenue generation on both the credit and non-credit sides of the BMF arena.

Accounting

Cross-campus and Kaua`i Accounting (ACC) program related discussions that support effective outcomes include:

**ACC programs/courses are relevant and vital to our workforce needs.** There is faculty consensus systemwide that no accounting program should be eliminated. ARPD data confirms healthy demand for Accounting Program graduates on Kaua`i as well as across the system.

**Unique student demographics and individual community needs** served by each campus supports the importance of keeping accounting courses and programs. Courses currently offered within the Accounting Program have been reviewed within the UHCC system and with the current program advisory board. All remain to be vitally important and the minimum needed for workforce development.

**Majority part-time students (80% in AY 2020 for KauCC)** and shorter accounting certificates serve these enrollees by promoting earlier employment and providing intermediary academic accomplishments. During the academic year 2020, 47 CAs and 34 COs were awarded. Student commentary supporting certificates include, “Helps students become qualified in certain accounting jobs without the degree; therefore, students could start working in the field while they complete their degree” and “Offers quicker and cheaper alternative to start working in the field.”

**Strong accounting professional community bonds** exist in our small Kaua`i island community due to years of relationship building, student/professional events, successful placement of graduates and interns, and bi-monthly Accounting Advisory member gatherings (pre-pandemic). In turn, there is significant support for our program and students.

**Highly qualified CPA faculty with years of industry experience** who continuously maintain continuing professional accounting education (80 credits every two years) and state of Hawaii CPA license renewals, at their own cost. Having faculty with current CPA licensure contributes to effective, relevant, and current curriculum delivery at KauCC.
High accounting graduate transfer rates to UH four-year institutions feed and support other campuses.

Streamlining offerings to optimize FTE faculty and minimize lecturer costs despite strong demand for accounting programs/courses, can be achieved by shifting enrollments across campuses for low-enrolled classes. Further accounting faculty discussions will ensure fair and equitable handling of this process.

Arranging coverage from other campuses for low-enrolled courses has been initiated by the KauCC Accounting program. Knowingly, asynchronous distance courses make scheduling easier however Kaua’i students prefer the synchronous online modality.

TXT0 no cost textbooks incorporated into the ACC124, ACC125, and ACC126 CTE series of accounting courses.

CTE courses should continue to satisfy general education requirements. Courses such as applied Math and English provide practical course content and skill-building, which correlates with and strongly supports industry needs.

Recommendations
- KauCC Accounting has taken measures to address the budget shortfall by eliminating traditionally low-enrolled courses ACC 124, ACC 255, and BUSN 188 by incorporating students from multiple campuses, which will be taught by one faculty in spring 2021. This practice results in shared resources and reduced costs. Recommend additional discussions with system-wide faculty to widen similar opportunities for other courses. ACC 201 and ACC 202 are necessary for transfer students but could be viable options for consolidation with other campuses.
- Increasing automation may render certain certificates such as Accounting Office Assistant and Accounting Assistant less relevant. Recommend further evaluation of the value/relevance of these certificates to guide future actions, including possible termination.
- Recommend continued collaboration with system-wide faculty to create shared no-cost supplementary teaching aides similar to those created during the 2020 ACC PCC PD summer session.

Business
- Going 100% online, asynchronous in Fall 2020, has spiked demand and has led to an additional five sections being added. BUS Majors have increased 50% from AY 2019-2020, and the online program has attracted working/returning adults and off-island students.
- 48% of BUS Majors are Native Hawaiian.
- However, the resources that were to be designated (1.0 additional FTE) in the Substantive Change Report to ACCJC, have not been awarded to the BUS Program.
● Currently the BUS Program is running with 1.0 FTE, when campus enrollments justify 3.0.
● The BUS faculty member redesigned 10 courses over the AY 2019-2020 and into the summer.
● The BUS faculty member integrated OER materials for all three ENT courses to reduce costs for the students.
● The BUS program has integrated project-based learning in its MKT 120, BUS 190, and ENT 125, ENT 130, and ENT 150 courses. These projects have been featured numerous times in the UH News, NOELO, The Garden Island, and FORBES magazine (Forbes, November 18, 2019).
● ENT courses have been integrated into the HPER Personal Trainer Certificate, the CM program, and the proposed Building Construction Technology program.
● Non-Major SSH has been the highest of all CTE programs, aside from Nursing for the past two AYs.
● BUS is the only program at KauCC with an international articulation agreement and has sent its first AS Degree student to Otago Polytechnic to attain her Bachelors in Applied Management.
● BUS has an opportunity to create additional international agreements with countries like Jordan due to its involvement in the Global Solutions Sustainability Challenge.
● ENT 125 students are participating in the Social Ventures Foundation EPIC 2020 global challenge, during which student teams from around the globe develop business concepts that can alleviate community poverty.
● The BUS program has created multiple courses for OCET, but due to the inability to attract a target audience, the courses have not run.
● The BUS program was approached by Representative Nadine Nakamura to design and execute a Pivot for Recovery workshop series that could be held to help Kaua‘i businesses and businesses across the state during these trying times, but due to restrictions on personnel, the college lost this opportunity.
● KauCC BUS program is willing to work with other UHCC programs to offer options for our students provided that BUS courses taught at other campuses:
  ○ Are online, asynchronous;
  ○ Are taught by full-time faculty;
  ○ Use the same materials used in KauCC ENT courses; and
  ○ KauCC BUS program retains the capacity to offer additional sections of courses if full-time faculty become fully loaded.

Medical Assisting
VPCC Memo: Opportunity for credit Medical Assisting programs to work on alignment with non-credit programs

The MEDA Certificate of Achievement (CA) program continues to be a healthy program. In addition, as of 2019 the program is no longer considered a small program using the UHCC less than 10 graduates 3-year average metric. Medical Assisting remains a high demand
occupation; ranking 6th in Hawaii according to Hawaii Workforce Data. Nationally, 40% of MAs have college-level education and 26% have associate degree level education.

The MEDA program continues to serve its target student population e.g. AY 2019-2020, 43% of majors were Native Hawaiian and 43% Filipino. In addition, approximately 50% of MEDA program graduates each year are Pell grant recipients indicating that the MEDA program is meeting its target student population of low-income students. The MEDA program is cost effective and efficient in its use of resources. SSH has continued to increase, resulting in the MEDA program generating more revenue in tuition and fees than in previous years. The 28 semester hours per student compares favorably with similar larger healthcare programs. This is in part due to curricula modifications made two years ago that have now resulted in all students enrolled full-time in both fall (16 credits) and spring (15 credits) semesters.

Program outcomes are excellent and remain above the national accreditation benchmarks in all areas e.g. persistence, graduation, certification exam passage and employment etc. Local employers continue to hire MEDA graduates and remain highly satisfied with the quality and academic preparation of KauCC graduates. It is becoming increasingly common for employers to require a graduation from an accredited program as a condition of hire in addition to offering a higher hourly pay rate. No gap exists between college-level medical assisting graduate numbers and workforce needs on Kaua‘i. However, a gap does exist between higher education medical assisting graduate numbers and workforce needs on other outer islands as there are no MA programs on Lāna‘i, Maui, Moloka‘i or Hawai‘i to meet their workforce demand for MAs.

The MEDA program has used creative strategies to construct a pathway that provides access to students on outer islands without any additional cost. The unique student population and student needs on the outer islands can be best served by the Kaua‘i CC program. The MEDA program offered its CA to students on Maui using classroom and lab facilities on the UH - Maui College campus in fall 2019, to address Maui’s workforce needs for MAs. This was achieved with support from a Perkins grant for equipment and supplies and at no cost to either campus. This model provides a scalable opportunity that aligns with the other outer islands workforce needs for MAs.

The Kaua‘i CC MEDA program is right sized to meet the workforce needs of the population on Kaua‘i. In addition, its unique approach places it in a strong position to provide a culturally congruent and thoughtful approach to Native Hawaiian and Filipino students on all the outer islands.

Innovation and Opportunity Potential
Opportunities exist to partner and align with non-credit for continuing education post-graduation via distance education. This annual requirement to maintain MA certification is currently unmet by UHCC. Continuing education courses also provide opportunity for significant revenue generation by non-credit UHCC OCET departments.
Industrial and Engineering Technology
VPCC Memo: Engineering Tech (ENGT) - may want to include ET/ETRO for alignment

Auto Body Repair and Painting
The Automotive Technology (AMT) program at KauCC revised its Program Action Request (PAR) to include newly modified courses under AMT from the previously inactivated ABRP courses and the ABRP program was terminated. New AMT courses designed for the ABRP industry create a new CA in Non-Structural Analysis and Damage Repair increasing the total certificates to be awarded under AMT. Other courses and another certificate will be developed in the future as demand increases in this area to justify the need. Maui College ABRP program was also recently terminated and has followed KauCC’s model to have its ABRP courses under the AMT program.

HawCC has a strong ABRP program and HonCC recently restructured their program to include training for DOE students. Both of these programs have strong industry support along with employment data that supports the significance of maintaining their programs. Curriculum will be shared among each program to help build each program to where it should be with HawCC as the lead. All campuses agree on the importance of maintaining the ABRP programs and to assist the smaller programs to rebuild and bring them back to industry standards.

ET/ETRO
Program highlights
- High demand for AS-Etro Tech graduates by PMRF subcontractors (gov/defense) and other local high-tech employers (Xerox, PacComm, Spectrum, ASCM, FAA, KIUC, even tourism). Demand > Supply. See this link for electronic tech job openings at PMRF since July 2019. PMRF Electronic Tech related openings
- Due to the campus size and population of Kaua‘i, this STEM program is typically low-enrolled.
- Similarly, ETRO programs on other islands are low-enrolled but fill technical needs of the community.
- We articulate (informally) with Maui so students can pursue a Bachelors (BSET).
- This year we have the highest enrollment (12 freshmen) in nine years. It is unfortunate that the past two years were the lowest enrolled.

Recommendations
- All hands-on classes should remain f2f to insure students acquire the skills necessary.
- All ETRO/ET programs require a programming class (ICS 111) and networking classes (alpha prefixes vary: CCENT, ET, ECET, ETRO). These classes are amenable to on-line delivery.
- Due to the hiring freeze, we only have one FT faculty member. This one faculty member needs to cover the heavily hands-on electronics classes. Ideally, the programming and networking classes should be made available by the system.
Facilities Engineering

The consolidation of the Carpentry, Electrical Installation and Maintenance, and Facility Engineering programs was created to help the college justify the building trades on the island of Kaua’i by making it possible to meet the minimum numbers required by the UH BOR Executive Policy 5.229 *Programs with Low Number of Degrees Conferred*. The decision was made to modify the existing AAS Degrees to allow pathways to the Building Construction Trade (merging three programs into a single AAS degree with three concentrations). The Facility Engineering terminal CO has not had student completers formally noted in the total student graduates. Program consolidation will involve converting the existing terminal CO into a CA so that completion rates are formally reported by UH.

The Computer Aided Design, Welding, and Construction Academy courses are added to the program to give these stand-alone courses a CO under the Building Construction Technology Program to help boost enrollment and to budget funds to run the courses through the Trades Division. The Computer Aided Design is articulated with the P-20 DOE Pathways and needs to be included in the proposal so those courses can transfer to the UHCC system. Welding courses will reestablish itself because of public demand with increased AWS training standards to become an addition to the Facility Building Maintenance CA under the new BCT degree.

**Recommendations**

Consolidation efforts are modeled after the UHMC Construction Technology AAS Degree while building on the strengths of the EIMT and Carpentry programs at KauCC. The following statements are our recommendations:

- Creation of EC pathways as a replacement for KauCC’s Construction Academy for CARP and AEC classes and bring additional secondary students to the College.
- Consolidate these programs as planned and have full-time faculty teach courses in as many disciplines as possible, eliminating lecturers and additional staff, and combine courses that are similar under one program.
- Realizing the Hotel Industry will rebound and these courses will be needed in the future, a restructuring of course offerings and temporarily not schedule low enrolled classes.
- Our final recommendation is to teach courses every other year with every other year start dates in areas to better utilize classroom space and staff.

No salary or cost savings will be gained by the elimination of the Facility Engineering program as the majority of courses are taught by salaried faculty of the existing EIMT and CARP programs. Minimal lecturers are used on courses for which current faculty do not meet the MQs. Loss of FENG students will make many of those combined classes low enrolled. The majority of Facility Maintenance students are returning adults seeking an occupational change or a work promotion. KauCC is the only source of training for Kaua’i residents to update their skills in the Hospitality Industry.
Information Technology

VPCC Memo: Opportunity to consolidate duplicate IT-related programs

- All ETRO/ET programs require a programming class (ICS 111) and networking classes (alpha prefixes vary: CCENT, ET, ECET, ETRO). These classes are amenable to online delivery. We usually teach the subjects, but with only one instructor now (due to budget constraints and the hiring freeze an open position was not filled) it is not possible.
- Additional higher level courses (more programming, database, security) should also be offered online. This would support those ETRO students who wish to advance their IT careers. Note: PMRF has requested we offer more advanced courses, but this could be offered at the system level.

Arts and Sciences

Hawaiian Studies

Since KauCC began offering our A.A. in Hawaiian Studies, our program has continued to grow and flourish. Our degree program is critical to connecting our students with community groups and offering place-based learning experiences. We have partnered with community groups such as Mālama Hulē’ia, Mālama Māhā‘ulepū, the National Tropical Botanical Garden, Polynesian Voyaging Society, Waipā Foundation, and Nāpali Coast ‘Ohana. Our program also manages a wetland lo‘i (taro field) where students from other programs and outside community members obtain hands-on, cultural experiences. Through these partnerships and opportunities, we are upholding the mission of our college and connecting the community with Kaua‘i Community College.

Since 2015, the program includes more asynchronous online courses to meet the growing needs of our students. The HWST 107 course is also approved for the five-week online cohort offered by LeeCC, which has increased our enrollment (92%). The program meets the needs of our local high schools by offering two EC courses in Hawaiian Language.

The Hawaiian Studies program supports other programs by offering classes that are needed for graduation. The HWST 107 course, for example, is one of the highest enrolled courses on campus, supporting Liberal Arts, Nursing, and other CTE students who are working towards their degree. While not all program course enrollments are high, we take pride in the quality of our classes and the enriching experiences our students have while in our program.

Our Hawaiian Studies faculty and staff work alongside other Hawaiian Studies faculty from across the system to ensure alignment with our course content and learning outcomes. To help streamline the transition to other four-year programs, we collaborate to prepare our students for the journey ahead. We also acknowledge the uniqueness that each campus has to offer our students. KauCC’s Hawaiian Studies program provides opportunities for students to learn more about their island home and to work with other cultural practitioners. Students also have the
opportunity to earn additional certifications through our program, such as an ASC in Hawaiian Studies, and certificates in Hawaiian Botany, Voyaging, and Mālama ʻĀina (Sustainability).

In terms of workforce development, there is no specific career path for our students. Our Hawaiian Studies program allows students to enter into a variety of different careers. Some of our graduates are now teachers and college professors, archivists, researchers, directors at both the state and federal level, archaeologists, and business owners. We believe that there is no limit to where our students can go with the right foundation, and our Hawaiian Studies program provides that support.

Recommendations
Our recommendation for the Hawaiian Studies Program at KauCC is to:

- Offer more courses via Distance Learning.
- Work with community partners to determine and meet their needs and prepare our students for the workforce.
- Offer courses in the later afternoon and evening to meet the needs of our working students.
- Offer lower-enrolled courses less frequently. For example, offering HWST 270 every other year as opposed to every other semester.

Liberal Arts Initiatives

Early College
EC classes account for roughly ⅓ of KauCC’s total enrollment. The LA program has offered a considerable portion (36-41 sections per AY) of all campus EC courses since the inception of EC: six sections during the AY 15-16 (55% of KCC’s total EC offerings), 16 in AY 16-17 (73%), 24 in AY 17-18 (69%), 41 in AY 18-19 (65%), 37 in AY 19-20 (77%), and 36 in AY 20-21 (68%, despite COVID-related cutbacks).

Joint Credit/Non-credit Courses
Joint credit/non-credit courses serve as a way to make courses such as our music ensembles viable. Only a few students enroll each semester for credit in these courses, but there is significant, ongoing community demand for the non-credit option. These community members routinely enroll through OCET, and the instructor’s salary is split between the college’s regular faculty payroll and that for OCET’s instructors, based on the ratio of credit to non-credit students.

Collapsing Pipeline Classes
See the Math section below for some specific situations where the pipeline has been shortened. See the English section below for discussion of the inaccurate low-enrollment flagging of ENG 100 sections.
Academic Subject Certificates
The LA program offers ASCs in Math and English to encourage students to pursue their areas of interest. These ASCs allow students to complete foundational courses and prerequisites for further study at UH four-year campuses. Additional ASCs are planned for Visual Arts, Performing Arts (once KauCC’s existing articulation agreements are honored by UHM), and Languages (Hawaiian, Japanese, and Spanish).

Challenges

CTE-Specific General Education Courses
Various LA disciplines have created GE courses targeted for CTE programs. Examples of these courses include PHYS 101: Career and Tech Ed Physics and ENG 106: Technical Communication. However, because such class sections need to be scheduled to meet the general education needs of CTE programs, this often results in the sections being low-enrolled.

Balancing Full Loads/Full Classes
Cancelling low-enrolled classes can lead to underloaded full-time faculty. KauCC creates a balance between offering the courses that students need for graduation and minimizing low-enrolled courses. Student attrition before the census date may also lead to low-enrolled courses. Because several of our GE classes developed to serve special populations are not the standard three TE load, it frequently becomes difficult to create 27 TE loads for all faculty. This leads to slightly over-loaded or under-loaded faculty.

Lecturers and Hiring Freeze Impact
- Due to the hiring freeze, our Psychology and Art departments now consist entirely of lecturers. About 10% of all KauCC students take a Psychology class, and (exclusive of the courses specific to the CM program), on average 104 students enroll in ART classes each semester. Our Agriculture program is in a similar situation.
- We are also dependent upon grant funding to support other positions; when the grant funding expires, we would normally transition to a FTE general funded position to continue the just-implemented program and/or courses, but the hiring freeze again makes this impossible. We have already lost our GIS instructor, despite having now established a GIS certificate program, and may soon lose a PHYS instructor for identical reasons.
- We already have seven unfilled faculty positions, and we anticipate retirements in more disciplines (HWST/HAW, ENG, PHYL, BIOL, and MICR).

While this move to lecturer-taught disciplines by not filling FTE faculty positions has saved the college money, its benefits must be balanced against how it compromises our ability to absorb any further position losses. If left unfilled, these position vacancies will impact the college’s ability to meet GE requirements and continue to develop effective and responsive curricula.
English

- No English courses are taught by lecturers. All FT English faculty teach full loads.
- The UHCC system is inaccurately flagging many KauCC English courses as being low-enrolled. The data analysis used by the UH system in this “Organizational and Resource Planning” (ORP) effort did not account for concurrent classes. This chart with data from our IR uses the correct data source to account for concurrent classes. As you can see, although these numbers are from census when some students had dropped courses, our overall fill rates in English are 80%. Although the ORP flagged 12 sections of English 100 as low-enrolled between F18-S20, in actuality only 3 sections were enrolled below 50%, those being evening classes offered to support the returning adult initiative.
- Prior to COVID-19, the college offered at least one EC English section at each of Kaua‘i’s three public high schools per semester. These offerings have garnered KauCC and UH increasing respect in the DoE and community for their rigor, quality, and introduction to KauCC leading to post-graduation enrollment.
- 200-level electives satisfying multiple graduation requirements have drawn enrollment throughout the UH system, such as ENG 272B, which satisfies DL, WI, and HAP graduation requirements at UHM and KauCC. As an elective for our Hawaiian Studies Program, it is also a future possibility for alignment with our recently added EC Hawaiian Charter school.

Recommendations

- We recommend retaining the current number of composition courses due to high demand based on recalculating fill rates per concurrent classes, and retaining electives offering students the chance to fulfill multiple graduation requirements at once.
- We recommend combining our efforts to serve ESL students with a campus such as LeeCC which offers a robust, three-tier ESL program with many DE offerings. While we had hoped to develop our own ESL program to meet this need, this is an opportunity for cost-saving collaboration.

MATH

Early College

- Community perceptions of our campus have improved because of collaboration between high schools and KauCC.
- Increased instructor collaboration between campuses.
- EC has created learning opportunities between instructors.
- Career pathways from high school, to college, to career are being formed (ex. creation of EC Waimea HS Health Academy).
- KauCC faculty created the template for the Introduction to College Math course that has been adopted statewide. This course provides a clear path for students who are non-STEM tracked to be qualified to take any non-STEM college level math upon entry to college (system-wide).
Addressing Low Enrolled Courses

- Over the past two years Math has had 17 low enrolled courses.
- Spring 2019 - two low enrolled 75X courses, offered fewer sections this Fall 2020, consolidated by combining three sections into two sections via asynchronous online. Resulted in two fuller sections of 75X as well as some students moving into Math 75X/100 accelerated cohorts for Fall 2020. Preliminary feedback indicates that asynchronous online might not be the best learning modality for this demographic of students. Consequently, we are proactively scheduling the spring Math 75X courses as synchronous online instead.
- The 8 week / 8 week offerings of Math 103/140X in the Fall and 241/242 in the Spring as part of the STEM Cohort initiative have been highly successful for the past two years. However, the 241/242 sections for Spring 2021 have been canceled due to anticipated low enrollment.

<table>
<thead>
<tr>
<th></th>
<th>8wk/8wk Group F18-S19 and F19-S20</th>
<th>Comparison Group F15-S20 non-Early College</th>
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</thead>
<tbody>
<tr>
<td>103</td>
<td># students 20</td>
<td>% successful 95%</td>
</tr>
<tr>
<td>140X</td>
<td># students 20</td>
<td>% successful 80%</td>
</tr>
<tr>
<td>241</td>
<td># students 22</td>
<td>% successful 86%</td>
</tr>
<tr>
<td>242</td>
<td># students 14</td>
<td>% successful 79%</td>
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- Calc III and Calc IV were consistently low enrolled, so we created Math 253, which condenses Calc III and IV into a single four-credit course, compared to six credits previously.

Cohorts

- Some examples of cohorting students include STEM 103/140X, STEM 241/242, Non-STEM 75X/100, and Nursing students in Math 115.
- Increasing retention - STEM Cohort has showed great success - we would like to consider offering it system-wide to get fill rates to increase
- To reduce math faculty overload and for cost savings, the STEM Cohort for Spring 2021 was cancelled as it was projected to be low-enrolled.
Shortening the Math Pipeline
KauCC math Faculty have been leaders in the UH system in shortening the math pipeline, at all levels. Many of these innovations have been piloted at KauCC and later adopted by the UHCC System.

- Piloted alternative placement measures based on high school achievement.
- Introduced an open-enrollment math class (Math 21, which has been replaced).
- Condensed elementary and intermediate algebra into a single course (Math 26, which became Math 82X). We have also cancelled this course when enrollment was low.
- Created a non-STEM developmental math pathway, which became open-enrollment, to provide more relevant preparation for Math 100/111/115.
- Created Math 140X to condense Math 135 and 140 into a single precalculus course.
- Created Math 253 to condense Math 243 and 244 into a single Calculus III/IV course. This course now articulates as Math 243/244 at UH Manoa, Hilo, and West Oahu.

Faculty Load
- Some faculty are on overload due to the high EC math demand and because we are short one full-time faculty member.
- In addition to fulfilling the roles as Math Coordinator, Math faculty members are serving in major leadership roles that offer assigned time such as: PTK Regional Coordinator, Division Chair, Faculty Senate Chair, and in the past, Curriculum Chair and Accreditation Lead. Leadership reduces instructional time but offers valuable development for these faculty members and benefits the campus and system by this service.

Recommendations
- We recommend temporarily holding off on hiring for the previously approved math position. This position was not filled due to the hiring freeze. We recognize the uncertainty of our future with the demand for math courses, including EC.
- We recommend that some of our math faculty members look into writing for a grant to allow for further cross-curricular collaboration and improvement of our ASNS and STEM pathways.
- Feedback from counselors and students indicate strong preference for face-to-face (F2F) classes. We highly recommend that we maintain as many math classes to be accessible F2F for our students on Kaua‘i. More specifically, at least one section per semester of 75X, 100, 103, 115, 140X, and one section per year for 82X, 111, 112, and all Calculus courses.

Natural Sciences
ASNS Overview and Growth
AS-Natural Science (ASNS) prepares students for transfer to Bachelor of Science programs at four-year universities and eventually prepares students to meet Hawai‘i workforce needs in
STEM. ASNS currently has three concentrations: Biological Science, Physical Science, and Engineering.

The ASNS at KauCC is growing and has room for expansion in enrollment, completion, and transfer.

- The start of ASNS coincided with more than doubling of math and science major course offerings and enrollment in those courses, e.g. 10 years ago MATH 140, MATH 241/242, CHEM 161/162, and PHYS 170/272 were each offered every other year. BIOL 171/172 was not offered at all for years. With the ASNS, we can now run all of these courses every year (and sometimes multiple sections per year).
- Formally established in spring 2019 and still working out some minor issues.
- Enrollment and completion trends are steadily up and we anticipate expanding by 50% or more within the next 5 years. There is untapped potential.

**ASNS Recommendations for Improvement**

- It is important we collaborate with other campuses to offer lower-division engineering specialty courses online via a rotating assignment schedule that distributes the teaching load in a fair but logistically and financially sustainable way [specifically: CEE 270, CEE 271, (one or more of EE 160/ICS 111/EE 110), EE 211, EE 213, EE 260, EE 296, and ME 213].
  - These courses are required by one or more of the most popular engineering majors (Civil, Electrical, and Mechanical) affecting the majority of our ASNS students. Each course is a prerequisite for one or more major courses. Students who cannot take these courses before transferring are thus set back at least a semester or more.
  - At CCs, the courses are either chronically very low-enrolled or not offered at all. The current system of online offerings is an inefficient free-for-all to decide which campus will host the necessary courses, which raises cost, equity, and viability issues for individual faculty and campuses.
  - The most urgent need: EE 160 (also fulfilled by ICS 111 or EE 110) a computer science course that is easy to offer online. We need a way for our students to take this course every year. Currently we aren't able to provide this.
  - Almost all other courses (besides EE 160) have substantial lab components that are difficult to meaningfully complete exclusively online. The UHCCs need to overcome barriers such that students taking the online courses can get reasonable access to essential lab resources at the nearest CC to their home, regardless of which campus is hosting the online course.
- Math is Key: Quality, nature, and access to math can be a crucial benefit to enrollment, success rate, time to degree, completion, and even consideration of a STEM pathway for students.
  - EC math boosts enrollment and time to completion: EC math makes STEM a less daunting option for incoming KauCC students and shortens their pathway.
  - Accelerated math offerings (8wk/8wk) and combined calculus (MATH 253) increases completers and reduces time to completion (see math discussion in LA section). The latter (MATH 253) is critical for our engineering graduates and eliminates the need to run a chronically very low-enrolled course (MATH 244).
- Approve new ASNS concentration in Agricultural and Environmental Science (AESC) to capture students who otherwise might not pursue a degree in STEM.
○ The concentration can attract students who might not otherwise pursue a STEM career, help meet student and community needs, and build a more robust ASNS program.
○ Adding an AESC concentration offers a guiding degree pathway for CC students that better aligns for transfer to four-year programs in Ag, Environ. Science, and Natural Resources.

● Coordinate marketing, advising, and tracking of ASNS students
○ Ensure academically prepared students consider STEM and, if so, are on the right pathway for their prospective major and career
○ Identify and facilitate removal of barriers limiting graduation, transfer, student experience, and career success
○ Design and coordinate connections between Early College and the ASNS
○ Form a local advisory board of engineers, scientists, educators, students, and community leaders to advise and work with the program.
○ Market ASNS: at local High Schools; develop better faculty-to-faculty collaboration with HS science instructors and counselors
○ Monitor and consider inequality: Many CC students, particularly on Kaua‘i, are less likely to thrive in online learning. As some courses move online, we should ensure our students don’t miss out on vital in-person learning as well as lab, field, and practical experiences that can help ensure their success

● Take advantage of sensible funding opportunities
○ Apply for multi-year external funding to increase NH students in STEM through a new AESC concentration of the ASNS;
○ Study impacts of accelerated math on ASNS graduation and pilot a STEM cohort model
○ Cultivate good relationships with past and future STEM donors to UH Foundation.
Community Engagement in the development of the College’s response to the UHCC Organizational and Resource Planning paper

The Faculty Senate recommended the Chancellor involve community members in the conversations regarding budget reduction, streamlining of UHCC and KCC operations and programs through the establishment of a “Blue Ribbon Committee.” The Chancellor communicated with a representative group of community members and college faculty, staff and students to establish a Task Force to Respond to the UHCC Organizational and Resource Paper.

Members of the Task Force include

Community Members:
- Bill Arakaki: Retired Superintendent, Kaua`i Complex Area
- Rose Ramos-Benzel: Friends of KCC, member
- Nalani Brun: County of Kaua`i, Office of Economic Development
- Tom Clements: Public Affairs Officer, Pacific Missile Range Facility
- Randy Francisco: President, Kaua`i Filipino Chamber of Commerce
- Warren Haruki: President & CEO, Grove Farm
- Jackie Kaina: Kaua`i Economic Development Board
- John Kaohelaulii: President, Kaua`i Native Hawaiian Chamber of Commerce
- Alice Luck: President & CEO, Kaua`i Planning and Action Alliance
- Mark Perriello: President, Kaua`i Chamber of Commerce
- Buffy Trujillo: Kamehameha Schools Kaua`i Island Regional Rep
- Paul Zina: Superintendent, Kaua`i Complex Area

KCC Members:
- Valerie Barko: Director of Institutional Effectiveness and University Center
- Joe Daisy: Chancellor
- Frankie Harriss: Vice Chancellor for Academic Affairs
- Jon Kalk: Faculty, Faculty Senate Chair
- John Allen Keikialoha
- Kaohelaulii-Kahokuloa: President, ASUH - KCC
- Isaiah Kaauwai: Title IX Coordinator
- Clarice Kali: Secretary, Office of the Vice Chancellor for Student Affairs
- Breicen Medina: Treasurer, ASUH - KCC
- Pua Rossi: Faculty, Makaloa Council Chair
- Calvin Shirai: Interim Vice Chancellor for Administrative Services
- Margaret Sanchez: Vice Chancellor for Student Affairs
- Candace Tabuchi: Faculty, Assessment Coordinator

The Task Force met on October 29, 2020 to consider the following agenda

I. Introduction of Members
II. Purpose and Outcomes
III. KCC Financial Position (present through 2024)
IV. Under Consideration
   a. Consolidation/Centralization of Operations Across the Community Colleges
   b. Consolidation of Programs
VI. Revenue Generating Activities
VII. Task Force feedback, ideas, suggestion
VIII. Next Steps

Following introductions, the Chancellor shared the purpose of the task force, which is to consider some of the ideas that were put forth from our campus and other campuses to address the financial and budget shortfalls over the next 3-4 years or more, depending on economic recovery. The UH BOR charged the UH President to reduce the budget by $100 million, with $30 million coming from the Community Colleges.

A brief overview of the current and future financial position was presented, which indicated significant challenges over the next three to four years. The Chancellor suggested that since, in part, we will have some long-term planning to do, the task force can continue to meet and share information and ideas on how to proceed. He anticipates meeting once a month, then quarterly meetings. He then asked for impressions and thoughts related to the planning document. Discussion in five main areas emerged and occurred:

1. Consolidation/Centralization
2. Academic Programs
3. Distance Education opportunities
4. Revenue Generating Activities
5. Housing

Consolidation/Centralization of Operations Across the Community Colleges
Members suggested that maybe Financial Aid can be consolidated on O‘ahu, then offices for Kaua‘i, Maui, etc. Others expressed concern that once things are on O‘ahu, they stay there and things might be forgotten on neighbor islands. Our integral parts should stay here so we don’t have to play “Mother, may I”. The Chancellor stated he has raised the same concerns, especially related to operational units, and reiterated that although the report is due Nov 9th, conversations will continue into the implementation stage.

Members inquired about the source of the information in the document and were advised that the information came from individual campus surveys, and reports compiled by the Office of the VPCC.

Questions were raised about a cost/benefit ratio for the areas under consideration for consolidation. While that has not been costed out, the College remains committed to quality in the face of reductions and is trying to be proactive with recommendations, strategies and vision.

It was suggested that other ways to look at cost savings could be explored such as human capital, facilities, and income. Not just operational costs.
Appendix A

HAWAI‘I FARM & FOOD

Green Again

Mahi Pono brings diversified agriculture to central Maui
FALL 2020

Aloha Farmers and Friends,

DESPITE THE DISCONCERTING LIMBO EACH OF US IS IN DURING THIS COVID-up pandemic, I am so impressed and gratified that Hawai‘i farmers and ranchers are still working hard for our communities and still farming. Practically overnight, many local producers went from the consistent sales they had built up over many years, to a strictly survival mode. They’ve been forced to adapt to a new standard in which most island visitors are not around, and residents have changed how and where they eat and shop, turning the markets upside down. Previously, at least 50% of food was eaten away from home, at restaurants or cafeterias, many of which have since closed or greatly reduced availability. Although so much has changed, farmers continue to adjust to meet the needs of the community. The realities of the pandemic have been a stark reminder not to take farmers and food for granted. Check out the Hawai‘i Farm Bureau (HFB) website for details about programs developed to provide relief to support local ag at https://hfbf.org/.

2020 State Legislative Wrap-up
Each year, HFB monitors and participates in the legislative process to ensure that farmer’s needs are considered as new laws are created and state funds are allocated. This year, our initiatives to transfer leased state ag land to the Hawai‘i Department of Agriculture (HDOA), to make it easier for farmers to qualify for state ag leases, to fund new UH CT-AHR ag research and extension agent positions, to authorize an Agriculture Enterprise Program, to fund feral pig control, and others, were each getting good support, until the pandemic struck. Disappointingly, these bills were not agreed to by the deadline.

Ultimately, funding was allocated to several of the state’s irrigation systems, ag parks, and for harbor improvements, but it was an understandably disappointing session. We will continue to pursue state legislation and funding to support farmers and ranchers once legislators reconvene. Thank you for your participation and support.

Please consider joining HFB to help support the Hawai‘i agricultural community. For over 70 years, Hawai‘i Farm Bureau members have come together to become the Voice of Agriculture in the islands. Our legacy includes leadership and advocacy, public service and outreach, ag literacy, and initiatives that protect the environment and preserve its productive beauty for the next generation to use and enjoy. We continue to evolve to serve the needs of members and their families.

Mahalo,

Randy Cabral
Hawai‘i Farm Bureau President
MARK OYAMA'S
Korean Style 'Ulu Poke

BY MEGAN KONO

ORN AND RAISED ON THE Garden Isle, Mark Oyama always knew he wanted to be a chef. Oyama's desire to become a chef was rooted from his 'anakehe' (childhood) days spent on his uncle's farm as well as raising market hogs, steers, and heifers as a member of the Kauai 4-H Livestock Club.

Today, Chef Mark Oyama is the founder and president of award-winning Contemporary Flavors, specializing in Pacific Rim and continental fine dining cuisine that reflects over 35 years of international experience. Oyama also owns and operates Mark's Place, a popular take-out eatery in Lihue that serves local bento and plate lunches created with his gourmet twist since 1998.

Oyama's passion for food lead him to become an assistant professor at the esteemed Culinary Institute of the Pacific at the Kauai Community College (KCC). The college's culinary program stresses nutritional value and new product recipes. Oyama uses fruit from KCC's 'Ulunopia, a breadfruit ('ulu) research project that launched in December 2014. 'Ulunopia, a 40-acre plot on the back of the college with 64 'ulu trees, is a project of the Innovation Center at KCC. Their mission is to identify issues internally and externally with an indigenous lens and cultural perspective to support learning experiences and hands-on projects that are faculty led, interdisciplinary, and addresses community needs.

Korean Style 'Ulu Poke

INGREDIENTS: 1 lb (or about 4 cups) steamed 'ulu, chopped ¼ cup ko choo jung paste ¼ cup sugar ¼ cup rice vinegar 2 T. sesame oil 1 T. toasted sesame seeds 2 stalks green onions, cut

DIRECTIONS: To make this savory 'ulu poke, start by deep frying the bite-size 'ulu pieces till crispy. When the breadfruit is done, place them on the side to cool. In a large mixing bowl, mix all the ingredients thoroughly and add in the fried 'ulu. Gently toss until all pieces are evenly coated with the poke sauce. Place onto a serving platter or into a bowl and enjoy.
"The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long-term data on agronomic cultivation of breadfruit in Hawai‘i," says Brian Yamamoto, professor of biological science at KCC and Utopia's current project director.

Hawai‘i’s agriculture has transitioned from large-scale plantations to diversified entrepreneurial agribusiness. This new direction brings a need to educate more students in agriculture, food, and natural resource management. While providing a local learning environment for students and fostering local agriculture in the community, Utopia’s research project does just that.

—Brian Yamamoto
December 13, 2019

Chancellor Helen Cox
Kaua‘i Community College
3-1901 Kaumualii Highway
Līhu‘e, HI 96766

Dear Chancellor Helen Cox,

Please accept my heartfelt support for a full-time Plant Science and Agriculture faculty position within the Math and Science Department of Kaua‘i Community College (KCC).

As Mayor of our county, there are many important issues that our administration and employees continue to address and improve upon. Our community is a system that works best when we work together toward common priorities and goals. I believe that agriculture is one component that lies at the heart of our community and if there’s one thing Kaua‘i is known for, it’s our heart. We are all responsible for creating a vibrant economy for our people, and agriculture plays an essential role in our island’s economic development.

Our county team continues to be dedicated to helping our island farmers and ranchers increase production through our programs such as Kaua‘i Grown and our islandwide Sunshine Markets. We also have an ongoing agriculture summer intern program and have recently hired a Kaua‘i Agriculture Business Specialist. This year, we simultaneously created a Business Innovation sector of our Office of Economic Development to explore new and emerging industries, including agriculture, while inspiring and empowering our up-and-coming entrepreneurs. We strongly support the development of Kaua‘i’s agriculture industry, and our youth are essential to ensure the industry thrives for years to come.

I commend and thank KCC for offering an early college program in the area of Natural Resources and Agriculture for many of Kaua‘i’s high school students. We are excited that our youth are finding an interest in the agriculture industry, and we want them to continue to succeed in their passions, talents, and goals because they are our next leaders. The future of our agriculture industry truly does depend on the success of our keiki, and the tools that they are given to achieve their dreams and goals. For these reasons, I fully support the establishment of a full-time Plant Science and Agriculture position at KCC and I humbly and respectfully encourage the leadership of our university system to consider fulfilling this needed position in the upcoming school year.

Thank you for the opportunity to share my support for KCC’s agriculture program, and our Kaua‘i youth.

With warmest aloha,

Derek S. K. Kawakami
Mayor, County of Kaua‘i

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Appendix C

SUSTAINABLE ECOSYSTEMS AND ENERGY

Ulunopia

A TINY ORCHARD’S POTENTIAL ROLE IN SHAPING KAUAA’I’S SUSTAINABLE FUTURE

Tucked away on a 40-acre plot in back of Kaua‘i Community College (KCC), a tiny orchard of 64 breadfruit (ulu) trees prospers, shielded by the protective walls created by mature vegetation and fed by the Garden Island’s clean air. It may seem unremarkable to the casual observer at first glance, but often looks are deceiving—as this small orchard plays a key role certainly in Kaua‘i’s and possibly the state’s sustainable future.

Launched in December 2014, the Ulunopia Breadfruit Research Project is a joint venture between KCC and the National Tropical Botanical Garden’s (NTBG) Breadfruit Institute. It is the brainchild of Susan Murch and Diane Ragone of the NTBG Breadfruit Institute, and Sharad Marahatta, formerly with KCC and currently an assistant professor at UH Hilo’s College of Agriculture, Forestry and Natural Resource Management. Brian Yamamoto, professor of biological science at KCC, is the current project director.

For the unfamiliar, breadfruit is a staple tree crop found in Hawaii and throughout Polynesia that is high in complex non-gluten carbohydrate, low in fat and cholesterol. Breadfruit’s potential to alleviate hunger in the tropics has been underutilized and neglected according to agronomists. The Ma‘afala variety that was selected for Ulunopia originates from Samoa and Tonga and has been grown in Hawaii for decades. This variety was selected due to its availability, high nutritional content in potassium and carotenoids, ability to bear fruit in two- to three-year cycles, and a longer than average fruiting cycle.

During the Ulunopia establishment period, most of the agro-nomic activities (such as breadfruit seedling management, fertilizer application and irrigation) were performed with the involvement of students. In addition to the agriculture students, students in construction trades assisted in building a shelter at the site and providing piping for irrigation. Experiments at Ulunopia have included four fertilizer splitting treatments and two cover crop treatments in 2016 and changes in fertilizer treatments in 2019. The breadfruit plants have now completed their first year harvest.

“Nowhere else has such a study been conducted and it will help farmers make informed decisions about establishing and managing breadfruit orchards,” added Ragone.

Ulunopia is a project of the Innovation Center at KCC. The mission of the Innovation Center is to identify issues internally and externally with an indigenous lens and cultural perspective to support learning experiences and hands-on projects that are faculty led, interdisciplinary, and address community needs. Through the Innovation Center’s affiliations with the Office of Continuing Education and Training, KCC plans to develop an agrifood business plan for breadfruit production on Kaua‘i.

Additionally, Ulunopia is an integral part of the KCC’s Cognition Learning Center (CGLC), another project of the Innovation Center. The mission of the CGLC is to inspire and encourage inquiry, exploration, and hands-on learning to excite students of all ages, particularly in the area of sciences. It is essential to reach students early in their educational careers and to expose them to the potential of agiscience as a future for a sustainable Hawai‘i.

“The primary focus of the project is to provide a living laboratory to study and develop best practices and collect long-term data on agronomic cultivation of breadfruit in Hawaii,” said Yamamoto. “Another important objective is to develop undergraduate students’ research skills.”

Ulunopia is currently funded in part through a U.S. Department of Agriculture—National Institute of Food Agriculture Alaska Native Serving- and Native Hawaiian-Serving Institutions Educational Grant through a project entitled Hilāki: Fostering Vibrant Local Agriculture at the University of Hawaii. The field research project provides undergraduate students with place-based, experiential learning opportunities through hands-on field activities and directed studies research projects. Results from the project have been shared across the University of Hawaii System and offers opportunities for further collaboration.

The breadfruit produced from the research project has created new research potential. The fruit can be sold as a fresh fruit commodity requiring research into shelf life, storage and transportation of fruit. The fruit also can be converted into additional agricultural value-added products.

“Now that the trees are producing fruit, we are looking at fruit use in our culinary programs to stress nutritional value and new product recipes,” said Yamamoto. “We are also looking at new products that can be made from gluten free breadfruit flour.”

Agriculture in Hawaii has transitioned from large scale corporate agriculture production to diversified entrepreneurial agriculture that produces for local markets. This new direction requires a large workforce that is well-trained in agiscience and agribusiness. Therefore, there is a need to educate more students in agriculture, food and natural resource management. This research project at Kauai Community College provides a local learning environment for students and fosters local agriculture in the community. It will contribute to breadfruit research, inspire and energize students about agriculture, and provide them with inspiration and development to produce locally grown staple foods such as breadfruit, taro and sweet potato for Kaua‘i’s community and economy.
January 7, 2020

To: Whom it may concern:

Subject: HiAg Consortium Grant Proposal – Letter of Support

I am writing this letter to express University of Hawai‘i, Kaua‘i Community College’s full support and commitment to the HiAg Program proposal to USDA-National Institute for Food and Agriculture. The statement of work proposed by University of Hawaii, Kaua‘i Community College Professor Brian T Yamamoto, which appears in the proposal, will contribute significantly toward attaining the common goals of the University of Hawaii team, as well as advancing Kaua‘i Community College’s goals.

We look forward to collaborating successfully with our University of Hawai‘i partners in this very important endeavor which has the potential to significantly change the future of our island.

Sincerely,

Erika Lacro, Ph.D.
Acting Chancellor, Kaua‘i Community College
Interim Vice President for Community Colleges