Call to Order: Brian Furuto, Acting Chancellor

BOR/KCC Authorized Governance Organizations Reports

Staff Council: Brandon Higa, Chair
- This year marks the 15th anniversary of Staff Council.
- The new term with new officers started Oct. 1st. There is a larger Board of Representatives with three Vice Chairs: Lee Ann DeMello, Alissa Kashiwada and Kevin Andreshak.
- A general membership meeting was convened on October 29th and it was well attended. All the other AGO Chairs (Student Congress, Kalāualani and Faculty Senate) attended.
- Special sessions were offered: Strategic Plan update with Bob Franco, Robert’s Rules of governance by Rebecca Soon and the ARF Budget process by Joanne Whitaker.
- There was a tour of the cafeteria led by staff member John Mizokawa.
- The Council did a service project providing hand sanitizers for TRIO and they are looking into doing more.
- Professional development will be offered. They are identifying speakers for the HSI Institute in March.
- There will be a walkathon suggested by David Apostol in February with a Valentine’s theme.
- Staff awards are being reinstated.
- Bargaining unit 8 contract was announced. There will be a 4% increase as of July 1, 2015 subject to funding during the Legislative session.

Faculty Senate: Veronica Ogata, Chair
The biggest task they are doing is reviewing about 50 ARMS and PARS and 100 courses by December 7th. A more detailed update will be presented at convocation.

Student Congress, William Arenivas, Chair
- There are two new committees: sustainability and election committees. They are looking to improve committees by asking faculty to work with students.
• Moving forward, the focus will be for Congress to be more proactive, advocating for student needs instead of reacting to issues.
• At the system level, the student council feels that a UH ombudsman office is needed as a neutral place to air and track concerns.
• More education is needed for the Charter Student Organizations (CSOs): Board of Student Publications (BOSP) and the Board of Student Activities (BOSA). For instance, if brochures are needed, go to BOSP.

Kalāualani: Nawa'a Napoleon
Kalāualani was named after Queen Kapi‘olani’s flag.
(See Appendix A)

Integrated Communication for Recruitment and Retention: Susan Lee
(See Appendix B)

Key National Benchmarks: A Study by Johnson County CC: Bob Franco
(See Appendix C)
This is a national community college benchmarking project. OFIE submitted data that they requested. The data, from 2013, was used to compare us to other community colleges.

There were 4 areas of strength:
1. 93rd percentile for the percentage of part time, first time students that transfer in 3 years
2. 89th percentile for training expenditures per FTE employee
3. 87th percentile for the percentage of part time, first time students that completed and transferred in 6 years
4. 85th percentile for the percentage of part time, first time students that completed or transferred in 3 years.

There were the following opportunities for improvement:
1. 9th percentile for the percentage of students that received a passing grade of those that completed English Comp 1
2. 13th percentile for the percentage of students that received a passing grade in Math developmental/Remedial Courses of those that completed the course

CAC Technology Work Group: Karl Naito, Chair
In the CAC technology work group meetings, there were three primary discussions related to the website. It was voted to recommend:
• To use five main navigation menus recommended by the UH Community College System: How to Apply, Programs of Study, Paying for College, Services for Students and Continuing Education.
• Faculty and staff will have the option to put up personal information such as a photo, awards, etc., on KCC’s website.
• Identify an “owner” for the content of each webpage who can update the page.

Update on centralized technology procurement: Departments submitted their operating budget to the Vice Chancellor for Administrative Services. Technology requests were removed from the operating budget and referred to CELTT. So far, purchases have totaled $40,000. CELTT will be facilitating the purchase of technology as smoothly as possible. Some departments have grant and UH Foundation accounts to purchase technology. CELTT asks that departments receive approval for those purchases to manage future maintenance of the equipment especially after the grant ends.
There was a question about why the quote for technology is higher than purchasing from a discount store. The equipment that CELTT recommends is chosen for its technology serviceability and longer lifespan. Equipment is expected to last for about five years. The timeline for the changes to the website will be in the middle of fall 2016.

**CAC Accreditation and Assessment Work Group: Taskstream Update**

Katrina Ghazanfar and Nawa’a Napoleon, Co-Chairs, and Dawne Bost, Institutional Assessment Coordinator

The work group met three times in September, October and November. The ACCJC Midterm report was submitted October 15, 2015. Much of the focus has been on the implementation of Taskstream. In spring 2016, the work group will be focusing on preparing for the ACCJC Self Study due in 2018.

**Taskstream Implementation**

Goals, milestones, and timeline for Fall 2016 implementation *(See Appendix D and E)*

One hundred potential academic users have been identified. A request for coordinators was sent to each department. 20 faculty have been trained and are using Taskstream. 100% of the counselors are actively using Taskstream. Meetings have been planned with CELTT and Continuing Education. The Learning Achievement Tool (LAT) is being used by Culinary and the Freeman program for Japan. Other programs using the LAT are Dental Assisting and a C4ward for e-portfolios. KCC has purchased 1,000 LAT tickets. However, after the 1,000 have been used, the students will need to incur the costs, which is $40 per student.

There are currently several venues for user training available: academic assessment coaches and SLO Fridays. Taskstream C4ward provides Individually tailored training sessions and Taskstream provides a support team.

The Taskstream Implementation Group continues to work with the challenges, unintended consequences and unforeseen circumstances impacting implementation. In early September, a working group was established to find an AMS for the UH system. The following are being considered: TK20, Live Text, Taskstream and Campus Labs. Taskstream was the best system for KCC. The goal is for a consortium of schools to use the same system. Taskstream can be a dynamic force for conversations on assessing student learning.

**CAC Budget and Planning Work Group: Harry Davis, Chair and Bob Franco**

**Sustainability Plan**

The timeline for the Sustainability Plan is as follows:

The first meeting was on November 10, the first draft is due January 12, the penultimate draft is due February 1 with input and review by the campus occurring February 1 – March 10 in preparation for the UH Mānoa Sustainability Summit on March 10-12.

The Sustainability Plan will have four components:

1. Operations – an example is changing the personal habits of KCC employees to reduce energy usage.
2. Curriculum, Pedagogy and Student Learning – increase s-designated courses throughout all disciplines and increase sustainability related service learning projects
3. Hawaiian Culture – incorporating Hawaiian culture in sustainability

At the system level, Jan Gouveia is chairing the Sustainability Council. Sustainability is an important issue for the Board of Regents. This initiative will greatly impact our
teaching and operations on campus. The university could save a million dollars with behavior changes. That money could be invested in emerging technologies.

Strategic Plan Update
(See Appendix F)
The penultimate version was presented to the CAC on December 1, 2015. Comprehensive Program Reviews should be written to address the measures in the strategic plan.

CAC Enrollment Management and Marketing Work Group: Brenda Ivelisse and Carol Hoshiko
(See Appendix G and H)

* For accompanying documents and/or access to all Chancellor’s Advisory Council minutes and documents, please go to the Ohana website, https://ohana.kapiolani.hawaii.edu/groups/chancellors-advisory-council-cac/under Groups, Chancellor’s Advisory Council (CAC).

Submitted by: Joanne Whitaker
2015.12.1_Chancellor’s_Advisory_Council_Minutes
Things that happened during the process

Keys to Success

Possible Tactics
Next Steps

How do we work together to implement these tactics without duplicating efforts and exhausting our resources?
Oct. 21, 2015

Dr. Leon Richards
Chancellor
Kapiolani Community College
4300 Diamond Head Road
Honolulu, HI 96816

Dear Dr. Richards:

Thank you for being a 2015 National Community College Benchmark Project member. As an added benefit of membership, the National Higher Education Benchmarking Institute is providing an executive summary of the 2015 report. This report is specific to your institution and we hope you find it valuable. In reviewing the strengths and opportunities for improvement section you must interpret these in light of your college’s mission.

The NCCBP provides community colleges with national benchmarks that participants frequently use in strategic planning, as performance measures, for peer comparison, accreditation, and state/district reporting. In 2015, 248 community colleges participated in the NCCBP.

For 2015, we have a newly designed custom report builder, making it even easier for colleges to compare their data to others. This tool also allows your researchers to prepare special reports for you directly from the NCCBP. It will build trend reports for your institution with your participation data from 2007 to 2015. We hope your college will join us again in 2016 and be able to take advantage of our new trend options. We also hope your institution will continue to use the NCCBP benchmarks to help “move the needle” on your student outcomes.

If you have any questions about the NCCBP, you can contact your research department or Dr. Lou Guthrie at 913-460-8500 ext. 4019 or lguthrie@ccc.edu.

Sincerely,

Lou Guthrie
Director, National Higher Education Benchmarking Institute
Key National Benchmarks - Where Does Your Institution Stand?

Your college participated in the National Community College Benchmark Project in 2015. This research is conducted annually by the National Higher Education Benchmarking Institute (NHEBI). We would like to share some of the key results of this study with you. The report illustrates how your college compared to national data, representing 248 community colleges.

The full NCCB report, available online, contains more than 150 benchmarks on student demographics, measures of student success, faculty and staff data, workforce and community outreach, and institutional characteristics and effectiveness metrics.

Member colleges use the benchmarks to support:
- Strategic planning and selection of initiatives
- Accreditation
- Internal and external accountability activities
- Instructional transparency
- Documentation of student success

Full-time Students Completed or Transferred in Three Years

<table>
<thead>
<tr>
<th>Your College</th>
<th>75%</th>
<th>70%</th>
<th>65%</th>
<th>60%</th>
<th>55%</th>
<th>50%</th>
<th>45%</th>
<th>40%</th>
<th>35%</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferred</td>
<td>17%</td>
<td>20%</td>
<td>23%</td>
<td>25%</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>Completed</td>
<td>83%</td>
<td>80%</td>
<td>77%</td>
<td>75%</td>
<td>72%</td>
<td>70%</td>
<td>68%</td>
<td>66%</td>
<td>64%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Part-time Students Completed or Transferred in Six Years

<table>
<thead>
<tr>
<th>Your College</th>
<th>75%</th>
<th>70%</th>
<th>65%</th>
<th>60%</th>
<th>55%</th>
<th>50%</th>
<th>45%</th>
<th>40%</th>
<th>35%</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferred</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>Completed</td>
<td>95%</td>
<td>90%</td>
<td>85%</td>
<td>80%</td>
<td>75%</td>
<td>70%</td>
<td>65%</td>
<td>60%</td>
<td>55%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Persistence Rate

<table>
<thead>
<tr>
<th>Your College</th>
<th>1100</th>
<th>1050</th>
<th>1000</th>
<th>950</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next-Term</td>
<td>7%</td>
<td>10%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Fall-Fall</td>
<td>93%</td>
<td>90%</td>
<td>87%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Instructional Cost per FTE Student

<table>
<thead>
<tr>
<th>Your College</th>
<th>75%</th>
<th>70%</th>
<th>65%</th>
<th>60%</th>
<th>55%</th>
<th>50%</th>
<th>45%</th>
<th>40%</th>
<th>35%</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>$10,991</td>
<td>$10,750</td>
<td>$10,500</td>
<td>$10,250</td>
<td>$10,000</td>
<td>$9,750</td>
<td>$9,500</td>
<td>$9,250</td>
<td>$9,000</td>
<td>$8,750</td>
</tr>
</tbody>
</table>
College-level Courses: Computer Success Rate

- 150%
- 75%
- 50%
- 25%
- 0%

Percentiles
- Completer Success Rate

Developmental Completer Success Rate

- 100%
- 80%
- 60%
- 40%
- 20%
- 0%

Percentiles
- Math
- Writing

Strengths

The following benchmarks are where your community college performed at or above the second-quintile grade of 50%. The benchmark is followed by the percentile rank for your institution.

1. % of Part-Time, First-Time Students that Transferred in Three Years
   - Your Rank - 83rd Percentile

2. Total Expenditures per FTE Employee
   - Your Rank - 78th Percentile

3. % of Part-Time, First-Time Students that Completed or Transferred in Six Years
   - Your Rank - 87th Percentile

4. % of Part-Time, First-Time Students that Completed or Transferred in Three Years
   - Your Rank - 85th Percentile

Opportunities for Improvement

The following benchmarks are where your community college may need improvement. The benchmark is followed by the percentile rank for your institution.

1. Instructional Cost per FTE Student
   - Your Rank - 95th Percentile

2. % of Students that Completed a Passing Grade of those that Completed English Comp 1
   - Your Rank - 95th Percentile

3. % of Students that Transferred in Math Developmental Remedial Courses of those that Completed the Course
   - Your Rank - 95th Percentile

4. % of Students that Withdrew from Credit Courses
   - Your Rank - 83rd Percentile

Next Steps — Peer Comparisons

The NCCBP On-Line Peer Comparison Tool allows you to compare your results to similar community colleges. Please contact us if you would like assistance using this tool.

More Information

Thank you for being an NCCBP member. For more information on the NCCBP, visit our website NCCBP.org or by calling or emailing the Benchmark Institute.

Your own benchmarking office will be able to provide additional benchmarks from the research, including peer comparisons.

A new feature in the NCCBP reports this year is the capability for each institution to design custom reports. This feature gives access to your institution’s trend data for the years it was a member from 2007 to 2015.

To view reports online, go to NCCBP.org/reports and log in.
Appendix D

GOALS AND TIMELINE FOR FALL 2014 FULL TS IMPLEMENTATION

CURRENT STATUS
FALL 2015 ADDITIONS to AVS (as of 1/10/15)
Approximately 40 coordinates across multiple academic departments

FALL 2015 ADDITIONS to LAT (as of 11/9/15)
Users in Culinary, Dental Assisting, Freeman Program and Japanese Language

CURRENT USER STATUS (as of 1/10/15)
- 100% Student Support Services are actively using TS
- Administrative Services and Auxiliary Services has indicated interest and Brian has been
  contacted with a request to begin meeting with selected for units in these areas
  beginning the last week in November
- CELTT has requested a consultation regarding their assessment plan and establishing
  TS trainings (meeting at 11am today)

GOALS
Fall 2015
- Maintain 100% of Student Support Services registration and use
- Identify 75% of known Academic (degree granting) users
  - Register and affiliate 100% of all these users
- Identify 100% of known Academic non-degree granting users
  - Register and affiliate 75% of all these users
- Identify 50% of Administrative and Auxiliary Services and Miscellaneous users
  - Register and affiliate 50% of all identified users

Spring 2016
- Off all known Fall 2016 TS users
  - 100% will be identified, registered and affiliated
  - 75% will have received TS Orientation
  - 50% will have received individual or group trainings
  - 25% will be actively using TS by the conclusion of Spring 2015

Summer 2016
- All faculty, staff and administration not identified, registered and trained in TS will be brought on
  board.

Fall 2016
- 100% Implementation
Appendix F

**Strategic Plan Framing Statements, 2015-2021**

**Mission Statement:** Kapi‘olani Community College provides students from Hawai‘i’s diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and a commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

**Vision Statement:** Kapi‘olani Community College, a leading indigenous serving institution, prepares leaders that strengthen the social, economic and sustainable advancement of Hawai‘i’s diverse communities in an evolving global community.

**Values Statement:** Kapi‘olani Community College enacts the following values:
- **Kūpono:** Honesty, integrity, clarity in all relationships.
- **Kuleana:** Faculty, staff, administration share a common responsibility to support the future of our students, college, community, land, and sea.
- **Kūloa‘a:** 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.

**Kapi‘olani Commitments – Outcome 1: Graduation**
Continue development of STAR, student pathways, student registration interface.
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, Achieving the Dream and Hawai‘i Strategy Institute.

**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 place-based and international learning, undergraduate research, and teacher preparation.
Kapiʻolani Commitments – Outcome 3: Enrollment
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.
Increase external grants from $5 million baseline in 2015.
Implement Open Educational Resources (OER) to replace most textbooks.

Kapiʻolani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments
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.
Serve as role models and consultants to the community on sustainability.
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.

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 percent.
(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 percent.
(M) For students testing at one level below college ready, 75 percent 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 percent will complete a college level English and/or math course within one year.
Outcome 2 Hawai‘i Innovation Initiative: Prepare Students for Productive Futures

(A)* Increase annual CTE (non-CA) completion by 3% annually from 551 to 677.
(B)* Improve distance education course success rates to 75 percent.
(C)* Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535.
(D)* Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64.
(E)* Increase the annual number of students completing ASNS undergraduate research experiences and research internships by 10% from 70 to 136.
(F)* Increase the annual number of students completing the ASNS degree by 10% from 30 to 60.
(G)* Increase the annual number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."
(H)* Improve distance education course success rates to 75 percent.

Outcome 3 Grow Enrollment: Improved Outreach and Engagement

(A)* Increase Native Hawaiian enrollment from 1318 to 1765.
(B)* Increase annual early college enrollment from 141 to 15.
(C) Increase enrollment from feeder high schools from 794 to 866.
(D) Increase enrollment of working age adults from 2,548 to 3,740.
(E) Increase enrollment of GED completers from 309 to 355.
(F) Increase enrollment of Pacific Islander students from 123 to 167.
(G) Increase enrollment of international students (citizenship Non-US) from 892 to 1,097.
(H)* Increase fall-to-spring re-enrollment to 80 percent by spring 2021.
(I)* Increase fall-to-fall re-enrollment to 65 percent by fall 2021.

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.
(C) Better incorporate sustainability practices into operations.
(D) Generate 15 percent of energy through photovoltaic and other co-generation strategies.
(E) Invest energy cost savings in further energy savings.
(F) Expand the use of locally produced food products to help create food security within the island.
(G) Have 25 percent of food consumed in the College’s culinary programs and facilities from local sources.
(H) By 2016, develop campus sustainability plans to include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement.
(I)* Develop the American College and University Presidents’ Climate Action Plan in 2016.