Connect Prepare Engage Learn Achieve Thrive

Strategic Plan
2015 - 2021

UNIVERSITY of HAWAI'I®

KAPI'OLANI
COMMUNITY COLLEGE

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Strategic Plan
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Letter from the Chancellor

The document you see before you represents two years of collaboration and lively discussion on the future of Kapiʻolani Community College. The first meetings with the College's faculty, staff, students and administrators started in workshops during the summer of 2014. From that point on, regular and substantive meetings were held with the four authorized governance organizations: Faculty Senate, The Associated Students of Kapiʻolani Community College - Student Congress, Kalāualani - our Native Hawaiian Council, and Staff Council. The Chancellor's Administrative Staff Council and Chancellor's Advisory Council continued to develop and prioritize ideas, enhanced by feedback provided at several open forums.

Information was gathered not only with stakeholders within the College but also with the community beyond our campus borders. In addition to seeking guidance from business and community leaders, we met with public, private and charter High School Principals. The Chancellor's Advisory Council approved Kapiʻolani Community College's Strategic Plan by vote on October 4, 2016.

The document begins with the Vision Statement, which talks about where we see ourselves as an institution today and moving forward. The Mission Statement communicates what we do and whom we serve. The Values Statement honors the legacy of our namesake Queen Kapiʻolani and expresses the principles we aspire to every day.

Kapiʻolani Community College's Strategic Plan is being implemented and assessed through the Student Success Pathway, an integrated, institution-wide approach to student success.

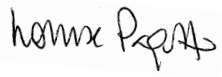
The Strategic Directions are specific goals, outcomes and measures that the College endeavors to meet or to excel. These strategic directions align to the University of Hawaiʻi Community College's Strategic Directions, 2015-2021 (http://uhcc.hawaii.edu/OVPCC/strategic_directions/docs/plans/Strategic%20Directions%202015-2021.final.pdf) and ultimately to the University of Hawaiʻi Strategic Directions, 2015-2021 (http://blog.hawaii.edu/strategicdirections/files/2015/01/StrategicDirectionsFINAL-013015.pdf).

The four Strategic Directions are:

I. Hawaiʻi Graduation Initiative
II. Hawaiʻi Innovation Initiative: Productive Futures for Students, Faculty and Staff
III. Enrollment: Improve Re-enrollment and Outreach
IV. Modern Teaching and Learning Environments

I am thankful for all the good thinking that has gone into the creation of the Strategic Plan and, more importantly, these goals ensure that we put our energies and resources towards the success of our students and their productive futures.

Mahalo,



Louise Pagotto
Interim Chancellor

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ʻŌlelo Nuʻukia - Vision

He Kula Nui Kākoʻo ʻOiwiʻo Kapiʻolani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e hoʻoikaika i ke kaiāulu o ko Hawaiʻi mau kaiāulu likeʻole ma ka honua e loli mau.

Kapiʻolani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawaiʻi and the world.

Ala Nuʻukia - Mission

He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai - Values

Hoʻohanohano ʻia ka hoʻīlina a ka Mōʻīwahine o Kapiʻolani e Kapiʻolani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapiʻolani Community College honors the legacy of Queen Kapiʻolani through these values:

Kūpono	Practicing honesty and integrity with clarity in all relationships.	Kūloaʻa	Ensuring that the needs of our students are met with support and service.
Kuleana	Sharing a common responsibility to support the future of our students, college, community, land, and sea.	Kūlia	Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.
Mālama	Protecting and perpetuating ancestral knowledge.		

Alakaʻi ʻia mākou e kā mākou nuʻukia like, lawena waiwai like, a me ka hoʻokō kuleana haumāna like ma o ke kākoʻo ʻiʻini, ke aʻo, ka hoʻokō pahuhopu, me ka palapala ʻo Hawaiʻi Papa o Ke Ao.

We are guided by our shared vision, values and commitments and by the recommendations of Hawaiʻi Papa O Ke Ao.

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Strategic Framework

Aligning the UHCC strategic directions and Kapi'olani Community College (KCC) outcomes and performance measures, KCC is committed to using the student success pathway model as a framework for annual performance review and strategic planning. Each department and unit will be tasked to align their goals and strategies with this framework. KCC commits to meeting its performance measures under this model and will report on the measures in the Chancellor's annual report.

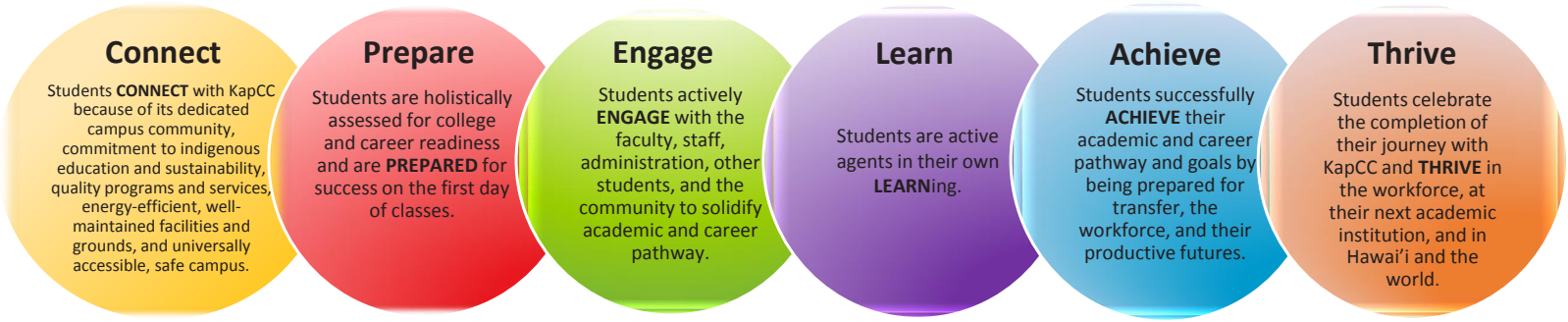
The foci will be increasing graduation rates, innovation and enrollment and implementing sustainable, teaching, and learning environments.

The Student Success Pathway (SSP) is an integrated, institution-wide approach to student success based on research supported by organizations such as Community College Research Center (CCRC), American Association of Community College (AACC), Achieving the Dream (ATD), Complete College America (CCA), Jobs for the Future (JFF) and Completion by Design (CBD). This SSP model is based on intentionally designed, clear, and structured educational experiences that guide students from their point of entry to graduation, transfer, and career.

SSP approach:

1. Redesign is not the next step in a long line of reforms, but rather a framework that helps unify a variety of reforms.
2. Redesign must pay attention to the entire students' experience, rather than to just one segment of it.
3. Process starts with students' career and end goal in mind and "backward maps" programs and supports to ensure student success.

Kapi‘olani Community College’s Student Success Pathway



Interest to Entry

Registration to Selection of Academic & Career Pathway

Entry into Pathway to Completion of First-Semester Courses

(0-25% Complete)
(0-15 credits)

Persistence in Pathway to 75% Completion of Requirements

(15-45 credits)

Final Semester to Attainment of Pathway & Goals

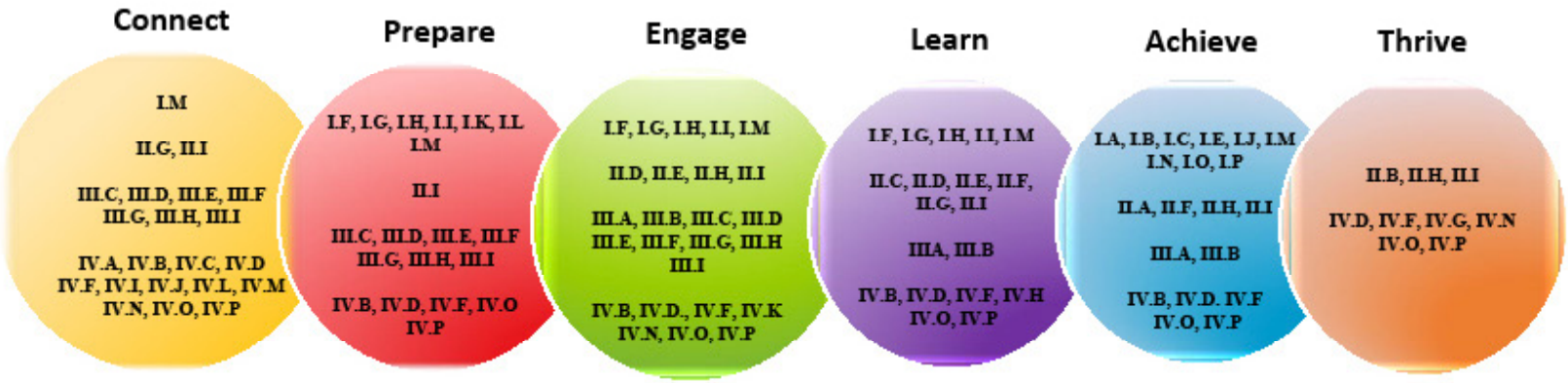
(75-100% Complete)
45-60+ credits}

Alumni to Lifetime Connection

(Productive Futures)

Kapi'olani Community College's Student Success Pathway

I. STRATEGIC DIRECTION: Hawai`i Graduation Initiative
II. STRATEGIC DIRECTION: Hawai'i Innovation Initiative
III. STRATEGIC DIRECTION: Enrollment
IV. STRATEGIC DIRECTION: Modern Teaching & Learning Environments



The numbers and letters refer to specific outcomes and measures in the Strategic Plan.

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Strategic Directions

* = KCC Specific Measure

I. Hawai'i Graduation Initiative: Focus on Student Success

Increase the number of graduates and transfers and reduce their time to completion by investing in student services and supporting learning in and out of the classroom.

Outcomes and measures:

UHCC and UH Performance Funding Measures

(A) Increase annual CA and degree completion by 5% from 1,347 to 1,805.

(B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.

(C) Increase annual certificate and degree completion by Pell grant recipients by 5% from 509 to 716.

(D) Increase annual UH and non-UH 4-year transfer by 6% from 1,196 to 1,798.

(E) Increase annual STEM certificate and degree completers at KCC and UH 4-year by 5% from 166 to 243.

Gap Closing Measures – Selected groups, compared with their percent of enrollment

** STEM at KCC and former KCC students at UH 4 year for measures F, G, H and I.

(F) Close Native Hawaiian success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.

(G) Close Filipino success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.

(H) Close Pacific Islander success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.

(I) Close Pell Recipient success gaps in all and STEM degrees and certificates, and 4-year transfer.

(J) Improve the 3-year time to certificate and degree completion and transfer rate for first-time, full-time, degree seeking students from 37 to 50 percent.
{IPEDS - UH Performance Funding Measure} transfer

(K) For students placing at one level below college ready, 75% will complete a college-level English and/or math course within one semester.

(L) For students placing at 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year.

KCC-specific Associates in Science Natural Science outcomes and measures:

(M)* Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535.

(N)* Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64.

(O)* Increase the annual number of students completing ASNS undergraduate research experiences and research.
internships by 10% from 70 to 136.

(P)* Increase the annual number of students completing the ASNS degree by 10% from 30 to 60.

Strategic Directions

* = KCC Specific Measure

II. Hawai'i Innovation Initiative: Productive Futures of Students, Faculty, and Staff

Enhance workforce development efforts, linking to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.

Outcomes and measures:

(A)* Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 677.

(B)* Improve workforce development tracking and employer satisfaction, graduate earnings, and improve integration of continuing education and credit programs.

(C)* Establish hallmarks and assessment method for 'āina –based learning. Continue to implement and increase 'āina-based learning through teacher preparation and curriculum across the disciplines.

(D)* Develop local, national, and global community partnerships that advance the college's strategic outcomes.

(E)* Increase annual number of students completing service learning assignments from 700 to 900.

(F)* Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."

(G) Reduce the costs of textbooks and learning resources (OER).

(H) Develop Native Hawaiian(s) for leadership roles at the College and in the community.

(I) Advance the use and understanding of Hawaiian language, history and culture.

III. Enrollment: Improve Re-enrollment and Outreach

Identify and set goals for currently underserved populations through outreach to and access for high school students, GED completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies.

Outcomes and measures:

(A)* Increase fall-to-spring re-enrollment to 75%.

(B) Increase fall-to-fall re-enrollment to 65%.

(C)* Increase annual Native Hawaiian enrollment by 5% from 1,318 to 1,854.

(D)* Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200.

(E) Increase annual enrollment from feeder high schools by 2% from 794 to 894.

(F) Increase annual enrollment of working age adults by 5% from 2,548 to 3,740.

(G) Increase annual enrollment of GED completers by 2% from 309 to 355.

(H) Increase annual enrollment of Pacific Islander students by 3% from 123 to 167.

(I) Increase annual enrollment of international students by 3% from 892 to 1,097.

Strategic Directions

* = KCC Specific Measure

IV. Modern Teaching and Learning Environments

Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.

Outcomes and measures:

(A) Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.

(B) Establish a Hawaiian place of learning through the use and understanding of Hawaiian language, history, and culture.

(C) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.

(D) Assess campus sustainability plans, which include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019.

(E)* Develop the American College and University Presidents' Climate Action Plan in 2016. Assess progress on this plan in 2019.

(F)* Invest in staff and faculty development to improve impact practices and currency in their field.

(G)* Complete the full construction of the Culinary Institute of the Pacific and develop credit, continuing education, and contract training opportunities, locally and globally, to maximize fiscal stability.

(H)* Design and develop a model classroom and assess its effectiveness.

(I) Reduce deferred repairs and maintenance.

(J)* Upgrade outdated building systems and infrastructure.

(K)* Support the development of (non-academic) spaces that are designed to holistically sustain students and employees.

(L)* Implement a long-range landscaping plan that will connect campus gardens through principles of our indigenous culture and consistent botanical signage.

(M)* Create a culture of productivity and resourcefulness for operations staff by encouraging the best ideas and procedures to rise to the top.

(N)* Engage with all stakeholders and visitors and empower them with authoritative and relevant information and services.

(O)* Invest in distance education and information technology to improve learning outcomes, student success, and support services.

(P)* Demonstrate improvement to programs and services through continuous, robust outcomes assessment.