Kapi`olani Community College
Strategic Marketing & Communications Plan

Submitted by the
Office of College and Community Relations
FY2014 - FY2015
Overview

Beginning with only one instructional program in food service in 1946, Kapi`olani Technical School eventually became an open-door community college under the University of Hawai`i in 1964. Today, Kapi`olani Community College (Kapi`olani CC) is the second largest of ten post-secondary institutions in the University of Hawai`i System, an integrated system of higher education which includes six other community colleges and three universities.

Effective planning has resulted in a sustained emphasis for improving student success and completion rates. Kapi`olani CC’s robust Liberal Arts program, its diverse and specialized Career and Technical Education programs, and continuing education courses accommodate the state’s workplace needs as well as lifelong learning. The digital dexterity of technology connects the College’s classrooms, campus centers, and external communities with a focus on student engagement, learning, achievement and success.

Kapi`olani Community College has a proud history which is recognized and celebrated through the accolades, awards and testimonials it has garnered over time. As the University of Hawai`i Community College (UHCC) System readies for its 50th Anniversary in 2014, Kapi`olani CC is committed to continue its tradition of delivering excellence in higher education to its constituents, to the communities it serves, to the citizens of Hawai`i and to international audiences.

Rationale

To remain competitive and viable in the educational arena, Kapi`olani CC realizes that it must remain poised and ready to provide premier programs in post-secondary education to graduating high school students, to non-traditional or returning students who desire to enhance their skill sets, and to those who seek a change in their careers. To succeed in reaching such a diverse student clientele, the College needs to better market itself and to develop better channels for communication.

Current organization and conditions provide limited traction, truncated services, as well as a diluted point of contact to seek out media opportunities to showcase the College and its many exceptional programs. Communication has come to a halt on several occasions, sometimes due to inadequate resources, but generally due to an inefficient process of work flow.

Kapi`olani Community College would like to develop a better coordinated strategic marketing and communications plan. In various discussions with faculty and staff, the common sentiment has been to identify a primary point of contact that will (1) integrate communication flow and processes at the College; (2) seek out media opportunities to showcase the College and its outstanding programs; (3) develop the College’s brand in collateral material, on the College’s website, and through social media outlets; (4) work on ways to use the Internet more effectively to market the College to different audiences; (5) assure quality control in messaging and branding of program material to align with the College and the UHCC system, and (6) strengthen the College’s communication with alumni.
A Plan of Action

In 2011, the College enlisted the services of SMS Research to assist with a marketing plan. The research yielded a foundation for Kapiʻolani CC to develop its communication strategies. This strategic marketing and communication plan serves as a platform for Kapiʻolani CC to voice its mission, goals, objectives, programs and services; in short, its brand. To that end, various delivery modes will be implemented, such as video and print advertising, social media, press releases, speaking engagements, web presence, public relations and customer service protocols, themed-events, and more. Each communication strategy is meant to accomplish a desired objective, creating touch points throughout the year for optimal results. The key is to provide an opportunity for engagement as well as a connection and rapport between Kapiʻolani CC and all its constituents. The results of the research are congruent to faculty and staff sentiment and thus, it behooves the College to confidently move forward to celebrate what makes the College special, and that is, to reinforce the College’s motto, Kūlia i ka nuʻu, to strive for the highest.

Goals

A communications and marketing plan should begin with the development of a campus-wide value statement that will permeate all sectors of the College. A stellar plan would be to integrate internal and external resources, various communication platforms, and the development of stronger public and media relations to gain stakeholder support. To these ends, the Office of College and Community Relations (OCCR) offers four primary goals and the paths to realize these goals.

1. Develop and provide oversight for Brand Management.
2. Serve as a one-stop center to disseminate college information.
3. Promote the college as a destination of choice.
4. Strengthen relationships in the communities.
**Goal #1**

*Develop and launch a new branding campaign that will convey the quality, strengths, and value of the college. Provide oversight for brand management. Brand is the college’s pride and promise.*

**Strategy 1.1**

Develop a campus-wide value statement.

**Strategy 1.2**

Support and encourage programs and entities within the college to integrate the brand into internal and external communications.

**Strategy 1.3**

To help live the brand, communicate effectively with the college’s internal audiences.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactics (Actions)</th>
<th>Target Audiences</th>
<th>Objective</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Develop and adopt Kapi’olani CC’s brand statement*</td>
<td>Internal</td>
<td>Position Kapi’olani CC in target audiences’ minds</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>1.2</td>
<td>Develop brand standards and guidelines</td>
<td>Internal</td>
<td>Develop brand consistency</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>1.2</td>
<td>Assist with integrating campaigns with brand consistency</td>
<td>Internal</td>
<td>Integrate the brand into internal and external communications</td>
<td>Spring 2014 On-going</td>
</tr>
</tbody>
</table>
|   | 1.2, 1.3 | Consult on the proper use of the brand | Internal | Reinforce brand consistency for any environment where the brand appears | Spring 2014
|   | 1.1, 1.2, 1.3 | Coordinate with web master to create brand tool box | Internal | Facilitate brand consistency by providing brand tools | Spring 2014
|   | 1.2, 1.3 | Improve campus environment by providing better visual directions | All | Provide visual and current directions | Spring 2014
|   | 1.3 | Create a photo opportunity for public use | All | Express college pride | Spring 2014

*Campus-wide value statement*
Goal #2

Serve as a one-stop center to assure consistency and timeliness in disseminating information to the college community and its constituents.

Strategy 2.1

Create and establish a unified voice and visual identity for the college, yet distinguish individual programs for their unique characteristics.

Strategy 2.2

Improve the college’s internal communications.

Strategy 2.3

Serve as the source of information in emergencies and system alerts.

Strategy 2.4

Represent the college in System-wide initiatives

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactics (Actions)</th>
<th>Target Audiences</th>
<th>Objective</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduce the OCCR as a one-stop center for disseminating information</td>
<td>All</td>
<td>Ensure consistency, accuracy, and timeliness of college messaging</td>
<td>Spring 2014 – Summer 2015</td>
</tr>
<tr>
<td>2.2, 2.3</td>
<td>Work with web master to manage content in web and college’s social media vehicles</td>
<td>All</td>
<td>Ensure consistency, accuracy, and compliance in print and digital formats</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.2</td>
<td>Create a Master Calendar for Kapiʻolani CC</td>
<td>Internal</td>
<td>Improve communication and coordination among Kapiʻolani CC faculty, staff, students</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2.3</td>
<td>Serve as campus PIO for emergency response and evacuation</td>
<td>All</td>
<td>Ensure accuracy, timeliness, and compliance with ERE info requirements</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.4</td>
<td>Organize and integrate initiatives with counterparts across the system</td>
<td>Internal</td>
<td>Ensure consistency of system-wide values</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.4</td>
<td>Serve as liaison to UH and UHCC initiatives</td>
<td>All</td>
<td>Coordinate college activities with system wide activities</td>
<td>On-going</td>
</tr>
</tbody>
</table>
Goal #3

*Promote the college as a destination of choice. Create and implement marketing activities to increase student enrollment.*

**Strategy 3.1**
Identify appropriate media to target and reach niche market segments

**Strategy 3.2**
Use digital technology to complement outreach and recruitment activities.

**Strategy 3.3**
Attract potential students by emphasizing reasons for enrollment.

**Strategy 3.4**
Conduct general marketing campaign to support enrollment growth and student retention.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactics (Actions)</th>
<th>Target Audiences</th>
<th>Objective</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>Select appropriate TV, web, and social media advertising vehicles</td>
<td>All</td>
<td>Increase enrollment by 3%</td>
<td>Summer 2014 – Summer 2015</td>
</tr>
<tr>
<td>3.1, 3.3, 3.4</td>
<td>Develop flexible TV ad shell &amp; ads</td>
<td>All</td>
<td>Promote Kapi‘olani CC Brand, Increase enrollment</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>3.2</td>
<td>Use social media to drive prospects to websites (integrate with campus goals and initiatives)</td>
<td>All</td>
<td>To provide broader outreach and engagement with prospective and current students.</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>3.1, 3.3, 3.4</td>
<td>Develop a general promotional piece as well as rack cards for the college</td>
<td>All</td>
<td>To build brand awareness and enrollment</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>3.3</td>
<td>Feature messages that emphasize: large variety and quality of classes and programs; convenient location and beautiful campus environment; friendliness and genuine concern by faculty and staff</td>
<td>Prospective students</td>
<td>To increase enrollment</td>
<td>Spring 2014, ongoing</td>
</tr>
<tr>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>Create and implement marketing activities</td>
<td>All</td>
<td>Promote Kapi‘olani CC Brand and Increase Enrollment</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>3.1, 3.4</td>
<td>Work with webmaster to create virtual tour of Kapi‘olani CC campus</td>
<td>All</td>
<td>Promote Kapi‘olani CC and attract prospective students</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>3.4</td>
<td>Utilize Instagram to familiarize and appreciate campus environment</td>
<td>Current students</td>
<td>Create awareness and appreciation for campus environment</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>3.4</td>
<td>Develop a post-acceptance/yield communications plan</td>
<td>Admitted students and leavers</td>
<td>Increase conversion rates</td>
<td>Summer 2014 – Summer 2015</td>
</tr>
</tbody>
</table>
**Goal #4**

**Strengthen relationships in the community. Educate the public to win stakeholder and public support.**

**Strategy 4.1**

Communicate effectively with external constituents to build awareness of events, programs, courses, services resources, accomplishments and achievements of the college.

**Strategy 4.2**

Maintain existing and develop new community relations outreach activities and contacts.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactics (Actions)</th>
<th>Target Audiences</th>
<th>Objective</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Increase alumni, donor and community engagement with Kapiʻolani CC</td>
<td>Alumni, donor, and community partners</td>
<td>Increase loyalty, support and opportunities for development</td>
<td>On-going</td>
</tr>
<tr>
<td>4.2</td>
<td>Increase community relations outreach</td>
<td>Community Partners</td>
<td>Increase partnerships and engage in community dialogue</td>
<td>On-going</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Target Group</td>
<td>Objective</td>
<td>Timeline</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>4.3</td>
<td>Establish an experts bureau to connect public and college entities</td>
<td>Faculty, community</td>
<td>Exchange of expertise between faculty and public interest groups</td>
<td>Fall-2014</td>
</tr>
<tr>
<td>4.3</td>
<td>Identify members to serve as a community advisory body for College and Community Relations</td>
<td>College constituents</td>
<td>Create a platform to exchange ideas for better collaboration towards successful planning</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>4.1</td>
<td>Sponsor themed alumni relations dinner</td>
<td>Alumni</td>
<td>Build and reinforce alumni relationships for Kapi‘olani CC</td>
<td>On-going</td>
</tr>
<tr>
<td>4.1</td>
<td>Promote Kapi‘olani CC at Saturday Farmer’s Market</td>
<td>College constituents</td>
<td>Communicate with external constituents</td>
<td>Spring 2014 – Summer 2015</td>
</tr>
</tbody>
</table>
Office of College and Community Relations
Mission, Vision, Organization and Summary Functions

“Because We Care”
Office of College and Community Relations

The Office of College and Community Relations (OCCR) is responsible for cultivating, developing, and maintaining strong relationships, as well as managing information flow between the College and all its constituents. The OCCR will: serve as a liaison with community organizations, such as neighborhood boards, community associations, and other professional groups; provide public information and offer a first-stop source of information for the College and community; develop, cultivate, and maintain alumni relationships; assist the Chancellor’s Office in private fund development and donor relations; and develop and implement applicable policies and procedures for Kapi`olani CC’s brand management.

VISION
Serve as a single voice for our constituents at the College and in the community. Provide extraordinary customer service.

TAGLINE
Because We Care
Dean – Serve as an executive team member providing advice and strategies to promote the College’s brand, to increase enrollment, to communicate information about the college to internal and external constituencies; to interface with various stakeholder groups; plan, develop, and direct marketing efforts; to conceptualize strategic initiatives and implement campaigns; to serve as the College’s primary media liaison and marketing contact.

**Associate Brand Manager** - Manage brand content, function, and access to brand assets; develop brand standards and guidelines; assist with integrating campaigns with brand consistency; track consumer and market insights by monitoring metrics; consult on the proper use of the brand for advertising, promotions, internal publications, marketing, social media, web, and any other environment where the brand appears.

**Production Coordinator** – Under general supervision of the Associate Brand Manager, manage external advertising, digital marketing firms, internal and external production; participate in brand strategy discussions and collaborate with creative services to ensure that strategic brand objective are met.

**College Information Officer** – Assist with the development and Implementation of internal communications strategies/tactics that integrate with brand consistency; handle general public and student inquiries; oversee and maintain internal communication vehicles such as the Kapi’olani CC Bulletin, digital monitors, and bulletin boards; assist with gathering story leads and sources of expertise for internal and external audiences.

**Alumni and Special Events Manager** – Plan and direct special events for the campus; develop protocol procedures for special events; develop events and programs that enhance the College’s brand and image with Alumni and stakeholders; supervise and coordinate logistics for special events; serve as college liaison with the Kapi’olani CC Alumni and Friends Chapter to plan and schedule events, membership, campaigns and benefits, develop and disseminate Alumni newsletter, and collaborate with the Development Director to cultivate potential donors and to steward Alumni donors.

*New position

**Re-describe existing position
Budget Request
(Supplemental)
# Budget Request
## Strategic Marketing and Communication Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>APT Band B</td>
<td>$46,512</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td></td>
<td>Content and production mgr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>Clerical</td>
<td>$30,000</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Materials &amp; supplies</td>
<td>Contract Services</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collateral materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Television ad shell</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Various Ad Specialty Items</td>
<td>$5,000</td>
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</tr>
<tr>
<td></td>
<td>Advertising</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td>Special Events</td>
<td>$5,000</td>
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</tr>
<tr>
<td>Equipment</td>
<td>Computer and printer</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graphic and Data capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$151,512</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendices
Dear Colleague,

Kapi‘olani Community College is undertaking a new effort to enhance its profile in the community by streamlining our media relations operations and working with local news organizations to share unique, interesting and newsworthy stories about the college and its students, faculty and staff. We are also working to identify the various areas of expertise held by people on our Kapi‘olani CC campus to help members of the news media connect with credible experts as they research their stories and to ensure that whenever possible Kapi‘olani CC’s knowledgeable faculty and staff are included in important discussions of the day.

As we move forward with this project, we ask your cooperation in two very important processes:

• Please use the attached Kapi‘olani CC Media Release Referral form to let us know about potentially newsworthy stories involving your department, programs, faculty, staff or students whenever you become aware of them. (Also attached is short guide to evaluating potential news stories, which offers a few tips for identifying newsworthy topics.) Please submit referrals, via your dean, at least three weeks in advance of the preferred coverage date so that we have adequate time to prepare a news release and so that the news organization(s) may plan ahead should they be interested. For more immediate time-sensitive referrals, please contact College and Community Relations at 734-9603.

• Please use the attached Kapi‘olani CC Source List form to survey your faculty and staff regarding their academic areas of expertise. Please return the forms, via your dean, to College and Community Relations in Ilia Building, Room 203.

Thank you in advance for helping us raise awareness about Kapi‘olani CC’s outstanding people, programs, events and community contributions.

Sincerely,

Carol Hoshiko
What’s News?

In the coming weeks and months, Kapi`olani Community College will be streamlining its communications with local news organizations as a means of enhancing the college’s prominence in the community and ensuring that prospective students and their families get a better understanding about the depth and breadth of what Kapi`olani CC has to offer. As part of this effort, we will work to establish a steady flow of news releases, sourcing suggestions and other communications with local media. Key to this effort your cooperation in helping us to identify potential news stories related to Kapi`olani CC and its faculty, staff and students. Below are a few things to consider when evaluating a potential story idea.

What Makes Something Newsworthy?

When news editors make decisions on which stories to pursue and how much “play” (length, placement, etc) to given them, they typically evaluate each idea on a set of criteria sometimes referred to as TIPPI: Timeliness, Impact, Proximity, Prominence and Interest.

**Timeliness:** News should be new. This is especially true given the heightened demands of news consumers in the modern 24-hour news cycle. Thus, the latest developments of an ongoing issue are favored over retrospective reportage of the originating event. The older the issue or event, the greater the need for new information or fresh insight.

**Impact:** If timeliness is a pre-requisite for consideration, impact is the most direct justification for news coverage. People are most powerfully drawn to news or information that directly affects their lives. (This explains the heavy emphasis on weather reporting in local broadcast media.) In general, the breadth or severity of the impact will correspond with reader or viewer interest, which in turn determines the story’s value to a news agency. Thus, an approaching hurricane is much newsier than a power outage that affects 20 customers. When considering the impact of a potential story, it is always advisable to consider what measures are available to quantify its impact.

**Proximity:** The principle here is “the closer to home an issue is, the more likely we are to care about it.” This explains why a boulder falling on a house in Hawai`i Kai will get more local news attention than a bus crash that kills 50 people in Africa. This is a useful consideration when pitching a local angle to a national or international story. It is also useful when targeting a particular population via a particular news medium.
Prominence: The news value of virtually any issue or event can be elevated via connection to something else that happens to be very prominent in the public’s consciousness. While news editors often think of the criterion in relation to famous people (an event featuring a prominent actor, singer, politician, etc. has more news value than one that doesn’t), the concept also applies to prominent issues (rail transit, gay marriage), events (the presidential inauguration) or trends (gluten-free diets).

Interest: Some stories are published or broadcast solely on the basis that their subject is unusual, exemplary, or otherwise interesting. A story about a lost cat who travels hundreds of miles to find its owners offers no real impact to the community at large and the birth of octuplets in France does not appeal to proximity yet both have news value because it is likely that readers or viewers will find the stories interesting enough to read or watch.

What Does Kapiʻolani CC Have to Share? Kapiʻolani CC is home to scores of innovative programs that are helping to redefine the role of community colleges, hundreds of highly qualified faculty and staff who have unique insights into their disciplines and who are engaged in a wealth of community activities, and thousands of students representing a diverse cross-section of the world. In short, we have no shortage of great, newsworthy stories to share with the rest of the state. In addition, we have a wealth of expertise that can be tapped to provide valuable insight and perspective on issues beyond our campus. Whether it’s a three-part series on the evolution of online instruction or a one-paragraph item about an upcoming art exhibit, every mention of Kapiʻolani CC in the news media is another opportunity to remind potential students and their families that Kapiʻolani CC is a vital, diverse and invested presence in the community. Here are just a few of the different types of stories that you may be able to develop based on your department’s everyday activities and considerations.

- Fairs and exhibitions
- New research
- Recent publications
- Service projects
- Creative uses of technology
- Trends in your discipline
- Promotions
- Faculty, staff or students with experiences relating to current news events
- Institutional trends (enrollment, etc)
- Demographic trends
- Guest speakers or lecturer

Remember to focus on what interests our readers?
MEDIA RELEASE REFERRAL FORM

Referred By: 

Name ____________________________ Department ____________________________

Date submitted: ________________

Nature of story

_____ Breaking News
_____ General News
_____ Calendar Event
_____ Hiring/Promotion
_____ Feature/Human Interest
_____ Other

Synopsis: ________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Contact Person: 

Name ____________________________ Dept. ____________________________ Phone 

Photo/Video/Graphic Available: Yes____ No ____________

Submit to your Dean

Kapiʻolani Community College
4303 Diamond HeadHonolulu, HI 96815
(808) 734-9603
occr@hawaii.edu
# Source List Form

<table>
<thead>
<tr>
<th>Department</th>
<th>____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Title</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Post-Secondary Schools Attended</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Degrees Earned</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Other Training</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Professional Affiliations</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Areas of Expertise</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Phone Number</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Email Address</td>
<td>____________________________________________</td>
</tr>
</tbody>
</table>

Submit to your Dean

Kapiʻolani Community College
4303 Diamond Head Rd
Honolulu, HI 96815
(808) 734-9603
occr@hawaii.edu
DATA/PERFORMANCE MEASURES
**Performance Measure: Increase overall College enrollment, i.e.:**

- A1: Native Hawaiian – 5% per year, 1,506 students (Fall 2013 actual), Fall 2015 goal is 1,303.
- B1: Overall College - 2% per year, 8,376 students (Fall 2013 actual), Fall 2015 goal is 8,606.
- B5: Under-served Regions, using distance and off-site learning strategies, 1299 students (AY2013 actual), AY2015 goal is 1,481.
- D3: 25-49 yrs. olds – 3% per year, 2,887 students (fall 2012 actual), Fall 2015 goal is 2,813.
- D8: International Students – 3% per year, 664 students (Fall 2012 actual), Fall 2015 goal is 800.

**College-wide Strategy II.**

Diversify, Improve, and Increase the College’s Financial Aid Portfolio for Students applied to Strategic Outcomes - A: Promote Native Hawaiian Educational Attainment & B: Increase Hawaii’s Educational Capital.

**Performance Measure: Promote low-income NH Student Success and Graduation by increasing:**

- A2: Native Hawaiian student Pell participation rate from 19.4% to 38.0%, AY13 actual was 16.0%.
- B2: Low-income student Pell participation rate from 16.1% to 38.0%, AY2013 actual was 33%.
### Kapi‘olani Community College Strategic Plan Outcomes 2006-2015

<table>
<thead>
<tr>
<th>Strategic Outcome: Native Hawaiian</th>
<th>Baseline 2006</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Target 2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase total full enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.</td>
<td>840</td>
<td>1,610</td>
<td>1,478</td>
<td>1,303</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>2. Promote low-income Native Hawaiian success and graduation by increasing their overall financial aid participation rate from 13.4 to 16.0 percent.</td>
<td>13.4%</td>
<td>13.3%</td>
<td>13%</td>
<td>10%</td>
<td>-3.7%</td>
<td></td>
</tr>
<tr>
<td>3. Increase the percentage of Native Hawaiians who enter developmental reading, writing, or math intervention courses, while maintaining the quality of the courses, Native Hawaiian success rate in developmental writing to increase from 72 to 81 percent, in developmental reading, from 80 to 76 percent; in developmental math from 53 to 72 percent.</td>
<td>72% Writing, 50% Math, 60% Reading</td>
<td>65% Writing, 70% Math, 60% Reading</td>
<td>81% Writing, 70% Math, 60% Reading</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Increase total full enrollment by two percent per year, from 7,272 to 8,696.</td>
<td>7,272</td>
<td>8,023</td>
<td>8,892</td>
<td>8,576</td>
<td>8,690</td>
<td>-314</td>
</tr>
<tr>
<td>2. Increase by three percent per year the number of students who successfully complete and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase transfers from 381 to 514.</td>
<td>641</td>
<td>885</td>
<td>885</td>
<td>102</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Outcome: Globally Competitive and Collaborative Workforce</th>
<th>Baseline 2006</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Target 2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase by 5 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average ($38,851). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs from 401 to 511.</td>
<td>301</td>
<td>337</td>
<td>381</td>
<td>-54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Increase the total annual student enrollment in continuing education programs that address critical workforce shortage by 3 percent per year, from 5,769 to 6,875.</td>
<td>5,769</td>
<td>7,397</td>
<td>6,475</td>
<td>522</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Increase the enrollment of 25-49 years old in credit programs by 3 percent per year, from 2,221 to 2,813 students.</td>
<td>2,221</td>
<td>3,068</td>
<td>2,886</td>
<td>2,813</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>4. Increase the degree completion in campus STEM fields (Nursing, Health Sciences, BioTech, IT, Digital Media, Arts, Food Science) by 8 percent per year, from 227 to 459 students.</td>
<td>272</td>
<td>375</td>
<td>381</td>
<td>415</td>
<td>-259</td>
<td></td>
</tr>
<tr>
<td>5. Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.</td>
<td>5</td>
<td>290</td>
<td>300</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.</td>
<td>600</td>
<td>605</td>
<td>1,000</td>
<td>-395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Increase international F-1 and other non-United States student enrollment by three percent per year, from 630 to 800.</td>
<td>630</td>
<td>758</td>
<td>664</td>
<td>800</td>
<td>-136</td>
<td></td>
</tr>
<tr>
<td>8. Increase the number of the College's TEACH Hawaii! students transferring to UH to Pre-Education and Education majors from 110 to 150.</td>
<td>110</td>
<td>137</td>
<td>150</td>
<td>93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
ANALYSIS OF STRENGTHS AT KAPCC

General Scope of College:
- Small classes - more 1:1 student-faculty relationship
- Strong counselor support
- Online registration (Banner) system
- Pathway programs offered to students
- Affordable tuition
- FYE
- Free Parking
- Buildings and programs have indigenous names
- Uniqueness of Queen Kapi'olani as our namesake
- Dual-enrollment programs allowing easy transfer to a 4-year college
- Large international student population plus exchange programs
- Strong signature programs (NMA, Legal, Interpreting, etc.)
- Location
- Beautiful campus
- Record for obtaining grants
- Recognized by business and industry
- Responsive civic engagement
- Positive track record (reputation)
- Upon graduation, students are ready for employment
- UH affiliation

Continuing Education and Lifelong Learning:
- KapCC brand-educational institution
- Revenue generating unit
- Affordable pricing
- Offers practical skills training for individuals and for contract training
- Offer variety of classes year round
- Customize programs
- UH and UHCC affiliation
- Established customer base
- Experienced coordinators
- Experienced instructors
- Ability to cross-sell between programs
- Convenient location and free parking
- Ability to be creative and flexible
ANALYSIS OF WEAKNESSES AT KAPCC

General Scope of College:

- Encouragement to increase class size to accommodate increasing enrollment
- Transient student population
- Lack of “hubs” for students and faculty
- Excessive levels of bureaucracy that prevent changes from happening quickly
- Not enough parking
- Not enough classroom and meeting room space
- Learning environment (classroom) not always positive
- Stigma associated to “community college” education
- KacCC really named after the boulevard, not the Queen
- Some of our programs do not articulate with 4-year institutions
- Technology changes short-circuits staffing classes with newer technology
- Need new Website – facelift and updates
- Some buildings are shabby
- Bureaucracy with complex forms for admissions
- Filled classes open new sections that are offered at times inconvenient to student schedules
- Website that is not easily navigated
- Uncoordinated/weak marketing programs
- Emergency response plan not communicated or unavailable
- Frequent communication breakdown from admin to rest of college
- Little collaboration with partners
- Competitive and fast-paced programs prevent students from doing little else in their lives
- Little or no marketing budget

Continuing Education and Lifelong Learning:

- Being associated with educational institution may give perception that courses not in tune with changes in business and industry

- Lack of online registration
- Bureaucracy and flow of paperwork (HR, BO, etc) causes inefficiency
- Registration hours
- Run down facilities
- Minimal marketing dollars
- Lack of integrated marketing efforts
- Lack of quality and consistent marketing materials
- Minimal visibility in markets
- Challenge with finding clear direction and focus
- Inconsistent standards with programs, courses, hiring instructors, course evaluations, etc.
- Challenge with measuring unit’s success
- Lack of training resources for personnel
- Lack of appropriate resources (facilities, equipment, etc.) to be efficient
ANALYSIS OF OPPORTUNITIES FOR KAPCC

General Scope of College:
Expand on technology, social media, distance learning
Increased focus on Hawai‘i (Obama’s Presidency, APEC)
Hawai‘i’s economy is changing
Offer just-in-time training
Capitalize on Farmer’s Market and community-support activities
Build on Queen Kap‘olani’s legacy at the College
Showcase Degree Pathways (Ku‘ie‘iea, Mānanawai, etc.)
Offer a marketing brochure (pdf) of KapCC online
Focused marketing
Leverage reputation for international programs
Expand connections with the business community for CTE programs
Expand the number of certificates
Expand options for transfers to UHWO degree programs
Implement the Long Range Development Plan
Begin construction of the Culinary Institute of the Pacific at Diamond Head
With changes in science and technology, need for specialty nurses will create another nursing shortage
Need to market to local students – many students do not view CC’s as an option
Growth of STEM for local students
Recruit students from international locations besides Japan, China, Korea

Continuing Education and Lifelong Learning
Create advisory committee to stay viable with business community, industries, customers
Examine internal and external marketing campaigns
Tap KapCC (and UH, UHCC) alumni
Capitalize on client referrals
2011 beginning to see increase in training requests
HTA’s emphasis on workforce development and training
APEC Conference in Hawai‘i stirring need for service training
Emerging markets stimulating need for cultural sensitivity training
 Solicit training funds, grants
Offer certifications for new or enhanced job skills
Seek international, global markets
ANALYSIS OF THREATS AT KAPCC

General Scope of College

Connections are increasingly electronic and not face-to-face
Students are working one or two jobs
Because of economy, fewer well-paying employment opportunities are available
When economy improves, enrollment will slip causing a decrease in funding
Lack of vibrant commercial community surrounding the campus
Lack of proper pronunciation and usage of Hawaiian language
Lack of awareness of KapCC's outstanding programs beyond Culinary Arts and Nursing
Public knows the campus as KCC; internally, we are KapCC
Graduates from some of our signature programs not paid as well as in other states causing a drain (e.g., NMA)
With rise of online formats and the Internet, greater chance of competition
Online educational institutions offering similar educational opportunities
Constant technological changes could outdate us quickly
Need for better enrollment management
Budget shortfalls and political shifts threaten availability of grants
Campus incidents create negative publicity for KapCC
Other campuses infringe on KapCC signature programs
We do not do research and thus do not know College’s wants and needs
We are not customer friendly (poor response time, sometimes no response!) and thus customers may not return
Campuses are beginning to compete with one another (cannibalization)
Shortage of nurses who can teach; shortage of nurse-practitioners

Continuing Education and Lifelong Learning

Threat by UH and UHCC campuses as well as by private colleges and high school community education programs
Threat by private companies and consultants who offer training in similar areas
Economic conditions (e.g., disaster in Japan) affect training budgets
Threat by on-line training providers