

Abstract and Thematic Overview



Nā maka o ka makani.

"Eyes of the wind."

Clouds, which show direction of the wind.

ABSTRACT AND THEMATIC OVERVIEW

Standard 1: Institutional Mission and Effectiveness

Like a native plant that grows from our soil, Kapi‘olani Community College is organic in aspiration and elegant in structure. A shining mission pulls and tests its integrity at all times.

The College Mission draws and defines the College strategic plan, the tactical plans of the Academic Programs and Support Units, and the related responsibilities of the Policy, Planning, and Assessment Council. The Mission provides a natural and systematic internal coherence and external responsiveness to the interlocking mechanisms of decision-making, action, communication, evaluation, and periodic revision. The calendar for these documents and reports provides a multi-leveled planning cycle that includes annual program reviews, three-year reviews of tactical plans, and six-year reviews of the strategic plan.

Five Cross-Curricular Emphases and four Cross-Curricular Initiatives together enhance the meaning, effectiveness, and uniqueness of student learning at the College. Just as the Mission provides the reason that pulls, student learning is the motive that propels, and the test of effectiveness of the whole is to be found in the nature and degree of individual student learning, particularly as conceptualized in the institutional mission. Since 2003, student learning outcomes have been self-consciously developed as a primary way of determining if endeavors of the College are working and how they can be strengthened.

Prominent Themes in Standard 1

The new planning framework, derived from engaged and sustained dialogue, provides cycles of evaluation, goal setting, resource distribution, implementation, and reevaluation. The Strategic and tactical plans, and the organizing role of the Policy, Planning, and Assessment Council, demonstrate strong institutional commitment to the College Mission. Specific mission statements and related programmatic implementation show strong institutional commitment to student learning outcomes.

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Standard 2: Student Learning Programs and Services

Instructional Programs

Instructional programs are aligned with the College mission, are learning-centered, evidence-based, and are geared to promote a variety of delivery and instructional strategies. Assessment and improvement of programs are promoted through multi-level, structured dialogue about learning outcomes assessment, and achieved through ongoing, systematic evaluation and integrated planning throughout the College. Through the Faculty Senate, the faculty has a major role in establishing and revising the curriculum.

A comprehensive assessment of programs and certificates is carried out every three years. This assessment coincides with the triennial revision of tactical plans of the academic programs, which in turn are tied to the seven-year strategic plan of the College. This alignment of College, program, and course planning provides a high level of dialogue and integration.

Student Support Services

Student Services is dedicated to helping the diverse population of students at the College attain their highest potential, and to providing them with a firm foundation for life-long learning. To this end, the College offers a variety of services and programs that support student learning and encourage personal growth. The Student Services unit engages in program review and tactical planning as a way to identify student needs and to ensure the success and continued improvement of its services and programs.

Library and Learning Support Services

The Library and Learning Resources unit supports student learning by providing a plethora of resources to aid students and faculty. The College librarians play a pivotal role in ensuring that students learn to use both print and electronic sources to develop skills in information competency. The library, like all other support units, develops a tactical plan every three years. The plan outlines the library's goals, objectives, and evaluation strategies to ensure continued improvement of its services.

In addition to the library, the College provides other learning support services, including computer labs and learning centers. Since the College does not have a centralized learning assistance center, the computer labs and learning centers are connected to individual academic programs. Support services provided in these

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labs and centers are evaluated and improved through tactical planning efforts of the programs.

Prominent Themes in Standard 2

Instructional programs, student support services, and library and learning support services demonstrate the commitment and organization of the College around improved student learning outcomes and assessment. Planning and reporting cycles, with high levels of dialogue and integration, direct evaluation and improvement. Dialogue about student learning outcomes includes a broad range of stakeholders and demonstrates institutional integrity.

Standard 3: Resources

As the largest community college in the University of Hawai‘i System, Kapi‘olani Community College manages its relatively limited resources well. The College institutional commitments and evaluation, planning, and improvements are clearly seen in its Mission Statement and its strategic planning as well as in the manner in which it addresses its use of resources.

The Policy, Planning, and Assessment Council, made up of the leadership of departments and programs, provides the venue for strategic and transparent short-range and long-range planning, including planning for College resources. Dialogue critical to planning and institutional integrity is apparent in the strategic plan 2003-2010 as well as in tactical plan of each academic program. The planning entities support each resource area and the development and implementation of student learning outcomes.

A. Human Resources

The faculty and staff at Kapi‘olani Community College are well qualified, hard-working, and dedicated. They participate in many campus and system-wide committees and projects. They share their expertise with colleagues through such activities as New Faculty Orientation, Teachers Talking to Teachers about Teaching (4Ts), mentoring and peer-coaching programs, and Teaching and Learning with Electronic Networked Technologies. They participate in national conferences and system-wide meetings. They work together to support faculty and staff training to increase skills and collegiality.

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B. Physical Resources

While virtually all instruction takes place on the Diamond Head campus, the College utilizes off-campus space for nursing and some continuing education training at the State of Hawai‘i’s Le‘ahi Hospital, and the Wai‘anae Coast Comprehensive Health Center. The College also provides courses in health education and Emergency Medical Services on the islands of Hawai‘i, Maui, and Kaua‘i. Additionally, classes for the paralegal program are held at the Law School of the University of Hawai‘i at Mānoa.

Availability of classrooms and parking is strained at peak hours. The shortage of auditorium space and large classroom space continues to be a problem. The building of a new Culinary Institute of the Pacific is planned close to the campus, and a structure with a performance area has been proposed.

Maintenance of the College facilities remains a major challenge. Normal wear and tear is taking its toll on buildings and equipment. Regular, systematic preventive maintenance is critical for extending the use of existing equipment. The College is committed to making the campus accessible to all, barrier free, and a place where health, safety, and security are paramount.

C. Technology Resources

Providing effective and up-to-date technology is the focus of many areas at the College: the Center for Excellence in Learning, Teaching, and Technology, E-Sources, computer labs, Library and Learning Resources, and computer-equipped classrooms. In 2004, the Center for Excellence in Learning, Teaching, and Technology was created out of the former Information Media Technology Services. All E-Sources have evolved to become valued assets for teachers and students.

Technology-intensive programs, such as Health Education and New Media Arts, require current, state-of-the-art, equipment to ensure that the graduates have a learning experience compatible with industry standards. Computer-equipped labs across the campus as well as computer-equipped classrooms make current technology available to students. The College continues to upgrade its resources and is committed to supporting the technology essential to providing a successful learning environment.

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D. Financial Resources

In the evolving atmosphere of State funding for higher education, the College continues to seek sources of funds for its advancing needs. Entrepreneurial activities, including continuing education and training, recruitment of international students, identifying the availability of grants, and seeking private donations, help fill in the void created by reduced State funding. These efforts continue to evolve and grow as the College adapts to the changing environment. Efforts to improve the decision-making process on the College budget also continue to evolve. Areas needing improvement have been identified, and work continues to position the College for future challenges.

Prominent Themes in Standard 3

Institutional commitments and evaluation, planning, and improvement are evident in the College Mission Statement and its strategic and tactical planning. Decisions about limited resources require sustained dialogue about institutional quality and improvement. Efforts to improve the budget decision-making process and align it with planning cycles are underway as the College enhances its organization to focus on student learning, required resources, evaluation, and improvement. This enhancement will further strengthen the integrity of the institution for all stakeholders.

Standard 4: Leadership and Governance

The governance structure at Kapi‘olani Community College allows for shared responsibility of governance and provides opportunity for involvement by students, staff, faculty and administrators in developing campus policy. These constituencies are also involved in planning, evaluating, and improving student learning at the College. Students, staff, faculty, and administrators work together to develop strategic plans that affirm the values, vision, mission, function, long-term goals, and short-term objectives of the College.

The eight Academic Programs and nine Administrative and Educational Support Units develop their own three-year tactical plans that state their goals and objectives. The governance structure also provides the framework for supporting further intra-campus dialogue at all levels of the College, including the Faculty Senate; the Deans’ Advisory Council; the Policy, Planning, and Assessment Council; the Staff Council, and the Student Council.

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The Policy, Planning, and Assessment Council includes levels of governance and management and serves as the principal mechanism for discussion, analysis, and recommendation related to matters of policy, planning, budgeting, and program assessment. The Deans' Advisory Council meets monthly to coordinate instructional activities, academic support, and student activities. The Staff Council works to ensure that staff members in clerical and secretarial positions and in Administrative, Professional, and Technical positions have a formal role in governance of the College.

The Faculty Senate serves as an advisory body to the administration, and recommends policies regarding community relations, educational curricula, personnel, academic freedom, standards of teaching and scholarship, and other areas that affect students and the faculty. The Student Congress contributes to establishing campus policy and day-to-day operations by having student representatives on committees such as Faculty Senate (non-voting), the Student Conduct Code Committee, and the Accreditation Self Study Steering Committee.

Administrators at the College are the Acting Chancellor, two vice chancellors (administrative services and academic affairs), and four deans of academic units. The Acting Chancellor guides improvement of a learning-centered institution by establishing a collegial process that involves the participation of students, staff, faculty, and administrators to establish values and goals that are aligned with the Mission Statement.

High-quality research and analysis based on a culture of evidence are used to make specific plans to target those goals. The Acting Chancellor uses established processes to plan, organize, budget, and maintain institutional effectiveness, with added suggestions and help from students, staff, faculty, and administrators.

The College demonstrates honesty and integrity in its relationships with external agencies such as the United States Department of Education and the ACCJC/WASC. The Advancement Office provides and coordinates distribution of public information electronically and in print, and offers a first-stop source of information to the community. The Accreditation Liaison Officer has submitted timely annual and substantive change reports and worked with the Director (later the Acting Vice Chancellor) of Administrative Services to submit timely annual financial reports to ACCJC/WASC.

The mission and policies of the Board of Regents support the educational programs of the College. The ultimate responsibility of the Board of Regents for

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educational quality, legal matters, and financial integrity is established under State law. The Board of Regents appoints and evaluates the President of the University and approves other executive appointments, including vice presidents, chancellors, and deans.

Financial integrity is maintained through Board of Regents' participation in the University budget process and through external audits. Legal matters are managed by the Board of Regents, with the assistance of the University's Office of Legal Affairs and General Counsel.

In June 2005, the Board of Regents approved a reorganization of the University of Hawai'i system-wide administration, creating the position of Vice President for Community Colleges. The position of Vice President for Community Colleges allows the community colleges to be heard as one voice rather than seven separate campuses. Chancellors of the community colleges have a dual reporting responsibility to the President of the University of Hawai'i System (for university system-wide policy-making and decisions affecting the campuses) and to the Vice President for Community Colleges (for leadership and coordination of community college matters).

In September 2006, the Board of Regents reorganized and expanded the Community College Standing Committee to address ACCJC concerns. The Community College Standing Committee provides leadership in policy, planning, and fiscal operations for the College and improves opportunities for dialogue between the College and the Board to better support student learning.

Prominent Themes in Standard 4

As the University of Hawai'i Community College System was deconstructed and reconstructed, dialogue about campus and system quality and improvement has been extensive. Flexible, expanded, and shared campus governance, along with the involvement of multiple stakeholders in developing policy, planning, evaluation, and improvement, has contributed to strong institutional integrity through a period of significant system-wide change.

Improvements in policies, practices, and procedures, as well as programs and support units, are underway through a cyclical process of evaluation, planning, budgeting, and improvement that integrates the College with the University of Hawai'i System.

