

Title: Chancellor's Advisory Council Meeting Agenda
Place: Tamarind Room, `Ōhelo Building
Date: Tuesday, September 9, 2014
Time: 2:30 p.m. – 4:30 p.m.

CAC Members: William Arenivas, Maria Bautista, Esben Borsting, Kelli Brandvold, Dave Evans, Bob Franco, Kalani Fujiwara, Brian Furuto, Helen Hamada, Mary Hattori, Carl Hefner, Colette Higgins, Krista Hiser, Carol Hoshiko, Ann Ishida-Ho, Sheila Kitamura, Salvatore Lanzilotti, Gordon Man, Carol Masutani, Teri Mitchell, Linka Mullikin, Susan Murata, Christine Nadamoto, Karl Naito, Nawa`a Napoleon, Conrad Nonaka, Veronica Ogata, Patricia O'Hagan, Joe Overton, Louise Pagotto, Sunyeen Pai, Trude Pang, Leon Richards, Charles Sasaki, Ron Takahashi, Joanne Whitaker, Dawn Zoni and Jeff Zuckernick.

Members Absent: Mary Hattori, Krista Hiser, Gordon Man, Linka Mullikin and Conrad Nonaka

Guest: Shirl Fujihara

2:37 p.m. **Call to Order: Louise Pagotto, Vice Chancellor for Academic Affairs**

Authorized Governance Organizations (AGO) Report

Faculty Senate: Veronica Ogata, Chair

September 5, 2014 was Faculty Senate Day at 10:00 a.m. to 4:00 p.m. A general Faculty Senate meeting was in the morning, lunch, and committee meetings in the afternoon. The committees were charged to align their goals with the Strategic Plan.

Student Congress: William Arenivas, Chair

William Arenivas reported that ASKCC Student Congress will have its first meeting on September 20, 2014. At the meeting, there will be orientation for new club representatives. The UH Student Caucus had its meeting on August 30, 2014. Mr. Arenivas is the Vice-Chair. The student planners were produced over the summer in cooperation with the Office of Student Activities. Student Congress is working with the campus to develop the KCC app and a prototype was created.

Staff Council: Helen Hamada, Chair

Staff Council will have a Zippy's fundraiser. They are planning a health fair in March during the non-instructional teaching day. This will include a relay on the great lawn with food stations. The fundraisers are for professional development activities.

Kalaulani: Nawa`a Napoleon, Chair

A summary of Hawai'i Papa O Ke Ao was distributed to the CAC. This document outlines the characteristics of a model indigenous serving institution. It cites specific goals in the areas of leadership development, community engagement and Hawaiian culture and language parity. (The full document is attached – Appendix A.) It can serve as a reflection piece for the departments. Nawa`a requested examples of what has been done and what has been planned for the future in these areas listed above. Kalaulani meets on September 12 and he would like to report on how the College will move forward. For instance, for community engagement, intra-campus development, the building of Manele could be cited. It will be important to increase the number of Native Hawaiian faculty and lecturers while maintaining high teaching standards. The College

needs to create a sense of place through culture and community-based learning, which is integrated throughout the curriculum.

Chancellor's Report: Leon Richards

The Chancellor introduced a new policy for filling vacancies at the College. There is a need to balance the College's mission to grow, create and innovate with the need to reduce expenditures. Resources may be shifted from areas that are not growing to areas that are growing. Nine of ten of the 2-year and 4-year UH system institutions saw a decrease in enrollment with UH West O'ahu the only institution showing an increase. 50% of our operating expenses are from tuition and fees. When tuition decreases, our budget decrease as well.

Guidelines were drafted to create a fair and transparent procedure around filling vacant positions. All vacant positions that were not in recruitment by July 1, 2014 were reverted back to the Chancellor's Office. There are 16 vacant general funded positions. The Chancellor asked for feedback with a deadline on September 16, 2014. The Administrative Staff will consider the suggestions, finalize the policy and send to the Chancellor's Advisory Council (CAC) for implementation.

Budget and Planning Work Group: Brian Furuto and Bob Franco

Total revenues for FY 2014 were \$40.349 million, expenditures were \$41.987 million with a deficit of \$1.637 million. To cover the deficit, \$1.4 million was transferred from the Community College Special Fund and \$324,409 from carryover funds. Projected revenue for FY 2015 is \$20.466 million from general funds, \$19.200 million from tuition and fees special fund with a total of \$39.666 million. The projected expenditures total \$41.715 million with a projected deficit of \$2.048 million. With the reduction in SSH (student semester hours), an additional reduction of \$446,538 was added for a total projected deficit of \$2.495 million. The College recently hired 16 new full time faculty members. Lecturer costs will need to be reduced along with other personnel costs. Electricity costs will also be reduced. Division chairs and unit heads were thanked by the Vice Chancellor for Administrative Services for working to reduce expenditures.

A budget cycle update was presented. A Gantt chart with a timeline was distributed. ARPD data is arriving on September 15 from the system, which is about a month late. However, the ARPDs will need to be completed before a budget allocation request is made. The Planning and Assessment Integration with Resource Allocation Process (PAIR) is to provide a procedure by which requests can be made for funding that is not covered by the department's current base budget. Based on current fiscal concerns, it was recommended to do an internal reallocation of current funds before requesting new funds. After the requests are sent to the VCAS, the requests are ranked by the four AGOs twice with the final recommendation sent to the CAC and the Chancellor. Even though there is currently no funding available in the budget, the process is important in determining the College's priorities and, if funds become available, the results from this process will guide the allocation decisions. The recommendations made to the Chancellor from the 5-year budget plans and ARF (Allocation Request Form) process will go into the final allocation letter from the Chancellor to the Vice Chancellors and CAC by September 29.

Strategic Plan & CCSSE Update: Bob Franco

Strategic Plans are being developed by the UH System and the UH Community College. The University of Hawai'i Strategic Directions identifies four strategic directions reflecting the University's priorities for 2015-2021. (See Appendix B)
Goal 1: Hawai'i Graduation Initiative (HGI).

Goal 2: Hawai'i Innovation Initiative

Goal 3: 21st Century Facilities. The University is eliminating the deferred maintenance backlog and will focus on becoming more sustainable.

Goal 4: High Performance System of Higher Education

The benchmarks for the performance measures have not yet been determined. On September 4, a strategic plan workshop was held on campus. The group distilled hundreds of measures from the UH Community College Strategic Plan. 40 measures were chosen. How many measures should be tracked? The goals in the Strategic Plan will be the driving force behind budget decisions. The more input the community has on the Strategic Plan, the more input there will be on budgetary decisions. A separate committee will look at reviewing KapCC's mission, vision and value statement.

(President Lassner's Strategic Directions – Appendix C)

The CCSSE results were distributed to the CAC. A comparison was made to other large community colleges in the 2014 cohort and data was compared to the high performing colleges. CCSSE suggests we target the high performing colleges as benchmarks and include the benchmarks in the Strategic Plan to monitor the growth. In comparison to other large colleges, KapCC was in the top 20% for active and collaborative learning, was in the top 30% for academic challenge, was in the top 20% for student/faculty interaction, was in the top 40% for support for learners, but was in the bottom 30% for student effort. The student success initiative could help in this area. A goal for large community colleges is to double the number of AA and BA completers.

Enrollment Management & Marketing Work Group Report: Dawn Zoni and Carol Hoshiko

(See Fall 2014 enrollment numbers – Appendix D) Applications increased between June and August.

(See Marketing Report – Appendix E)

Accreditation & Assessment Work Group Report: Sunny Pai and Joanne Whitaker

Those who contributed to the report were acknowledged. This accreditation report is a College report. The document went through multiple drafts and edits. The final draft is due to the Chancellor on September 12. The final report to the ACCJC will include the UH Community College's (UHCC) recommendations 4 (Technology plan) and 5 (Evaluation of the Board of Regents). KapCC's report is due to the UHCC office on Sept. 17th and the Board of Regents on Sept. 19th. The report is due to the ACCJC by October 15, 2014. The evaluation team visit will be on November 7, 2014.

The Chancellor's Administrative Staff Council, CAC, the AGOs, the CAC Technology Work Group and CAC Accreditation and Assessment Work Group received the draft of the report and were asked to send comments and revisions to Sunny Pai by Tuesday, Sept. 9th.

A summary of each recommendation was presented.

Recommendation 2:

In order to meet the Standards, the College planning processes should be effectively communicated to all College constituencies and reviewed on an annual basis to ensure that resource allocation leads to program and institutional improvement (I.B.4, I.B.6).

The 2013 site visit team concluded that:

“Kapi`olani Community College meets the first part of the standard, which calls for effectively communicating the planning and budgeting processes to all parts of the college community. It is making progress toward assessing the effectiveness of these processes to ensure that resource allocation leads to program and institutional improvement.”

The planning processes that influence decisions on resource allocations are the UHCC system Strategic Plan and its five performance measures, KCC Strategic Plan (tracked with the Strategic Plan Scorecard and the College’s Executive Administrative Assessment Report), ARPDs and CPRs. The Annual Integrated Program Review, Planning and Budget Allocation Cycle and newly instituted 5-year budget process tracks the process ensuring that allocations lead to program and institutional improvement.

Recommendation 3:

In order to meet the Standards, the team recommends that the College assess student learning outcomes for every course, instructional program, and student support program and incorporate the findings into course and program improvements. (ER 10, I.B, I.B.I, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

The 2013 site visit team concluded:

“At this point the college has assessed SLOs for all courses and programs, including most student services. Still, there is a need to refine the processes, demonstrate how results are incorporated into course and program improvements, and to improve how results are archived and available for review. These are necessary elements for the College to fully meet the standards.”

To refine the process: the CLR’s were revised, SLO coaches provided workshops and assisted with ARPDs, SLO coaches and program coordinators were funded to support assessment and the College participated in DQP (Degree qualifications profile).

Incorporating the results for course improvements: Results of course-level outcomes assessment were integrated into the master course outline. Examples were English courses: they combined and realigned competencies, HOST modified and realigned competencies and Kahikoluamea partnered with the library.

Incorporating the results for program improvement: Examples were the IT program revised program SLOs, Nursing enhanced clinical feedback, WI Aloha Writers’ Kiosk, AA Liberal Arts made 14 improvements based on General Education outcomes assessment, and ASNS revised program SLOs.

Improving the archiving of assessment results: data from each department’s Lualima sites were placed on OFIE website for public access. Spring 2014-Fall 2014: Assessment Management System review and decision.

Recommendation 4

In order to meet the Standards, the team recommends that the College utilize student learning outcomes assessment to support institutional planning decisions. (I.B, I.B.I, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2)

The 2013 site visit team concluded:

Evidence substantiated by the team as well as interviews conducted on site clearly indicate that Kapi'olani Community College is using learning outcomes to support its culture of planning, and there are meaningful dialogs that take place. However, with the focus on course level outcomes, it is unclear how programmatic and institutional decisions based upon aggregated SLO assessment results, including trends and issues, is being accomplished at this time. All indications are that the institution is striving to ensure planning and decisions are made based on the learning outcomes, and that will evolve as SLO assessment results at all levels are available, analyzed, and linked to college decisions.

Data from ARPDs and CPRs: data from Developmental Math resulted in the creation of Math Emporium, data from Developmental English resulted in the creation of the Accelerated Learning Program where students take Dev. English and college level English during the same semester. This is also being done with the Dev. math and college level math classes. CCSSE "Academic Effort" data resulted in high impact practices, STEM data resulted in PLUS (peer led unit study), peer mentors, URE (Undergraduate Research Experience and RI (research intensive) classes. Library CPR (comprehensive program review) data resulted in testing center renovation and concerns regarding SLOs resulted in the creation of the Student Success Committee to improve student learning.

Recommendation 5

In order to fully meet the Standards, the team recommends the College: 1) identify student learning outcomes for all student services programs, 2) assess student attainment of these outcomes, and 3) conduct dialogue to use assessment results to implement program improvements. (Standards II.B.4, II.C.2)

The 2013 site visit concluded that:

"The counselors at the College have demonstrated a significant effort in developing outcomes, measuring those outcomes, and using the results to improve their services. The college has contributed resources for training and supported requests growing out of the comprehensive review. The college recognizes the need to expand student learning outcomes to other areas that serve students. In order to fully meet the standards, Kapi'olani Community College needs to engage all aspects of Student Services and other unit services in assessment of student learning outcomes."

For the 2012 report 11 units were identified. For the current report, Culinary Arts, Hospitality and Business, Legal and Technology were separated into three reporting units. Therefore, there are 13 units reporting: 7 academic program counselors and 6 targeted populations counselors/coordinators. These units had completed the first cycle of assessment for all SLOs in academic year 2011-2012. In academic year 2012-2013, DSSO, Kuilei, BLT, Culinary and HOST completed SLO assessments.

Service Area Outcomes (SAOs) were developed in March 2014 for Admissions, Financial Aid and Graduation. The SAOs are as follows:

- Admissions. Students who apply to KCC who complete the online tutorial or in-person information session will be able to submit a complete application.
- Financial Aid. Students who are awarded financial aid who review the financial aid policies will understand the Satisfactory Academic Progress (SAP) Policy.
- Graduation. Students who have earned 36 credits and who have created a STAR Academic Plan will be able to determine their graduation eligibility.

Recommendation 6: Commission Requirement

The Commission also requires Kapi'olani Community College to demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full- and part-time) evaluations to include, as a component, effectiveness in producing learning outcomes (Standard III.A.1.c).

Policies were created by the UHCC for Lecturer Evaluation (UHCCP 9.104) and Faculty Review (UHCCP 9.203). Kapi'olani CC has developed procedures to implement the systemwide policies. These will be promulgated October 2014. All departments have created guidelines & schedules for lecturer evaluations (K 9.104). 9 out of 13 departments have completed guidelines for five-year review (K 9.203). The UHCC system has developed a database to track and monitor evaluation timelines for Fulltime faculty. The Faculty Senate has proposed guidelines for incorporating SLOs into self assessments.

Technology Work Group Report: The Technology Plan: Karl Naito

In order to meet the Standard, the team recommends that the College develop a technology plan to identify technology needs and inform the budgeting process (III.C.)

The 2013 site visit concluded that:

“While this document represents a beginning of addressing the technology needs of the college, it does not include an actual plan, which would include action items, responsible persons, dates, and processes for decision-making... (The plan) does not include planning information or even clear recommendations. This is an area the College needs to develop much more and to tie technology to the planning process.”

The Technology Work Group met on September 8 and discussed revisions to the Technology Plan. All suggested edits will be sent to Sunny on September 9. The most important aspect of the Technology Plan is to further define centralized technology management across the campus. In addition, with the current fiscal situation, upgrades to all the computers at the College will not be possible. Tough decisions will have to be made.