

Our Roles as Stewards of Collaborative Excellence



Presented at the Faculty & Staff Convocation

by

Chancellor Leon Richards

the Vice Chancellors and Deans

January 6, 2011

Introduction



- Elements of Student Engagement, Learning, and Success leading to Sustainable and Continuous Quality Improvement

Kapi'olani CC Planning Processes



Sustainable Continuous Quality Improvement

The purpose of our planning is to be an institution that provides for *sustainable, continuous quality improvement*. Those words are taken straight from our accrediting body, WASC.

This statement says that we are not afraid to face our challenges and shortcomings ... and we're not afraid to go outside our conventional practices to find better ways to *achieve student engagement, learning and success*.

Very importantly, it means that we're *always measuring* how we're doing so that we make decisions based on solid data – and we develop what you'll hear referred to as a culture of evidence.





STUDENT

Engagement

Learning

Success

*Mutually
Supportive
Forces
For Promoting
Student
Engagement,
Learning, and
Success*

Student Engagement, Learning, & Success

- Student Engagement – the use of **cognitive, meta-cognitive, and self-regulatory strategies** to monitor and guide ones' learning processes. (Pintrich & De Groot, 1990; Pintrich & Schrauben, 1992). This definition implies the use of three interrelated criteria to assess student engagement levels, i.e, cognitive, behavioral, and affective.
 - Kapi'olani CC uses **Community College Survey of Student Engagement** (CCSSE) benchmarks to gauge and monitor its performance of effective educational practice:
 - Active and Collaborative Learning
 - Student Effort
 - Academic Challenge
 - Student-Faculty Interaction
 - Support for Learners

Examples of Promising Educational Practices at Kapi'olani CC

Kahikoluamea Pathway Academic Academies
Satellite Nursing Programs
Sabbaticals
SLO and Course Level Assessment
Accelerating English 22 to 100
Gates Global Skills for Completion
C4Wards
Teaching Equivalencies
Faculty Vanguard Project
Laulima Training Academy
Vanguard
Math Emporium

High Impact Educational Practices

Teaching and learning practices that have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

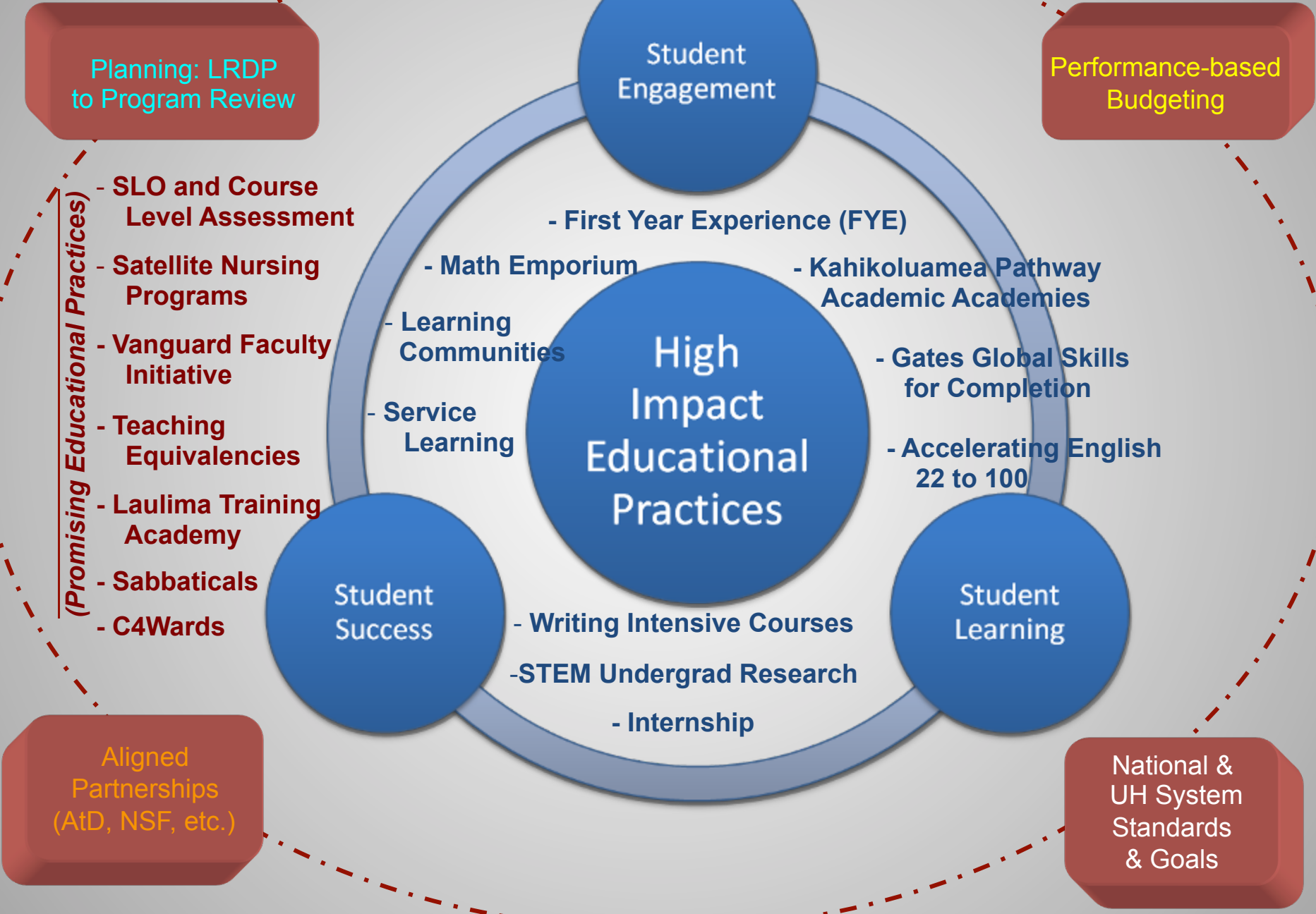
STUDENT
Engagement
Learning
Success

Aligned Partnerships

Hawai'i Graduation Initiative
Achieving the Dream
Performance Based Budgeting
Program Change Requests
Title III
Perkins Funding
National Science Foundation



Mutually Supportive Forces



Vision, Planning (2008-2015), Review

Kapi'olani CC prepares students for lives of:

- Critical inquiry
- Effective engagement and leadership in careers
- Which strengthen the health, wellbeing and vitality of:
 - The individuals, families and communities that support **all of us**
 - The cultural traditions that shape and guide **all of us**
 - The land and sea that sustain **all of us**





Strategic Plan

Student success is really at the heart our mission and that's at the heart of the ***strategic plan***. This plan is actually a process through which Kapi'olani CC defines its direction, makes decisions on allocating its resources to pursue that direction, and determines strategic outcomes and performance measures so that it knows when it has achieved goals and how to further improve the college.

At the local and state level Kapi'olani is directed through the UH System planning process to achieve ***six strategic outcomes***.



Strategic Plan: Six Strategic Outcomes

I. Native Hawaiian Educational Attainment

Position the College as a leading indigenous-serving higher education institution



II. Increase Hawai'i's Educational Capital

Increase the participation and degree completion of students, particularly from underserved regions



III.Economic Contribution to the State

Provide a solid return on the State's investment in higher education through research and training



IV. Globally Competitive and Collaborative Workforce

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



V. Resources and Stewardship

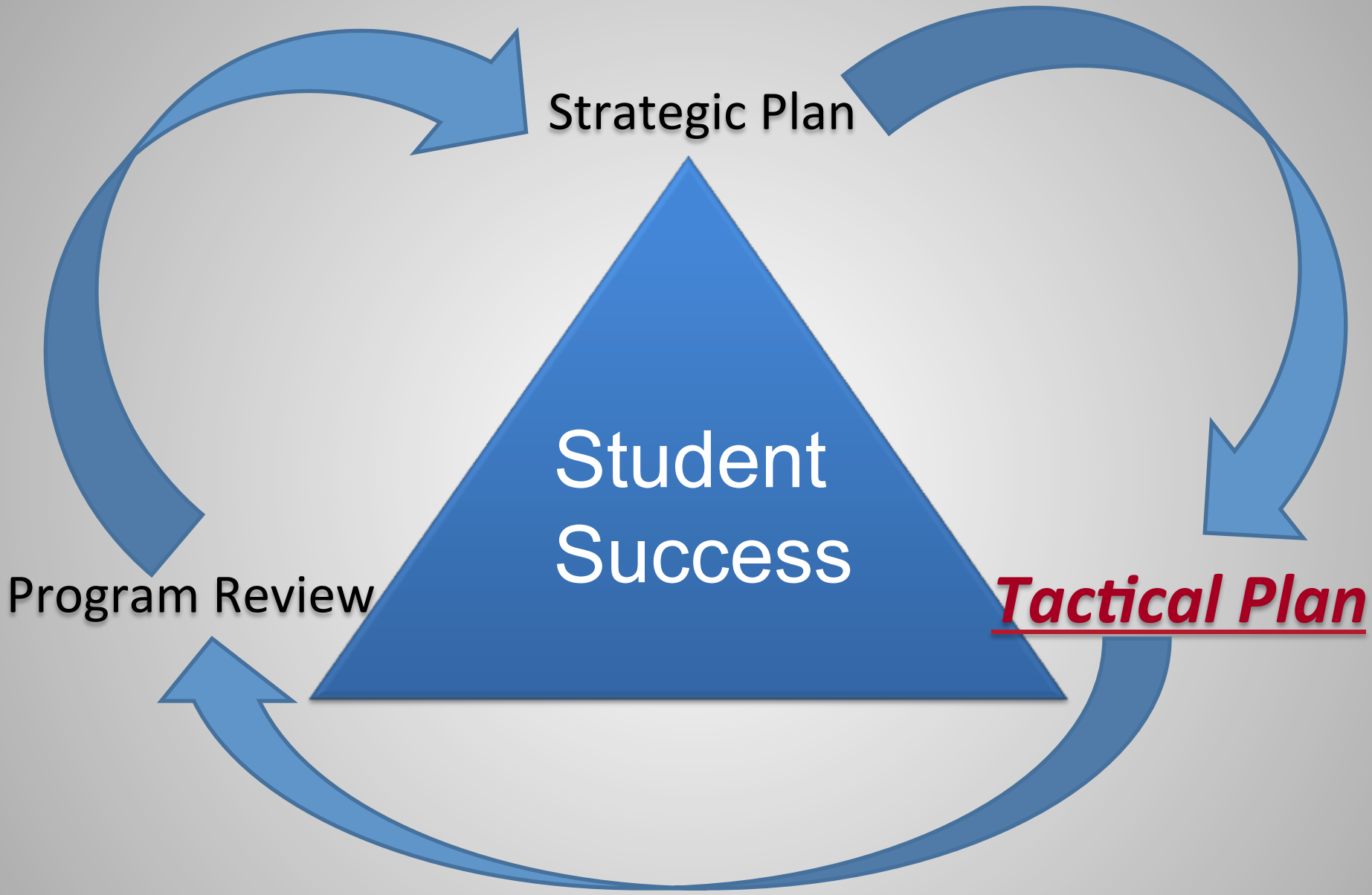
Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.



VI. Resources and Stewardship

Exercise exemplary stewardship over public and private resources for a sustainable future.





Strategic Plan

Student
Success

Tactical Plan

Program Review

Tactical Plan

Specific actions to achieve student engagement, learning ... and success



How Do We Get There? Tactical Plan!

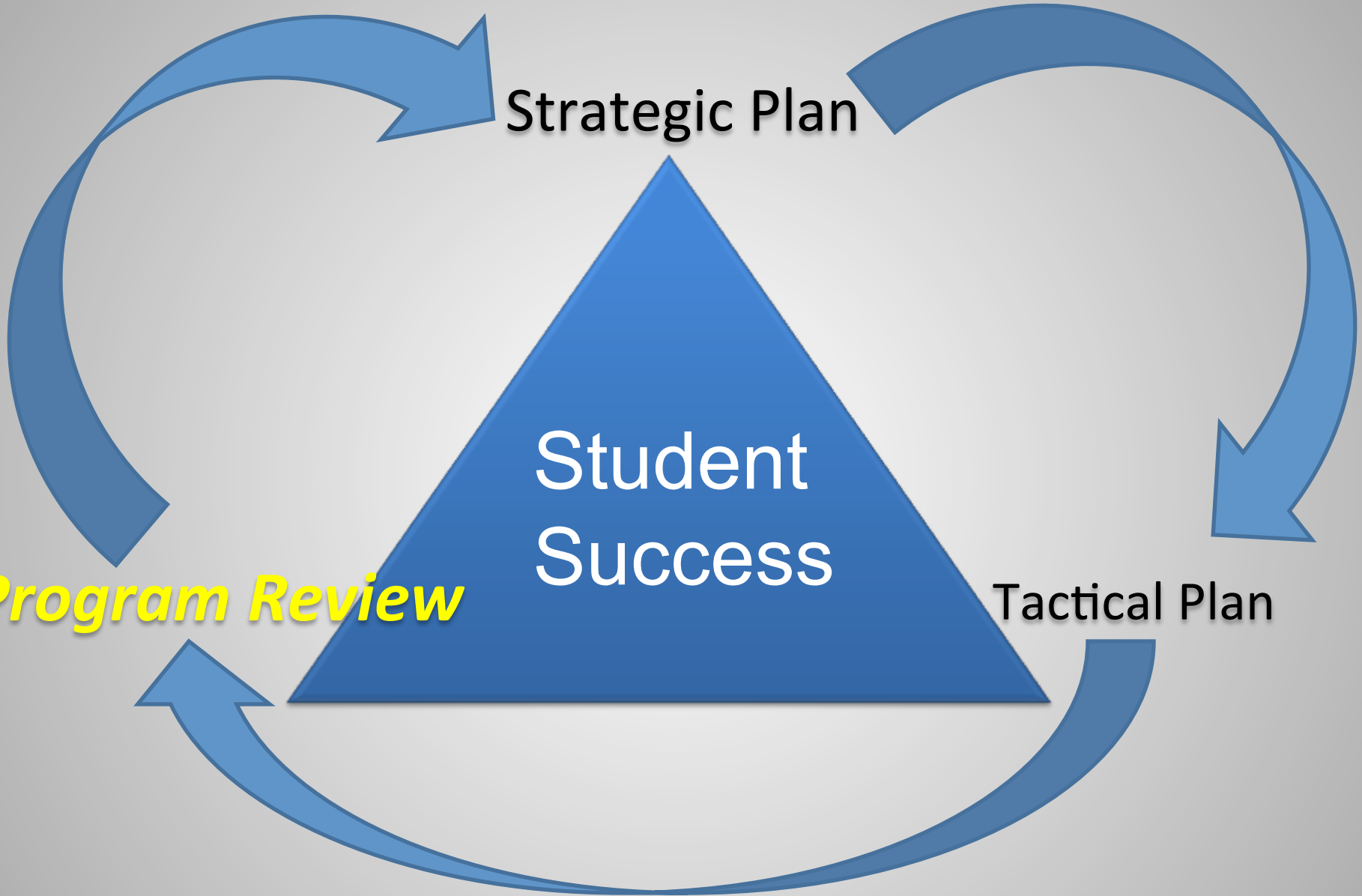
- What does the Strategic Plan mean for you and your program? How are you supposed to get there?
 - Based on the college's strategic plan, each department has developed a **tactical plan** ... and that's where the rubber meets the road. Here is where we find the specific programs and actions that we've agreed to undertake that will execute that strategic plan and ultimately accomplish the mission.
 - The tactical plans review the environment and the situation that your department is facing ... and, very importantly, the **outcomes and performance measures** that your department expects to achieve and the specific plans to achieve them over a three year horizon.

Strategic Plan

Student
Success

Tactical Plan

Program Review



Program Review



- Awareness
- Development
- Proficiency

Sustainable Continuous
Quality Improvement

Progress and Program Review

- To measure our progress and our success in meeting its goals, each program completes an **annual program review**. These reviews use standard measurements to **determine the health of our programs**.
- Program reviews are really helpful in understanding **how successful** we are in getting to student success ... persistence ... graduation ... retention ... and students getting good jobs.
- When the assessment doesn't show our programs as "healthy" that's really an **opportunity to pause and reflect:**
 - Are we gathering, inputting and analyzing the the right data?
 - Are we offering the right courses?
 - Are the degrees and certificates relevant?
 - Have we established smooth pathway for our students to transfer?
 - Are there enough meaningful jobs in our field?
 - Are we graduating too few – or too many – students for the needs of the state?

Progress and Program Review

- All those questions cause us to pause, reflect ... plan..... and take action to change or modify our programs ... to rethink our direction when things aren't working out or when new opportunities arise.
- When our accrediting agency reviews our performance, they will look to determine how we have progressed in achieving *sustainable continuous quality improvement*.
- There are steps or stages in achieving this high bar:
 - First, we need to be aware of where we are and how we measure up.
 - The next step is being able to develop responsive plans and programs to improve.
 - Finally, the organization becomes proficient in making improvement and progress part of its everyday culture ... and when that happens, we will have achieved the highest standard of performance.

Success Depends on Every One & Everyone



- Success really depends on every one of you delivering excellence in educating our students ... and all of us, collectively, working together as *mutually supportive forces* to create a college that embraces **sustainable and continuous quality improvement**.

Supporting Excellence



Inside and Outside of the Classroom

Supporting Excellence

- We are committed to being a learning college. That means putting learning & student success first. We should ask ourselves, at all our decision points:
 - **HOW** does what I do support or promote or improve student success?
 - **HOW** does what I do support the college's achievement of its strategic outcomes?
 - **HOW** do I know that what I do is actually working?
- In all our endeavors, we need to address these fundamental questions. The same is true of professional development initiatives, of which there are many. Some are ongoing activities, some are newer initiatives. All are ways that faculty and staff can be *stewards of collaborative excellence*.

Sabbaticals

*Eight
sabbaticals
approved
for
2010-11*



Sabbaticals

- Even in these challenging economic times, the College has continued to support sabbaticals. **Eight** were approved for this year, 2010-2011.
- In reviewing sabbatical applications, we ask the same questions:
 - **WHAT** are the expected outcomes?
 - **HOW** do these outcomes support learning and support the college's attainment of its strategic outcomes?

Teaching Equivalencies (AKA “Assigned Time”)



Twenty-four faculty leaders compensated to provide leadership on course-level assessment

Teaching Equivalencies

- Last year, the college dedicated over **\$200K** to support faculty working to make contributions to Kapi'olani outside of their primary responsibilities. Through such endeavors, the faculty contribute directly to excellence in the institution.
- When we provide this kind of support, we ask that faculty reflect on the **outcomes** they expect from their endeavors, want to know how their activities support learning and the college's strategic outcomes, and seek insight into the ways that they know that they were effective.
- This semester, the College is providing extra support for **course-level assessment**. Coordinated by Kristine Korey-Smith, 24 faculty will be working with colleagues to assess competencies in multi-section courses.

Enhancing Learning through Technology

COMING SOON!

- Distance Learning Academy
- Elluminate Live! virtual classrooms/offices
- Protecting Personal Information Task Force workshops



Enhancing Learning through Technology

- The College has committed to putting **30% of its classes online by 2015**. We're half-way there. To support faculty who want to engage in online teaching, CELTT has designed a program to assist. So far, the Laulima-focused academy has been offered twice, with over **50 faculty now trained**.
- How do we know the training works? **Success rates in online classes** have improved over time. Whereas student success in online courses once trailed the equivalent face-to-face class, as of Spring 2010, student success in online courses now **EXCEEDS** equivalent on-campus classes. A new web-based orientation for online learners makes it possible for students to hit the ground running, persist, and succeed.
- Many continuing and new initiatives will be rolled out this semester by **Mary Hattori and the CELTT staff**.

Curriculum Central

- Faculty stewardship of excellence is reflected most significantly in curriculum design and development. It is the heart of the institution. To promote thoughtful and timely review of curriculum, the Curriculum Committee proposes a ***new two-step process***, with two separate deadlines:



[Click for Review](#)
(January 31)

[Click for Approval](#)
(February 14)

Pathway Academies

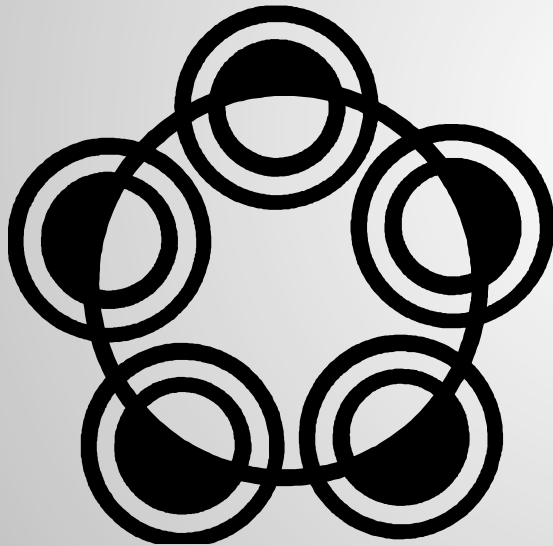
The image shows a screenshot of a web browser displaying the IMILOA website. The browser window title is "Imiloa by Kapi'olani Community College - Windows Internet Explorer". The address bar shows the URL "http://imiloa.kcc.hawaii.edu/". The website features a dark blue header with the IMILOA logo and the tagline "Explore Your Pathway to Success". Below the logo is a navigation menu with "Home", "Print", and "Help" options. The main content area has a large banner with the text "EXPLORE. COLLABORATE. DISCOVER." and a "LOGIN" button. The banner image is a collage of four photos: students in blue shirts holding wooden poles, a classroom setting, a close-up of green tropical leaves, and a person at a computer workstation. At the bottom of the banner, it reads "Kapi'olani Community College University of Hawaii System Copyright © 2011". The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the time "10:45 AM".

Pathway Academies

- **First-Year Pathway Academies** are intentional curricular structures designed by faculty which tie courses together in clusters.
 - Funded by Title III, these Academies draw upon innovative pedagogies and proven educational practice and provide support to seamlessly acculturate students into the college and ultimately transition them into their second year.
 - Piloted in 2010 for students majoring in Business, Hospitality, and the Culinary Arts, next Fall's Pathway Academies for incoming Arts & Sciences students will be built around **three place-based and contextualized themes** that will provide a meaningful cultural learning context for Native Hawaiian and other students – Mālama 'āina, Mālama Honua, and Mālama Kahi I Ke Kahi.
 - FY Academies draw on the best and newest technological tools – including the KCC-designed and managed **'Imiloa website** – providing students with yet another layer of support.

C4wards

Collaborative Circles for
Creative Change



Communities of Practice

C4wards

- ***Collaborative Circles for Creative Change, or C4wards***, are facilitated professional development experiences which seek to engage faculty and staff in dialogue which addresses a concern or a shared passion in supportive, deeply collaborative ways.
 - Built on the literature of “communities of practice,” “learning communities,” and our own experiences here at KCC, C4wards are deeply intentional, collaborative, and cooperative experiences which transcend the typical and more traditional professional development structure.
- Supported by Title III and the Wo Foundation, C4wards are a signature KCC program, and each has the potential to **magnify the impact of our current professional development work** and extend its life – profoundly impacting students, individuals, and the institution as a whole over an extended period of time.
- Each C4ward is led by a trained “**conciierge**” who convenes, facilitates, and helps focus and support the work of its participants.



Vanguard
Faculty
Initiative

Vanguard Faculty Initiative

- In the Vanguard Initiative, faculty from all areas – particularly those teaching high-enrolled and difficult subjects, have committed to *redesigning their courses to improve student success*.
 - Funded by Title III, Achieving the Dream, and President Obama’s ARRA stimulus funds, Vanguard Faculty will engage in an introspective process in which they *study and reconsider pedagogy, content, delivery, and assessment*.
 - Their work draws upon proven and innovative strategies to directly impact overall *student success* with a special eye towards the needs of our Native Hawaiian learners.
- The Vanguard faculty will also participate in a C4ward, with *Leigh Dooley as concierge*. They will meet over the semester to learn together AND from each other.

Collaborative Excellence



These and other initiatives are only a few of the many, many important collaborations occurring within the Kapi‘olani community.

It's not enough to THINK that we're great. Our excellence must be DOCUMENTED and ASSESSED.

Operating Fund Request

Part 1 - The Hawai'i Graduation Initiative

Increases undergraduate, graduate and professional degrees and certificates awarded by 25% (2008—2015)

Funding based on outcome measures:

- Increase in enrollment
- Increase in transfer from 2 to 4 year campuses
- Increase in number of graduates

Baseline data for enrollment will be census data Fall 2010 compared to Fall 2011

Baseline data for transfer and graduation will be AY 2009–10 compared to AY 2011–11



Operating Fund Request

- **Part 2: Performance-based Program Change Requests (PCRs) - Kapi'olani's Requests:**

- Curricular and Professional Development Programs by Applying Emerging Technologies

- 2.00 positions \$120,688

- Hawai'i Accelerated Graduation Institute in STEM

- 2.00 positions \$108,888

- Center for Distance Education Learning and Technical Assistance (DELTA)

- 3.00 positions \$175,412



Facilities Renovations

- ‘Iliahi first floor – completed
- Mānele – completion end of January
- Naio & Kopiko
 - Design to be completed January 2011
 - Bid February 2011
 - Construction to begin March
- Koki‘o – Phase II
 - Bid award January 2011
 - Construction to begin February 2011



Equipment Replacement

- Chancellor Richards has allocated \$ 2 million from our tuition and fees special fund for upgrade in instructional equipment across all programs.
- Equipment requests were solicited in August through the department chairs.
- The list was reviewed and prioritized by the Vice Chancellors and Deans.
- Allocations were made for purchase of specific equipment in each department



Our Roles as Stewards of Collaborative Excellence

- Ways to collaborate ...
 - Constituent-based governance groups
 - Advisory Councils, e.g., PPAC, VCAC, CAAC
 - Individual communication and participation in task forces and committees



Mahalo for Your Continuing Endeavors as
Stewards of Collaborative Excellence



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