



# Kapi'olani Community College 2008-2015 Strategic Plan

*2008-2015*

*Kulia i ka nu'u - strive for the highest*

**Kapi'olani Community College**  
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## **University of Hawaii (UH) System Framework Drives the Planning Process**

The updating of the College's Strategic Plan for 2008-2015 began in October of 2007 as UH system planning was achieving consensus on five new strategic outcomes that had been at the forefront of the earlier "Second Decade Project." All UH campuses were informed that this strategic planning process was to result in an update to the existing strategic planning document for the period, 2003-2010.

In the spring and summer of 2008, as the UH Community Colleges (UHCCs) were articulating and calibrating measurable "action outcomes" (now "performance measures) in relation to the "Achieving the Dream" project, and preparing students to meet critical workforce shortages in a diversifying Hawai'i economy.

As the UH and UHCC frameworks were being refined, the College began formal meetings with campus representatives from a wide range of academic and support units, as well as the Faculty Senate, Staff Council, and Student Congress. To facilitate maximum participation meetings were scheduled on back-to-back Wednesday and Thursday evenings, once per month, in February, March, April, and May. Within this Strategic Plan Committee, four subcommittees were formed:

Group A: Focused on the framing documents for the updated plan, the Mission, Vision, Values, Planning Context, and Functional Statements, and on the integration of Planning Agenda Items from the College's 2006 ACCJC/WASC Self Study as well recommendations from the Accreditation Report from January, 2007.

Group B: Focused on Strategic Outcome 1, Native Hawaiian Educational Attainment and Strategic Outcome 2, Hawaii's Educational Capital.

Group C: Focused on Strategic Outcome 3, Economic Contribution and Strategic Outcome 4, Globally Competitive.

Group D: Focused on Strategic Outcome 5, Resources and Stewardship. This group was also informed that their recommendations would play an important part in initiating a Long Range Development Planning process.

Community stakeholders began receiving electronic drafts of the updated plan in February and joined the face-to-face phase of the planning process in March. Throughout the spring semester participants were informed that the College was building on the UH and UHCC frameworks, that there was a new emphasis on measurable outcomes and that these outcomes would drive UH system requests in the 2009, 2011, and 2013 biennium budgets as well as supplemental budgets to the Hawaii State Legislature. Further, participants were aware that the updated strategic plan would guide three year tactical planning by the College's academic programs and support units for 2008-2011 and 2012-2015. In June 2008, further refining and formatting of the updated plan continued. Group A convened in early July to complete the integration of accreditation related items and to review suggested formatting changes.

In late July, the administrative staff met to review the following set of planning documents: a) Planning Process; b) Planning Shaped by External Context; c) Planning Shaped by Vision, Values, and Mission; d) Functional Statement; e) Strategic Outcomes, Performance Measures, Campus Strategies

In early August, the updated plan was the focus of an all day administrative retreat. The administrative staff was impressed with the in-depth and detailed strategies identified by the campus and community representatives to the Strategic Plan Committee and their clear alignment with each of the

performance measures and outcomes. From these detailed strategies a set of eight campus-wide strategies were defined: 1) Manage and Grow Enrollment Strategically; 2) Diversify, Improve and Increase the College's Financial Aid Portfolio for Students; 3) Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence; 4) Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer; 5) Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams; 6) Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise; 7) Strengthen Community Outreach and Partnerships; 8) Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting.

Strategic outcomes and performance measures were then aligned with the eight campus-wide strategies and a final, full-color planning matrix incorporated the detailed strategies for potential use by academic and support units in their tactical planning for 2009-2012 and 2012-2015.

A new draft of the updated plan was prepared and shared with the Policy, Planning, and Assessment Council (PPAC), and the wider campus at breakout sessions during the General Faculty and Staff reception on August 21, 2008. A newly updated plan was shared with community stakeholders in late August and with the Student Congress on October 10. On October 17 the four subcommittees again reviewed an updated draft that was revised and presented to the General Faculty and Staff Reception on January 8, 2009. On January 22, 2009 a draft was submitted to the governance bodies for their review.

## **Accreditation**

The planning process described above included an intentional integration of accreditation planning agenda items and recommendations. This integration had been highlighted in the 2006 self study process and in numerous presentations to the PPAC and enables a comprehensive approach to planning that guides the College to be simultaneously accountable in measurable ways to Hawaii's public and our institutional accrediting body. Specific accreditation planning items include:

- a) Improving ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting (Campuswide Strategy #8).
- b) Redesign curriculum approval and revision process and fully implement five year curriculum review process. (Performance Measure D10).
- c) All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes (Performance Measure B7).
- d) Develop, assess, evaluate, and improve communication with and by governance bodies (Strategy E1E for inclusion in Executive Administration Tactical Plan, 2009-2012).

The College is nationally recognized for learning-centered innovation and student engagement and for integrating innovation into its institutional mission and functions. From 2005-2008, specific recognition was garnered for innovations in integrated international education, service-learning, learning outcomes assessment, and science, technology, engineering, and math (STEM). National research-based best practices inform these initiatives and their ongoing improvement. The College's national role, as well as its unique strength in international education within the UH system, resulted in the refining of our Strategic Outcome 4. Our campus position is that students, faculty, staff, and the institution itself need to be "globally competitive," and, equally important, they need to be "globally collaborative." Our 20 years of national work and research strongly substantiates this position and our Strategic Outcome 4 now reads, "Globally Competitive and Collaborative." By simultaneously broadening and deepening this outcome, we position the College to further achieve ambitious indigenous, intercultural and international learning outcomes, and diversify and increase future external funding.

## External Factors

As a high-quality, publicly funded institution of higher education, Kapi'olani Community College needs to effectively respond to local, state, regional, national, and international issues and opportunities. The College also needs to do more than respond - it needs to lead in resolving issues and creating opportunities. At the local and state level we are directed through the UH System planning process to achieve six major outcomes detailed in our updated Strategic Plan for 2008-2015. The following Hawaii Planning Context was developed by the UHCC System and focuses on seven issues that will drive institutional transformation over the next seven years.

### Hawaii Planning Context

**1) Globalizing Economy and Environment** Economic and technological forces are causing American business and industry to retrain current employees and support the training of future employees with new skills and attitudes for a knowledge-intensive global economy. At the same time, deterioration in the global ecosystem requires heightened attention to ecological sustainability on campus and in the community. Opportunities for "greening" existing certificate and degree programs as well as service-learning and other student learning activities need to be pursued.

**2) Social Change** Increasing poverty and the growth of an underclass with related problems of crime, teenage pregnancy, and homelessness are overwhelming government's ability to respond. Burgeoning federal deficits will negatively impact state, university and college budgets and thus our ability to respond.

**3) Education as a Driver of Economic Development** International, national and state governments expect continuous improvement in higher education's preparation of students for 21<sup>st</sup> Century Careers, and competition and collaboration in a multicultural global environment.

**4) Escaping The Low Wage, Low Skilled Trap** In terms of purchasing power, Hawaii's per capita income is approximately 75 percent of the U.S. average. In 2003, Hawaii ranked 43<sup>rd</sup> in the nation for growth in average pay; 47<sup>th</sup> in industrial diversification; 49<sup>th</sup> in home ownership; 50<sup>th</sup> in long-term employment growth, and 50<sup>th</sup> in involuntary part-time employment (2003 Development Report Card, Corporation for Enterprise Development). The alternative to losing highly educated Hawaii youth to the

U.S. mainland is to develop the capacity of local business and enterprise to generate new, high-valued goods and services and higher-skilled jobs. The combination of an overall labor shortage, the “brain drain” of Hawaii’s better educated youth, and the increasing labor force participation by new immigrants, is expected to create an economic crisis within the next 5-10 years. Hawaii is not preparing enough of its people for higher-skilled jobs (nursing, health, education, hospitality, tourism, social work, others) in the current economy and in the knowledge-intensive science and technology economy it hopes to create.

**5) A Poorly Performing Education to Work Pipeline** The percent of Hawaii’s 8<sup>th</sup> graders who score at or above proficient in math, reading, science, and writing is less than half that of 8<sup>th</sup> graders in best performing states (Measuring Up 2006). In fall 2006, of all high school graduates taking the COMPASS Placement test, 46 percent placed into college reading, 38 percent placed into college writing, and only 19 percent placed into college math. Only 13 percent of Hawaii 9<sup>th</sup> graders will finish high school and graduate from a postsecondary institution within 150 percent of expected time. This compares with a national average of 18 percent, and 29 percent in high performing states (National Center for Public Policy and Higher Education, 2004). The College “going rate” (the percentage of June high school graduates who enter a UH campus the following August) has hovered at only 25 percent from 1999-2007.

**6) Emerging Opportunities Identified-Need for Institutional Innovation** For the state of Hawaii, six emerging growth sectors have been identified: a) Life Sciences/Biotechnology; b) Information Technology; c) Film and Digital Media; d) Dual-Use Technologies related to the Defense industry; e) Diversified Agriculture; f) Technology integration in Hospitality and Tourism. Campuses need to integrate innovative curriculum, engaging pedagogies, and appropriate and advanced technologies for enhanced student learning.

**7) Heightened Attention to Diversified Revenue Streams** Increased enrollment in transfer, career, continuing education, and summer programs will generate additional tuition and fee revenue. In addition, increases in external fund-raising will need to supplement declining state general funds in the planning period, 2008-2015.

### **Regional Planning Context**

Our updated strategic outcomes for 2008-2015 are also shaped by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC), which has set high standards for us to meet or exceed in our 2012 Self Study and Accreditation Review. Our accreditation midterm report will be due in October 2009.

Collaborations with the Pacific Postsecondary Education Council which represents institutions of higher education in American-affiliated Pacific will likely increase as all these institutions are subject to the same accreditation standards, and to similar challenges related to workforce and economic development, brain drain, and ecological deterioration. Cost-effective collaborations with colleges and universities in the western region of the United States will increase opportunities for student learning, faculty and staff development, and external funding.

### **National Planning Context**

At the national level, five issues confronting higher education were emphasized in a letter from the chief executives of six higher education associations to both American Presidential candidates (September 24, 2008):

**1) The Access Problem** For more than a century, America’s community colleges have provided “open door” access to an increasingly diverse student population but the percentage of these students who

experience *success* in completing two- and four-year degrees has been too low. Further, in the current decade, between 1.7 million and 3.2 million academically qualified students will not earn bachelor's degrees due to financial barriers (Advisory Committee on Student Financial Aid). The College needs to commit to supportive access to success pathways and to helping students of all economic means afford a quality higher education.

**2) Maintaining the Public Trust Through Greater Transparency** College leaders need to renew their attention to the public purposes upon which American higher education was built. The College needs to accurately communicate the benefits it has to offer to students, families, and the community, and inform this public about the many facets of our quality student learning experience and how we are performing in designing, delivering, assessing, and improving this experience.

**3) Maintaining Our Competitive Edge – From Research to Job Training** Today, nearly 60 percent of the nation's basic research is conducted by universities, up from 36 percent in 1960. The return on federal funding for this research is 28 cents on every dollar, but the benefits of conquering disease, sustaining and increasing food yields, halting global warming, fostering intellectual freedom worldwide, and numerous other results of innovative research are incalculable. American workers also need to learn new skills and attitudes for a rapidly evolving knowledge-intensive global economy. Over the period from 2006 to 2016, an estimated 57.3 percent of 50,732,000 job openings are expected to be filled by individuals with some college or a bachelor's or higher degree (Bureau of Labor Statistics). Increasing the average level of education by one year can boost economic growth by up to 15 percent. Fluid career paths in the global economy will require ongoing workforce development. Partnerships between colleges, universities, and state and federal government in both research and job training need to be strengthened.

**4) Advancing International Education – Our Best Diplomatic Tool** Hundreds of international leaders developed their image of America while students in our nation's colleges and universities. However, since September 11, 2001, the United States has been losing its role as the preferred destination for international students and scholars. To maintain scientific and intellectual leadership in the world, colleges and universities need to welcome the world's brightest students, teachers, and researchers, as well as a growing number of diverse, non-elite students to our campuses. Equally important is the need to increase the number of American students who study abroad. These students will gain insight into other languages, cultures, values, and ideals that are beneficial to them throughout their lives, and beneficial to governmental, business, educational, and environmental organizations as they perform increasingly on a global stage.

**5) Success Through Proactive Partnership** Issues 1-4 above cannot be resolved without strong partnerships with the federal and state governments, secondary and postsecondary institutions, businesses, and the nonprofit community. Through the service of faculty, students, and staff, America's colleges and universities have a long history of positive engagement in their communities. This history of campus-community engagement provides the foundation for future partnerships that: a) help students achieve access, success, and financial support; b) help colleges communicate, with transparency and accuracy, its beneficial role for students, families, and communities; c) help the nation maintain its competitive edge in undergraduate research, service, and job training; and d) advance international learning and collaboration. The College partners with major higher education associations and has a strong track record of external funding from the U.S. Departments of Education and Housing and Urban Development, and the National Science Foundation. The college also partners with indigenous-serving institutions in the United States and Oceania. Internationally, the College engages in dozens of institutional partnerships and contract training that support faculty and student development.

# VISION

*Kapi'olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers which strengthen the health, well-being, and vitality of*

- *the individuals, families, and communities that support all of us,*
- *the cultural traditions that shape and guide all of us, and*
- *the land and sea that sustain all of us.*

## **Values:**

- Aloha for Hawai'i, and its diverse peoples, cultures, languages, and environments.
- Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
- High quality, active, ongoing learning for everyone.
- Respect and appreciation for our faculty, staff, students, and administration, in recognition of their ongoing innovation and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.
- Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve.

## **Mission: Kapi'olani Community College...**

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

## A New Ecology of Teaching and Learning

Kapi'olani Community College offers excellent student development and support services and quality pre-college, liberal arts, and 21<sup>st</sup> century career programs in credit and continuing education formats. The College is developing a new *ecology of learning* that connects classroom, centers and labs, campus, community, countries abroad, and cyberspace.

- The new Kahikoluamea Center integrates pre-college instructional and student support services and prepares students who place below college-level in math and English for success in either liberal arts or 21<sup>st</sup> century careers programs. This Center brings together the former Holomua instructional program with Malama Hawaii and First Year Experience student support services. The College provides comprehensive student support services including the Kekaulike Information Service Center, TRIO and Disability Services, Library and Learning Resources, Career and Transfer Advising, Service-Learning, and the Honda International Center.
- The liberal arts program offers courses meeting general education requirements for 21<sup>st</sup> century career programs, and general education and graduation requirements at all baccalaureate colleges in Hawai'i. The Malama Hawai'i Center provides instructional programs focusing on Hawaiian and Pacific Islands studies and leadership in developing Hawaiian-Pacific curriculum and pedagogies proven to be successful for our diverse students. The College maintains a strong focus on Asian languages and cultures and is expanding to provide system-wide and national leadership in integrated international and global learning. The college also offers high quality English Composition, English for Speakers of Other Languages for both international and immigrant students, French, Spanish and American Sign Language instruction. The College is also developing a strong Science, Technology, Engineering, and Math (STEM) program using research-based best practices in student engagement and transformed learning spaces. STEM program developments have major relevance and replicability for the Pacific region. Current and compelling science, social science, arts and humanities, and language, linguistics, and literature courses are taught in interactive classroom environments and are increasingly available online. New transfer agreements expedite and facilitate transfer to UH baccalaureate institutions.
- The College offers 21<sup>st</sup> century career programs in business and information technology, culinary arts, hospitality, legal education, and nursing and health sciences, including emergency medical services. The college is also integrating appropriate and advanced technology in new media arts, exercise and sports science, and biotechnology. These programs deliver high quality 21<sup>st</sup> century career education preparing students to meet critical workforce shortages and contribute to the state's diversifying economy. New synergies bridging P-12 and college, including Educational Assisting, Teacher Preparation, Teaching English as a Second Language, Service-Learning, and STEM, also hold promise for training tomorrow's teachers, locally, nationally, and internationally.
- The College supports four faculty-driven emphases which weave through the Kahikoluamea, liberal arts and careers curricula. These emphases are: a) Writing, Thinking, Reasoning; b) Integrated International Education and Globalization; c) Information Technology; d) Service-Learning.
- Program level student learning outcomes assessment strategies are being developed and implemented with guidance from the Faculty Senate and national best practice research.
- The College's reorganized continuing education program will meet the training needs of Hawai'i employers and employees looking to upgrade and diversify their knowledge, attitudes, and skills, and to meet the personal growth and lifelong learning aspirations of local community members.
- Sustained innovation has significantly enhanced the College's national reputation:

- The American Council of Education recognizes the College for implementing promising practices in institutionalizing integrated international education and for innovation in student learning outcomes assessment.
- The Carnegie Foundation for the Advancement of Teaching, Campus Compact, Community College Survey of Student Engagement (CCSSE), Center for Student Transitions, and the U.S. Housing and Urban Development Office of University Partnerships recognize the College for its commitment to promoting service-learning and civic responsibility in undergraduate education.
- The Association of American Colleges and Universities recognizes the College for overall quality in undergraduate education.
- The National Science Foundation substantially supports student engagement, undergraduate research, faculty development and the strengthening of the College's STEM Infrastructure.
- Sustained innovation and national recognition is moving the College to establish "selected areas of excellence" in Integrated International Education, Service-Learning, and STEM.
- By creating and sustaining mutually beneficial partnerships within the UH system, and with government and the private sector, KCC will strengthen its role in teaching and learning and economic and workforce development. KCC will continue to provide system-wide leadership for the Culinary Institute of the Pacific and Honda International Center.

The College is initiating Long Range Development Planning (LRDP) to explore and develop new facilities to further the programmatic directions described in this updated Strategic Plan. In addition to current efforts to develop the Culinary Institute of the Pacific facility (at the old Cannon Club site), specific developments under consideration in the LRDP include new facilities below the Olapa Building, at the top of Kilauea Avenue, and on the land between Leahi Hospital and Diamond Head Theater.

**Campus Representatives on the College Update of the Strategic Plan Committee (CUSP) 2008-2009**

Flo Abara - Counseling	Laure Burke – Hospitality Education
Kauka DeSilva - Pukoa Council, Kahikoluamea	Shirl Fujihara - Business Office
Chris Gargiulo - New Media Arts	John Havey - Social Science
Liana Hofschneider - Student Congress	Carl Jennings - Arts & Humanities
Guy Kellogg – Language, Linguistics, Literature (LLL)	Russ Kinningham - Health Sciences
Susan Murata – Library and Learning Resources	Liz Nakoa - Arts & Humanities
Michaelyn Nakoa – Counseling	Kawika Napoleon – LLL, Malama Hawai'i
Karl Naito – CELTT	Stephanie Nelson – Library and Learning Resources
Liz Ottoson – Nursing	John Rand – Math/Science and STEM
Sheila Rhodes – Kahikoluamea, Staff Council	Saori Sato - Honda International Center
Lavache Scanlan – First Year Experience, Kahikoluamea	Lori Maehara – Culinary Arts
Dennis Vanairsdale - Bus Education/Faculty Senate	

**Community Representatives on the College Update of the Strategic Plan Committee (CUSP), 2008-2009**

Muriel Anderson, Hawaii Tourism Authority	Coral Andrews, Healthcare Association of Hawaii
Danette Beams, Educational Paraprofessional	Ruth Bingham, Academic Advisor, UHM Arts & Sciences
Aldine Brown, MedLab Kuakini Hospital	Ricky Chow, Computer Assurance
Mark Dawson, ALTRES Staffing	Patricia Dukes, City and County, Honolulu, EMS
Signe Godfrey, State Workforce Development	Eduardo Hernandez, Kaimuki Neighborhood Board
Ron Hayashi, HCCS Consulting, Marketing	Vincent Lee, Hawaii Health Care Systems, O'ahu Pres.
Barbara Marumoto, State Representative, 19 <sup>th</sup> District	Bert Narita, DH/Kapahulu Neighborhood Board
Scott Nishimoto, State Representative, 21 <sup>th</sup> District	Kyle Paredes, President, SPORTECH Hawaii
Stevette Santiago, Workforce Excellence HUSA-FCU	Syd Snyder, DH Citizens Advisory Council
Neil Takekawa, Roberts Hawaii	Kerry Yoneshige, Business Management, HI State DAGS