

## **EXECUTIVE SUMMARY REORGANIZATION PROPOSAL**

### **UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES SYSTEM KAPI'OLANI COMMUNITY COLLEGE**

The Kapi'olani Community College strives to be a social and educational institution committed to responding to its local community through open access to postsecondary education. It provides comprehensive education and training programs to meet the needs of its individual students while additionally preparing students for lives of ethical, responsible community involvement through increased civic engagement. In addition, the mission statement establishes the College's economic role to meet private sector demands for work-based training and specific skill acquisition for employees, as well as to meet the demands of local, national, and international developments by preparing our students to strive for the highest in every aspect of their lives and to provide leadership in a global environment.

Specifically, the College's mission states that it prepares students to meet rigorous baccalaureate requirements and employment and career standards and that it uses human, physical, technological and financial resources effectively and efficiently to achieve these educational goals. Due to changes in our students, our community, the resources available to the College, and the dynamics of this global age, the present organization makes it more and more difficult for the College to fulfill its mission at the level of quality demanded by the faculty, staff, administration and the community at large.

The proposed reorganization focuses on the structure of the College functions, i.e., administration, academics, student services and administrative services and consolidates these functions so that each can respond more efficiently and effectively to the needs of the students and the communities the College serves. The goal of the proposed reorganization is to continue the development of a well-coordinated educational institution that places student learning and success at the very center of its mission and motivation to act. In order to effectively promote student learning and persistence; respond to changes in the educational, social, and economic environment of the College; comply with the recommendations of the ACCJC; and continue the tradition of developing the quality of its activities, the College proposes the following reorganization and consolidation of its programs, activities, and resources.

Highlights of the proposed organization changes include:

- Establishing within the Chancellor's Office: (a) an Office for Institutional Effectiveness to include planning, institutional research, assessment, and grant and resource development; and (b) an Office for International Affairs.

- Consolidating the administration of academic programs and appropriate support and resources (i.e., the latter to include agencies currently listed as the Information and Media Technology Services (IMTS), Library and Learning Resources, Curriculum Management, and Gallaudet University Regional Center for the Pacific Region) in an Office for Academic Affairs, under the direction of a Vice Chancellor for Academic Affairs; and consolidating information technology support services in the Center for Excellence in Learning, Teaching and Technology (renamed and reorganized from IMTS).
- Consolidating all academic programs within the Office of Academic Affairs to include the Arts and Sciences Academic Program, the Health Academic Program and the Hospitality, Business, and Legal Academic Program.
- Establishing the Kahikoluamea unit in the Office of Student Services consolidates resources in order to increase educational practices that engage students and raise their levels of persistence and achievement at the college. The proposed unit will improve the alignment of resources and services that match the College's mission and purposes to the needs of entering students. Through the development of coherent curricular and co-curricular pathways, the proposed Kahikoluamea Unit will create a structure embodying Hawaiian values.
- Creating an Office for Community and Continuing Education (OCCE) to consolidate and coordinate the College's efforts in the areas of community relations, continuing education, rapid response workforce development, and marketing.
- Consolidating management of administrative services by placing academic and administrative printing and publications, and mail services and the telephone operator and other auxiliary services, i.e., security services, emergency preparedness, groundskeeping, and custodial services, in an Auxiliary Services, Security Services, and Facilities Management Unit, under the Office for Administrative Services.

The students, faculty, staff, and administrators of Kapi'olani Community College request the College's proposal for reorganization be approved. The reorganization plan addresses the concerns of the faculty and staff of the College and its accrediting agency. When implemented, it will enable the College to focus on student learning and development needs, faculty and staff education and training needs, and the administrative stability needed to create an educational institution for the future, today.

The Kapi'olani Community College Reorganization is based on issues identified over the past six years through the College's 2006 Accreditation Self

Study, various task forces comprised of faculty and staff, the ACCJC accreditation process, and in response to the natural changes occurring due to internal and external causes in the life of an educational organization. The plan for administrative restructuring was submitted to and discussed at several meetings with the Colleges governance bodies during the 2006-2007 academic year, and approved formerly on July 17, 2007 by the College's Faculty Senate, Staff Council, and Student Congress.

# REORGANIZATION PROPOSAL REQUEST

## KAPI'OLANI COMMUNITY COLLEGE UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES SYSTEM

### I. PRESENT ORGANIZATION

Under the current organization structure the Office of the Chancellor oversees five major and distinct institutional divisions, i.e., four major academic units and one administrative unit.

The College has five major units headed by the Vice Chancellor in Academic Unit One, the Dean of Student Services in Academic Unit Two, two Assistant Deans for Academic Programs in Units Three and Four, and a Vice Chancellor for Administrative Services. In this structure, the Deans and Assistant Deans shared six common functions:

- At least one academic program that offers credit courses;
- Non-credit and community service courses, and contract training;
- At least one support services unit;
- Recruitment, improvement, and evaluation of faculty;
- Comprehensive counseling services; and
- Efforts to develop external funding.

#### Office of the Chancellor

The Chancellor (#89100) is the Chief Executive Officer of the campus, directly supported by 1.00 FTE Private Secretary II, SR22 (#900112), 1.00 FTE Office Assistant III, SR08 (#900113), 1.00 FTE Assistant to the Senior Executive (#89341), 1.00 FTE Faculty Unit Head and a 1.00 FTE APT (#77245) general fund positions. Reporting to the Chancellor are the Vice Chancellor for Academic Affairs, the Vice Chancellor for Administrative Services, the Dean of Student Services, and the Assistant Deans of Arts and Sciences, and Health Sciences, and Hospitality and Culinary Arts. Under its current organization, the College has 8.00 FTE Executive positions, including a Program Director for the Culinary Institute of the Pacific.

#### Academic Unit One

Academic Unit One is headed by the Vice Chancellor (#89068), directly supported by a 1.00 FTE Secretary III, SR16 (#21334). Reporting to the Vice Chancellor are: The Department Chairpersons in the Arts and Sciences Program (i.e., Humanities, Language, Linguistics, and Literature, Mathematics/Science, Social Sciences and the Support Services Unit Head); the Unit Head of the Paul S. Honda International Center; and the Curriculum Management Educational Specialist.

## **Academic Unit Two**

Academic Unit Two is managed by the Dean of Student Services (#89071), directly supported by 1.00 FTE Secretary II, SR14 (#18088). Reporting to the Dean are the Holomua Academic Program and Student Services units.

## **Academic Unit Three**

Academic Unit Three is headed by an Assistant Dean (#89052), directly supported by a 1.00 FTE Secretary II, SR14 (#29222). Reporting to the Assistant Dean are Chairpersons in the Health Academic Program, i.e., Emergency Medical Services, Health Sciences and Nursing; the Chairperson for the Legal Academic Program; the Library and Learning Resources Head Librarian; and the Unit Head of Information and Media Technology Services.

## **Academic Unit Four**

Academic Unit Four is headed by an Assistant Dean (#89176), directly supported by a 1.00 FTE Secretary II, SR14 (#22314). Reporting to the Assistant Dean is the Department Chairperson of the Business Academic Program, the Hospitality Academic Program (i.e., the Program Director of the Culinary Institute, the Culinary Arts Chairperson, and Hospitality Chairperson); and the College and Community Relations Unit.

## **Administrative Services**

Administrative Services is headed by the Vice Chancellor for Administrative Services (#89042), directly supported by a 1.00 FTE University Scheduler, SR20 (#26907) and a 1.00 FTE Secretary II, SR14 (#51356). Reporting to the Vice Chancellor for Administrative Services is the Business Office Administrative Officer, the Human Resource Office Personnel Officer, and the Auxiliary Services Auxiliary and Facilities Services Officer.

## **II. BACKGROUND AND NATURE OF THE PROPOSED ORGANIZATION**

The Kapi'olani Community College strives to be a social and educational institution committed to responding to its local community through open access to postsecondary education. It provides comprehensive education and training programs to meet the needs of its individual students while additionally preparing students for lives of ethical, responsible community involvement through increased civic engagement. In addition, the mission statement establishes the College's economic role to meet private sector demands for work-based training and specific skill acquisition for employees, as well as to meet the demands of local, national, and international developments by preparing our students to strive for the highest in every aspect of their lives and to provide leadership in a global environment.

Specifically, the College's mission states that it prepares students to meet rigorous baccalaureate requirements and employment and career standards and that it uses human, physical, technological and financial resources effectively and efficiently to achieve these educational goals. Due to changes in our students, our community, the resources available to the College, and the dynamics of this global age, the present organization makes it more and more difficult for the College to fulfill its mission at the level of quality demanded by the faculty, staff, administration and the community at large.

The proposed reorganization focuses on the structure of the College functions, i.e., administration, academics, student services and administrative services and consolidates these functions so that each can respond more efficiently and effectively to the needs of the students and the communities the College serves. The goal of the proposed reorganization is to continue the development of a well-coordinated educational institution that places student learning and success at the very center of its mission and motivation to act. In order to effectively promote student learning and persistence; respond to changes in the educational, social, and economic environment of the College; comply with the recommendations of the ACCJC; and continue the tradition of developing the quality of its activities, the College proposes the following reorganization and consolidation of its programs, activities, and resources.

### **Office of the Chancellor**

The Office of the Chancellor function remains the same. However, there is a need to improve the oversight function of this office in specific areas. There is a need to consolidate like functions in the major areas of the College, where appropriate, to assure consistency of policy and direction, implementation of common standards, coordination within and between programs and program area consistency in evaluation of outcomes, and consistency in use of institutional research for further development. To accomplish these tasks the College proposes to establish a structure that can attend to both system-related issues affecting the College as well as internal, college-related issues; create opportunities for leadership development through delegation of projects to Vice Chancellors and Deans and through Vice Chancellors' collaboration and decision making; improve Continuing Education by centralizing the program; and by centralizing policy and management of facilities allocations.

In addition, the ACCJC has raised concerns with issues related to planning, research and assessment. These issues include the need to define the role of the institutional research and assessment office in planning processes; use data as the basis for institutional planning and utilize research and assessment data to refine the objectives in the college's tactical and strategic plans so they are measurable; have obtainable bench marks and assessment methods; inform the allocation of resources; and regularly assess progress and use the results for improvement. In addition, the College realizes that the integration of grants and resource development with planning, institutional research and assessment will enable campus programs to develop tactical plans that more clearly identify funding needs that might be met through external grants. These grants could then supplement internal funding for program improvement.

Also, The University of Hawai'i - Kapi'olani Community College's International Affairs Program, rooted in the multicultural traditions of Hawai'i, has as its primary mission to promote, develop and implement programs and activities that provide students, faculty and staff with a better understanding of the many cultures in our world, internationalism and the inter-connectedness of the global community, and to promote economic development. Within the 10-campus University of Hawai'i system, the College is considered by many as the premier resource for all international programs in the Asian, Pacific, and global communities and continues to provide leadership and coordination for the University of Hawai'i Community Colleges (UHCCs), Kapi'olani staff, faculty, and students, and the local community through the Paul Honda International Center. It is the College's mission to continue its leadership, locally, nationally and internationally, in the development of integrated international education through economic and global collaborations and partnerships. Direct oversight in this area by the Chancellor would allow International Education a more strategic position from which to develop viable economic partnerships and an internationalized campus with a global reach. In addition, due to the importance of international students to the economic viability of the campus, the Chancellor's involvement in this area allows for direct efforts to promote the UHCCs in other countries and support international students at the campus and in the UH system.

The specific actions requested to implement this change are:

**Administrative Structure:** Reorganize the College establishing an administrative structure in which reporting to the Chancellor will be a Vice Chancellor for Academic Affairs (#89068), a Dean of Student Services (#89071), an Assistant Dean for Community and Continuing Education (#89176, to be redescribed), and a Vice Chancellor for Administrative Services (#89042).

**Office for International Affairs:** Establish an Office for International Affairs under the purview of the Chancellor, moving oversight of the Paul S. Honda International Center/International Education, currently attached to Academic Unit One, within the Office of the Chancellor. A faculty member, from among the College faculty, will be assigned to assist the Chancellor in running the Office for International Affairs, at no additional expense to the College.

**Office for Institutional Effectiveness:** Create the Office for Institutional Effectiveness (OIE) replacing the Office of Planning and Institutional Research currently attached to the Chancellor's Office. The Office of Institutional Effectiveness will assist all academic, student services, and continuing education programs in assessing student success, the health of programs, developing tactical plans that align with the College's strategic plans, and will provide data to be used as the basis for administrators to determine the allocation of resources. OIE will provide enhanced leadership and coordination to support the Chancellor in meeting the responsibility to oversee management and operations of planning, research, assessment, and grants and resource development; guide the planning of the College's academic and support programs through strategic and tactical planning procedures; provide data that will inform the allocation of resources

based on strategic and tactical plans; and to acquire additional resources in support of the implementation of the resulting plans.

- A faculty member from among the college faculty will be assigned to head the Office for Institutional Effectiveness, at no additional expense to the College.
- An APT position (#80082) from College and Community Relations will be moved to OIE to assist in grant writing and administration, resource development, and assessment. A faculty (#83560) will be moved from OIE to Chart IIIb, College of Social Sciences.

### **Office for Academic Affairs**

The purpose of establishing the Office for Academic Affairs (OAA) by reorganizing Academic Units One, Three, and Four is to improve learning outcomes, teaching processes, as well as the allocation of resources for these purposes by consolidating the administration of academic programs and appropriate support resources. In addition, by consolidating all academic programs in the Office for Academic Affairs, academic administrators and personnel will be able to focus on their primary goal, i.e., to improve program output while improving student learning outcomes. In the College's continued response to the ACCJC's recommendations, including to more fully integrate planning, as well as to implement and evaluate curriculum oversight reforms, its proposal consolidates all academic units within the Office of Academic Affairs. Thus, standards for measurable objectives, tactical and strategic plans, learning outcomes, benchmarks for program success, etc. will be uniformly applied to all programs.

In addition to its responsibility for all academic credit programs, the OAA will also be responsible for Academic Support and Resources. Gallaudet University Regional Center for the Pacific Region and Curriculum Resources and Emphases, resources that have college-wide impact, will be located in the OAA to improve planning, coordination, and utilization of these assets. Furthermore, information technology resources will be consolidated to increase efficiency and service capacity to campus clientele. This proposal renames the Information & Media Technology Services as the Center for Excellence in Learning, Teaching and Technology (CELTT). It also centralizes like functions within the unit that are currently spread between CELTT and Library & Learning Resources (LLR), thus eliminating client confusion while providing more support from a larger pool of student assistants and technical staff, increased opportunities for professional development, and stronger relationships with peers in information technology. Finally, the reorganization of resources provides the Vice Chancellor with the ability to administer the effective and efficient use of human, physical, technological and financial resources within and between programs; and connect the planning and achieving of educational goals to measured outcomes and the allocation of resources.

The OAA will be headed by the Vice Chancellor for Academic Affairs (#89068) and will be supported by the deans and unit heads of the academic and academic support units. Program Dean positions will be established to head each academic program within the OAA, i.e., Arts and Sciences Academic Program, #87143T, Health



Academic Program, #89052 (currently Dean of Academic Unit 3); Hospitality, Business, and Legal Academic Program, #87084T. Clerical support will be provided for the Dean of Arts and Sciences Academic Program by transferring a vacant Secretary II position, #18092, from the Legal Education Program. A Secretary II position will be established using Pseudo No. #97150F to support the Dean of Hospitality, Business and Legal Academic Program.

The specific actions requested to implement this change are:

**Office for Academic Affairs:** Establish an Office for Academic Affairs (OAA), administered by a Vice Chancellor for Academic Affairs (#89068).

**Academic Support and Resources:** Establish an Academic Support and Resources (ASR) Unit directly within the Office for Academic Affairs. The ASR will include:

1. **Gallaudet University Regional Center for the Pacific Region.** Establish the Center (currently attached to Academic Unit Two) within the Academic Support & Resources Unit in the OAA with its one budgeted APT position, Educational Specialist PBA, #81761. The Center existed but was not previously separately identified on the organizational charts.
2. **Curriculum Resources and Emphases.** Officially change the name of the Curriculum Management unit (currently located in Academic Unit One) to Curriculum Resources and Emphases, and move this function and its Education Specialist, PBB #81581, organizationally within the ASR in the OAA.
3. **Library and Learning Resources.** Place the Library and Learning Resources Unit (currently located in Academic Unit Three) within the ASR in the OAA so as to improve coordination between the Academic Programs and this valuable learning resource. Two IT Specialists (#79922 and #80748) were transferred from Library and Learning Resources to CELTT to improve customer support for the campus.
4. **The Center for Excellence in Learning, Teaching and Technology (CELTT).** Rename the Information and Media Technology Services, currently located in Academic Unit Three, to the Center for Excellence in Learning, Teaching and Technology and place this unit organizationally within the ASR in the OAA. Consolidation of information technology resources in the Center for Excellence in Learning, Teaching and Technology, and reorganization of this unit, increases the overall efficiency of computer-related services that affect all aspects of the College.

Create a Research and Development group by relocating from Library and Learning Resources to CELTT an Information Technology Specialist,

PBB, #80748 and utilizing an existing position Faculty, #82386, both reporting to the Unit Head.

Create an Information Technology unit to include a Customer Care function, supervised by Information Technology Specialist, PBC, #81384, to include the following positions: Information Technology Specialist, PBB #79922 (relocated from Library and Learning Resources); Information Technology Specialists, PBB, #80529, #80340, and #81627; Information Technology Specialist, PBA, #81220T; and Electronic Technician, PBB, #81277.

Establish an Instructional Multimedia and Distance Learning group supervised by Media Specialist, PBB (#80694) to include Information Technology Specialist, PBB, #81654 and Information Technology Specialist, PBA, #81535.

Create a Campus Support group to include the Electronic Technician, PBB, #80034 and the Graphic Artist, PBB, #81060, both reporting directly to the Unit Head.

Printing, mail and telephone operator services (previously with IMTS) will be relocated to the Auxiliary Services, Security Services & Facilities Management Unit (Chart VIc). The transfer of these services to Auxiliary Services reflects the increasing focus of CELTT in the technological needs of the campus. The following positions will be affected: Two Office Assistant IIIs (#54823 and #54825); Audio Visual Technician I, .50 FTE (#47350); Offset Press Operator III (#39797) and Offset Press Operator II, .50 FTE (#47346).

A special funded non-credit faculty position (#86711) (previously with IMTS) will be relocated to the new Office of Community and Continuing Education. Refer to the Office of Community and Continuing Education (OCCE) section for more information.

**Arts & Sciences Academic Program:** Consolidates all academic programs within the OAA to include the Arts and Sciences Academic Program (currently within Academic Unit One), the Health Academic Program (currently within Academic Unit Three), and the Hospitality, Business, and Legal Academic Program (i.e., Business Academic Program and Hospitality Academic Program currently in Academic Unit Four, and Legal Academic Program currently in Academic Unit Three).

The Arts & Sciences Academic Program will consist of all existing faculty, APT, and civil service in the consolidated programs with the exception of the following organizational changes:

1. **Languages, Linguistics and Literature (LLL):** A faculty position, #87102, will be transferred to the OCCE. Please see section on OCCE for more information. A vacant Faculty position #87084T in LLL will be

redescribed to establish a Dean position for the Hospitality, Business, Legal Education Academic Program. Faculty position #82380 will be transferred from Holomua in Student Services to LLL.

2. **Arts and Sciences Counseling Unit:** Positions to be transferred out of this unit include: A special funded Educational Specialist position, #80778, will be transferred to the OCCE. A vacant .50 FTE Office Assistant III position, #47900, will be transferred to support the Chair and faculty of the Legal Academic Program. Educational Specialist, #80778, a special-funded position, will be transferred to OCCE.

**Health Academic Program:** The organizational changes within the Health Academic Program are as follows:

- .50 FTE Office Assistant III Position, #900374; 1.00 FTE Educational Specialist, #78302; 1.00 FTE Faculty, #74787; and 1.00 FTE special funded Educational Specialist, #77025, will be transferred to the OCCE.

**Hospitality, Business, Legal Education Academic Program:** The organizational changes within the Hospitality, Business, Legal Education Academic Program are as follows:

- A 1.00 FTE, temporary budgeted Faculty #87084T from Languages, Linguistics and Literature will be transferred to create a Dean of Hospitality, Business, Legal Education Academic Program. 1.00 FTE Pseudo No. 97150F will be used to establish a Secretary II position to support the Dean.
- 1.00 FTE Educational Specialists #81429 and #81923 (formerly with Business Academic program) and #80617 (formerly with Support Services in Hospitality) will be transferred to OCCE.
- 1.00 FTE Faculty positions #86742 and #86715 (formerly with Hospitality), #83771, #86702, #86758 and #86944 (formerly with Business), and #86706 (formerly with Support Service in Hospitality), will be transferred to the OCCE.
- 1.00 FTE Faculty #86741 is moved from within same chart from Support Services to Hospitality and Tourism.
- 1.00 FTE Secretary II #18092 will transfer from Legal to support the new Dean of Arts and Sciences. Due to reduction in enrollment in the Legal Program, a .50 FTE Office Assistant III #47900 will be transferred from the Support Services Unit of the Arts & Sciences Academic Program to Legal Education. .50 FTE Faculty #83453 from Legal will be combined with .50 FTE of same number in Student Services to create a 1.00 FTE Faculty #83453 in Student Services.

## **Office for Student Services**

The Office for Student Services is responsible for planning, developing, and implementing support services for students in all academic programs. Among its many other diverse responsibilities, this Office is responsible for developing innovative college-ready (i.e., remedial and developmental education) curriculum, delivering special programs for disadvantaged and academically under-prepared students, as well as administering the management of registration and records for credit and continuing education students.

Units under the Dean of Student Services include Kahikoluamea, Student Services and Kekaulike Information and Service Center. By establishing the Kahikoluamea unit the reorganization consolidates resources in order to increase educational practices that engage students and raise their levels of persistence and achievement at the college. The proposed unit will improve the alignment of resources and services that match the College's mission and purposes to the needs of entering students. Through the development of coherent curricular and co-curricular pathways, the proposed Kahikoluamea Unit will create a structure embodying Hawaiian values. Finally, the reorganization codifies a previously implemented action that consolidated the College's registration function for credit and non-credit programs in the Kekaulike Information and Services Center.

The specific actions requested to implement this change are:

**Kahikoluamea:** Establish the Kahikoluamea unit in the Office for Student Services. This unit will merge the academic and student support functions of the former Holomua Academic Program. This unit will utilize 1.00 FTE Faculty position #74783 from Student Services. This unit affords the College the opportunity to provide more coherent support and service to many of the students who are in most need of such assistance. This effort is focused on increasing the persistence and success of our students.

**Student Services:** .50 FTE Faculty #83453 from Legal Education was combined with .50 FTE Faculty of same number to create a 1.00 FTE Faculty #83453 in Student Services. 1.00 FTE Educational Specialist #81761 will be moved to the Gallaudet University Regional Center for the Pacific Rim in the Office for Academic Affairs. The Center existed but was not previously separately identified on the organizational charts.

**Kekaulike Information and Service Center:** In order to consolidate the College's registration function for both credit and non-credit programs, the following changes were made: Two Office Assistant IV positions (#27015, #54811), presently listed in Unit Four, College and Community Relations, were moved to the Kekaulike Information and Service Center to consolidate the College's registration function. Two Office Assistant IV positions (#09169 and #22315) were moved to report to the head Student Services Specialist, #81615. Educational Specialist, #78204T was renumbered from 78155T and Student

Services Specialist, #78203T was renumbered from #78156T for classification purposes.

### **Office for Community and Continuing Education**

The consolidation of community and continuing education programs and support resources is both a response to faculty and staff concerns regarding these programs and the implementation of the major recommendations by the Learning Resources Network (LERN). The College sought the consulting services of LERN to support the reexamination of the non-credit situation on campus. The purpose for establishing the Office for Community and Continuing Education is to provide the same focus of intention and intensity for continuing education and training programs as the Academic Affairs Unit provides for credit programs.

This restructuring affords academic departments the opportunity to focus on their primary responsibility, i.e., credit programs, while supporting their departments' interests, and those of the College in general, through community and continuing education offerings administered by OCCE. Consolidating the OCCE activities will afford the College the opportunity to concentrate its efforts on developing viable and pertinent programs that can support the economic, social, and cultural life of the community. Moreover, by consolidating community and continuing education activities, the OCCE will be able to provide an organized and focused entrepreneurial effort to develop continuing education and training programs that meet the needs of individuals, organizations, and the community-at-large while being financially beneficial to the College. In addition, OCCE will be able to focus on improving alumni relations in order to reconnect past graduates with the College's mission of providing lifelong learning opportunities for the community.

The OCCE will have two major divisions: 1) Community Relations, with its focus on alumni, marketing, major college publications (e.g., schedule of courses, college catalogue) and community relations; and 2) Continuing Education, with its focus on continuing education, rapid response programs, and workforce development. The coordinators of these units will be appointed from amongst the faculty positions in each unit.

This reorganization assigns to the OCCE the responsibility for focused and coordinated outreach efforts that can improve the College's ability to meet increasing economic demands and that will improve relations with the College's alumni, external organization partners, and the community. The Community Relations (CR) unit of the OCCE will assist the Assistant Dean in meeting this mission. The goal of the community relations effort is to develop partnerships that are mutually beneficial to the community and the College. Community Relations will be responsible for interactions with public and private organizations and corporate partners. In addition, the CR unit will be responsible for assisting the Vice Chancellors and Program Deans in developing and maintaining college-wide marketing services, including the schedule of courses, the college catalogue, in order to provide all programs the capability to best promote the College to its various constituents in the community.

In partnership with the Offices of Academic Affairs and Student Services, the departments and programs of the College, the Continuing Education unit will continue to offer the public a wide array of seminars, workshops, and continuing education courses designed to meet the needs of Hawai'i's employers in both the private and public sectors. Furthermore, the Continuing Education unit will continue to provide rapid response and customized training programs for organizations, as well as quality professional training opportunities and leisure-related classes. Moreover, the Continuing Education unit in cooperation with the Office for Institutional Effectiveness, will be responsible for assessing the Student Learning Outcomes of its programs, and conducting research in order to anticipate and address new training needs of individuals, organizations, and the community-at-large.

The specific actions requested to implement this change are:

**Office for Community and Continuing Education:** In the Office for Community and Continuing Education, the position assigned as a 1.00 FTE Assistant Dean (#89176) in Academic Unit Four will be reassigned to head the Office for Community and Continuing Education (OCCE). The Assistant Dean position will be redescribed and submitted for classification review. Also, the 1.00 FTE Secretary II position (#22314) will be reassigned to the OCCE and continue to report to the Assistant Dean.

**Community Relations:** Establish a Community Relations (CR) unit within the Office of Community and Continuing Education; transfer the following positions into the CR unit: 1.00 FTE general fund Faculty, #86758 (from Business Academic Program) and 1.00 FTE general fund Administrative & Fiscal Support Specialist, PBA, 78053T (from Holomua).

**Continuing Education and Training:** Establish a Continuing Education unit within the Office of Community and Continuing Education headed by a unit head who is appointed from among the faculty positions. Transfer the following positions into the Continuing Education unit:

Faculty (general funds): #74784 (from Office of the Chancellor), #74785 (from Office of the Chancellor), #74787 (from Health Science), #83771 (from Business Academic Program), #86715 (from Hospitality), #87102 (from Language, Linguistics, & Literature), #86742 (from Hospitality).

Faculty (special funds): #86702 (from Business Academic Program), #86701 (from College & Community Relations), #86711 (from Information & Media Technology Services), #86794 (from College & Community Relations), #86944 (from Business Academic Program), #86706 (from Support Services).

Staff (general funds): Educational Specialist, PBB, #78302 (from Health Science) and Office Assistant III, SR08, #900374 (0.50 FTE) (from Health Sciences).

Staff (special funds): Educational Specialist, PBB, #77025 (from Support Services), #80778 (from Arts & Sciences Support Services), #81429 (from Business Academic Program), #81923 (from Business Academic Program), Educational Specialist, PBA, #80617 (from Support Services), and Clerk Steno III, #35948 (from College & Community Relations, to be redescribed).

The office space needs of the OCCE will be allotted within the existing College resources once this process is completed.

### **Office for Administrative Services**

Within the structure of the Office for Administrative Services, this reorganization proposes to consolidate auxiliary services and activities into an Auxiliary Services, Security Services, and Facilities Management unit, under the responsibility of the Vice Chancellor for Administrative Services, to unify overall policy planning, development, implementation, and evaluation concerning the College's infrastructure assets. There will be no additional costs to the College.

The specific actions requested to implement this change are:

**Auxiliary Services, Security Services, and Facilities Management:** Place printing and publication responsibilities in this unit (currently located in Academic Unit Three, Information and Media Technology Services), which involve positions 1.00 FTE Offset Press Operator III, #39797, .50 FTE Offset Press Operator II, #47346 and .50 FTE Audio Visual Technician I, #47346. Also place mail services and the telephone operator (also from Information and Media Technology Services), 2.00 FTE Office Assistant IIIs, #54823 and #54825) and the responsibilities for other auxiliary services (currently in the Auxiliary Services Unit, Administrative Services), e.g., security services, emergency preparedness, groundskeeping, and custodial services, in this Auxiliary Services, Security Services, and Facilities Management unit.

The aforementioned changes are designed to: (1) integrate planning, and reorganize and consolidate administrative functions; (2) consolidate the College's continuing education activities; and (3) update the College's documentation to reflect existing personnel and programmatic conditions.

### **III. CONDITIONS AND FACTORS PROMPTING THE PROPOSED REORGANIZATION**

In recent years, there have been many changes in the educational, social, and economic environment of the College. In addition, accrediting bodies such as the Accreditation Commission for Community and Junior Colleges have changed and developed the standards that define quality in every aspect of a community college. Below please find some of the changes, suggestions, and directions that Kapi`olani has experienced over the past few years.

## **Need to Integrate Planning and Reorganize and Consolidate Administrative Functions**

The October 2006 the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges evaluation team's Evaluation Report recommendations included:

1. To more fully integrate planning, the college must:
  - Define the role of the institutional research office in planning processes and use data as the basis for institutional planning.
  - Refine the objectives in the college's tactical and strategic plans so they are measurable, have obtainable bench marks and assessment methods, inform the allocation of resources, and then regularly assess progress and use the results for improvement.
  - Evaluate the college's planning processes using a self reflective dialogue that leads to improvement.
  
2. The college should complete, implement and then evaluate three curriculum oversight reforms currently being planned:
  - Redesign of the curriculum approval and revision process.
  - Full implementation of the five year curriculum review process.
  - The process for establishing and validating course pre-requisites.
  
3. To create continuity and to improve communication, the college must:
  - Develop a written description of its governance structure that defines the roles of constituent groups in governance. (Standard IVA.2)
  - Finalize, implement and then evaluate its reorganization and fill all acting and interim positions in a timely manner. (Standard IVB.2.a)
  - Record and widely disseminate recommendations and decisions of its governance bodies. (Standard IVB 2.b)
  - Regularly evaluate the college's governance and decision-making structures, widely communicate the results of these evaluations and use the results as the basis for improvement. (Standard IVA.5)

Some of the ACCJC recommendations were addressed through administrative planning and action, e.g., recording and disseminating recommendations and decisions of governance bodies on a regular basis through Quill, the campus intranet. The administrative consolidation of functions proposed by this reorganization further facilitates and integrates planning, improves curriculum oversight structures and processes, and creates continuity and improved communication through the role of the Office for Institutional Effectiveness and the consolidation of academic education programs in the Office of the Vice Chancellor for Academic Affairs. Furthermore reorganization allows the College, once implemented, "to fill all acting and interim positions in a timely manner."



## **Need to Consolidate Community and Continuing Education**

On July 12, 2005, Acting Chancellor Leon Richards formed the Budget Execution Task Force (BETF) and charged it with studying, reviewing, and making recommendations on budget execution, including conducting an in-depth analysis of programmatic deficits, by departments, to determine causes and solutions.

The Task Force reviewed several financial reports for fiscal years 2003 through 2005 and held seven meetings between July 18 and August 30. The Task Force's review was limited to credit and non-credit instructional programs. The broad findings were summarized as follows:

1. Financial performance varies substantially by program, with some programs significantly under-performing;
2. The current state and timelines of the financial reports contribute to the inability to manage programs efficiently; and
3. With two exceptions, the non-credit programs' ability to generate revenues has been steadily declining over the past three years. Currently, the non-credit component of the College has become a major source of financial under-performance.

Some of these issues were addressed either fully or partially through changes in policy and procedures; however, to address most of these issues fully, structural changes in the College's organization are necessary, e.g., consolidation of administration of all academic programs can facilitate the full integration of the tactical planning process with institutional research, student outcomes, and the budget process.

The BETF specifically singled out the area of non-credit programs as needing not only programmatic but also structural change. At this time, deans had the responsibility for not only the for-credit courses, but also for the non-credit and community service courses, and contract training related to their units. Thus organizationally, non-credit programs were placed with their credit counterparts. The Budget Task Force Report, Phase I, stated that this decentralization, coupled with the proper financial incentives, was expected to allow the credit and non-credit programs to articulate courses and be supportive of each other's needs. The Task Force reported that this situation did not seem to be happening consistently across the campus, nor did it seem likely that most non-credit programs would generate a profit under this structure. The Task Force wrote that the time had come to re-examine the model under which the non-credit programs were operating.

The BETF report goes on to state that the re-examination of the non-credit programs is an issue that transcends structural centralization versus decentralization. The Task Force noted that a large number of operating models are available, and the determination of the proper structure under which non-credit course would operate would best be determined by an objective, external assessment process. The Task Force stated that to redesign the non-credit programs with existing resources would be costly – requiring investing a significant amount of time from senior administrators – and may not be perceived as objective. Therefore, it recommended that the College seek

the consulting services of LERN (Learning Resources Network) to support the re-examination of the non-credit situation on campus. The Task Force suggested that this organization be contacted as soon as possible with attempts to have it complete its assignment by the end of Fall 2005.

The College contracted LERN, a representative visited the College, interviewed faculty and staff and submitted a report in early December, 2005. After reviewing the final LERN Report and all the written comments, the BETF members concurred with the vast majority of the LERN report recommendations. In its Phase II report, the BETF recommended that non-credit activities and programs at the College be centralized administratively into the Office of Continuing Education and Training, and the College's 2006 Accreditation Self Study reported:

...the College funded a comprehensive, external review of these (revenue generating) centers in conjunction with the work of the Budget Execution Task Force in 2005. The review, conducted by a consultant from LERN organization, recommended that the non-credit program be refocused on continuing education and that an emerging Continuing Education Program be centralized, overseen, and supervised by a full-time director reporting directly to the Chancellor.

This reorganization proposal consolidates community and continuing education programs in the Office for Community and Continuing Education providing for a focused effort in attending to these areas of the College's mission.

### **Need to Update Personnel and Programmatic Changes**

The need to align the College's functional statements and organizational charts and create a formal basis for updating position descriptions accordingly was stated in the 2006 Accreditation self-study, as follows:

- "... The organizational chart and description of administrative positions needs to be updated to accurately reflect the organization of the college."
- "With the exception of the Unit 2 Administrator, the Dean of Student Services and Holomua (Developmental) Department, and the Administrative Services Unit, neither the Functional Statement of the College's Organization Chart (as updated on July 1, 2005), nor the Executive-Administrative/Managerial Position Descriptions accurately reflect the existing structure and roles and responsibilities of the Unit Administrators;" and
- "The documentation of roles and areas of responsibility for several administrative positions, including the Vice-Chancellor for Academic Affairs, has not kept pace with the ongoing organizational adjustments. The College should amend its organization charts and create updated position descriptions to accurately reflect the position at the College and submit the changes for official approval...."

The ACCJC evaluation team recognized the disconnection between conditions and structure in their report and stated, as mentioned above, that the College needed to *address this issue in a timely manner.*

### **Proposed Reorganization Addressing the Aforementioned Conditions and Factors**

The reorganization proposal identifies the critical administrative functions of the College and articulates what administrative structure and staffing is required to effectively oversee the areas of responsibility. Staffing of all the administrative functions will be provided through a combination of existing E/M positions, reassignments, and the conversion of two faculty, temporary-budgeted positions to Deans. With the proposed administrative changes, there needs to be parallel changes in support staff.

The Kapi`olani Community College Reorganization is based on issues identified over the past six years through the College's 2006 Accreditation Self Study, various task forces comprised of faculty and staff, the ACCJC accreditation process, and in response to the natural changes occurring due to internal and external causes in the life of an educational organization. At the college-wide level, this proposal aligns the College's functional statements and organizational charts and creates a formal basis for updating position descriptions and redesigning and redistributing resources to improve teaching and learning at Kapi`olani Community College. The plan for administrative restructuring was submitted to and discussed at several meetings with the College's governance bodies during the 2006-2007 academic year, and approved formerly on July 17, 2007 by the College's Faculty Senate, Staff Council, and Student Congress.

### **Efficiency, Service Improvements, and Other Benefits**

Benefits in responding to changing internal and environmental conditions: Where appropriate, this reorganization proposal has suggested programmatic and policy adjustments to changing conditions in order to improve the College's functions through efficiencies, service improvements, and direct benefits to students. Experience based on the history of the UHCC system and its individual colleges, teaches us that review and revision of organizational structure are an integral part of the dynamic interaction between the community college's existing structure, its continuously developing internal contradictions, and its ever-changing environment. In fact, research shows that organizational structures of community colleges change regularly, e.g., in one study 79% of the colleges had reviewed their organizational structure annually; and, regardless of size of the institution, had reported revision in their structure within 24 months previous to the study, despite the tenure of the president and the size of the institution. Such adjustments occur, not at the whim of community college leadership, but as necessary responses to the continuous social, economic, and political demands on community colleges to provide the educational base for workforce, economic, and community development, while maintaining a commitment to extend access to higher education. Thus, the changes proposed are essential to the continued health of the College and the community it serves.

Fluctuating federal and state funding support and increasing pressure for the college to function as an entrepreneur create impetus for increased efficiency in use of current resources and increased efforts to develop new resources. The proposed reorganization seeks to respond to changing conditions, internal and external, so as to improve the College's educational product for all of its constituents, thereby increasing demand for its product; and to develop an organizational structure that serves as an integrative force for the efficient resolution of economic and educational challenges. Moreover, by consolidating functions throughout the College, all activity, i.e., administrative, student services, academic, and auxiliary, have the opportunity to analyze needs and utilize resources in the most cost-effective manner.

The 2006 Accreditation Self Study, Standard IV.B.2.a., states:

"The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The College partially meets this Standard. However, there are many interim positions, vacant positions, and acting positions that need to be addressed in the proposed reorganization." Furthermore, the Study states, "By the end of 2006, the Acting Chancellor will submit for approval the plan for reorganization of the College. The plan will include recruiting to fill vacant positions."

Upon approval of this proposal the College will be able to recruit and fill interim, vacant and acting positions. This will allow for stability in leadership and greater clarity in purpose and direction throughout the College.

In addition, the 2006 ACCJC Evaluation Report states that in its *2000 Comprehensive Evaluation*, the team recommended that the college assess the effectiveness of its institutional reorganization in terms of measuring student outcomes, adequate allocation of college resources, and allowing for meaningful communication of traditional discipline areas (Standards 5.3, 5.10, 10.C.5). The 2006 report goes on to explain, "Although much has occurred regarding infusion of student learning outcomes, the college failed to assess the effectiveness of its institutional reorganization which was an element of this recommendation. It seemed to the team that the lack of assessment was due to the lack of finality of any organizational plan. That situation continues into the present, leading this team to make a recommendation to finalize the organizational structure." In addition, the College's self evaluation team reported, "There are many interim positions, vacant positions, and acting positions that need to be addressed in the proposed reorganization." Thus, both internal and external reviewing bodies have stated unequivocally the value in effectuating a reorganization, especially so as to synchronize the College's structure and use of personnel with the educational tasks presented by its mission.

#### **IV. COST OF THE PROPOSED REORGANIZATION**

The additional annual cost to implement the proposed administrative structure is estimated to be approximately \$182,000. Kapi`olani Community College is prepared to fund this amount through internal reallocations. The College will utilize two temporary budgeted faculty position counts to establish two Program Dean positions. One

(#87084T) will be used to back-fill the Assistant Dean position in Hospitality and Culinary Arts, which will be left vacant due to the reassigning of that position to head the Office for Community and Continuing Education (to be redescribed). The second (#87143T) will be used to establish a Program Dean to oversee the Arts & Sciences Academic Program. The cost of \$182,000 relates to the total cost of the annual salaries for both Program Deans described above.

## **V. OTHER ALTERNATIVES CONSIDERED**

This iteration of the reorganization proposal is the product of consideration of suggestions from faculty, staff, students, and administrators, and in some cases the result of direct initiatives by members of the faculty and staff. Various organizational solutions were considered, both from local community colleges and from those on the mainland U.S.A. It is our firm belief that any organizational structure is a dynamic system that must grow and develop in order to be viable and useful. Through continued thought, discussion, reflection, and revision the College will strive to improve management of its response to current internal and external conditions; create opportunities for development of students, faculty, and the organization; and both anticipate and respond to demands of the future.

## **VI. CONCLUSION**

Based on the information provided above, the students, faculty, staff, and administration of Kapi'olani Community College request the College's proposal for reorganization be approved. The goals of the proposal, as stated, are to: consolidate like functions in the major areas of the College in order to assure consistency of policy and direction, implementation of common standards, coordination within and between programs, consistency in evaluation of outcomes, and consistency in use of institutional research for further development; establish a structure that can attend to both system-related issues as well as internal college-related issues; create opportunities for leadership development through delegation, collaboration and decision making; to improve Continuing Education by centralizing the program; and to centralize policy and management of facilities allocations.

We believe the reorganization plan addresses the concerns of both the faculty and staff of the College and the ACCJC, and that when implemented, it will enable the College to focus on student learning and development needs, faculty and staff education and training needs, and the administrative stability needed to create an educational institution for the future, today. Following Queen Kapi'olani's motto, "Kulia I ka nu'u," we continue to strive for the highest.