Kapiʻolani Community College
Continuous Improvement Plan
2019-2024
Continuous Improvement Plan 2019-2024

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I. Continuous Improvement Process Overview

To ensure institutional effectiveness, it is imperative to review and evaluate key activities in which the College engages and the institutional processes underlying these activities. Kapi'olani Community College’s Continuous Improvement Process is a clear, consistent and meaningful approach to goal setting, targeted data collection, data analysis and reflection. This process guides our evaluation of progress toward our goals and informs our plans for the future.

The Continuous Improvement Cycle

The Continuous Improvement process includes the following phases:

- **PLAN:** Establish meaningful goals that are informed by the findings of the previous iteration of the process. Directly align strategies for collecting data that will allow us to evaluate our progress toward the goal at the end of the execution phase.
- **EXECUTE:** Execute the plans and collect relevant data.
- **ANALYZE:** Analyze the data to produce findings regarding progress toward the goal.
- **REFLECT:** Utilize findings to inform next steps and new/revised goals (back to Plan phase).

The Continuous Improvement process is designed to ensure that planning and decision-making across our institution are informed by relevant data. The Continuous Improvement process is ongoing. Each cycle closes the loop, allowing us to draw conclusions from relevant data about the effectiveness of our prior actions and using that data to inform future plans.
Assessing Effectiveness Across Four Institutional Sectors

The Continuous Improvement process is designed to elucidate how data inform our decision-making across four institutional sectors:

1. Organizational Effectiveness

*Organizational effectiveness encompasses Authorized Governance Organizations (AGOs) and operational college councils.*

Authorized Governance Organizations
- Faculty Senate
- Student Congress
- ‘Aha Kalāualani (Native Hawaiian Council)
- Staff Council

Operational College Councils
- Chancellor’s Advisory Council (CAC)
- Executive Leadership Team (ELT)
- Academic Affairs Council (AAC)
- Student Affairs Leadership Team (SALT)
- Counseling and Academic Advising Council (CAAC)
- Office for Continuing Education and Training Council (OCET)
- Student Success Council

2. Planning Effectiveness

*Both long-term and operational plans undergo continuous improvement.*

Long-term Plans
- Mission Statement and Strategic Plan 2015-2021
- Long Range Development Plan
- Hawai‘i Papa O Ke Ao (Hawai‘i Foundation of Enlightenment/Knowledge)

Operational Plans
• Sustainability Plan
• Distance Education Plan
• Technology Plan
• Enrollment Management Plan
• Continuous Improvement Plan
• Student Success Plan (Integrated Student Support)

3. Policy Effectiveness

Campus policies are assessed as they align to UHCC, UH System and Board of Regents Policies.

• K 1.100 - Policy on the Policy Development Process
• KOP 1.111 - Planning and Assessment Integration with Resource Allocation
• KOP 1.112 - Participation in College Decision-Making Processes
• K 1.201 - Shared Governance Policy
• K 4.200 - Institutional Mission
• K 5.201 - Curriculum Review Guidelines and Timeline
• K 5.202 - Review of Established Programs
• K 5.203 - Program Credentials: Degrees and Certificates
• K 9.104 - Lecturer Evaluation Process
• K 9.203 - Faculty Five-Year Review Procedures
• K 9.495 - Vacancy Procedure

4. Instructional Effectiveness

Instructional effectiveness involves the assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), institutional learning outcomes (ILOs), and service area outcomes (SAOs) at Kapi'olani CC.

• Annual Course Outcomes Assessment and Review
• Annual Report of Program Data
• Comprehensive Program Review (Every 5 years)
• Institutional Outcomes Assessment
• Service Area Outcomes Assessment

Communicating Actions and Results

The College’s Continuous Improvement webpage was designed to make Continuous Improvement a transparent process for the College and its stakeholders.

Goals are posted annually along with an evaluation strategy to determine what measures will help determine whether the goal was achieved. Plans are executed over the course of the academic year, and in the spring, data are analyzed to determine whether/how well the goals were achieved. At the end of the academic year, based on the findings, appropriate next actions are reflected upon and discussed in planning for next year’s goals. All of this data is laid out in a spreadsheet, making the process transparent and easy to follow across stages and sectors. CI reports provide a
more detailed summary of the cycle’s iteration and are helpful resources for transition to new leadership or oversight when this occurs.

**Evaluation of Continuous Improvement Plan**

The CI processes will be implemented according to their respective CI cycles in 2019-2024. Evaluation of this CI Plan will occur annually starting in summer 2020.

The assessment will include reporting on each CI process relative to what was accomplished overall for that process (i.e., the extent to which it was utilized as stated in the CI process itself). In addition, a brief statement reporting any improvement made in that process for the next cycle will be included.
II. Organizational Effectiveness

Organizational Effectiveness describes how the organization works as a system, with the participation of the Authorized Governance Organizations (AGOs) and the College’s Operational Councils (see K 1.201 Shared Governance Policy).

9-month Continuous Improvement Cycle

For each AGO and Council, planning starts in the Fall when goals are created based on past achievements, data collected on previous goals, and new objectives for the year. Goals are established along with an evaluation strategy to determine what measures are needed to know whether the goal was achieved. The evaluation strategy will guide the execution of the goals. In the spring, data are analyzed to determine whether/how well the goals were achieved. At the end of the academic year, based on the findings, appropriate next actions are reflected upon and discussed in planning for next year’s goals.

AGOs and Councils (9 month cycle)

- Beginning of Fall: PLAN
- Fall – Spring: EXECUTE
- End of Spring: ANALYZE & REFLECT

In addition to the goal setting process, surveys are administered on a regular basis (see Appendix A. Continuous Improvement Processes into Evaluation Cycles) to gather feedback from internal and external constituents. Internal surveys are distributed to members of the AGOs/Councils to improve how the group functions. External surveys are distributed to constituents who are represented by a governance organizations. For instance, Faculty Senate’s constituents are the faculty members of the College. For internal surveys, common questions are required for all AGOs/Councils. Additional custom questions can be created by each AGO/Council to assist in providing relevant data.

The Office for Institutional Effectiveness provides the survey instruments for dissemination, receives the responses and provides the data for each AGO/Council leader. It is the responsibility of the AGO/Council leader or designee to disseminate the results to their members, in order to determine the next appropriate actions. In May, the AGOs/Councils submit a Continuous Improvement Report answering two questions:

1. What was effective about your AGO/Council? Did you achieve your goals?
2. What goals will you set in order to improve the effectiveness of your AGO/Council?

The results of the shared set of common questions from the AGOs/Councils will be reviewed by the Chancellor and appropriate administrators to support improvement efforts. To increase engagement and communication across the AGOs and Councils, meetings will be convened to share and problem solve common challenges.
Authorized Governance Organizations (AGOs)

Constituent-based Authorized Governance Organizations (AGOs) are authorized either through official University of Hawai‘i Board of Regents policies, or in the case of Staff Council, through the College, and represent the interests and expertise of specific segments of the college community. AGOs include the following:

- **Faculty Senate** “provides for organized faculty involvement in the development and maintenance of institutional academic policy,” as stated in the Board of Regents Overview.
- **Student Congress** or The Associated Students of Kapi‘olani Community College (ASKCC) serves as the Chartered Student Organization (CSO) representing the student body in matters relating to student life, programs and activities.
- ‘Aha Kalāualani is one of ten campus councils across the system that make up the University of Hawai‘i Puko‘a Council, providing a formal independent organization through which all Native Hawaiian and Native Hawaiian-serving employees of the College can participate in the governance of the campus as it relates to Native Hawaiian programs, activities, initiatives and issues in alignment with the Puko‘a Council and Hawai‘i Papa O Ke Ao.
- **Staff Council** was established by the College in 2000 to provide a formal, College-recognized, duly-elected body for staff professionals to consider issues and advocate on their behalf to College decision-makers and Administration, including the Chancellor.

Councils

The College has expanded the opportunities for campus leaders, faculty, staff, and students to participate in the decision-making processes by giving input to and receiving information from standing councils.

- **Chancellor’s Advisory Council (CAC)** advises the Chancellor. The Chancellor presents and discusses issues, concerns, and ideas for the purpose of consulting with campus leaders in areas of campus life and serves as a forum for the open exchange of ideas.
- **Executive Leadership Team (ELT)** ensures that adequate resources are provided to achieve overall strategic plan goals and specific campus priorities. When appropriate, guests are invited to inform the Council on specific topics.
- **Academic Affairs Council (AAC)** serves as a forum for discussions on the impact of policy and for problem-solving operational matters in the areas of instructional activities, student services, workforce development, and continuing education.
- **Student Affairs Leadership Team (SALT)** ensures student success by offering comprehensive services through integrative collaborative approaches designed to address the needs of our diverse student population by encouraging a climate of self-efficacy and learning.
• **Counseling and Academic Advising Council (CAAC)** discusses, analyses and makes recommendations on issues related to counseling and academic advising as well as professional standards and practice.

• **Office of Continuing Education Council (OCET)** provides innovative and high quality learning opportunities in the program areas of business, culinary, culture and language, health, hospitality, and enrichment all while delivering on service that is customer-focused.

• **Student Success Council (SSC)** plans and implements actions to advance student success across the Student Success Pathways and the campus; it recommends practices, procedures, guidelines, and resources to improve student success.
III. Planning Effectiveness

Planning Effectiveness reviews how well the College sets goals and implements plans on an annual and multi-year basis.

12-month Continuous Improvement Cycle

For long term and operational plans, planning starts in the fall when goals are created based on past achievements, data collected on previous goals, and new objectives for the year. Goals are established along with a corresponding evaluation strategy to determine what measures are needed to know whether the goal was achieved. As execution of plans are ongoing throughout the year, data are collected in the summer and analyzed to determine whether/how well the goals were achieved. At the beginning of the next academic year, based on the findings, appropriate next actions are reflected upon and discussed with those responsible for implementing the plan and the results of the discussions are used to create goals for the new academic year.

Plans (12 month cycle)

- Beginning of Fall: PLAN (ANALYZE & REFLECT)
- Fall - Summer: EXECUTE
- Beginning of Fall: ANALYZE & REFLECT (PLAN)

For College plans, surveys are administered on a regular basis (see Appendix A. Continuous Improvement Processes into Evaluation Cycles) to determine plan effectiveness and whether any additions or revisions to the plan are necessary. Individuals responsible for the plans are also required to submit a Continuous Improvement Report addressing the past year achievements and future goals.

1. What goals were achieved from the previous year? If a goal was not achieved, why?
2. What are your goals for the current year? What are any anticipated needs to achieve the goals?

Long-term Plans

These are long-term planning documents that are aligned with the University of Hawai‘i System.

- **Mission Statement and Strategic Plan 2015-2021:** The development, review and revision of the Mission Statement and Strategic Plan 2015-2021 occurs every 6 years. Campus and community discussions about the revised Mission Statement and Strategic Plan begins two years before the new cycle. Goals and outcomes for the Strategic Plan are reviewed annually.

- **Long Range Development Plan:** (University of Hawai‘i Board of Regents has put a hold on this process) is a comprehensive plan that guides physical development based on the College’s academic needs and objectives.
• **Hawai‘i Papa O Ke Ao:** Comprised of representatives of each campus, this is a presidential-appointed work committee tasked with developing, implementing and assessing strategic actions to make the University of Hawai‘i a leader in indigenous education.

**Operational Plans**

These are multi-year campus plans that are reviewed annually.

• **Sustainability and Climate Action Plan 2017-2021:**Aligns directly with the UH Executive Sustainability Policy on Sustainability and the College’s Strategic Plan for 2015-2021. The plan encourages the integration of Hawaiian and diverse cultural perspectives on sustainability and climate change, especially as these relate to urgent environmental contexts in Oceania, Asia, and the Americas.

• **Distance Education Plan 2017-2020:** Provides a framework for the coordinated efforts that drive distance education at the institution.

• **Technology Plan 2018-2021:** Sets goals to meet and exceed the technology needs of the campus in furthering the mission, vision and strategic directions of the College’s 2015-2021 Strategic Plan in alignment with upcoming trends in information technology.

• **Enrollment Management Plan 2015-2021:** Identifies strategies to focus recruitment efforts and increase enrollment, retention, transfer and graduation numbers.

• **Continuous Quality Improvement Plan 2019-2024:** Ensures institutional effectiveness by reviewing, evaluating and/or assessing key activities in which the college engages, and the institutional processes underlying these activities, toward continuous improvement.

• **Student Success Plans:** Annually focuses on the achievement of the College's Strategic Plan outcomes, and its student success priorities by supporting and tracking the student success goals of each department, program, unit, and authorized governance organization.
IV. Policy Effectiveness

Campus policies are created when required by Board of Regent, UH System or UH Community College policies such as K 5.202, Review of Established Programs, or if necessary to codify processes specific to the College such as K 9.495, Vacancy Procedure.

5-year Flexible Continuous Improvement Cycle

Each policy is reviewed and updated if necessary within five years of the original policy creation or revision date. Revisions can be made at any time before the five year cycle, if necessary (see Appendix A. Continuous Improvement Processes into Evaluation Cycles). Policies that have undergone a process of review or revision must be approved by the Chancellor’s Advisory Council.

Kapi‘olani Community College Policy Review Schedule

<table>
<thead>
<tr>
<th>Policy No.</th>
<th>Policy Name</th>
<th>Date Created/Revised</th>
<th>Date to Review</th>
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<td>K 1.100</td>
<td>Policy on the Policy Development Process</td>
<td>September 26, 2017</td>
<td>September 26, 2022</td>
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<td>KOP 1.111</td>
<td>Planning and Assessment Integration with Resource Allocation</td>
<td>January 31, 2017</td>
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<td>KOP 1.112</td>
<td>Participation in College Decision-Making Processes</td>
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<td>K 1.201</td>
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<td>April 3, 2018</td>
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<td>K 5.203</td>
<td>Program Credentials: Degrees and Certificates</td>
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<td>K 9.104</td>
<td>Lecturer Evaluation Process</td>
<td>April 28, 2014</td>
<td>April 28, 2019</td>
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<td>K 9.203</td>
<td>Faculty Five-Year Review Procedures</td>
<td>August 8, 2018</td>
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<td>K 9.495</td>
<td>Vacancy Procedure</td>
<td>May 3, 2018</td>
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V. Instructional Effectiveness

Instructional effectiveness involves the assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), institutional learning outcomes (ILOs), and service area outcomes (SAOs) at Kapi‘olani CC. While outcomes assessment is ongoing, reporting occurs on varying cycles (see Appendix A. Continuous Improvement Processes into Evaluation Cycles).

Annual Outcomes Assessment

Course, program, counseling, general education, and institutional learning outcomes and service area outcome assessments are reviewed annually by the Assessment Coordinator for effectiveness.

Submitted course student learning outcome assessments are reviewed annually by the assessment coordinator to create training or workshops around subjects that can improve learning outcomes assessment. Course student learning outcomes assessment is an ongoing process that has a reporting cycle of five years to align with the five-year Comprehensive Program Review cycle. This alignment provides the opportunity for a more comprehensive analysis of course assessment results leading to program improvement.

Annual Report of Program Data (ARPD)

The ARPD includes the analysis of data from the UH System on key measures of demand, efficiency and effectiveness. Also included are program mission/description, quantitative indications, analysis of quantitative indicators, action plans and resource implications.

The Annual Report of Program Data (ARPD) is an annual review of data provided by the UH Community College System to determine possible allocation of additional resources and strategies for program improvement. After ARPDs are submitted, the Deans and Vice Chancellors for Academic Affairs and Student Affairs review the results in a meta-assessment process and make recommendations to the Chancellor on possible institutional plans for program improvement.

Comprehensive Program Review (CPR)

The CPR provides a regular assessment of the effectiveness of academic instructional programs based on student learning outcomes, significant continuing education programs, and major educational and administrative support functions. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

Comprehensive Program Reviews (CPRs) are a five-year review of all instructional, student services, academic support, administrative support and continuing education programs on the campus. Results are reviewed by a team of leaders from the Chancellor’s Advisory Council in a meta-assessment process to make recommendations to the Chancellor on institutional plans for
program improvements. In addition, CPR results are used for decisions relating to program improvement, program modification, and/or program termination.
## Appendix A: Continuous Improvement Processes Into Evaluation Cycles

The cycle of evaluation differs according to the specific process, per the following table.

### Organizational Effectiveness

<table>
<thead>
<tr>
<th>CI Process</th>
<th>Twice a year (beg/end of AY)</th>
<th>Annually</th>
<th>Every 2 years</th>
<th>Every 5 years</th>
<th>Every 6 years</th>
<th>Every 10 years</th>
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### Planning Effectiveness

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### Instructional Effectiveness

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### Campus Policy Effectiveness

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* Evaluation occurs continuously to ensure that each element in the group is eventually assessed, and subsequently the cycle begins anew.

** An element in the group is evaluated as needed.