# Narratives of KCC initiatives with supporting evidence. Compiled by Sal Lanzilotti

#### How to use all this: Each folder contains a narrative and evidence documents focused on the following topics. Review this document first, decide which theme you wish to write about (e.g. the reorganization process), then go to that folder and first download the narrative document, e.g. 1-Reorganization- Planning and Governance Process ssl rev 8-10-11.docx . Then use this document to see how this process was planned and conducted.

#### Note from Sal: the documents enclosed are not an exhaustive set and I have much more on certain topics.  If anyone feels the need for more documentation in these areas they should ask me and I will see if I can find what they specifically need.

**1- Reorganization as a Planning and Governance Process:**

These narratives can assist the college in providing evidence for **Standard I.B**. ….. “The institution also organizes its key processes and allocates its resources to effectively support student learning” and **Standard IV**, “The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.” Please note that there is additional documentation of the Reorganization Proposal, its planning, and the participation of the college community.

The documents in this group are evidence of KCC’s responses to the ACCJC, KCC Budget Task Force, and LERN recommendations and the evolution of the reorganization plan, which was based on the college’s mission and vision statements and strategic plan, and developed through a planning process that included feedback from the faculty, staff, students, and community in general, as well as from the authorized governance organizations on campus. The ppts include concrete changes in the reorganization plan generated by institutional wide dialogue resulting in faculty and staff input.

**2- Mission-Needs-Planning-Budgeting**

The documents in this group may contain evidence for **Standard I.B** to show how the “institution maintains ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes.” Also, this information could be use in **Standard II.A.** to show how the college “demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.” Some of these documents can be used as evidence of **Standard II.A.1.a** “The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.”

The goal of community colleges in our society has evolved from increasing students’ access to higher education to ensuring students’ success in higher education, not only in the community college but also in the community college preparing students for transfer to and success to four year institutions. In addition, accreditation standards have changed to address the call for accountability in the use of public funds. These changes intersect at the mandates for evidence of student engagement, learning, and success.

Sustained and Continuous Quality Improvement (SCQI) is the ultimate standard for all areas of institutional effectiveness. Our goal is to illustrate how SCQI is reflected systematically throughout the college, in our mission, vision, and values, in our planning and implementation processes, in our curricular changes, and in our support for these efforts.

The programs described in the attached documents include STEM, the Pathway Model, and Kahikoluamea, and efforts the college has made/is making to improve student services and support, e.g., through engagement in student activities such as clubs, Student Congress, student publications, etc. All of these stories relate back to KCC’s mission and strategic outcomes.

Note: Refer to the folder “Pathways MOUs” to see agreements between KCC and UH Hilo and UH Mānoa. Photos documenting the LRDP process are in the 2009 LRDP PPAC9-1-09 folder.

**3 - Student Engagement and Success**

The documents below contain evidence of institutional purpose and planning based on University system and institutional data, and best practices, as related to student engagement, learning, and success, especially through efforts in developing, establishing and implementing Kahikoluamea and efforts to realign the function and role of Student Services Personnel with the outcomes and goals established by the University system and the reorganized college structure so as to best support efforts to assist students in developing personal pathways to learning and success.

**4. Academic Program Planning & Budgeting**

The documents contain evidence of program planning and budgeting, starting with a 2006 UH system presentation that maps out the important initiatives the community colleges must take. The following documents show how KCC responded to this information.

**5-Governance-Communications-Partnerships**

Participatory governance is the broadest form of inclusion in the governance of the college and includes all opportunities available for faculty, staff, and students to provide information in the decision making process.

Shared governance within the UH system is defined by the *Board of Regents Reference Guide (August 2009)* in which it quotes the “standard institutional reference for desirable governance is the Statement on Government of Colleges and Universities,” which calls for “governance based on a community of interdependent parties – the governing board, administration, faculty, students, and others. The statement recognizes that the governing board has final institutional authority, and recommends sharing authority with the understanding that some areas of decision making require joint endeavor and that others are essentially separate jurisdictions in which one constituency has primary, but not exclusive, responsibility.” (p. 16)

The section goes on to state, “A few examples illustrate the concept of shared governance. The BOR has the responsibility to appoint and assess the performance of chief executive, husband the endowment, and obtain needed capital and operating funds. Long-range planning is usually considered an area for joint efforts. The faculty have primary responsibility for the curriculum, methods of instruction, research, and faculty status.”

You can refer to BOR policy for the stated jurisdictions and/or consultative relationships established for faculty, staff, and Hawaiian participation in governance. At KCC level BOR has chartered or authorized organizations include Student Congress, Faculty Senate, and Kalāualani. Staff Council is chartered by KCC . Refer to Governance at Kapi‘olani Community College (12/1/10). Basically, the KCC guidelines describes the participatory governance environment at KCC which allows for the widest participation in decision making. Within this participative environment the “authorized governance organizations,” as referred to above, represent the interests of their respective constituencies, and the full functioning of these organizations ensures, as was the BOR intent, participation of those constituencies in decisions that directly affect the areas assigned to the organizations by the BOR, as either primary jurisdiction or as areas that the organization is to be consulted before policy decisions are made. Direct participation of faculty, staff, and students through task forces, committees, general forums, and other opportunities allows for the broadest opportunities for and best use of the human resources of the college to affect its decision making process.

Document 20 presents a good overview of the initial principles guiding the development of the Participatory Governance Document. Recommended to read this first.