

Strategic Plan Forum (Feedback on the Final Draft of KCC's Strategic Plan)

Meeting Notes

Wednesday, September 14, 2016

3:00 p.m. – 4:30 p.m.

220 Grille, 'Ōhi'a Building

Facilitator: Interim Chancellor Louise Pagotto

Attendees: See attached sign-in sheet

STRATEGIC PLAN ITEM	SUGGESTIONS FOR CHANGE
General Questions or Comments	
What is the difference between strategic direction, outcomes and framework?	Strategic direction is what we are doing, the outcomes are how we are doing and the framework is how are we holding it together.
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Mission Statement	
	<ul style="list-style-type: none"> • Add “indigenous” before the word “local”. • Our vision should drive our mission so the wording from the vision should be in the mission. • It’s too long. Diverse communities can be deleted as it is covered by local, national and international students. • “Transfer program” – there is no transfer program. • Take out productive futures. • Keep the first sentence and add in the context of a global society. • Move “We are guided...” to the Vision Statement • Institutional Learning Outcomes (ILOs) should be derived from the mission statement. How do we create a mission statement that can apply to what every student learns at the College.
Vision Statement	
	<ul style="list-style-type: none"> • “the” should be “a” or add “KCC aspires to be the...” or “strives to be...” • “model” vs. “leading”. • “Envisions being a model indigenous serving institution.”

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Values Statement	
	<ul style="list-style-type: none"> • Take the “malama” and add to the list of values. • Translate the entire values into Hawaiian. Have one version entirely in English and the other in Hawaiian. • Add “practices inclusiveness”. Add a softer value of what we share with each other.
Strategic Framework	
	<p>Strategic Framework – What is this? It provides the structure to implement our Strategic Plan.</p> <p><u>Student Success Pathway</u>: It is a UH System level approach, which looks at a students journey through their academic career at KCC. We have identified 6 stages in the students’ journey represented by 6 rectangle boxes and all of us have a role to play to help them through each stage. All of the Strategic Plan directions are in these boxes. If you are a custodian, where are you in the stages? Which functions in the college belongs in each rectangle? There are shared responsibilities across all employment categories for our students’ success. We are making it personal for all and tying it to the Strategic Plan. It is not a student services model.</p> <p>The spaces between the boxes have been identified through national research as momentum points where students are most likely to drop out. We need to look at interventions so we can move students forward to their goals.</p>
Strategic Directions	
I. Hawai'i Graduation Initiative	<ul style="list-style-type: none"> • Outcome I. A-E are performance funding measures. If were reach the target, the College receives funding. We are going to make these personal. For instance, if I'm teaching in an accounting program, what does increasing degree completion by 5% look like? Would it be just two more students? Can a faculty member help 2 more students to reach graduation? How does it look in each program? The five performance funding measures are set by the University of Hawai'i Community College (UHCC) system. • Institutional set standards have minimum and aspirational targets. There have been many conversations on the baseline. Who sets the baseline? The UHCC determined that the baseline would be the average of the data over three years to account for the fluctuations due to external forces. The baseline for licensure completion is the national average pass rate for each program. That is the minimum target but there can be a higher aspirational goal. • With our decreasing enrollment, can we reach this number? Completion is not only about enrollment, it is about persistence to completion. However, we will need to reach other markets. 2019 will be the lowest number of high school graduates in history. KCC has a large number of high school students. We will need to look for other students. If we increase one population, is the college ready to support that population? • Outcome I. L – There are conversations on how to support the 80 students who tested two levels below college level math and English.

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	<ul style="list-style-type: none"> • For the KCC-specific ASNS degree outcome and measure, nursing students are not included in the STEM count as the UH System is using the Homeland Security’s definition of a STEM student.
II. Hawai’i Innovation Initiative	<ul style="list-style-type: none"> • This section is on workforce needs and diversifying the economy. • Outcome II. B – We need to find a way to track employer satisfaction. Should we delete measures that we can’t measure? • Outcome II. F. – Professional development is needed to further the sustainability initiative • Outcome II. G. is about reducing the cost of textbooks.
III. Enrollment	<ul style="list-style-type: none"> • Outcome III: These are unique to KCC to improve re-enrollment and outreach. • Outcome III. I – “Non-US” could include immigrants but they are not counted in this number.
IV. Modern Teaching and Learning Environments	<ul style="list-style-type: none"> • Should their be five outcomes? • Outcome IV. M – Are we able to implement the long-range campus plan? Wasn’t there a moratorium on all long-range plans? • Outcome IV. O. – Who are the “customers”? They are users of the services such as in HR. Can it be clarified to state if it’s for internal and external customers. Many faculty would be uncomfortable at calling students “customers”. • Modern teaching and learning environments is not only physical space. There should be an outcome about teaching methodology such as place space learning, FELI, etc., to talk about improving educational practice. • Should there be a more explicit technology outcome or is it implied in “infrastructure”? Does it address internet speeds and improving cell phone coverage on campus? • Outcome IV. G. - Staff and faculty development. Should there be a outcome for the recruitment and retention of the best faculty and staff? What kind of people do we want? • There is a need for a line item for faculty development in the budget. • Is there going to be more added to add more depth to the “teaching and learning”? • Safe campus initiative • Add a global classroom, multicultural classroom to foster inclusivity to address the culture of the campus.
General comments	<ul style="list-style-type: none"> • Should there be an outcome that mentions the Papa O Ke Ao document? • The Strategic Plan will need to be assessed periodically. We need to determine if our goals were achieved. Should we use focus groups, surveys? • An “indigenous serving” institution is not just Hawaiian serving. Are pacific Islanders being included in the conversation? Additionally, there are indigenous cultures from other nations and they could be International students.

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	<ul style="list-style-type: none"> • Can we link this plan to other plans at the college such as the Technology Plan, Comprehensive Program Review, the Student Success plan, etc.? We could develop a directory of plans and how they are related. • If we reach all the goals, how many students will there be? Will we be able to handle the capacity? The LRDP is capped for building new buildings. • Currently, our enrollment numbers are dropping to the levels seen in 2008. We are trying to get to where we can predict our enrollment better, leading to better planning. We continue to decline and if it is unchecked, it will be a problem. The goal is to get the numbers to level out. Is there an ideal target enrollment for our resources? Adding online classes is a possibility. We are constrained to a limited number of full time faculty members but we can hire adjunct faculty. The optimal number is difficult to determine. The physical plant was designed for 6,000 students and there is a limited number of parking stall. Our highest enrollment was 9,400 students and that was difficult. • The greatest fear is that the Strategic Plan is not integrated into what we do and it becomes irrelevant. It is a living document that guides us. We need to see our work in the Student Success Pathways. What does it mean to have this plan? How do we see ourselves? It's about the journey.
Timeline	<ul style="list-style-type: none"> • The final version of the Strategic Plan will be presented at the Chancellor's Advisory Council (CAC) meeting on Tuesday, October 4, 2016. The standing membership of the CAC will be voting. However, all CAC meetings will be open to the entire campus.