

Strategic Plan Feedback - Wednesday, Sept. 14, 2016

TOPIC	FEEDBACK
Overall	<p>1) It is personally very sad and depressing to me that there is nothing in the mission, the vision, the strategic plan, or the directives about quality of teaching. It's all a numbers game: how many percentage points can we creep up the dial. We apparently strive only for quantity, not quality. This is wholly at odds with our professional development, in which we are encouraged to develop excellency in teaching. Yet if we wanted to apply for a conference, and need a justification, there is nothing in the mission, vision, values, etc. that we can point to say that Kapi'olani values quality education. The closest we get is to say "Invest in staff and faculty development to improve impact practices and currency in their field." Really? "Impact practices"? We can't say "excellence in teaching"? Someone could be current in their field and terrible at teaching. We need a strong statement that we support quality teaching so that we don't sound merely like a bunch of number-crunching accountants (sorry, BLT). That's a HUGE hole, and it needs to be added, even if we can't assign a percentage to it ("Faculty will increase their overall quality of teaching by 2% each year" - NO). Suggestion: "Kapi'olani Community College values quality education and supports its faculty in developing excellence in teaching."</p>
Mission	<p>1) Maybe I'm in the minority - and I may not understand the phrase "open door" correctly - but are we an open access institution? Many of our programs are select, and therefore, I think the term open access can be challenged. In addition, we charge different rates for local, national, and international students, thus again challenging this statement. Again, I may not fully understand the term "open door."</p>
	<p>2) I prefer the Previous Version. It is simpler and succinct.</p>
	<p>3) Remove local, national, and international and just use "students". Add, "in a global society" at the end of the last sentence.</p>
Vision	<p>1) The current wording of the vision statement seems boastful and inaccurate. This statement appears questionable: KapCC is "the leading indigenous serving institution." This seems unsupported in fact, and the lack of qualifiers as to Hawaiians makes it sound as though we support all indigenous peoples, which we do not. It would be more accurate to say that we strive to be such a leader. Striving is the essence of a vision. The current phrasing seems as though we have achieved it (and we haven't).</p>
	<p>2) I do not understand the reference to KCC as "the" leading indigenous serving institution. There are many such institutions in the US and across the world. On what evidence do we base the claim that we are "the" as opposed to "a" leading institution of such kin? The claim seems hyperbolic and without context kind of silly.</p>

	3) The phrase "THE leading indigenous serving institution" seems a little strong; I guess it depends on how we choose to define "leading". "A" would be less confrontational and just as strong sounding, but I'm sure there is a good reason for using "THE".
	4) I suggest: Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i in an evolving global community.
Values	1) Kamehameha is the leading indigenous serving institution. Are we meaning institution of higher learning???
	2) Good improvements to the Values statements and I like the addition of the introductory phrase about Queen Kapi'olani.
	3) Looks good
	4) Add a value referencing practicing inclusiveness and honoring all voices. Add "Aloha", we care for and nurture each other's growth.
Strategic Directions:	1) Good improvements to the Values statements and I like the addition of the introductory phrase about Queen Kapi'olani.
	2) Spell out CA; otherwise most people won't know what it is.
	3) Make the language more accessible so the document can speak to our community and beyond. E.g., for UHCC and UH Performance Funding Measures (A): "Increase the number of certificates of achievement and degrees earned by our students by 5% every year from 1,347 in 2016 to 1,805 in 2021."
I. Hawai'i Graduation Initiative	1) Need data systems and predictive analytics...how do we faculty get this important data? Is a system being developed now?
	2) The statistics presented under the "Hawaii Graduation Initiative seem to deal us a losing hand since we have already fallen short of several before this document has even been completed. I understand that many of these are set from the system level but even those that are "KCC specific" begin behind the power curve. Given that these numbers are inherently arbitrary, why do we not set more reasonable arbitrary goals for ourselves?
Outcomes and measures : UHCC and UH Performance Funding Measures	1) The UHCC and UH Performance Funding Measures are ludicrous, but I'm sure we have no real voice in determining these. It would seem they were developed by someone intent on gutting legislative funding to the university system, which is exactly what will happen as a result of their implementation.

<p>Outcomes and measures : (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.</p>	<p>1) I was under the impression that the UHCC SSC Acceleration Initiative's goal was to eliminate ENG courses that were considered "2-level below." Is this plan changing?</p>
<p>Outcomes and measures : KCC-specific ASNS outcomes and measures: (N) Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64</p>	<p>1) What about students who transfer to a non-UH campus? By specifically noting "students transferring to UH 4-year campuses..." aren't we going to miss ASNS graduates who decide to attend universities outside of the UH system?</p>
<p>II. Hawai'i Innovation Initiative</p>	<p>1) Under Hawaii Initiative (G): "Institutionalize Open Educational Resources (OER) as a campus wide initiative to reduce or eliminate the cost of textbooks for students."</p>
<p>III. Enrollment</p>	<p>1) My suggestion is to clarify the term "working age adults" as this could basically be anyone 18 or older it seems. Perhaps to say something like "working age adults to include students over age 25, student parents and part-time students" which seems to be how many colleges identify their "non-traditional" student populations.</p>
<p>IV. Modern Teaching and Learning Environments</p>	<p>1) Please could we add something about cell phone coverage? Internet speed? We need this infrastructure.</p>
	<p>2) Add, "Adopt a global classroom concept through intercultural learning and study abroad"; Support the development and integration of affective learning in all disciplines; (H): Break "develop credit, continuing education, and contract training opportunities, locally and globally, to maximize fiscal stability" into another bullet.</p>
<p>Strategic Framework</p>	<p>1) Confusing that this is sometimes called Student Success Roadmap and other times SS Pathway. Maybe we could choose one?</p>
	<p>2) As with the "previous" version of the Strategic Plan, this "current" version seems to have stripped the campus of any serious commitment to a Liberal Arts education. It is very difficult to see how courses dedicated to an academic understanding of human communities and human thought fit into this plan (except courses that deal with the Hawaiian community and Hawaiian thought... which is great, but hardly inclusive of the total human experience). LLL, Arts and Humanities, and the Social Sciences are poorly represented in this document, aside from Hawaiian-focused courses.</p>

	3) On p. 4 under SSR approach #2 the word “students” should have an apostrophe as it is possessive. Under # 3 the words “career” and “goal” should be pluralized as multiple students do not have a single career or end goal. OR you can change it to read “Process starts with a student’s career and end goal in mind . . .” the latter reads better.
	4) Excellent graphics for the Student Success Pathways - good work!
Misc	1) Under: "Gap Closing Measures" (J) : there is an extra "transfer" at the end of the statement.
	2) Unless I missed it, the plan to increase on-line learning by 30%? is not mentioned.
	3) In the spirit of accommodation of people with various disabilities, I politely request people NOT use red colored text to designate some change of text. Ten percent of the male population are color blind. Of those, the vast majority are red/green colorblind. It is extremely difficult to see red letters in a sea of black ones. Please use blue or yellow or something more visible.
	4) Given the directive from the Interim Chancellor that we are all to find ourselves somewhere in this document, it is difficult for faculty in A&H who do not teach courses with Hawaiian content to find the place of the work we do in the classroom, and as professionals in our disciplines, beyond the value of kulia, and here only in a tangentially and vague way.
	5) How many faculty, staff, and students can understand the Hawaiian language entry? Why is it there? just to put it there? how does it advance the education of the native Hawaiian students?
	6) Couple of references: http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf); https://dorutodpt4twd.cloudfront.net/content/uploads/files/content/docs/pubs/update_cte_march2013.pdf) I know the articles are long, and don't expect them to be read, but just wanted to make sure we are clear on serving both our traditional and non-trad populations.