The meeting was called to order by Vice Chancellor Louise Pagotto as the Chancellor had an emergency and was not able to attend.

Travel Requests: Louise Pagotto
Travel requests were discussed.

Enrollment Update: Brenda Ivelisse
KCC is accepting applications until January 6, with approval from the Vice Chancellor for Student Affairs. Currently, there are 6,687 students registered, which is down -.91% from the same time last year. The student semester hours (SSH) is 57,643, which is down -1.5% from last year.

Final Strategic Plan: Bob Franco (Appendix A)
KCC’s Strategic Plan 2015-2021 has four framing statements: Mission statement, Vision Statement, Value Statement and Commitments. The Commitments are the strategic directions from the UH System and UH Community College (UHCC) Strategic Directions (not measurable). The Strategic Outcomes and Performance Measures, starting on page 3 are quantitative performance measures.

Outcome 1 are measures from the UHCC. We will receive data from Vice President John Morton’s Office and the data will be used for our scorecard. VP Morton presents this information every spring at KCC. Outcome 2 are innovative initiatives from our campus. Outcome 3 focuses on increasing enrollment as we increase graduation and transfer by 11%. Re-enrollment and persistence is as important as recruitment of new students. Outcome 4 is on sustainability.

Quality Focus Essay (New ACCJC requirement): Salvatore Lanzilotti (Appendix B)
The College is required to identify 2 or 3 action projects for further study and action that have good potential for improving student outcomes, related to accreditation standards, that emerge from KCC’s examination of our effectiveness in accomplishing our mission in the context of student learning and student achievement, and be based on an analysis of data collected, and identify areas of needed change, development, and improvement.

Ideas for the QFE project were:
• Culinary Institute of the Pacific
• Student Success, although that may be too broad
• Student engagement for student success.
• Title III renovation and curriculum or enhancing engagement through Title III.
• Workforce development
• Associates Degree in Natural Science or STEM

Developmental Education Update: Louise Pagotto
The new math courses have been approved. Refer to the UHCC website for updates. http://www.uhcc.hawaii.edu/OVPCC/student_success/student_success_council.php
Decisions have not been made as to the placement tests, the replacement for the Compass test. The subgroup researching placement tests has made their recommendations. The math and English faculty will decide which to use. They are considering Accuplacer, Ed Ready and My Math Test.

From fall 2016, the faculty under Vice Chancellor for Student Affairs will be reunited with the math and English faculty. The transition will take place in spring 2016. A suggestion was made to have a transition committee to work through the details. It is important that the faculty work together as a team.

Administrative Staff Updates
• Kamehameha Schools are now requiring that all employees speak conversational Hawaiian.
• Faculty are requesting an earlier deadline for ARPDs. As the data comes from the UH system by August 15, the ARPDs will be due by October 1st.
• The Title III eligibility application has been submitted.

* For accompanying documents and/or access to all Administrative Staff Council minutes and documents, please go to the Ohana website, (https://ohana.kapiolani.hawaii.edu/groups/administrative-staff-council/) under Groups, Administrative Staff Council.

Submitted by: Joanne Whitaker
2015.1.4_Admin_Staff_Council_Minutes
Mission Statement:

Kapiʻolani Community College provides students [see screen for options] open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

Vision Statement:

Kapiʻolani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai‘i’s diverse communities in an evolving global community.

Values Statement:

Kapiʻolani Community College enacts the following values:

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

Kapiʻolani Commitments – Outcome 1: Graduation

- Continue development of STAR, student registration interface, and guided pathways to completion and transfer.
- Increase availability of information on mobile devices.
- Improve data system for planning and management and with DOE.
- Develop predictive analytics for student success.
- Participate in UHCC innovation fund to achieve strategic outcomes ($1.25 million/year) related to Strategic Plan-Reducing Time to Degree Initiatives and Hawaiʻi Strategy Institutes.
Kapi‘olani Commitments – Outcome 2: Innovation

- Develop sector visualization to display top employment sectors with salaries and degree attainment.
- Develop a tracking system to fully understand employer needs, apprenticeship, internship, clinical, and graduate placements, graduate earnings and advancement, and needs for further education and training.
- Build better workforce development system through credit and continuing education programs.
- Develop Native Hawaiians for leadership roles at the College and in the community.
- Advance the use and understanding of the Hawaiian language and culture.
- Develop community partnerships locally and globally that advance the college’s indigenous serving goals.
- Develop baselines and benchmarks for ‘āina-based and for place-based learning, undergraduate research, and teacher preparation.
- Improve enrollment management systems.
- Eliminate cost as a barrier to education.
- Continue to increase Pell grant participation.
- Increase private fund raising for needs based aid.
- Implement Open Educational Resources (OER) to replace most textbooks.

Kapi‘olani Commitments – Outcome 3: Enrollment Growth

- Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships.
- Integrate recruitment of working age adults into overall workforce development system.
- Target outreach strategies to innovative programs.
- Focus on campus-based re-enrollment strategies.

Kapi‘olani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments

- In conjunction with the Long Range Development Plan, impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
- Improve financial management systems.
- Reduce deferred maintenance backlog.
- Implement campus technology plan and develop a system of planned equipment replacement.
- In conjunction with the Long Range Development Plan, serve as role models and consultants to the community on sustainability.
- In conjunction with the campus Long Range Development Plan, design, develop, and build an on-campus training hotel that in addition to providing essential lodging, culinary, meeting and conference services, will serve as a catalyst to
foster interdisciplinary collaboration with programs such as: Hawaiian Studies, Information Technology, Accounting, Marketing, and Massage Therapy.

- In collaboration with Lē‘ahi Hospital and their Master Plan, develop a Kūpuna Clinical Teaching Hospital for Health Academic Programs.
- In conjunction with the Long Range Development Plan, participate in Modern Facilities Task Force to:
  1) Define optimal design and learning elements for 21st century, 3rd decade educational infrastructure;
  2) Establish goals for state-of-the-art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

**Strategic Plan: Outcomes and Performance Measures, 2015-2021**
( *= KCC Specific Measure)

**Outcome 1 Hawai‘i Graduation Initiative: Focus on Student Success**

**UHCC Performance Funding Measures**
(A) Increase annual CA and degree completion by 5% from 1,513 to 2,129.
(B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.
(C) Increase annual STEM certificate and degree completers at KCC and UH 4-year by 5% from 166 to 243.
(D) Increase annual certificate and degree completion by Pell grant recipients by 5% from 509 to 716.
(E) Increase annual 4-year transfer by 5% from 1,128 to 1,788.
(F)* Invest performance funding in staff and faculty development to improve research-based impact practices and currency in their field.

**Gap Closing Measures - Compared with their percent of enrollment**
(G) Close Native Hawaiian and Pacific Islander success gaps in percent of all and STEM degrees and certificates, and 4-year transfer.
(H) Close Filipino success gaps in STEM degree completion and transfer rates.
(I) Close Pell Recipient success gaps in certificate and degree completion and transfer rates.
Reducing Time to Degree Measures

(J) Improve the 3-year time to degree completion rate for IPEDS (first-time, full-time, degree seeking) students from 37 to 60%.

(K) Increase the percentage of first year, full-time students who complete 20 credits in first year from 43 to 65 percent.

(L) Increase the percentage of first year, part-time students who complete 12 credits in their first year from 35 to 65%.

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

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

Outcome 2 Hawai‘i Innovation Initiative: Productive Futures for Students, Faculty, and Staff

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

(B)* Improve distance education course success rates to 75%.

(C)* Increase the number of annual completers of the Advanced Professional Certificate in Hospitality and Tourism form 15 to 30, and increase annual transfer to UH West O‘ahu for a Bachelor of Arts in Business from 10 to 20.

(D)* Expand the use of locally produced food products to help create food security within the islands. Upon the availability of locally-sourced food products, have 30% of food consumed in the College’s culinary instructional programs and 20% of the College's commercial food service operations from local sources.

(E)* With the completion of phase 2 construction of the Culinary Institute of the Pacific, increase the number of annual local and international completers of the Advanced Professional Certificate to 256.

(F)* Receive National Security Administration designation as a 2-year Center for Academic Excellence in Cybersecurity, develop new Certificate of Competence in Cybersecurity within the AS in Information Technology, and have 100 students complete this certificate by 2021.

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

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

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

(J)* Increase the annual number of students completing the ASNS degree by 10% from 30 to 60.
(K)* Increase the number of professionally trained Hawai‘i DOE School Health Aides from 40 to 120.
(L)* Implement Healthy Campus 2020 initiatives to decrease the percentage of personnel reporting problems with diabetes from 5% to 3%, high blood pressure from 22% to 15%, and high cholesterol from 30% to 20%, and improve other health indicators for students, staff and faculty.
(M)* Increase annual number of students completing service learning assignments from 700 to 900.
(N)* Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."
(O)* Implement the KELA model and improve results on CCSSE Benchmarks (2016, 2018, and 2020).
(Q)* Increase external grants from $5 million baseline in 2015 through effective project dissemination and building federal and foundation networks, UH system collaboration, and local partnerships.

Outcome 3 Grow Enrollment: Strategically Improve Re-enrollment and Outreach

(A)* Increase fall-to-spring re-enrollment to 80% by spring 2021.
(B) Increase fall-to-fall re-enrollment to 65% by fall 2021.
(C)* Increase annual Native Hawaiian enrollment by 5% from 1318 to 1854.
(D)* Increase annual dual enrollment 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 (citizenship Non-US) by 3% from 892 to 1,097.

Outcome 4 Modern, Sustainable Teaching and Learning Environments

(A) Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.
(B) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.
(C) Generate 15 percent of energy through photovoltaic and other co-generation strategies. Invest energy cost savings in further energy savings.
(D) By 2016, develop campus sustainability plans to include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement. Assess progress on this plan in 2019.

(E)* Develop the American College and University Presidents’ Climate Action Plan in 2016.
Assess progress on this plan in 2019.
ACCJC Quality Focus Essay

The Quality Focus Essay

- As we undertake self-evaluation for accreditation, we may identify policies, procedures, or practices in need of change or student outcomes we wish to improve.
  - We may make some changes or improvements immediately, before an evaluation team arrives.
- Other changes and strategies for improving outcomes might require a longer time to accomplish.
  - These changes and strategies should be identified as the College plans for improvement (action plans), and should be integrated into the ongoing planning and decision-making processes at the college, with timelines for completion, e.g., in our Strategic Plan, etc.

The Quality Focus Essay

- Using the format of a Quality Focus Essay (QFE), the College is required to identify two or three “action projects” for further study and action that have good potential for improving student outcomes. The projects should be related to:
  - Accreditation Standards,
  - emerge from KCC’s examination of our effectiveness in accomplishing our mission in the context of student learning and student achievement, and
  - be based on an analysis of data collected, and identify areas of needed change, development, and improvement.

The Quality Focus Essay

• The QFE, with a 5,000 word limit, describes the projects in detail to include the following components:
  - Identification of the Projects: The projects should be vital to the long-term improvement of student learning and achievement over a multi-year period;
  - Desired Goals/Outcomes: The QFE should describe specific, well-defined goals expected to lead to observable results;
  - Actions/Steps to be Implemented: The QFE (or an Appendix to the QFE) should provide the steps to be implemented for each project;

ACCJC Quality Focus Essay

The Quality Focus Essay

- Timeline: The QFE (or Appendix) should include a calendaring of all steps to be implemented;
- Responsible Parties: The QFE should provide clear lines of responsibility for implementation and sustainability;
- Resources: The QFE should include a realistic plan for the resources (human, physical, technology, or financial resources) the institution will need in order to implement and sustain the projects;
- Assessment: The QFE should include the institution’s plan for evaluating the outcomes and effectiveness of the projects.