

Kapi'olani Community College
University of Hawaii
Strategic Plan (SP), 2008-2015

Planning Group B

<p>Strategic Outcome #1 Native Hawaiian Educational Attainment</p> <p>To position the University of Hawaii and Kapi'olani Community College as leading indigenous-serving higher education institutions by supporting the access and success of Native Hawaiians.</p>	<p>Strategic Outcome #2 Hawaii's Educational Capital</p> <p>To increase the educational capital of the state by increasing the participation and completion of students, particularly from underserved regions.</p>	<p>Comments: Strategic Outcome 1 seems loaded to me. What do others think? Yes, seems loaded and maybe too ambitious. (not the supporting access part but the becoming a leading indigenous-serving higher education institution part)</p>
<p>Action Outcome 1.1 Increase Native Hawaiian annual enrollment by # students through 2015, particularly in regions that are underserved.</p>	<p>Action Outcome 2.1 Increase annual enrollment by # students through 2015, particularly in regions and with groups who are underserved.</p>	
<p>1.1.1 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. (2003-2010 SPG 1.2.B)</p>	<p>2.1.1 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. (2003-2010 SPG 1.2.B)</p>	
<p>1.1.2. Encourage and support faculty participation in Tech-prep, Running Start and Gear-Up and other collaborations with the State Department of Education. (2003-2010 SPG 2.1.H)</p>	<p>2.1.2. Encourage and support faculty participation in Tech-prep, Running Start and Gear-Up and other collaborations with the State Department of Education. (2003-2010 SPG 2.1.H)</p>	
<p>1.1.3. Develop high school to college running start courses to support 21st century career programs. (2003-2010 SPG 2.1.I)</p>	<p>2.1.3. Develop high school to college running start courses to support 21st century career programs. (2003-2010 SPG 2.1.I)</p>	<p>Are these types of courses already existing? Gear up? If so how are they doing?</p>
<p>1.1.4. Deepen partnerships with feeder K-12 schools 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. (2003-2010 SPG 2.1.J)</p>	<p>2.1.4. Deepen partnerships with feeder K-12 schools 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. (2003-2010 SPG 2.1.J)</p>	<p>It seems the service learning program at KCC is doing great and is an excellent resource.</p>

	1.1.5. Develop collaborative strategies that increase the college going rate of public high school graduates. (2003-2010 SPG 2.1.M)		2.1.5. Develop collaborative strategies that increase the college going rate of public high school graduates. (2003-2010 SPG 2.1.K)	Are these strategies already existing? If so how are they doing?
	1.1.6. Involve K-12 students and faculty in events and activities with the College's students and faculty and with our industry partners. (2003-2010 SPG 2.1.L)		2.1.6. Involve K-12 students and faculty in events and activities with the College's students and faculty and with our industry partners. (2003-2010 SPG 2.1.L)	Existing? Is this covered by Sheldon Tawata?
	1.1.7. Develop a comprehensive visitor industry program in Hawaiian history, culture and language through Interpret Hawaii. (2003-2010 SPG 3.2.C)		2.1.7. Recruit and retain students, faculty, staff and administrators from underrepresented groups, thus reflecting more closely the populations we serve. (2003-2010 SPG 4.2.A)	1.1.7. Is it a possibility to re-look at Interpret Hawaii and maybe changing their classes into KCC courses instead of non-credit courses? What is Interpret Hawaii?
	1.1.8. Use Hawaiian culture and language protocol in welcoming important visitors to campus. (2003-2010 SPG 4.1.C)			Why not use for other visitors as well? ie: the Campus Ambassadors. Welcoming visiting students, etc. There could be some training sessions.
	1.1.9. Recruit and retain Native Hawaiian students, faculty, staff and administrators. (2003-2010 SPG 4.1.E)			1.1.9. This should not just apply to the Malama Hawaii, Hawaiian Language, Studies and Pacific Studies but should include various disciplines.
	1.1.10. Continue to support recruitment and retention efforts of Native Hawaiian students, staff and faculty in health and science programs. (2003-2010 SPG 4.1.F)			
	1.1.11. 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. (2003-2010 SPG 4.1.J)			

	<p>1.1.12. Continue to support Waiānae Health Academy as an outreach program that meets the Native Hawaiian communities needs through the partnership with LCC, Waiānae Coast Comprehensive Health Center and participation of Waiānae Community members. (2003-2010 SPG 4.1.L)</p>			
	<p>1.1.13. Recruit and retain students, faculty, staff and administrators from underrepresented groups, thus reflecting more closely the populations we serve. (2003-2010 SPG 4.2.A)</p>			<p>This would require a more active role working with David Behlke, gallery coordinator and the Koa Advisory Board.</p>
	<p>1.1.14. Promote Hawaiian, Pacific Island and Asian Literature and Art through the Koa Gallery. (2003-2010 SPG 4.3.E)</p>			<p>Is there progress since Keala had his architectural plans drawn up? Is their financial support?</p>
	<p>1.1.15. Design and develop a Hawaiian cultural center (2003-2010 SPG 6.1.D)</p>			
<p>Action Outcome 1.2 Promote low-income Native Hawaiian student success and graduation by increasing the financial aid participation rate by # per year, and the total amount of financial aid awarded to those who are making satisfactory progress toward the completion of degrees and/or certificates.</p>	<p>1.2.1. Make the financial aid process more accessible to low income communities by providing financial aid assistance through schools and community based organizations. (2003-2010 SPG 2.2.C)</p>	<p>Action Outcome 2.2. Promote low-income student success and graduation by increasing the financial aid participation rate by % per year, and the total amount of financial aid awarded to those who are making satisfactory progress toward the completion of degrees and/or certificates</p>	<p>2.2.1. Make the financial aid process more accessible to low income communities by providing financial aid assistance through schools and community based organizations. (2003-2010 SPG 2.2.C)</p>	<p>In 1.2 and 2.2 make language consistent...Should they both be # per year or % per year?</p>

	1.2.2. Identify resource needs and potential sources of support. (2003-2010 SPG 3.4.G)			2.2.2. Identify resource needs and potential sources of support. (2003-2010 SPG 3.4.G)	
	1.2.3. Establish the Malama Hawaii Center as a source of comprehensive support for Hawaiian and Pacific Island students, curriculum development and new initiatives. (2003-2010 SPG 4.1.A)			2.2.3. Continue to explore and develop other financial aid opportunities to assist diverse students in funding their higher education. (2003-2010 SPG 4.2.G) (same as 1.2.5)	1.2.3. Mike Ane and his peer mentors presently do Financial Aid workshops in January.
	1.2.4. Work with community-based organizations such as Aliu Like, the Kamehameha Schools and the Office of Hawaiian Affairs (OHA) to offer opportunities for post-secondary education. (2003-2010 SPG 4.1.K)				
	1.2.5. Continue to explore and develop other financial aid opportunities to assist diverse students in funding their higher education. (2003-2010 SPG 4.2.G)				
Action Outcome 1.3 Increase the number of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction	1.3.1. Support the recruitment, training, and retention of instructors, counselors, and support staff who have an interest in and commitment to under-prepared college students. (2003-2010 SPG 1.1.B)	Action Outcome 2.3 Increase the number and percent of students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction.	2.3.1. Support the recruitment, training, and retention of instructors, counselors, and support staff who have an interest in and commitment to under-prepared college students. (2003-2010 SPG 1.1.B)		Both 1.3.1 and 2.3.1. This should be a priority. (see above - 1.2.2, 1.2.3, 1.2.4, 1.2.5, and 2.2.2, 2.2.3)
	1.3.2. Design assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Holomua programs and services. (2003-2010 SPG 1.1.C)		2.3.2. Design assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Holomua programs and services. (2003-2010 SPG 1.1.C)		1.3.2. Review this assessment that I'm assuming was designed and look at an action strategy that could replace 1.3.2.

	1.3.3. 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. (2003-2010 SPG 1.1.E)		2.3.3. 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. (2003-2010 SPG 1.1.E)	
	1.3.4. Develop new degrees based on relevant, exemplary models at other institutions. (2003-2010 SPG 3.3.B)			1.3.4. Why should we base new degree programs at KCC to exemplary models at other institutions? Aren't we already exemplary? We may be exemplary in some areas but it never hurts to look at some other models.
Action Outcome 1.4 Increase by # per year the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.	1.4.1. 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. (2003-2010 SPG 1.2.C)	Action Outcome 2.4 Increase by % per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.	2.4.1. 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. (2003-2010 SPG 1.2.C)	Make language consistent. (again) # or % ?
	1.4.2. Develop, implement, and evaluate strategies to improve success rates in 21 st century career programs. (2003-2010 SPG 1.3.D)		2.4.2. Develop, implement, and evaluate strategies to improve success rates in 21 st century career programs. (2003-2010 SPG 1.3.D)	
	1.4.3. Establish an assessment program to monitor whether students achieve stated learning outcomes (2003-2010 SPG 1.4.C)		2.4.3. Establish an assessment program to monitor whether students achieve stated learning outcomes (2003-2010 SPG 1.4.C)	1.4.3. Nawaa e-portfolio and or Individual Learning Plan.
	1.4.4. Maximize opportunities for students to complete general education requirements at their home campuses, and to enroll and transfer		2.4.4. Maximize opportunities for students to complete general education requirements at their home campuses, and to enroll and transfer	1.4.4. This sound like KAIEIE. I think currently Kai'eie is just between UH and KCC. How would it be affected by enrollment at other CCs?

	among campuses to achieve their goals in a timely manner. (2003-2010 SPG 2.1.D)		among campuses to achieve their goals in a timely manner. (2003-2010 SPG 2.1.D)	
	1.4.5. Support the development of courses and curricula in Hawaiian and Pacific Island Studies and Languages. (2003-2010 SPG 4.1.D)		2.4.7. Develop a peer-advising program that brings together successful and new students, faculty and staff. (2003-2010 SPG 4.1.H) (same as 1.4.7)	
	1.4.6. Enable the Malama Center to assist in the registration and advising of students of Hawaiian and Pacific Islands students. (2003-2010 SPG 4.1.G)			1.4.6. Include Kahikoluamea. How about counselor positions for Malama Hawaii? 1.4.6 Would the registration and advising be required or optional?
	1.4.7. Develop a peer-advising program that brings together successful and new students, faculty and staff. (2003-2010 SPG 4.1.H)			1.4.7. (Is this the summer bridge peer mentors Na Hoa Alakai?)
	1.4.8. Support the Malama Hawaii peer mentoring and tutoring lab. (2003-2010 SPG 4.1.I)			1.4.8. Are these mentors the ones the Mike Ane funds through Alu Like?
	1.4.9. Enrich the curriculum with an intercultural emphasis on Hawaii, the Pacific Islands, Asia, the Americas, and the world. (2003-2010 SPG 4.3.A)			
	1.4.10. 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. (2003-2010 SPG 4.3.I)			
	1.4.11. Formalize exchange protocols with institutions of higher education in Polynesia, Oceania, Australia, and Asia. (2003-2010 SPG 4.3.K)			

		<p>Action Outcome 2.5 Increase the number and diversity of programs offered in underserved regions by increasing the number and types of programs by at least one every two years that can be completed through distance learning technologies.</p>	<p>2.5.1 Develop and offer end of second year capstone courses and experiences which will provide opportunities to assess student learning outcomes. (2003-2010 SPG 1.2.E)</p>	<p>2.5.1. Depending on the direction that SLO's are taking this Action Strategy will possibly be a great assessment tool not only for traditional courses but ESPECIALLY for distance learning and on-line courses.</p>
			<p>2.5.2 Design, deliver and make visible effective programs and services to enhance opportunities for honor students. (2003-2010 SPG 1.2.D)</p>	<p>2.5.2. We could possibly tweak the wording to better fit the 2.5 Action Outcome. Could it be "enhance opportunities for underserved students?"</p>
			<p>2.5.3. Develop comprehensive career services to provide students with the resources to achieve their educational and professional goals. (2003-2010 SPG 1.2.I)</p>	
			<p>2.5.4. Provide for evening and weekend course offerings to enable students to complete their course requirements and graduate in a timely manner. (2003-2010 SPG 1.4.B)</p>	<p>(I would think that the five action items listed in 2.5 could also be applied to Native Hawaiian students.)</p>
			<p>2.5.5. Promote team teaching and resource sharing across campuses, and support combined WEB CT classes and Virtual Learning Communities. (2003-2010 SPG 2.4.C)</p>	

QUESTIONS:

Was GOAL 2.1.F fulfilled in the Sp 2003-2010: "Participate in a State Department of Education/UII summit to foster and maintain a working partnership that focuses on public education (P-20); the preparation of educational assistants in 2 year degree programs; teacher preparation; Hawaiian language and culture education; student preparation for college work; and lifelong learning."

Sorry to ask a stupid question, but I am not clear about our role in proposing some of the Action Outcomes. Are we supposed to make suggestions about implementation? If some of these have already been done do we want to continue them? Evaluate them? Delete them?