



**Kapi'olani Community College**  
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*Kūlia i  
ka nu'u*  
**Strive  
for the  
Highest**



# **Strategic Plan 2008-2015: Framework, Process, and Context**





UNIVERSITY of HAWAI'I\*  
**KAPI'OLANI**  
 COMMUNITY COLLEGE

September 25, 2009

To the campus and our communities, locally, nationally, and globally:

In October 2007, the college began updating its Strategic Plan as the University of Hawai'i system was achieving consensus on new strategic directions and outcomes. In the spring and summer of 2008, the University of Hawai'i Community College system articulated similar outcomes and performance measures in relation to the "Achieving the Dream" project.

From February to May 2009, 23 campus representatives and 20 community stakeholders worked to update, align and customize the college's Strategic Plan. This team became well-versed in the new UH Community College System Strategic Outcomes and Performance Measures and developed a thoughtful and comprehensive set of potential strategies to achieve them.

In August 2008, the administrative staff synthesized these potential strategies into eight campus-wide strategies to address six strategic outcomes and 29 performance measures. Twenty of these measures are directly aligned with the UH Community College's measures, three integrate accreditation recommendations unique to our campus that must be addressed, and six are derived from the detailed tracking of national higher education trends. Of the 29 performance measures, 27 are quantitatively measurable and it will be the responsibility of our new Office for Institutional Effectiveness to track our progress.

I want to express my sincere gratitude to all the campus and community representatives who worked so effectively together in 2008, and to the governance bodies that reviewed and approved the plan in 2009. This new Strategic Plan, along with ongoing program review, will guide our progress through the next six years. I also want to recognize and express my special thanks to Director Robert Franco, and his staff of the Office for Institutional Effectiveness, for their facilitative leadership in this planning effort, and to Allan Kaleikilo, a student assistant and student leader who provided major logistical support to committee meetings.

Mahalo nui loa – let's continue to reach for the highest as we meet and exceed the goals we have now set for ourselves.

Sincerely,

Leon Richards  
 Chancellor

## University of Hawai'i (UH) System Framework Drives the Planning Process

In October 2007, the College began to update its existing Strategic Plan for 2008-2015 as UH system planning was reaching 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 early 2008, the UH Community Colleges (UHCCs) were refining the planning framework and defining outcomes and performance measures in relation to new "Achieving the Dream" goals, and preparing students to meet critical workforce shortages in a diversifying Hawai'i economy.

In February 2008, in alignment with the UHCCs, the College began formal meetings with campus representatives from a wide range of academic and support units, as well as the four governance bodies: 1) Faculty Senate; 2) Staff Council; 3) Student Congress; and 4) Hawaiian Council (Kalāualani). To facilitate maximum participation meetings were scheduled on back-to-back Wednesday and Thursday evenings, once per month, in February, March, April, and May.

Four subcommittees were formed within this strategic plan committee:

Group A: Focused on the framing documents for the updated plan, the Mission, Vision, Values, Planning Context, and Functional Statements, and integrating recommendations and planning items from the ACCJC/WASC Accreditation Report in January, 2007.

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

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

Group D: Focused on Strategic Outcome 5, Resources and Stewardship. This group was also informed that their

### ***Strategic Planning a Collaborative Effort of:***

- ***Committee to Update the Strategic Plan with campus and community representatives***
- ***Administrative Staff***



recommendations would play an important part in initiating a Long Range Development Planning process. Community stakeholders were brought into the planning process. They 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 budget requests the Hawai'i 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 2009-2012 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 2008, 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 2008, 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 collegewide strategies were identified and 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;

**College strategies are clearly aligned with performance measures and outcomes.**

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 outcome labeling was changed from numbers (1-5) to letters (A-E) and outcome E was divided into two outcomes, one focused on faculty and staff development (E), and one focused on physical and technological resources and sustainability (F).

Strategic outcomes and performance measures were then aligned with the eight campus-wide strategies and a final, full-color planning matrix incorporated 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. By June 1, 2009 all governance bodies had approved the plan.

## Collegewide Strategies

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

## Accreditation

The planning process described above intentionally included an 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 has enabled a comprehensive approach to planning that guides the College to be accountable in measurable ways simultaneously to Hawai'i's public and our institutional accrediting body. Specific accreditation planning items include:

Improve ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting (Collegewide Strategy #8).

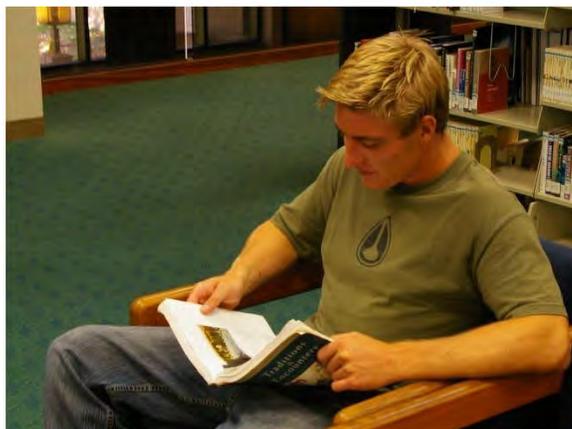
Redesign curriculum approval and revision process and fully implement five year curriculum review process. (Performance Measure D10).

Complete two documented cycles of development for all certificate and degree programs, for assessment, evaluation, and improvement of student learning outcomes (Performance Measure B7).

Develop, assess, evaluate, and improve communication with and by governance bodies (Strategy E1E for inclusion in Executive Administration Tactical Plan, 2009-2012)

## National Considerations

The College is nationally recognized for learning-centered strategies focused on student engagement and for integrating innovation into its institutional mission and functions. From 2005-2008, the College was formally recognized for specific 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, has resulted in refining our Strategic Outcome 4. Our campus position is that students, faculty, staff, and the institution itself must be "globally competitive," and, equally important, they must be "globally collaborative." Our 20 years of national work and research strongly substantiate this position, and our Strategic Outcome 4 now reads "Globally Competitive and Collaborative Workforce." 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 must respond effectively to local, state, regional, national, and international issues and opportunities. The College also must do more than merely 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.

<p><b>STRATEGIC OUTCOME A: Native Hawaiian Educational Attainment</b></p> <ul style="list-style-type: none"> <li>• Position Kapi‘olani Community College and the University of Hawai‘i as leading indigenous-serving higher education institutions.</li> </ul>	<p><b>STRATEGIC OUTCOME B: Hawai‘i’s Educational Capital</b></p> <ul style="list-style-type: none"> <li>• Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.</li> </ul>	<p><b>STRATEGIC OUTCOME C: Economic Contribution</b></p> <ul style="list-style-type: none"> <li>• Contribute to the state’s economy and provide a solid return on its investments in higher education through research and training.</li> </ul>
<p><b>STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce</b></p> <ul style="list-style-type: none"> <li>• Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.</li> </ul>	<p><b>STRATEGIC OUTCOME E: Resources and Stewardship</b></p> <ul style="list-style-type: none"> <li>• Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.</li> </ul>	<p><b>STRATEGIC OUTCOME F: Resources and Stewardship</b></p> <ul style="list-style-type: none"> <li>• Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University’s resource for a sustainable future.</li> </ul>

The following Hawai‘i Planning Context was developed by the UHCC System and focuses on seven issues that will drive institutional transformation over the next seven years.

## Hawai'i 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. Serious state and federal budget deficits will negatively impact university and college funding and 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, Hawai’i’s per capita income is approximately 75 percent of the U.S. average. In 2003, Hawai’i 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 Hawai’i 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 Hawai’i’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. Hawai’i 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 Hawai’i’s 8<sup>th</sup> graders who score at or above proficiency 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 Hawai’i 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 Hawai’i, 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 must 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 submitted in October 2009.

Collaborations with the Pacific Postsecondary Education Council which represents institutions of higher education in the 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 must 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 they were 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 among 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, their 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 agreements 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 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 Mālama Hawai'i and First Year Experience student support services. The College provides comprehensive student support services including the Kekaulike Information and Service Center, TRIO and Disability Services, Library and Learning Resources, Career and Transfer Advising, Service-Learning, and the Honda International Center.



The College is developing a new *ecology of learning* that connects classrooms, centers and labs, campus, community, countries abroad, and cyberspace.

- 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 Mālama 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 assessment strategies for student learning outcomes 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 staff's 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 globalization 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's 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 ‘Ōlapa Building, at the top of Kīlauea Avenue, and on the land between Lē‘ahi Hospital and Diamond Head Theater.



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

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

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

Muriel Anderson, Hawai‘i Tourism Authority  
 Coral Andrews, Healthcare Association of Hawai‘i  
 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, Hawai‘i 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 Hawai‘i  
 Stevette Santiago, Workforce Excellence HUSA-FCU  
 Syd Snyder, DH Citizens Advisory Council  
 Neil Takekawa, Roberts Hawai‘i  
 Kerry Yoneshige, Business Management, HI State DAGS







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# Strategic Plan 2008-2015

**Strategic Outcomes,  
 Performance Measures,  
 Potential Strategies**

**By the Committee to Update the  
 Strategic Plan**

## STRATEGIC OUTCOME A: Native Hawaiian Educational Attainment

- ***Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.***

### **PERFORMANCE MEASURE 1**

A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.

#### **Potential Strategies**

A1A Research and identify educational needs of Native Hawaiians in their homes and communities.

A1B Increase the college going rate of Native Hawaiian students; improve outreach to Native Hawaiian students, families and communities by developing better communication technologies and appropriate distance learning courses and pedagogies.

A1C Partner with Native Hawaiian community-based organizations to cultivate and guide Native Hawaiian students in achieving their academic goals.

A1D Strengthen collaboration with indigenous-serving institutions and programs nationally, regionally, and globally.

### **PERFORMANCE MEASURE 2**

A2 Promote low-income Native Hawaiian students' success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.

#### **Potential Strategies**

A2A Make the financial aid process more accessible to low-income communities by providing financial aid assistance through schools and community-based organizations.

A2B Continue to explore and develop other financial aid opportunities.



### **PERFORMANCE MEASURE 3**

A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math from 52 to 72 percent.

#### **Potential Strategies**

A3A Support the recruitment, training, and retention of instructors, counselors, and support staff that have an interest in and commitment to under-prepared Native Hawaiian college students.

A3B Create learning environments based on Hawaiian values that foster community and student engagement and allow for the changing needs and expectations of students, faculty and staff.

A3C Implement and fund assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Kahikoluamea programs and services.

A3D. Create Pathway Academies to promote collaborative efforts with other departments and programs to improve seamless and efficient movement of students from college-readiness to college-level courses in general education and 21<sup>st</sup> Century Career programs.



### **PERFORMANCE MEASURE 4**

A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.

#### **Potential Strategies**

**A4A Provide, maintain and make visible fully accessible student support services to improve Native Hawaiian student success rates.**

A4B Develop comprehensive online counseling services to provide Native Hawaiian students with the resources to achieve their educational and professional goals.

A4C Strengthen basic skills attainment for all incoming Native Hawaiian students that will allow them to make quality educational and career decisions.

A4D Support Native Hawaiian students' needs and aspirations, as determined by entry and exit assessments, through personal

learning plans, electronic portfolios, and other flexible and innovative Pathways strategies.  
A4F Develop the Kahikoluamea Center as a high-context learning environment shaped by Hawaiian cultural values and artistic expression.

A4G Strengthen recruitment and retention of Native Hawaiian students, staff and faculty in STEM programs.

A4H Develop, implement, and evaluate strategies to improve Native Hawaiian success rates in liberal arts and 21<sup>st</sup> century career programs.

A4I Identify program level learning outcomes and align courses with these outcomes. Assess program level student learning outcomes, evaluate results and implement improvements.

A4J **Develop, evaluate, and improve** a campus-wide Second Year Experience program that provides a positive experience for Native Hawaiian students who have successfully completed 24 or more credits as they prepare to transfer to baccalaureate institutions or move into careers.

A4K **Develop, evaluate, and improve articulation agreements with UH system campuses.**

A4L Maximize opportunities for Native Hawaiian students to complete general education requirements at their home campuses, and enroll and transfer among campuses.

A4M Promote team teaching and resource sharing across campuses, and support combined Laulima web classes and virtual learning communities

**A4N Evaluate the feasibility of offering classes for Native Hawaiian students in off-campus locations and, if feasible, increase these offerings annually.**



## STRATEGIC OUTCOME B: Hawai‘i’s Educational Capital

- ***Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.***

### **PERFORMANCE MEASURE 1**

B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.

#### **Potential Strategies**

- B1A Increase the college going-rate of high school graduates by improving outreach to students, families and communities, and by developing better communication technologies and appropriate distance learning courses.
- B1B Increase by one every two years the number of programs that can be completed by students in underserved regions by distance learning.
- B1C Improve campus outreach to multilingual (immigrant) students and families at main feeder high schools and offer college preparatory courses at feeder high schools and/or community centers.

### **PERFORMANCE MEASURE 2**

B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.

#### **Potential Strategies**

- B2A Make the financial aid process more accessible to low income communities by providing financial aid assistance through schools and community-based organizations.
- B2B Identify resource needs and potential sources of support.
- B2C Continue to explore and develop other financial aid opportunities to assist diverse students in funding their higher education.



**PERFORMANCE MEASURE 3**

B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent

**Potential Strategies**

B3A Support the recruitment, training, and retention of instructors, counselors, and support staff that have an interest in and commitment to under-prepared college students.

B3B Implement and fund assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Kahikoluamea programs and services.

B3C. Create Pathway Academies to promote collaborative efforts with other departments and programs to improve seamless and efficient movement of students from college-readiness to college-level courses in general education and 21<sup>st</sup> Century Career programs.

**PERFORMANCE MEASURE 4**

B4 Increase by three percent per year the number of students who successfully progress 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 in transfers is from 561 to 828.

Kapi`olani Community College  
prepares students for lives of  
ethical and social  
responsibility by offering  
opportunities for increased  
service-learning and  
community engagement.



### Potential Strategies

B4A Develop programs and technologies to increase the College going rate.

**B4B Provide, maintain and make visible fully accessible student support services to improve student success rates.**

B4C Develop comprehensive online counseling services to provide students with the resources to achieve their educational and professional goals.

B4D Strengthen basic skills assessment for all incoming students that will allow them to make quality educational and career decisions.

B4E Support students' needs and aspirations, as determined by entry and exit assessments, through personal learning plans, electronic portfolios, and other flexible and innovative Pathways strategies.

B4F Provide, maintain and improve student support services for immigrant students, including language access as required under State Office of Language Access (OLA) guidelines.

B4G Support retention, persistence, and success of immigrant students.

B4H Strengthen recruitment and retention of students, staff and faculty in STEM programs.

B4I Develop, implement, and evaluate strategies to improve success rates in liberal arts and 21<sup>st</sup> century career programs.

B4J Identify program level learning outcomes and align courses with these outcomes. Assess program level student learning outcomes, evaluate results and implement improvements.

**B4K Develop, evaluate, and improve** a campus-wide Second Year Experience program that provides a positive experience for students who have successfully completed 24 or more credits as they prepare to transfer to baccalaureate institutions or move into careers.

**B4L Develop, evaluate, and improve articulation agreements with UH system campuses.**

B4M Maximize opportunities for students to complete general education requirements at their home campuses, and enroll and transfer among campuses.

B4N Promote team teaching and resource sharing across

campuses, and support combined Laulima web classes and Virtual Learning Communities.

**B4O Evaluate the feasibility of offering classes in off-campus locations and, if feasible, increase these offerings annually.**



### **PERFORMANCE MEASURE 5**

B5 Using effective distance and off-site learning, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 74 to 110.

#### **Potential Strategies**

B5A Increase the number and improve the quality of alternative delivery classes: online classes; hybrid classes, team-taught classes and learning communities.

B5B Develop distance learning programs and strategies to under-served students in the Pacific Islands.



### **PERFORMANCE MEASURE 6**

B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve Active-Collaborative Learning and Faculty-Student Interaction Benchmarks to 80<sup>th</sup> percentile.



#### **Potential Strategies**

B6A Ensure quality of teaching, increasing productivity and increased learning-centered behavior.

B6B Provide active, rich and safe learning opportunities and environments that promotes engagement of students, faculty/staff and the outside community in learning and experiential activities that increase success in courses, and attainment of certificates/degrees and career goals.

B6C Increase emphasis through CELTT on faculty development for improved active and collaborative learning, faculty-student interaction, academic challenge and student effort.

B6D Increase collaboration across educational support units and academic programs to improve support for learners.

**PERFORMANCE MEASURE 7**

B7 All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes.

**Potential Strategies**

B7A Support the timely and professional work of the Faculty Senate's Student Learning Outcomes Committee.

B7B Create and maintain mutually beneficial partnerships that anticipate and address changing educational needs, advances in industry and changes in the communities we serve.

## STRATEGIC OUTCOME C: Economic Contribution

- ***Contribute to the state's economy and provide a solid return on its investment in higher education through research and training.***

**PERFORMANCE MEASURE 1**

C1 Increase extramural grant funds by 3 percent per year, from \$4.7 to \$5.9 million.

**Potential Strategies**

C1A Support the personnel needed in grants development and grants administration in the Business Office, as well as periodic faculty assigned time for their research, planning and development efforts, and staff development. Integrate grants development into budgeting for program improvement efforts.

C1B Implement strategies to support grants development in selected areas that support mission.

C1C Perform periodic evaluation to assess the need to realign college staff and resources to effectively integrate extramural funded projects.

C1D Develop and sustain strong partnerships with local business, industry, community leaders, and national higher educational organizations.

C1E Establish partnerships and relationships to develop and share learning resources beyond state and national boundaries.

C1F Anticipate and address 21st century career programs and workforce retraining needs.

C1G Expand partnerships and take tangible steps to provide a smooth transition for students through a seamless integration of K-12 and college.

## STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce

- *Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.*

### PERFORMANCE MEASURE 1

D1 Increase by 3 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 (\$38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs is from 403 to 511.



### Potential Strategies

D1A Improve enrollment management, especially student recruitment, enrollment growth, and retention.

D1B Develop strong and coherent partnerships with K-12 teachers, schools, and state government for Native Hawaiian and all student success in STEM and other knowledge-intensive fields.

D1C Strengthen two-way connections between workforce needs in Hawai'i and course and program offerings at the College.

D1D Strengthen workforce development relationships with UHM, UHWO, and UHH to explore 2+2 degree partnerships.



## **PERFORMANCE MEASURE 2**

D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675.

### **Potential Strategies**

D2A Hire Vice Chancellor for Continuing Ed and Community Relations to oversee program development.

D2B Identify, implement, assess, evaluate and improve continuing education offerings that prepare students to meet critical workforce shortages

D2C Identify, implement, assess, evaluate and improve continuing education offerings that prepare students for a diversifying, knowledge-intensive economy.

D2D Identify, implement, assess, evaluate and improve continuing education offerings that promote personal and professional enrichment.



## **PERFORMANCE MEASURE 3**

D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.

### **Potential Strategies**

D3A Work with employers to offer incentives to employees to pursue credit and continuing education certificates and degrees that will strengthen their job performance.

D3B Improve planning, marketing, and implementation of continuing education programs to the community and emphasize opportunities to transition to credit programs.



## **PERFORMANCE MEASURE 4**

D4 Increase degree completion in career fields with integrated technology (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.

### **Potential Strategies**

D4A Develop synergies within existing programs so that degree completion leads to employment in emerging fields identified as innovative and knowledge-intensive opportunities.

D4B Develop comprehensive tutoring, mentoring, and student leadership programs to support improved student learning in all programs.

D4C Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, and undergraduate research for enhanced learning in selected areas of excellence (STEM, Integrated International Education, Service-Learning) and career programs.

D4D In conjunction with Long Range Development Planning, develop facilities that support STEM integration, innovation, and undergraduate research to advance a knowledge-intensive workforce and economy.

### **PERFORMANCE MEASURE 5**

D5 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.

### **Potential Strategies**

D5A Develop student-centered learning and teaching resources and technologies to ensure superior academic achievement and equipped students with the academic preparation needed to succeed in a baccalaureate STEM degree program.

D5B Provide support services including career counseling or transfer support programs such as Ka`ie`ie.



### **PERFORMANCE MEASURE 6**

D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.

### **Potential Strategies**

D6A Strengthen campus support for students pursuing the Hawaiian, Asian, and International Studies Academic Subject Certificates. Link completion of these certificates to transfer and study abroad opportunities.

D6B Conduct research on student interests in study abroad. Improve and expand current



study abroad programs. Convey study abroad opportunities through new student orientation and gateway courses in Asian, Pacific and International studies.

D6C Develop new international education courses and modules for infusion into existing courses and develop more international education courses for distance delivery.

D6D Develop more international partnerships, including contract training, that provide exchange and research opportunities for the College.

D6E Develop local and national partnerships for fund development.

### **PERFORMANCE MEASURE 7**

D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.

#### **Potential Strategy**

D7A Support a permanent location, staffing, and student leadership for the Service-Learning Emphasis.

### **PERFORMANCE MEASURE 8**

D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.

#### **Potential Strategy**

D8A Support the work of Honda International Center in recruitment and retention. Further develop an academic, campus and community environment that promotes cross-cultural interaction, language learning, and service.

### **PERFORMANCE MEASURE 9**

D9 Increase the number of the College's "TEACH Hawai'i" students transferring to UHM as Pre-Education and Education majors from 110 to 150.



**Potential Strategies**

D9A Support the development of additional teacher preparation courses and their integration into Arts and Sciences.

D9B Strengthen teacher preparation pipeline with local high schools and community-based organizations.

D9C Strengthen transfer agreements with the Colleges of Education at UH Manoa and Hawai'i-Pacific University and the School of Education at Chaminade University.

**PERFORMANCE MEASURE 10**

D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.

**Potential Strategies**

D10A Implement Curriculum Central to expedite and simplify curriculum review process.

D10B Develop effective mechanism to ensure compliance with accreditation recommendation.



## STRATEGIC OUTCOME E: Resources and Stewardship

- **Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.**

**PERFORMANCE MEASURE 1**

E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from \$776,000 to \$995,000. Funds allocated should support achievement of these performance measures and improvement of CCSSE Support for Learners Benchmark to the 80<sup>th</sup> percentile.

**Potential Strategies**

E1A Recruit and retain Native Hawaiian faculty, staff and administrators to reflect more closely the populations we serve.

E1B Encourage responsible risk-taking, reward innovation, and invest in change.

Support faculty-driven innovation in learning outcomes assessment.

E1C Support the development, implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice.

E1D Promote, encourage and reward successful innovation in teaching, scholarly research, extramural funding, and entrepreneurial activities.

E1E Develop, assess, evaluate, and improve communication with and by governance bodies.

E1F Pursue opportunities to develop students, staff and faculty as leaders in their respective fields, areas of expertise, and areas of interest.

**PERFORMANCE MEASURE 2**

E2 Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off-site learning.

**Potential Strategies**

E2A Increase the quantity and quality of courses and programs available to students through online, distance and off site learning methods.

## STRATEGIC OUTCOME F: Resources and Stewardship

- **Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.**

**PERFORMANCE MEASURE 1**

F1 Request \$45,000,000 in repair and maintenance funds over the period, an average of \$5.6 million per year.



## **PERFORMANCE MEASURE 2**

F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.

### **Potential Strategies**

F2A Increase security and expand data capacity through managed network systems.

F2B Create and implement a plan to ensure distance learning students have access to support programs and services, including admissions, financial aid, academic advising, placement, and counseling.

F2C Increase access to campus and system-wide library resources.

F2D Invest resources to provide technology support to students.

F2E Expand information technology infrastructures that support disability access.

F2F Implement a campus-wide classroom upgrade plan that utilizes the latest technology to provide engaging learning environments.

F2G Implement a campus-wide computer replacement program that meets program goals.

F2H Consolidate institutional data for efficient planning and management.

### **POTENTIAL STRATEGIES**

F1A Plan new construction and expansion based upon identified unit or programmatic need.

F1B Upgrade and maintain facilities to ensure superior academic achievement, improve functionality of space, and promote pride in our work environment.

F1C Use the LEED standards as a guide when planning new construction, upgrading, and performing maintenance on facilities.

F1D Partner with external businesses and organizations to establish onsite/nearby satellite facilities.

F1E In collaboration with community stakeholders implement a Long Range Development Plan.



**PERFORMANCE MEASURE 3**

F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4,104,500 to 3,316,366 gallons.

**Potential Strategies**

F3A Optimize and diversify the use of existing facilities and grounds through partnerships with other campuses, and within departments and programs.

F3B Support the commitment to reduce energy consumption, promote comprehensive recycling programs, and implement the use of renewable energy sources.

**PERFORMANCE MEASURE 4**

F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.

**Potential Strategy**

F4A Develop student-centered learning and teaching resources to ensure superior academic achievement in the arts and sciences of sustainability.

**PERFORMANCE MEASURE 5**

F5 Increase non-state revenue by three percent per year from \$23.5 to \$36.4 million.

**Potential Strategies**

F5A Expand resources and revenues through grants, private sector partnerships, and entrepreneurial activities.

F5B Exercise sound fiscal policy and diversify revenue sources to promote stability in changing economic conditions.



## COLLEGEWIDE STRATEGIES

1

Manage and Grow Enrollment Strategically by: 1) conducting ongoing analyses of internal and external enrollment factors such as, going, retention, and persistence rates; certificate, degree and transfer demand and completion; workforce, economic, and community data; campus facilities and online capacity; reach to and impact in underserved communities; 2) implementing, assessing, evaluating, and improving precision student marketing and recruitment strategies led by Kuilei, the Honda International Center, and Continuing Education, with the assistance of the Office for Institutional Effectiveness, Vice President for Community Colleges Marketing office, community-based organizations, departments, faculty and staff.

2

Diversify, Improve and Increase the College's Financial Aid Portfolio for Students by: 1) assessing and evaluating Achieving the Dream data for Native Hawaiian and all student participation rates; 2) reviewing current financial aid policies and practices for the awarding of financial aid; 3) modifying processes as needed to achieve optimum access using online technology in the marketing and awarding of scholarships (i.e., Kuilei Chancellor's scholarship, centennial scholarships); 4) integrating financial aid planning into Kuilei and First Year Experience as a success strategy for new, low-income students; 5) integrating financial aid with academic advising and other success strategies for continuing students to achieve college enrollment and non-general fund revenue goals; 6) increasing student awareness and use of private scholarships; and 7) communicating the availability of aid and focusing on strategies that ensure that students complete the application process in order to determine their qualification for aid.

3

Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence by: 1) improving technology-enhanced learning environments and support services for Native Hawaiian and all students in the Kahikoluamea Center. Services include entry and exit assessments, development of personal learning plans and electronic portfolios for learning and assessment, and peer mentoring and tutoring in pathway academies aligned with academic clusters and advising; 2) assessing and evaluating the Achieving the Dream, CCSSE, and program review data to better meet the diverse learning needs of Native Hawaiian and all students; 3) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, gatekeeper course initiatives, online classes and tutorials; and 4) providing quality professional and staff development.

4

Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer by: 1) improving integrated, technology-enhanced learning environments and support services for Native Hawaiians and all students in all programs; 2) improving programs that meet critical workforce shortages in nursing, health science, hospitality, information technology, teaching, and social work, and prepare students for high wage careers in science, technology, engineering, digital media and other knowledge-intensive industries; 3) developing comprehensive academic degree pathways with learning outcomes assessment and supporting current and new articulation agreements with baccalaureate campuses; 4) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, undergraduate research, online classes and tutorials, study abroad, and capstone experiences; 5) providing quality professional and staff development; 6) strengthening outreach and comprehensive program delivery to underserved communities in Palolo, Leeward O'ahu, and the Neighbor Islands; 7) improving alternative delivery classes and programs and contract training; 8) embedding academic subject certificates and concentrations in existing and/or new programs.

5

Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams by: 1) improving grants identification, development, administration, implementation and evaluation processes; 2) strengthening the alignment between external grants and strategic and tactical planning for institutional and program improvement, especially in emerging innovation and knowledge-intensive fields 3) involving deans and department chairs in identifying faculty for assigned time related to grants processes; 4) providing training and professional development opportunities; 5) developing mutually beneficial and sustainable partnerships with private, non-profit, educational, and governmental sectors statewide, nationally and internationally for the development of contracts and grants, and to increase funding from auxiliary enterprises, foundations, investments and endowments; 6) consolidating and reforming continuing education for increasing revenues and revenue streams.

6

Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise by: 1) exercising exemplary stewardship over all the College's resources; 2) identifying resource priorities and aligning general and non-general funding to meet these priorities; 3) creating an environmentally sustainable and energy efficient campus; 4) providing more high quality professional development opportunities for faculty and staff; 4) hiring new faculty and staff.

7

Strengthen Community Outreach and Partnerships by: 1) working collaboratively and effectively with leaders in under-served regions and populations; 2) recognizing both the assets and needs of our partners; 3) engaging private, non-profit, educational and governmental sector partners in improving program outcomes related to workforce development and human services needs; 3) obtaining local, state, national and international resources; 4) improving ongoing communication, especially through the use of technology.

8

Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting by: 1) using best practice research, assessment and evaluation processes; 2) using data for decision-making; 3) engaging all campus governance bodies; 4) aligning decision-making with strategic planning, program review and tactical planning, program and institutional accreditation standards, biennium and supplemental budget requests, and non-general funds; 5) developing ten core institutional effectiveness measures to be featured in a dashboard format on the College's website. Measures might include: A) enrollment; B) retention rate; C) persistence rate; D) number of degrees, certificates completed and transfers; E) general and non-general funds; F) active and Collaborative Learning; G) academic challenge; H) student effort; I) faculty-student interaction; J) support for learners (F-J are CCSSE Benchmarks).

**TACTICAL PLANNING FRAMEWORK**  
**FOR ACADEMIC AND SUPPORT UNITS AND EMPHASES, 2009-2012**

- I. Background
- a. Introduction
  - b. Brief history
  - c. Current situation: strengths that can be built on, weaknesses needing improvement
    - Internal – Consider 3-year program review if available, current tactical plan, accreditation review including planning agenda items, recommendations and commendations. Your planning should result in improvements in the College's five effectiveness measures for fall entering cohorts of home-based students:

- 1) course success rates;
- 2) fall to spring re-enrollment rates;
- 3) percent of students completing 20 credits or a certificate in academic year 1;
- 4) percent of students completing 40 credits, a degree or certificate, or transferring to a baccalaureate campus in academic year 2;
- 5) percent of students completing 60 credits, a degree or certificate, or transferring to a baccalaureate campus in academic year 3.

All academic departments must be in compliance with the five-year curriculum review policy by fall 2011. All degree programs and some support units must complete at least one cycle of learning outcomes assessment by spring 2012, our Self Study Year. One cycle consists of having assessed all program outcomes and implemented strategies for improvement.

- External – Review pages 8-13 of this Strategic Plan. Identify specific external factors influencing your planning, including recent enrollment growth.
- II. Mission Statement – Review “Vision, Values, and Mission Statements” on page 14 of this Strategic Plan. Also review pages 15-20. From the 11 components of the Mission Statement identify and prioritize those that you will help the College achieve. Compose mission statement.
- III. Appropriate Strategic Outcomes – Your strategic outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix on the following pages. Code your outcomes to match the College's outcomes (A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).
- IV. Tactical Plan Performance Measures - Your performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix on the following pages. Code your performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).
- V. Strategies – Develop strategies to address weaknesses identified in your program review data and to support College outcomes. Review the Potential Strategies (pages 24-39) and Collegewide Strategies (facing page) identified in this Strategic Plan. Specify your strategies. Develop synergies with other academic and support units and community partners. Work with OFIE on assessment. Identify resource needs and potential funding sources.

<p style="text-align: center;"><b>Strategic Outcomes</b></p> <hr/> <p style="text-align: center;"><b>Performance Measures</b></p> <p style="text-align: center;"><b>2006 Baselines and 2015 Benchmarks</b></p>	CAMPUSWIDE STRATEGIES							
	I. 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
	Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015							
<b>STRATEGIC OUTCOME A: NATIVE HAWAIIAN EDUCATIONAL ATTAINMENT: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions.</b>								
A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.	A1 (A,B,C,D)	A1 (C,D)	A1 (A,B,C,D)	A1 (A,B,C,D)			A1 (B,D)	A1 (A,B)
A2 Promote low-income Native Hawaiian students' success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.		A2 (A,B)			A2 (B)	A2 (B)	A2 (A,B)	
A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math, from 52 to 72 percent.			A3 (B,C,D)	A3 (D)		A3 (A,B)		A3 (B,C,D)
A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.		A4 (A)	A4 (A,B,C,D,F,L)	A4 (F,G,H,I,J,K,L,M)				A4 (C,D,E,F,G,H,I,M)
<b>STRATEGIC OUTCOME B: HAWAII'S EDUCATIONAL CAPITAL: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.</b>								
B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.	B1 (A,B,C,D)	B1 (A,B,C)	B1 (A,B,C)	B1 (A,B,C)			B1 (A,C)	
B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.		B2 (A,B)					B2 (A,B,C)	B2 (B,C)
B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading, from 63 to 80 percent; in developmental math, from 62 to 80 percent.			B3 (B,C)	B3 (C)				B3 (B,C)
B4 Increase by three percent per year the number of students who successfully progress 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 in transfers is from 561 to 828.			B4 (B,C,D,E,F,H,I,N,O)	B4 (J,K,L,M)			B4 (F,G,O)	B4 (E,I,J,K,O)
B5 Using effective distance and off-site learning strategies, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 114 to 150.			B5 (A,B)	B5 (A,B)			B5 (A,B)	
B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve all CCSSE Benchmarks to the 80 <sup>th</sup> percentile.			B6 (A,B,C,D)	B6 (A,B)				B6 (A,B)
B7 All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes.			B7(A,B)	B7(A,B)				B7A
<b>STRATEGIC OUTCOME C: ECONOMIC CONTRIBUTION: Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.</b>								
C1 Increase extramural grant funds by 3 percent per year, from \$4.7 to \$5.9 million.					C1 (A,B,C,D, E,F,G)	C1 (A,B,C,D, E,F)	C1 (D,E,F)	C1 (A,B,C,D, E,FG)
<b>STRATEGIC OUTCOME D: GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.</b>								
D1 Increase by 3 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 (\$38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs from 403 to 511.	D1 (A)		D1 (B,C,D)	D1 (B,C,D)			D1 (A,B,C,D)	
D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675	D2 (A)				D2 (A,B,C)	D2 (C)	D2 (A,B,C)	
D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.	D3 (A)	D3 (A)	D3 (A)	D3 (A)		D3 (A)	D3 (A)	
D4 Increase degree completion in campus STEM fields (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.			D4 (B)	D4 (A)		D4 (C,D)	D4 (C)	D4 (A,B,C,D)
D5 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.			D5 (A,B)	D5 (A,B)			D5 (A,B)	D5 (A)
D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.			D6 (A,B,C)	D6 (A,B,C)	D6 (D,F)		D6 (A,B,C)	D6 (A)
D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.			D7 (A)				D7 (A)	
D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.	D8 (A)				D8 (A)		D8 (A)	
D9 Increase the number of the College's "TEACH Hawaii" students transferring to UHM as Pre-Education and Education majors from 110 to 150.			D9(B)	D9 (A,B,C)		D9 (A,B,C)	D9 (A,B)	D9 (A,B,C)
D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.			D10 (A,B)	D10 (A,B)				D10 (A,B)
<b>STRATEGIC OUTCOME E: RESOURCES AND STEWARDSHIP: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.</b>								
E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and student-centered performance measures. Increase professional development funding by three percent per year from \$776,000 to \$955,000 for the achievement of these measures			E1 (A,B,C,D,E,F)	E1 (B,E,F)	E1 (A,B)	E1 (A,B,E)	E1 (A,B,C,D,E,F)	E1 (B,E,F)
E2 Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off-site learning.	E2 (A)		E2 (A)	E2 (A)		E2 (A)	E2 (A)	
<b>STRATEGIC OUTCOME F: RESOURCES AND STEWARDSHIP: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.</b>								
F1 Request \$45,000,000 in repair and maintenance funds over the period, an average of \$5.6 million per year.	F1 (A,B,D,E)		F1 (A,B,D,E)			F1 (A,B,C,D,E)	F1 (D,E)	
F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement	F2 (B,C,D,F,H)	F2 (B)	F2 (B,C,D,E,F)	F2 (B,C,D,E,F)		F2 (A,B,C, D,E,F,G,H)	F2 (B,F)	F2 (H)
F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4.1 million to 3.3 gallons.						F3 (A,B)	F3 (A)	
F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.	F4 (A)		F4 (A)	F4 (A)		F4 (A)		F4 (A)
F5 Increase non-state revenue by five percent per year from \$23.5 million to \$36.4 million.					F5 (A)	F5 (A)	F5 (A)	F5 (A,B)