Kapi'olani Community College
University of Hawai'i
Strategic Plan 2003-2010
Adopted 07 October 2002 by KCC Faculty Senate

<u>Introduction</u>

This strategic plan evolved over a period of 12 months and ten drafts allowing for input from all sectors of the campus and the wider communities of which we are a part. The plan also interweaves with both the UHCC and UH system plans. The plan is also informed by the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges, adopted on June 9, 2002.

To connect our work with transformations occurring in higher education nationally, our plan includes bolded excerpts from the final report of the Association of American Colleges and Universities (AAC&U) initiative, *Greater Expectations: The Commitment to Quality as a Nation Goes to College.* Our campus plan is driven by the motto of Queen Julia Kapi'olani, "Kulia i ka Nu'u, Strive for the highest," and the insights of those who contributed to the "Greater Expectations" report. In addition, bolded excerpts from the American Council on Education's (ACE) project, *Promising Practices in Institutionalizing International Education* highlight the college's integrated international education efforts.

Much of the work described in the plan focuses on the college becoming increasingly "learner-centered, " a term that requires clear definition. AAC&U defines it as follows:

> ...institutions weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula are attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students learn to integrate general education, the major, and electives into a coherent ensemble.

Many thanks to all who contributed to the plan's development. Special thanks go to Dr. Neghin Modavi, KCC Faculty Senate Chair, and the chairs of the goal subcommittees:

Goal 1 Chris Mikolajcyzk, Nursing and Michael Wun, student
Goal 2 Maria Bautista, Math/Science
Goal 3 Maureen Bogdanowicz, Language Arts and Lori Maehara, Food Service/Hospitality
Goal 4 Malama Hawai'i, Asia-Pacific Emphasis Faculty, Honda International Center Staff
Goal 5 Brian Cassity, Humanities and Carol Masutani, Business Office
Goal 6 Karl Naito, Information Media and Technology Services,
Karen Shimizu, Secretary, Health Sciences
Goal 7 Adapted from UH System Strategic Plan

We are also grateful to Mike Rota, UHCC Vice-Chancellor for Community Colleges, his staff, and the UHCC Strategic Planning Committee for their support.

<u>Functional Statement</u>

Kapiʻolani Community College offers quality pre-college, liberal arts, and 21st century career programs.

- The pre-college program, Holomua ("To move forward"), prepares students who place below college-level in math and English for success in either the liberal arts or 21st century careers programs.

- The liberal arts program offers courses meeting general education requirements for 21st century career programs, and general education and graduation requirements at all baccalaureate colleges in Hawaiʻi. The Malama Hawaiʻi Center provides support for Hawaiian and Pacific Islands students and leadership in developing Hawaiian-Pacific curriculum and instruction. The College maintains a strong focus on Asian languages and cultures; offers high quality English Composition, English for Speakers of Other Languages, French, Spanish and American Sign Language instruction. Current and compelling Math, Science, Social Science, Humanities and Language Arts courses are taught in interactive classroom environments and available online.

- The College offers 21st century career programs in business and information technology, culinary arts, hospitality, legal education, nursing and health sciences, including emergency medical services. The college is developing emerging technology programs in new media arts, exercise and sports science, biotechnology, eBusiness and information technology. New synergies bridging P-12 and college, including educational assisting, teacher preparation, Teaching English as a Second Language, and Service-Learning also hold promise for training tomorrow's teachers, locally, nationally, and internationally.

- By creating and sustaining mutually beneficial partnerships within the UH system, and with government and the private sector, KCC will strengthen its role in teaching and learning and economic and workforce development. KCC will continue to provide systemwide leadership for the Culinary Institute of the Pacific, Honda Center for International Education and Globalization, Waikiki Lifelong Learning Center, and the emerging Center for Hospitality and Tourism Education and Training.

- To support further technological integration into the above programs, the College is exploring the development of a Center for Applied Technology in Workforce Development to provide education and training on the applications of technology

in hospitality, business, health services, biotechnology, biological and sports sciences, teaching, journalism, communications and film careers.

- All career programs at Kapiʻolani strongly support State workforce and economic development directions.

- The College provides excellent student development and support services and offers credit and non-credit courses in liberal arts and career programs to support seamless, lifelong learning for all students. As a leading, learning-centered institution, the College supports five faculty-driven emphases which weave through the Holomua, liberal arts and careers curricula. These emphases are:

  - Writing, Thinking, Reasoning
  - Integrated International Education and Globalization
  - Information Technology
  - Math
  - Service-Learning

- Sustained innovation has significantly enhanced the College's national reputation:

  - The Carnegie Foundation for the Advancement of Teaching recognizes the College for its commitment to promoting civic and moral responsibility in undergraduate education.

  - The American Council of Education recognizes the College for implementing promising practices in institutionalizing international education.

  - The Association of American Colleges and Universities recognizes the College for overall quality in undergraduate education.

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Planning Context

KCC provides an extensive and high quality liberal arts program as well as several 21st century career programs in business and information technology, culinary arts and hospitality, nursing and health sciences, legal assisting, and sign language interpreter education. Emerging technology programs in new media arts, biotechnology, exercise and sport science, and eBusiness provide opportunities for new synergies in career education. New synergies bridging K-12 and college, including educational assisting, teacher preparation, Teaching English as a Second Language, and Service-Learning also hold promise for training tomorrow's teachers, locally, nationally, and internationally.

By creating and sustaining mutually beneficial partnerships within the UH system, and with government and the private sector, KCC will strengthen its role in teaching and learning and economic and workforce development. KCC will continue to provide systemwide leadership through the Culinary Institute of the Pacific, Honda International Center, Waikiki Lifelong Learning Center, and the emerging Center for Hospitality and Tourism Education and Training.

All these areas of emphasis are closely tied to the University's academic and the State's economic directions, and position the college for growth as it seeks continuous quality improvement.

While the fundamental mission will not change, there will be increased emphasis on student learning and mutually beneficial collaborations with state, national and international partners. Changes in faculty roles and rewards and increased community and business demand for access to quality educational and training opportunities will stimulate further development throughout the institution.

1. The institution will become increasingly learning-centered. The institution will "weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula [will be] attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students [will] learn to integrate general education, the major, and electives into a coherent ensemble." (AAC&U)

- Improvements in educational technology and networked communications will continue to increase the information available to students, the communication among faculty and students, and the ability to deliver instruction to remote sites and other off-campus settings. While the changes that have already occurred are promising, the near future will include even greater connectivitiy and potential for electronic interaction into workplaces, community-based organizations, schools and homes. There will also be greater emphasis on assessing the best uses of these technologies for student learning.

- The institution will place increased emphasis on implementing strategies that connect and expand the learning environment from the classroom center to the campus, community, cyberspace and abroad. Co-curricular campus programs, such as visual arts in the Koa Gallery and the International Festival, and community-based learning opportunities such as those provided by clinical and industry internships and service-learning, add a critical experiential and affective dimension to student learning. Quality online-learning increases faculty-student and student-student interaction and deepens everyone's learning. For students, faculty, and staff, learning abroad in the Pacific Islands and Asia, as well as other international destinations, improves our understanding of our place in, and responsibilities to an increasingly global community. Learning will be further enhanced through increases in interdisciplinary instruction and learning communities, and greater attention to assessing learning outcomes at both course and degree levels.

- Demand will increase for different models of delivery that provide more flexibility not only in terms of when and where courses will be offered but also more flexibility in responding to the changing needs of students, schools, businesses, and community-based organizations. Students, over a lifetime of learning, will have greater flexibility in accessing non-credit and credit courses and successfully transitioning into and completing degree programs.

- The institution will place increasing importance on integrated international education to prepare Hawaiʻi residents for lives that are simultaneously local, national, and global, and to create economic development opportunities for the State and professional development opportunities for faculty and staff.

Kapiʻolani Community College – Campus Priorities

Goal 1 To Promote Learning and Teaching for Student Success

Objectives

1. Strengthen campus support for the remedial and developmental program that integrates student learning skills with academic instruction in English and mathematics and fosters behavioral changes necessary for student success in the liberal arts and career programs.

2. Provide, maintain, and make visible fully accessible student support services to promote improved student success rates and satisfaction.

3. Position enrollment management, especially student recruitment, enrollment growth and retention as an institutional priority.

4. Ensure that students graduate in a timely manner with the knowledge, skills, and experiences that will prepare them to be effective and contributing members of the community.

5. Ensure quality of teaching, increased productivity and increased learning-centered behavior.

Goal 2 To Build A Learning, Partnering, and Service Network for Student Success

Objectives

1. Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.

2. Become more student-centered in the development of specific UH system policies and procedures.

3. Strengthen curricular coherence across all UH campuses.

4. Adopt new funding strategies to support the College's expanding programs.

Goal 3 To Build A Learning, Partnering, and Service Network for Workforce and Economic Development

Objectives

1. Create and sustain mutually beneficial partnerships to further develop the Culinary Institute of the Pacific statewide with construction of state-of-the-art facilities funded through external resources.

2. Create and sustain mutually beneficial partnerships to further develop a Center for Hospitality and Tourism Education to support integration of Interpret Hawaiʻi, Waikiki Lifelong Learning Center, hotel management, travel and tourism, and applied language and culture studies.

3. Develop new degree programs (Associate, 3 year, and Baccalaureate) to meet the changing educational needs of our communities, with initial emphasis on a four year degree in Culinary and Hospitality Education.

4. Partner with other UH campuses to plan and develop four year degree programs, with initial emphasis on the health sciences and technology.

5. Provide timely and relevant high quality short-term education and training to take advantage of emerging economic opportunities. Promote seamless articulation between long-term and short-term education and training programs.

6. Develop a Center for Applied Technology in Workforce Development to provide education and training on the applications of technology in hospitality, business, health services, new media arts, biotechnology, biological and sports sciences, teaching, journalism, communications and film careers.

7. Develop a Center for Sustaining Innovation in Teaching Excellence (SITE) to support interdisciplinary collaborations and the development of assessment processes.

Goal 4 To Champion Diversity in Local, Regional and Global Learning

Objectives

1. Recognize our responsibility to honor and strengthen the Hawaiian language and culture and to serve the Native Hawaiian community.

2. Promote open access from the diverse communities we serve and mutual respect among people from different backgrounds and heritages.

3. Strengthen KCC as a leading institution in developing Multicultural and International curricula and programs, with an emphasis on Hawai'i, the Pacific Islands and Asia.

Goal 5 To Invest in People: Professionals in a Learning Organization

Objectives

1. Redefine faculty roles and rewards to promote the scholarship of teaching.
2. Redefine staff roles and rewards to promote professional career of development.

Goal 6 To Invest in the Learning Environment

Objectives

1. Develop a student-friendly campus environment that encourages and enables students to be health-conscious and civic minded, and to value themselves, the community, civility and active participation.

2. Develop a flexible physical infrastructure that adapts and responds to a complex and changing environment, and addresses the needs of a diverse and dynamic student population with an increasing number of international and non-resident students, as well as students with disabilities.

3. Expand existing and develop new information and technology infrastructures to enhance student learning, increase employment opportunities, respond to and promote economic development, and facilitate learner access.

4. Develop student-centered learning and teaching resources and methodologies that ensure superior academic achievement and career training, and anticipate and address changing economic and social conditions. Explore the development of an institute for applied research and best practices in teaching and learning.

5. Develop and ensure the highest standards and best practices in matters of human resources, finance, and management to promote student learning and access, support diverse academic and training programs, and respond creatively to change.

Goal 7 To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning [1]

Objectives

1. Build an effective constituency that converts community support for the University of Hawaii into public and private revenue streams that support achievement of strategic plan goals.

2. Allocate and manage resources to achieve continuing improvement in organization, people, and processes to secure competitive advantage.

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[1] Adapted from the UH System Strategic Plan. Objectives and Action Strategies from same.

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Vision and Values

In the tradition of Queen Kapi'olani and her motto, "Kulia i ka nu'u," to strive for the highest, we have developed the following vision and values statements:

Kapi'olani Community College...prepares students for lives of critical inquiry, active participation and leadership in careers which strengthen the health, well-being, and vitality of

➢ the individuals, families, and communities that support all of us,
➢ the cultural traditions that shape and guide all of us, and
➢ the land and sea that sustains all of us.

Kapi'olani Community College values...

➢ Aloha for Hawai'i, and its diverse peoples, cultures, languages, and environments.
➢ Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
➢ High quality, active, ongoing learning for everyone.
➢ Respect and appreciation for our faculty, staff and administration, in recognition of their hard work and achievements.
➢ Honesty, integrity, and clarity in professional relationships.
➢ Imagination and innovation in teaching, curriculum development, program planning and problem-solving.
➢ Collaboration and partnerships in working for the social, economic, and environmental betterment of the communities we serve.

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<u>Mission Statement</u>

Kapi'olani Community College...

♦ is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.

♦ is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.

♦ strives to be the first choice for education and training for Hawai'i's people.

♦ provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

♦ prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.

♦ prepares students to meet rigorous employment and career standards by offering 21st century career programs.

♦ prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.

♦ leads locally, nationally and internationally in the development of integrated international education through global collaborations.

♦ uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.

♦ builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

♦ uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

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By valuing cooperative as well as individual performance, diversity as a resource for learning, engagement with the problems of society, and creativity as well as critical thinking, 21st century education will build both the civic capacity necessary for a multifaceted world and prepare graduates for work in a dynamic economy. (AAC&U)

Goal 1 To Promote Learning and Teaching for Student Success

Objective 1   Strengthen campus support for Holomua, the remedial and developmental program that integrates student learning skills with academic instruction in English and mathematics and fosters behavioral changes necessary for student success in the liberal arts and career programs.

Action Strategies

A.   Promote faculty and staff awareness of affective and behavioral needs of remedial and developmental students to ensure successful transitions to college liberal arts and career programs.

B.   Support the recruitment, training, and retention of instructors, counselors, and support staff who have an interest in and commitment to under-prepared college students.

C.   Design assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Holomua programs and services.

D.   Improve the Holomua Center's ability to house efficient, convenient, and effective delivery of teaching and counseling support to increase student success.

E.   Promote collaborative efforts with other departments and programs to improve seamless and efficient movement of students from the remedial and developmental level to readiness for college-level work.

F.   Strengthen and increase learning resources and tutorial services for remedial and developmental students through a variety of methods including in-place and online technology.

G.   Improve the efficiency and effectiveness of support services for a growing number of Holomua students with disabilities in cooperation and collaboration with appropriate campus, system and community programs.

H.   Institutionalize faculty advising and mentoring training.

I.   Promote and increase collaborative faculty and counseling efforts.

J.   Strengthen and increase tutorial services for remedial and developmental students.

Objective 2   Provide, maintain and make visible fully accessible student support services to promote improved student success rates and satisfaction.

Action Strategies

A.   Establish a Resource Development Office that will vigorously pursue public and private grants to support and maintain student support services (counseling, advising, tutoring, library resources, computer and learning labs).

B.   Further develop the First-Year Experience program that provides a positive experience for first-year students, including recruitment, admission, registration, and orientation to increase the probability of successful achievement of academic and career goals.

C.   Create a campus-wide Second-Year Experience program that provides a positive experience for students as they prepare to transfer to baccalaureate institutions or move into careers.

D.   Design, deliver and make visible effective programs and services to enhance opportunities for honor students.

E.   Develop and offer end of second year capstone courses and experiences which will provide opportunities to assess student learning outcomes.

F.   Design, deliver and make visible effective programs and services to support the access of students with disabilities.

G.   Contribute to the development of a UH system infrastructure to support students with disabilities through the hiring of professionally trained personnel with multi-campus responsibilities.[1]

H.   Promote faculty and staff awareness of affective and behavioral needs of KCC students to ensure successful transitions to college.

I.   Develop comprehensive career services to provide students with the resources to achieve their educational and professional goals.

J.   Strengthen advising and counseling services to improve the persistence and success rates of students.

K.   Continue to develop and implement plans to promote improved student access to up-to-date library resources, journals and databases.

L.   Maintain and develop computer infrastructure to promote improved student access to computers, including disability access to information and technology.

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[1] Adopted from UHCC Strategic Plan, 2003-2009 (May 8, 2002 draft)

M. Develop a college-wide program review and assessment system to monitor the effectiveness of learning support services.

N. Implement strategies to make student support services more visible.

Objective 3   Position enrollment management, especially student recruitment, enrollment growth, and retention as institutional priorities.

Action Strategies

A. Continue to build a student-friendly access system that emphasizes both the importance of quality human interactions and efficiency and accuracy in the delivery of admissions and records, and financial aid services.

B. Establish a campus-wide working committee for the purpose of monitoring and improving the new Banner registration system.

C. Create greater community awareness of KCC by advertising its contributions to the community and national reputation for innovations in student learning.

D. Develop, implement, and evaluate strategies to improve success rates in 21st century career programs.

E. Continue to support the cross-curricular emphases that enhance recruitment, enrollment growth, and retention.

Newer attendance patterns place greater responsibility on students themselves to create meaningful learning from a supermarket of choices. If not well advised about how to plan an education, they can waste time and money and even jeopardize their futures while also depriving society of a well-educated citizenry. (AAC&U)

Objective 4   Ensure that students graduate in a timely manner with the knowledge, skills, and experiences that will prepare them to be effective and contributing members of the community.

Action Strategies

A. Provide sufficient sections of general education courses at convenient times to enable students to complete the general education requirements in a timely manner.

B. Provide for evening and weekend course offerings to enable students to complete their course requirements and graduate in a timely manner.

C. Establish an assessment program to monitor whether students achieve stated learning outcomes.

D. Continue to evaluate the reliability and validity of assessment measures and processes used in Program Reviews.

E. Continue to investigate why some students report dissatisfaction with the knowledge they have gained from their courses and the relevance of their courses to their career plans.

F. Continue to investigate the impact of increased course prerequisites on the length of time students take to complete programs.

Since a diverse student body learns in equally varied ways, students learn from one another, as well as from their teachers, and indeed, teachers also learn from their students: this mutuality characterizes a learning-centered education. (AAC&U)

Objective 5   Ensure quality of teaching, increased productivity, and increased learning-centered behavior.

Action Strategies

A. Promote greater faculty participation in and publication of classroom assessment and research.

B. Develop university leaders at all levels who understand and share a deep commitment to our learning-centered mission and strategic plan.

C. Develop and implement strategies to encourage and reward faculty for teaching innovations and learning-centered teaching.

D. Promote educational excellence by supporting faculty, administration, and staff in national, state and local professional organizations, conferences and workshops; by building partnerships with other educational organizations; and by pursuing the highest standards of excellence for our programs and services.

E. Focus faculty and staff development activities and cross-curricular initiatives on the diverse learning styles of our students.

F. Support research and development projects that incorporate inquiry-based learning, encourage working relationships between undergraduate student researchers and faculty, and foster faculty development while enhancing student learning.

G. Develop a center for sustaining innovation in teaching excellence (SITE) to support the College's "Teachers Talking to Teachers," and "Classroom Assessment Techniques" initiatives, new faculty orientation, mentoring, peer coaching, staff development and mediation training. Further the SITE center will support interdisciplinary collaborations and the development of assessment processes in:

   1) Writing/thinking and reasoning, service-learning, quantitative reasoning, information technology, Holomua, educational assisting and teacher preparation.

2) Integrated International Education and Globalization, including English for Students of Other Languages, English for Special Purposes, international workforce development, education and training.

By holding every student to high standards of accomplishment, and supporting them all with an intentional commitment to learning-centered practices, higher education will prove personally empowering, intellectually challenging, beneficial to civic society, and eminently useful. (AAC&U)

Goal 2 To Build A Learning, Partnering, and Service Network for Student Success

Objective 1 Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.

Action Strategies

A. Emphasize the importance of a high quality liberal arts education as foundational to an educated and caring community with a skilled workforce and growing economy.

B. Further develop strong transfer partnerships with UH Manoa and other baccalaureate institutions in the Arts, Psychology, Business, Education, and Engineering.

C. Further develop collaborative relationships and transfer agreements with UH Manoa and other baccalaureate institutions in the Social and Biological Sciences, Language Arts and the Humanities, and Hawaiian, Pacific Islands and Asian Studies.

D. Maximize opportunities for students to complete general education requirements at their home campuses, and to enroll and transfer among campuses to achieve their educational goals in a timely manner.[2]

E. With the equal involvement of faculty at all system campuses, develop an efficient articulation process based on trust among faculties and commitment to shared student learning outcomes; develop and implement a system-wide articulation policy that accepts the decisions of individual campuses in designating core courses.[3]

F. Participate in a State Department of Education/University of Hawaii summit to foster and maintain a working partnership that focuses on public education (P-20); the preparation of educational assistants in two year degree programs; teacher preparation; Hawaiian language and culture education; student preparation for college work; and lifelong learning.[4]

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[2] Ibid
[3] Adapted from both the UH and UHCC Strategic Plans
[4] Adapted from UH System Plan.

G. Through a five-year grant from the US Department of Education and in collaboration with the Hawaii DOE, the Educational Interpreters and Assistants Preparation (EIA) Project will develop Associates degree programs for those wishing to become educational assistants or educational interpreters to work with deaf and hard of hearing students in the K-12 setting.

H. Encourage and support faculty participation in Tech-Prep, Running Start and Gear-Up and other collaborations with the State Department of Education.

I. Develop high school to college running start courses to support 21st century career programs.

J. Deepen partnerships with feeder K-12 schools by providing tutors and mentors through the service learning emphasis. These tutors and mentors can be recruited from the large pool of Education majors at the College.

K. Develop mentoring programs between the UH system and K-12 faculty to create partnerships for student success.

L. Involve K – 12 students and faculty in events and activities with the College's students and faculty and with our industry partners.

M. Develop collaborative strategies that increase the college going rate of public high school graduates.

N. Deepen partnerships with the 100+ community-based organizations collaborating with the service learning emphasis. These partnerships should be mutually beneficial as they simultaneously promote student learning and the resolution of social issues addressed by our community partners.

O. Develop a Campus Advisory Group including representatives from the State Department of Education, and the private and non-profits sectors, to improve access and success for high school graduates.

P. Create a focus in the faculty and staff development program so that faculty and staff are prepared to play an active role in the planning and implementation of a P-20 educational system. Develop the funding resources needed to compensate faculty and staff for this role.

Objective 2   Become more student-centered in the development of specific UH system policies and procedures.

Action Strategies

A. Conduct ongoing forums and focus groups with students to gain information about their concerns and interests.

B. Monitor student satisfaction with the new Banner registration process.

C. Make the financial aid application process more accessible to low income communities by providing financial aid assistance through schools and community-based organizations.

D. As a top priority, develop and implement a uniform and shared student information system to support registration, transfer, degree audits, portfolio development, and other functions. The student information system would ideally be compatible for data exchange with complementary systems such as an integrated library system.

E. Continue implementation of the shared integrated library system (UH Voyager). Encourage development of system-wide policies in support of a barrier-free UH Library System.

F. Extend the deferred enrollment model to all colleges.

G. Facilitate registration for students from community colleges transferring into university majors.

H. Re-examine the prioritization process in the registration schedule.

I. Create a UH system smart card for student identification purposes, and student use in payment processes and accessing system resources.

Objective 3   Strengthen curricular coherence across all UH campuses.

Action Strategies

A. Realign Associate in Arts degree requirements with new requirements at baccalaureate campuses.

B. Develop effective articulation procedures.

C. Share innovative teaching methods across the UH system.

D. Share best practices in the delivery of distance learning across the UH system.

E. Adopt a common faculty ID card across the system to make library, research and curriculum development resources equally available to all UH faculty.

Objective 4   Adopt new funding strategies to support the College's expanding programs.

Action Strategies

A. Create a Resource Development Office to focus its efforts on writing successful grants that address all goals and objectives of the College's strategic plan.

B. Seek a UH system budgetary commitment for resources and support services such as courier delivery of library materials, licensing of databases and other online resources, an integrated library system (UH Voyager), and electronic document delivery systems in support of intra-system loans and distance education.

C. Promote team teaching and resource sharing across campuses, and support combined WEB CT classes and Virtual Learning Communities.

D. Support the development of a comprehensive system of qualitative and quantitative assessment.

Goal 3 To Build A Learning, Partnering and Service Network for Workforce and Economic Development

The most attractive jobs and careers in the 21ˢᵗ century will require higher levels of education than in the past. Moreover, the explosion of readily available information means that being able to find out what one needs to know has begun to replace knowledge itself as education's hallmark.
(AAC&U)

Objective 1   Create and sustain mutually beneficial partnerships to further develop the Culinary Institute of the Pacific statewide with construction of state-of-the-art facilities funded through both local and external resources.

Action Strategies

A. Sustain and further develop strong partnerships with local business, industry, community leaders and educational organizations.

B. Catalogue, summarize, and analyze resources of the college (human resources, physical resources, and areas of selective excellence).

C. Develop a consistent corporate image (offerings, quality, pricing, advertising, contracting).

D. Build and sustain a reputation as a reliable partner.

E. Seek external funding through federal and foundation programs.

F. Seek external contract training opportunities with international institutional partners.

G. Seek external funding through international development agencies and programs.

Objective 2   Create and sustain mutually beneficial partnerships to further develop the "Hawai'i Center for Hospitality and Tourism Education and Training." This Center will support and direct the integration of credit degree programs in hotel and restaurant operations and travel and tourism; non-credit programs through Interpret Hawai'i and the Waikiki Lifelong Learning Center; and applied language and culture studies*.*

Action Strategies

A. Create partnerships to develop either an on-campus hotel or an off-campus hotel in Waikiki or on the UH West O'ahu campus. This hotel will provide students with experiential learning opportunities in hotel and restaurant operations, exercise and sport science, business and travel, and provide housing for students and professional development colleagues.

B. Create partnerships to further develop the on-campus travel agency to increase experiential learning opportunities for our students and meet the travel needs of students, faculty, staff, and members of the community.

C. Develop a comprehensive visitor industry training program in Hawaiian history, culture and language through Interpret Hawai'i.

D. Create partnerships in Asia, the Pacific and the Americas, to develop education and training institutes in hospitality, tourism and English as a Second Language.

E. Develop marketing materials to heighten local and regional awareness of training and educational opportunities at the Center.

F. Relocate the Waikiki Lifelong Learning Center to a larger, more accessible and comfortable setting.

G. Create non-credit offerings that meet the needs of industry and further enhance the reputation of the Center.

H. Strengthen articulation agreements with Travel Industry Management programs at UH Manoa, Hawai'i Pacific University and other regional institutions.

I. Develop clear program benchmarks, student learning outcomes, and assessment processes, with an emphasis on student-constructed learning and portfolio development.

Objective 3   Develop new degree programs (Associate, 3 year, and Baccalaureate) to meet the changing educational needs of our communities, with initial emphasis on a four year degree in Advanced Culinary Education.

Action Strategies

A. Solicit responses from a consortium of working partners from business, community, and education to ensure that any new degree is relevant and timely.

B. Develop new degrees based on relevant, exemplary models at other institutions.

C. Eliminate barriers between training programs and degree programs internal and external to the University system.

D. Streamline curriculum approval and articulation processes.

E. Create time-flexible application, registration, and advising procedures.

F. Offer alternate methods of delivery of credit and non-credit instructional modules.

G. Offer instruction in multiple calendar formats (accelerated, open-entry, open-exit, short-term, modularized, condensed).

H. Award credit for competencies demonstrated through portfolios validating life experiences.

Objective 4   Partner with other UH campuses to plan and develop four- year degree programs, with initial emphasis on the health sciences, visual arts, and technology.

Action Strategies

A. Identify demand for four-year programs in health and technology.

B. Review program models at other institutions.

C. Evaluate job-related upper division skills needed for the workforce.

D. Identify faculty members with appropriate upper division skills and qualifications.

E. Establish a working relationship with UHM, UHWO, and UH Hilo to explore 2+2 degree partnerships.

F. Develop, disseminate and revise curriculum models.

G. Identify resource needs and potential sources of support.

Objective 5   Provide timely and relevant high quality short-term education and training to meet emerging economic opportunities. Promote seamless articulation between long-term and short-term education and training programs.

Action Strategies

A. Monitor community, state, national, and global economic forces and their effect on the workforce.

B. Continue to meet the needs of health care in the state by the development of programs that provide educational and training pathways for existing and emerging health care professions. Develop a Long-term Care resource center to provide education, training and informational services to address critical health care needs within the state.

C. Develop career-laddered certificate programs to entry level workers and advanced health care skills training for the health care industry.

D. Offer associate to baccalaureate degree programs in selected health programs in partnership with baccalaureate granting institutions.

E. Network and interface with other state agencies.

F. Develop institutional research capacity to anticipate and address new training needs.

G. Revise current A.S. degree competencies to align them with new job skills profiles.

H. Assess the effectiveness of existing advisory committees.

I.   Investigate means of awarding credit for components of credit courses that may have been taken as non-credit offerings.

Employers focus on the specific abilities they need in their employees. They expect colleges to graduate students able to perform consistently well, communicate effectively, think analytically, help solve problems, work collegially in diverse teams, and use relevant skills of the profession...they expect technological and information literacy...and strong quantitative reasoning. (AAC&U)

Objective 6   Develop a center for applied technology in workforce development to provide education and training on the applications of technology in hospitality, business, health services, biotechnology, biological and sport sciences, teaching, journalism, new media arts, communications and film careers.

Action Strategies

F.   Encourage interdisciplinary collaborations in developing applied technology programs integrating the biological sciences, biotechnology, exercise and sport science, and environmental sciences.

G.   Encourage interdisciplinary collaborations in developing applied technology programs integrating information technology, ebusiness, new media arts, journalism/communications, and telecommunications (in non-credit and credit).

Goal 4 To Champion Diversity in Local, Regional and Global Learning

The spectrum of life experiences, ages, ethnicities, races, and worldviews in the contemporary classroom offers a way to learn through and with one another, leading all those involved toward better decisions. This diversity-enriched learning is just now entering into the definition of educational quality for the 21st century. (AAC&U)

Objective 1   Recognize our responsibility to honor and strengthen the Hawaiian language and culture and to serve the Native Hawaiian community.

Action Strategies

A.   Establish the Malama Hawai'i Center as a source of comprehensive support for Hawaiian and Pacific Islands students, curriculum development and new initiatives.

B.   Explore opportunities to develop an interactive Hawaiian Language and Cultural Center that would provide experiential and media arts learning opportunities for our students and community.

C.   Use Hawaiian culture and language protocol in welcoming important visitors to campus.

D.   Support the development of courses and curricula in Hawaiian and Pacific Islands Studies and Languages.

E.   Recruit and retain Native Hawaiian students, faculty, staff and administrators.

F. Continue to support recruitment and retention efforts of native Hawaiian students, staff and faculty in health and science programs.

G. Enable the Malama center to assist in the registration and advising of students of Hawaiian and Pacific Islands students.

H. Develop a peer-advising program that brings together successful and new students, faculty and staff.

I. Support the Malama Hawai'i peer mentoring and tutoring lab.

J. Support the Native Hawaiian Vocational Education program in its efforts to recruit and retain native Hawaiian students, and develop strategies to attract native Hawaiian educators to KCC.

K. Work with community-based organizations such as Alu Like, the Kamehameha Schools and the Office of Hawaiian Affairs (OHA) to offer opportunities for post-secondary education.

L. Continue to support Wai'anae Health Academy as an outreach program that meets the native Hawaiian community's needs through the partnership with LCC, Wai'anae Coast Comprehensive Health Center and participation of Wai'anae community members.

Objective 2   Promote open access from the diverse communities we serve and mutual respect among people from different backgrounds and heritages.

Action Strategies

G. Recruit and retain students, faculty, staff and administrators from under-represented groups, thus reflecting more closely the populations we serve.

H. Develop co-curricular strategies that foster 'ohana in campus life.

I. Establish communication on diversity initiatives among emphasis coordinators, department chairs, faculty senators, administrators and counselors.

J. Collaborate with ethnically-based community organizations.

K. Support service learning's cross-cultural and intergenerational service in the community.

L. Support initiatives to involve international students in campus and classroom activities that enable them to share their cultures and language with local students (e.g., the International Cafe).

M. Continue to explore and develop other financial aid opportunities to assist diverse students in funding their higher education.

KCC is clearly a leader in internationalization...In a unique campus environment, KCC has crafted an internationalization plan that reflects a keen awareness of the local and global. (ACE)

Objective 3   Strengthen KCC as a leading institution in developing Intercultural and International curricula and programs, with an emphasis on Hawai'i as a bridge between Asia, the Pacific Islands, the Americas, and the world.

Action Strategies

A.   Enrich the curriculum with an intercultural emphasis on Hawai'i, the Pacific Islands, Asia, the Americas, and the world.

B.   Advance the Integrated International Education and Globalization program (IIEG) by developing curriculum and learning outcomes assessment focusing on:

   1)   The cultures, languages, histories of indigenous and multicultural Hawai'i
   2)   The cultures, languages, histories of Oceania and Asia
   3)   Contemporary interactions between nations, states, territories and indigenous peoples
   4)   Evolving globalization
   5)   Social and civic responsibility locally, nationally and globally

C.   Become a major site for the development of instructional resources and languages of Hawai'i, Oceania and Asia by implementing the Hawaiian and Foreign Language Strategic Plan.

D.   Develop and promote the teaching of English, Japanese, Korean, Chinese, Filipino, and Spanish, as a second language within teacher preparation, locally, nationally and internationally.

E.   Promote Hawaiian, Pacific Island and Asian Literature and Art through the Koa Gallery.

F.   Support a study abroad program for local students and establish a budgetary line item to fund such a program.

G.   Provide leadership and cultural sensitivity in the exporting of community college model programs and services to both developed and developing nations.

H.   Create and promote community college faculty and staff development opportunities in international settings.

I.   Collaborate with the School of Hawaiian, Asian Studies and Pacific Studies, and The Center for Hawaiian Studies, and newly emerging UH Centers, for example, the Center for Globalization Studies, and the Center for Public Policy, in leveraging resources to strengthen programs.

J. Collaborate with the East-West Center and strengthen mutually beneficial partnerships with highly regarded institutions, businesses, and entrepreneurs in the Asia-Pacific region.[5]

K. Formalize exchange protocols with institutions of higher education in Polynesia, Oceania, Australia, and Asia.

L. Develop faculty opportunities through the Pacific Resources for Education and Learning organization and the Pacific Postsecondary Education Council.

Goal 5 To Invest in People: Professionals in a Learning Organization

Education for the 21st century is diverse and inclusive in every way. It seeks out diverse perspectives, crosses disciplinary lines, seeks wisdom from multiple cultures, employs a range of teaching techniques...It calls for high standards, but without standardization. (AAC&U)

Objective 1 Redefine faculty roles and rewards to promote the scholarship of teaching.

Action Strategies

A. Begin reducing the annual credits taught by faculty to 24 or equivalent in fall 2004.

B. Increase the number of tenure track positions in areas of demonstrated need.

C. Adopt a faculty and administrative compensation system that recognizes and rewards excellent performance by bringing average salaries to the 80th percentile on established compensation surveys such as those published the National Education Association, and the College and University Personnel Association.[6]

D. Acquire sufficient resources to allow faculty and staff expanded opportunities for research, curriculum development, student advising, and college service.[7]

E. Make professional development, including sabbatical leaves available to all faculty and staff by setting aside up to three percent of salary base for professional development.[8]

F. Develop a comprehensive faculty development program driven by the College's strategic plan.

G. Support active student learning in the classroom and online.

H. Support the faculty role in both the affective and academic development of all students.

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[5] From the UH System Strategic Plan, forwarded to the Board of Regents on May 3, 2002.
[6] From the UHCC Strategic Plan, 2003-2009 (May 8, 2002 draft).
[7] Ibid
[8] Ibid

I. Support faculty-driven innovation in learning outcomes assessment.

Well-designed curricula are more than collections of independent courses; they are pathways for learning. Graduating intentional learners – empowered, informed and responsible – calls for curricula designed to further learning goals in a sequential manner across all the college years…Responsibility for a coherent curriculum rests on the shoulders of all faculty members working cooperatively. (AAC&U)

Objective 2 Redefine staff roles and rewards to a promote careers of professional development.

Action Strategies

A. Increase staff salaries to be competitive with comparable institutions.

B. Increase the number of staff positions in relation to enrollment and resource growth.

C. Include the Staff Council more centrally in all college planning and decision-making.

D. Develop a comprehensive staff development program driven by the College's strategic plan.

E. Support the staff role in both the affective and academic development of all students.

F. Foster faculty and staff cooperation through venues such as faculty and staff retreats and the building of a faculty and staff lounge.

G. Encourage and reward successful entrepreneurial activities.

H. Improve administrative processes so that faculty and staff are paid on time, treated with respect, and not bogged down in excessive red tape.

I. Reduce faculty and staff liability through the establishment of a legal ombudsman and the implementation of occupational safety programs.

Goal 6 To Invest in the Learning Environment

Objective 1 Develop a student-friendly campus environment that encourages and enables students to be health-conscious and civic minded, and to value themselves, the community, civility and active participation.

Action Strategies

A. Enhance the campus central mall where student activities and events can be held in a supportive and attractive atmosphere.

B. Promote KCC as a venue for a variety of co-curricular entertainment, recreational, and sports activities relevant and accessible to diverse student

populations thus promoting a sense of community and outlets for stress reduction.

C. Investigate the feasibility of and plan to establish a health center utilizing health science, nursing and sport science faculty and student resources on campus.

D. Design and develop a Hawaiian cultural center.

E. Encourage student voice in the development of the campus environment.

F. Continue to identify students with leadership potential and encourage them to participate in student activities, and actively engage them in meaningful learning experiences.

G. Provide a secure campus environment.

H. Continue to explore all possibilities for providing adequate student parking to improve student access to the campus.

Objective 2   Develop a flexible physical infrastructure that adapts and responds to a complex and changing environment, and addresses the needs of a diverse and dynamic student population with an increasing number of international and non-resident students, as well as students with disabilities.

Action Strategies

A. Enhance the quality of learning, expand learning opportunities, and address changing campus and community needs.

B. Optimize and diversify uses of existing facilities and grounds, perhaps in partnership with community organizations or other campuses.

C. Maintain and continually upgrade facilities to world class status.

D. Expand access for all students.

E. Acquire additional facilities, such as the Cannon Club, for optimal development of education and training in food service, travel and tourism, Hawaiian studies, hotel operations, business, the visual arts and other programs.

F. Partner with businesses such as Law Firms, Health Industry, Financial Institutions, and Hotel Industry to establish onsite/nearby satellite facilities to offer credit and noncredit skills upgrading opportunities and professional development.

G. Provide student housing arrangements to support local, national and international enrollment.

H. Provide adequate and environmentally sound transportation services to any newly established facility. Anticipate and address student and community concerns.

I. Encourage learning partnership with institutions and community groups.

J. Create new venues for local and global visual and performing arts, international guests, cultural artifacts, and global presentations and interactions.

K. Investigate new construction or acquisition of new buildings for Malama Hawaiʻi, Exercise and Sports Science, and Visual and Performing Arts courses and programs, Science Labs, and Service-Learning student support services.

Objective 3   Expand existing and develop new information and technology infrastructures to enhance student learning, increase employment opportunities, respond to and promote economic development, and facilitate learner access.

Action Strategies

A. Increase access to student learning and teaching resources on demand through fault tolerant systems anytime, anyplace.

B. Increase the means for creating learning communities without boundaries.

C. Develop a campus-specific and UH-wide student information system that provides student information services accessible to students, administrators, staff, and faculty.

D. Develop an integrated, efficient, and secure communication and data management system which supports the activities and information resources of the campus internally and across the UH system.

E. Consolidate institutional databases for efficient planning and management of resources and services.

Expectations for success are not utopian dreams. Research confirms that when much is expected, much is achieved. (AAC&U)

Objective 4   Develop student-centered learning and teaching resources and approaches to ensure superior academic achievement and career training, anticipate and address changing economic and social conditions, and provide access to all who seek these College resources.

Action Strategies

A. Effectively use physical and human resources to promote and support quality learning experiences for the traditional and nontraditional student on or off campus or through distance and online delivery.

B. Expand partnerships to provide a smooth transition of students through the education system from a seamless integration of K-12 and college, to movement into and returning from the workforce.

C. Provide and support campus-specific and UH-wide library and other learning resources and electronic information services to enhance student learning in all academic programs and locations.

D. Establish partnerships and other relationships to develop and share learning and teaching resources and experiences beyond state and national boundaries.

E. Anticipate and address the need for 21st century career programs in biotechnology, long-term health care, new media arts, and information technology.

F. Anticipate and address the need to train increased numbers of displaced workers.

G. Anticipate and address ever-increasing retraining needs in the local workforce through expanded programs in business, new media arts, information technology, health sciences, culinary, hospitality, new media arts, and legal assisting.

Objective 5   Develop and ensure the highest standards and best practices in matters of human resources, finance, and management to promote student learning and access, support diverse academic and training programs, and respond creatively to change.

Action Strategies

A. Recruit faculty and staff of superior competence and enhance their development and retention through appropriate compensation, a supportive workplace environment, and adequate resources to function at optimal levels.

B. Nurture human resources and promote diversity among faculty, staff, and students.

C. Develop sound fiscal policy and diversify financial resources and revenue sources to promote stability in changing economic conditions.

D. Support the development and evaluation of learning materials and a balance of sound pedagogy and innovation.

E. Develop, monitor and expand external resources and revenues through grants and private sector partnerships.

F. Create and maintain mutually beneficial partnerships that anticipate and address changing educational needs, advances in industry and changes in the communities we serve.

G. Revise administrative infrastructure and staff support to enhance efficiency, flexibility and responsiveness to changing environments, new initiatives and practices, and the achievement of student goals.

H. Analyze on a consistent basis the workflow process and prioritize and restructure appropriately the administrative, staff, instructor, and counselor positions and functions to sustain excellence in all aspects of the College.

I. Develop a system of qualitative and quantitative evaluation to provide data which contribute to course, programmatic, and campus decisions.

J. Maximize the use of facilities through improved scheduling, maintaining and equipping of campus facilities.

Goal 7 To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning [9]

Objective 1 To build an effective constituency that converts community support for the University of Hawaii into public and private revenue streams that support achievement of strategic plan goals.

Action Strategies

A. Develop and fund a competitive enrollment management and marketing plan.

B. Develop a transparent policy on the appropriate allocation of financial responsibilities among students, taxpayers (legislative appropriations), the UH Foundation, and extramural sources.

C. Fund a first-rate information technology infrastructure, including supports for disability access to information and technology.

D. Develop a coherent pricing and funding model for distance learning and allocate funds based on the shared priorities of the system.

E. Develop and implement campus sustainability plans that will lead to the careful stewardship of natural and man-made resources, saving of revenue, and enhancement of the campus experience; serve as a model for the state.

F. Pursue aggressive fundraising in support of University priorities.

Objective 2 To allocate and manage resources to achieve continuing improvement in organization, people, and processes to secure competitive advantage.

Action Strategies

A. Develop policy guidelines that ensure the implementation of assigned academic program responsibility among academic units consistent with recognized functional responsibility and community need.

B. Conduct a comprehensive review and redesign of administrative and student support processes; leverage information technology and best practices to improve efficiency and effectiveness, utilizing appropriate resource standards.

C. Encourage risk-taking, reward innovation, and invest in change to reduce costs and paperwork and generate revenue.

D. Examine and redefine the University of Hawaii system brand.

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[9] Adapted from the UH System Strategic Plan. Objectives and Action Strategies from same.

E. Develop, fund, and execute a comprehensive, integrated marketing communications campaign for the UH system in the state of Hawaii and an appropriate marketing plan for areas outside the state.

F. Improve support for the marketing efforts undertaken by individual UH system campuses and programs, including financial and human resources.

G. Develop a culture of evidence for monitoring and improving University functions and providing public accountability.