2012-2013
Executive Administration
Assessment:
Comprehensive Program Review
(Version II)

Leon Richards, Chancellor
Kapiʻolani Community College

Revised, July 26, 2013
KCC Campuswide Strategies (2008-2015)

1. Manage and Grow Enrollment Strategically.
2. Diversify, Improve, and Increase the College’s Financial Aid Portfolio for Students.
3. Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence.
4. Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer.
5. Diversify, Sustain, and Increase the College’s Funding Portfolio and Revenue Streams.
6. Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise.
7. Strengthen Community Outreach and Partnerships.
I. Manage and Grow Enrollment Strategically

Increase overall College Fall enrollment by 2% (including International Student enrollment) and Native Hawaiian enrollment by 5% annually.

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>2006 Baseline Year</th>
<th>2012 Benchmark Year Goal</th>
<th>*2012 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian Enrollment Growth</td>
<td>840</td>
<td>973</td>
<td>1,610</td>
</tr>
<tr>
<td>Enrollment Growth All Students</td>
<td>7,272</td>
<td>7,737</td>
<td>8,892</td>
</tr>
<tr>
<td>High School Students Entering</td>
<td>696</td>
<td>807</td>
<td>849</td>
</tr>
<tr>
<td>Under-served Regions Enrollment</td>
<td>1,058</td>
<td>1,227</td>
<td>1,468</td>
</tr>
<tr>
<td>International Student Enrollment (Fall Semester)</td>
<td>630</td>
<td>730</td>
<td>664</td>
</tr>
</tbody>
</table>

(*Outcomes in this report in blue indicate Benchmark Year Goal was met; Outcomes in red indicate Benchmark Year Goal was not met.*)
I. Goals and Outcomes for 2013-14:

♦ Work with the Transition Coordinator, the new Native Hawaiian Student Success Coordinator, and the Financial Aid Coordinator to meet the 3% and 5% enrollment increase for 25-49 year olds and Native Hawaiian students respectively;

♦ Strategically manage course enrollment by implementing scheduling strategies to obtain an 85% or higher fill rate;

♦ Review best practices in other States, review and set baseline and benchmark targets for dual enrollment, Dual Credit Articulation Programs of Study (DCAPS), Jump Start, Running Start programs, and Kuilei (High School to College Connections) with the Department of Education to increase high school going rate;

♦ Continue to develop and scale-up cohort-based degree pathways programs with our international institutional partners to increase international student enrollments;
I. Goals and Outcomes for 2013-14:

♦ Due to classroom space limitations and in order to continue implementing Best Practices the college will (1) continue its efforts to offer, evaluate, and increase online course offerings to 35% by 2015 and (2) explore offering “bread and butter” courses on the campuses of our feeder high schools;

♦ Update, expand, and enhance the Office for International Affairs Enrollment Management Plan to include strategic marketing of articulated degree pathways model in South Asia, Southeast Asia, Middle East, and Europe via the use of educational representatives and strategic partnerships with ELS and other well-known recruitment organizations;

♦ Develop, implement, and evaluate a marketing, advertising, and promotional plan, based on the results of SMS Marketing Indicators on surveying KCC students, that leads to refinement of the College website and brand with a refocus on KCC as the “Pathways College;”

♦ Use the primetime cooking program for KFVE (“What’s Cookin’ Hawai‘i, Wednesday at 7:00 p.m.) to provide more coverage to KCC Culinary Arts Program and to provide the College with advertisement and promotion activities.
II. Diversify, Improve and Increase the College’s Financial Aid Portfolio for Students

Promote low-income NH Student Success and Graduation by increasing the overall financial aid participation rate from 19.4 to 38% by 2015.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2006 Baseline Year</th>
<th>2011 Benchmark Year Goal</th>
<th>2011 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Native Hawaiian Pell Participation Rates (Fall 2011)</td>
<td>19.4%</td>
<td>24.9%</td>
<td>25.8%</td>
</tr>
<tr>
<td>♦ All Students PELL Participation Rates (Fall 2011)</td>
<td>716</td>
<td>1,193</td>
<td>1,718</td>
</tr>
</tbody>
</table>
II. Goals and Outcomes for 2012-2013:

- Improve the College’s financial aid participation rate to 38% (including Native Hawaiian students) by 2015 through the modification of procedures awarding aid, including scholarships and communicating the availability of aid to our students;

- Create a one-stop, financial aid mini-lab in partnership with Targeted Populations, First Year (FY), Transition Year (TY), and Kuilei (High School to College Connections) to increase students’ knowledge of financial resources available;

- Re-describe FA and Veterans positions in KISC to improve efficiency and effectiveness in processing aid awards to students;

- Work with the financial aid coordinator, the new Native Hawaiian Student Success Coordinator, and the new outreach Native Hawaiian Student Success staff member to create a focus on Native Hawaiian students’ participation rate in financial aid;

- Continue to work with the VP for UHCC to implement strategies on centralizing financial aid. In addition, fill vacant financial aid position.
### III. Develop a New Ecology of Engaged Learning and Teaching for Retention, Persistence, and Success

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2006 Base Year</th>
<th>2010 Outcome</th>
<th>2011 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Writing Courses Success</td>
<td>75%</td>
<td>68%</td>
<td>72%</td>
</tr>
<tr>
<td>Developmental Math Course Success</td>
<td>62%</td>
<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td>Developmental Reading Course Success</td>
<td>74%</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
<td>Persistence Rate (Fall to Spring)</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Persistence Rate (Fall to Fall)</td>
<td>55%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>First Year Success (Full-Time)</td>
<td>33%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>First Year Success (Part-Time)</td>
<td>22%</td>
<td>30%</td>
<td>32%</td>
</tr>
</tbody>
</table>

(continued)
## III. Develop a New Ecology of Engaged Learning and Teaching for Retention, Persistence, and Success

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Technical Skill Attainment</td>
<td>90.00%</td>
<td>92.56%</td>
<td>97.07%</td>
</tr>
<tr>
<td>♦ Credential, Certificate or Degree</td>
<td>50.00%</td>
<td>*46.57%</td>
<td>52.79%</td>
</tr>
<tr>
<td>♦ Student Retention or Transfer</td>
<td>74.25%</td>
<td>76.83%</td>
<td>78.49%</td>
</tr>
<tr>
<td>♦ Student Placement</td>
<td>60.00%</td>
<td>66.29%</td>
<td>64.02%</td>
</tr>
<tr>
<td>♦ Non-traditional Participation</td>
<td>17.00%</td>
<td>22.88%</td>
<td>31.41%</td>
</tr>
<tr>
<td>♦ Non-traditional Completion</td>
<td>15.25%</td>
<td>25.20%</td>
<td>35.25%</td>
</tr>
</tbody>
</table>

*Green text denotes category in which UHCC System did not meet the Perkins Performance Measure*
III. Goals and Outcomes for 2013-2014:

♦ Improve the pass rate in developmental reading, writing, and math for Native Hawaiian and all students to 80% by 2015;

♦ Based, in part, on the recommendations of the Faculty Senate – Administration Self-Study Task Force Report on Foundational English and Math Programs, the vice chancellors and deans, in concert with the Faculty Senate and academic departments, will create a Foundations Program to improve completion of foundational courses in English and Math in the first year, and work with the College’s Office for Institutional Effectiveness to measure outcomes and success;

♦ Review best and high impact educational practices and explore the possibilities of integrating reading into first level of English (Writing) Foundation sequence;

♦ Continue to review best and high impact educational practices for the Foundation Program in English and Math by scaling existing high yield models such as ALP, Statway, etc. to increase pass rate in the English and Math Foundation Program;

(continued)
III. Goals and Outcomes for 2013-2014:

- Based on best and high impact educational practices, review existing mentoring and tutoring programs leading to the development, implementation, and evaluation of focused, unified, and centralized models for peer mentoring and tutoring by 2014;

- Based on best and high impact student services program practices, design, develop, and begin implementation and evaluation of a Native Hawaiian Student Services Program (including re-describing and filling 2.0 positions, e.g., a Native Hawaiian Success Coordinator and an outreach Native Hawaiian support staff) by 2014;

- Implement and evaluate best practices model for “S” designation for sustainability courses and “RI” designation for undergraduate research intensive science lab classes as part and parcel of promoting the effective use of student engagement pedagogies.
### IV. Develop a New Ecology of Engaged Learning & Teaching for Degree & Certificate Completion & Transfer

Address critical shortages and prepare students for effective engagement and leadership in a global environment.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2006 Baseline Year</th>
<th>2011-2012 Benchmark Goal</th>
<th>2011-2012 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ NH Certificate and Degree Completion</td>
<td>64</td>
<td>82</td>
<td>139</td>
</tr>
<tr>
<td>✦ NH Transfer to UHM, UHH, UHWO</td>
<td>25</td>
<td>32</td>
<td>87</td>
</tr>
<tr>
<td>✦ All Students - Certificate and Degree Completion</td>
<td>641</td>
<td>758</td>
<td>987</td>
</tr>
<tr>
<td>✦ All Students – Transfers to UHM, UHH, UHWO</td>
<td>328</td>
<td>419</td>
<td>535</td>
</tr>
<tr>
<td>✦ STEM Degree Completion</td>
<td>212</td>
<td>284</td>
<td>281</td>
</tr>
<tr>
<td>✦ Pursuing ASNS Degree</td>
<td>5</td>
<td>300 (by 2015)</td>
<td>389</td>
</tr>
</tbody>
</table>
IV. Goals and Outcomes for 2013-2014:

- Assess, evaluate, realign, and complete a full cycle of program development in student services by April 2014 to offer clear pathways (in areas of connections, entry, progress and completion) to student success leading to graduation, transfer, and placement;

- Complete the Accrediting Commission for Business Schools and Programs (ACBSP) self-study and continue the accreditation process for the College CTE programs in Business, i.e., Accounting, Marketing/Management, Information Technology, etc.;

- Identify best practices for Marketing/Management Programs and then complete the plan to re-engineer these programs accordingly;

- Review and conduct a program self-study of the ESS Program. Based on the self-study, re-engineer the ESS Program in order to remove if from stop-out status by fall 2015.

- Based on review and consultation with EMS Program faculty and the State Department of Health, develop and implement an Action Plan to address program deficiencies as identified in the Program’s Accreditation on-site visitation report. The outcome of these actions should be obtainment of full accreditation status.
IV. Goals and Outcomes for 2013-2014:

- Continue and finish the new degree pathway between KCC’s HOST and UHWO BAS with a concentration in Management;
- Continue to pioneer with Lumina funding support auto-award, reverse transfer, and other “credit when its due” awarding practices;
- Implement curriculum change for the AS degree in Culinary Arts with a concentration in institutional Food Service Management by 2014;
- Implement a 2+2 degree pathway in Culinology/Food Sciences with UH Mānoa College of Tropical Agriculture by 2014-15;
- Continue to review and use the UHCC overlay Project, Class & Program Alignment with UH Mānoa, the AA degree with concentrations, and Kaʻieʻie 2.0 to develop 15 or more pathways programs with UH Mānoa by 2014;
IV. Goals and Outcomes for 2013-2014:

- Review and set baseline and benchmark targets for Kaʻieʻie (UHM), Mananewai (UHWO), and Hōʻimi (UHH) dual admission and dual enrollment degree programs by 2014;

- Review, implement, and evaluate plans and activities to facilitate enrollment and programmatic expansion including a dedicated space for the four CORE programs and degree pathways with degrees, e.g., AA with concentrations in Education, Second Language Teaching (SLT), Deaf Education, and Educational Interpreting;

- Review, expand, and enhance the Maida Kamber Center (MKC) and its mission, functions, and roles in Career Development, Graduation, and Transfer; and explore and set baseline and benchmark outcomes for MKC by 2014;

- Develop, centralize, and offer a comprehensive job placement services model by 2014;

- With Title III support and use of best practices, take the lead in creating an authorization to plan and develop a research/lab technician curriculum within the ASNS and/or the AA with concentrations.
## V. Diversify, Sustain & Increase the College’s Funding Portfolio & Revenue Streams

Contribute to the State’s economy and provide a solid return on its investments in higher education through research and training.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2006 Baseline Year</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Extramural Funds</td>
<td>$4,706,625</td>
<td>$6,728,736</td>
<td>$5,616,767</td>
</tr>
<tr>
<td>Increase Non-State Revenue</td>
<td>$23,528,587</td>
<td>$35,156,695</td>
<td>$32,498,899</td>
</tr>
<tr>
<td>UHCC Enrollment Growth Fund Support</td>
<td>$143,533 (FY 2007-08)</td>
<td>$506,178</td>
<td>$372,758</td>
</tr>
<tr>
<td>Summer School Tuition Revenues</td>
<td>$2,101,434.62</td>
<td>$3,050,623</td>
<td>$2,699,572</td>
</tr>
<tr>
<td>Continuing Education and Contract Training</td>
<td>$3,900,479</td>
<td>$4,247,715</td>
<td>4,915,903</td>
</tr>
<tr>
<td>Grant Funds</td>
<td>$3,100,815 (28 Awards)</td>
<td>$3,778,089 (41 Awards)</td>
<td>$5,070,951 (19 Awards)</td>
</tr>
<tr>
<td>Revenues from Philanthropic Partnerships</td>
<td>$1,145,278 (2010)</td>
<td>$1,145,278</td>
<td>$6,009,827</td>
</tr>
<tr>
<td>Categories of Private Donors</td>
<td>NA</td>
<td>N= 844</td>
<td>N=943</td>
</tr>
</tbody>
</table>
V. Goals and Outcomes for 2013-2014

- Work with UHCC System Office to leverage purchasing and related contracts to create economies of scale resulting in better pricing and administrative efficiencies;

- Increase KCC-UH Foundation partnerships/fundraising totals by 2-5% over 2012-13;

- Seek CIP funds to support, build, and implement an integrated Health Science Learning Center through renovations of the College’s Kauila Building;

- Work with UHCC system office and other campuses to establish Commercial Enterprises.
VI. Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise

Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all the College’s resources for a sustainable future.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2006 Baseline</th>
<th>2010-2011 Outcomes</th>
<th>2011-2012 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Professional Development Funding for Staff and Faculty</td>
<td>$775,797</td>
<td>$1,039,521</td>
<td>$1,335,488</td>
</tr>
<tr>
<td>Repair &amp; Maintenance Annual Average Request</td>
<td>$5.6 million</td>
<td>$5.6 million</td>
<td>$8.8 million</td>
</tr>
<tr>
<td>Reduce Electricity Use Measured in KWH/Gross Square Feet</td>
<td>20.10</td>
<td>16.22</td>
<td>15.63</td>
</tr>
</tbody>
</table>
VI. Goals and Outcomes for 2013-14

- Based on best practices and high impact educational practices the College will identify and investigate new and evolving learning technologies and promote those that offer the greatest promise for effective teaching and learning and improved student success;

- Assemble a group of faculty, designers, and other subject matter experts to develop and promote the adoption of openly licensed textbooks and related learning materials with place-based and community-based emphases for high volume KCC courses;

- Continue to improve and test continuity of Emergency Operations Plans and Procedures following NIMS Guidelines;

- Review, develop, and begin implementation of a short- and long-range Technology Plan with measureable outcomes;

- Continue to review and refine existing and/or develop new outcomes-based professional development activities for faculty and staff for continuous improvement;

- Work with VPCC for UHCC and Hawai‘i Health Systems Corporation (HHSC) to obtain full and complete use of the Sinclair Building and codify a partnership with Leahi Hospital in the joint use of the hospital cafeteria for the establishment of a Food Innovation Center.
## VII. Strengthen Community Outreach and Partnerships

<table>
<thead>
<tr>
<th></th>
<th>2006 Baseline</th>
<th>2011-2012 Outcome Year</th>
<th>2012-2013 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEMs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Continuing Education Enrollment Growth</td>
<td>5,269</td>
<td>*10,703</td>
<td>7,197</td>
</tr>
</tbody>
</table>

*The APEC Conference held in Honolulu resulted in an additional 2,604 CE participants; otherwise the 2011-12 Participant Outcome is 8,099.*
VII. Goals and Outcomes for 2013-2014

- Increase the number of employers served through Continuing Education training courses, customized training, and other outreach efforts by 3% by 2014;

- Increase the College participation in the Hawai‘i Language Roadmap Initiative;

- Complete the Business and Organizational Plan for re-engineering of the Office for Continuing Education to increase and enhance customized contract and public service classes by 3% by 2014;

- Explore the feasibility and possibility of including continuing education activities and programs under the Commercial Enterprise concept;

- As a key part of the Perkins CTE grant, continue to conduct meetings with Hospitality industry leaders on the Leeward Coast of O‘ahu to assess their needs for workforce training and education;

- Work with Hawai‘i Farm Bureau Federation (HFBF) to better market and promote KCC and its programs at the Farmers’ Markets on Saturdays and Tuesdays.
**VIII. Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting**

Performance Funding Measures

<table>
<thead>
<tr>
<th>Performance Funding Measure</th>
<th>2006 Baseline Year</th>
<th>2011-2012 Benchmark Year Goal</th>
<th>2011-2012 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Degree and Certificate Achievement</td>
<td>641</td>
<td>758</td>
<td>987</td>
</tr>
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<td>♦ Native Hawaiian Degree and Certificate Achievement</td>
<td>64</td>
<td>82</td>
<td>139</td>
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<td>♦ STEM Degree and Certificate Achievement</td>
<td>212</td>
<td>284</td>
<td>281</td>
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<tr>
<td>♦ PELL Recipients (2011)</td>
<td>716</td>
<td>1,193</td>
<td>1,718</td>
</tr>
<tr>
<td>♦ Transfers to UH 4-Year Institutions</td>
<td>385</td>
<td>419*</td>
<td>535*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2012-2013*)</td>
<td>(2012-2013*)</td>
</tr>
</tbody>
</table>
2012-13 Accreditation Results

♦ At its January 2013 meeting, the ACCJC Commission reaffirmed accreditation for KCC for six years with an October 15, 2013 follow-up report and visit.

♦ The College received four commendations and nine recommendations, while the UHCC System received five recommendations. KCC’s nine recommendations included SLO and/or SLO assessment improvements (2); integrated planning process improvements (1); faculty evaluation (1); personnel procedures improvements (1); evaluation of the effectiveness of governance structures (1); campus technology planning (1); program reviews for support units (1); and communication procedures improvements (1).

♦ Plan of Action for Accreditation Follow-Up Report and Visit
  ♦ Accreditation results and a draft Action Plan were discussed at the Faculty Senate – Administration Forum in February, 2013;
  ♦ As a result of discussion at the Forum, an Action Plan with timelines and responsibilities was drafted and shared, as indicated on the the Action Plan for the Accreditation Follow-Up Report (see next page).
**Action Plan for the Accreditation Follow-Up Report (Revised 7/17/13)**

Deans/VCs Organize LARs Submitted by Depts/Ac Support/Student Affairs/HR/CEIT into Responses to **ACCJC Recommendations - 6/3 - 7/15/13**

ALO Integrates Responses to Recommendation Submitted by VCs/Deans 7/16/13 – 7/25/13

Admin Staff Review Draft I from ALO – 7/25 - 7/31/13

Admin Staff Review/Edit Draft I at Admin Staff Retreat - 8/1/13

AGO Reps Review Draft II 8/15 - 8/22/13

PPAC & AGOs Review DRAFT III Report - 9/2 - 9/16/13

Editing and Printing 9/16 – 10/8/13

Submits Report to ACCJC 10/15/13

*Assessment of Competencies

**Due to need to submit Report to UHCC & BOR timeline revised again on 8/16
VIII. Goals and Outcomes for 2013-14

- Review, define, and refine the current Institutional Improvement Matrix into two categories: academic and non-academic core effectiveness measures.
  - The academic-based measures should be based on student engagement, learning, and achievement, while the non-academic measures should include indicators such as general and non-general funding and revenues;

- Refine and enhance K5.202 Program Review Policy with emphasis on aligning and integrating planning as described in the Annual Report of Program Data (ARPD), Comprehensive Program Review (CPR), BOR Budget Planning Paper, and an Updated KCC Strategic Plan that includes attention to Budgeting with emphasis on allocation and execution;

- Achieve ACCJC/WASC Institutional Effectiveness Rubric benchmarks for Program Review, Planning, and Student Learning Outcomes (SLOs);

(continued)
VIII. Goals and Outcomes for 2013-14

- Produce, communicate, and disseminate the College’s Achievements and Accomplishments via a Strategic Plan score card for 2013-2014 and for three year Comprehensive Program Review (CPR);

- Maintain and improve ACCJC required target benchmarks for Five-Year Curriculum Review Courses; ongoing review and assessment of SLOs at the course and program levels by the Vice Chancellors of Academic Affairs and Student Affairs, dean, and department chairs, unit heads, and faculty;

- Based on Best Practices, review, define, and refine KCC STEM Enterprise with a focus on: (a) leadership, organization, and structure; (b) faculty workload; (c) facilities; (d) marketing, communication and interaction with the College’s feeder schools; (e) increased interdisciplinary collaborations in Food Sciences, Health Sciences; Public Health, Environmental Sciences, and Education;

(continued)
VIII. Goals and Outcomes for 2013-14

- Launch the first use of the revised *Comprehensive Programs Review Policy* which aligns decision-making with strategic planning, program review and tactical planning, program and institutional accreditation standards, biennium and supplemental budget requests, and non-general fund requests/proposals;

- Begin a review and refinement of both the College’s Reorganization Plan and Long Range Development Plan (LRPD);

- Develop, implement, and assess Teaching Equivalency (TE) Models based on the approved system-wide TE policy for the Health Sciences, EMS, and Nursing programs;

(continued)
VIII. Goals and Outcomes for 2013-14

- Continue to develop degree pathways for students enrolled in our health and CTE programs with UHM, UHWO, and UHH and other appropriate colleges and universities;

- Complete the hiring of an Health Care Informatics faculty member and continue the fine tuning of the Medical Assisting Program to include a Health Care Informatics strand/certificate as well as HIT strand in all health programs where appropriate;

- Work with the VP for UHCC to articulate the second level of Carnegie Statway Program course with UHM, UHWO, and UHH;

- Continue to provide additional staff training in procurement, personnel transactions, customer service, and personnel safety;
VIII. Goals and Outcomes for 2013-14

- Continue to improve the physical environment of the campus through the planning and execution of repair and maintenance projects;

- Continue to review and improve security coverage and safety on campus;

- Continue to develop and implement sustainability plans and efforts to reduce energy consumption, etc.;

- Develop the College and Community Relations collegewide plan for marketing and communication by 2014;

- Launch groundbreaking activity plan for the start of construction of the Culinary Institute of the Pacific (CIP) by Spring 2014;

(continued)
VIII. Goals and Outcomes for 2013-14

- Develop an Academic Affairs website with the assistance of the College’s webmaster;

- Continue review and refinement of the budget allocation and expenditure processes via involving more faculty and staff in the process;

- Continue on-going efforts to review, re-allocate, and fill position vacancies based on the College’s integrated planning and budgeting model, i.e., the Institutional Improvement Matrix, ARPD, and CPR, etc. planning processes and continue the College’s concerted and focused efforts toward filling position vacancies in the Human Resources and Business Offices;

- Redouble the College’s efforts via Vice Chancellors, Deans, Department Chairs, and Unit Heads to tie all allocations and expenditures from the General Fund, Tuition & Fees and Special Funds, etc., accounts to the Institutional Improvement Matrix (IIM), e.g. Strategic Plan, Annual Review of Program Data (ARPD), Comprehensive Program Review (CPR), etc.
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