Welcome and Introductions

Discussion

Chair Veronica Ogata welcomed and thanked council members. Members introduced themselves – name, role on SSCC, and what part of the campus they are representing.

Brief Overview of Title III

Discussion

References Sent by Veronica via Email 09.15.14:
  • Title III Project Abstract
  • Title III Narrative

Veronica shared that the college recently heard that they received Title III grant funding
  • Proposal was due beginning of June, 2014
  • $10 million total was granted - $2 million every year for total of five years
  • Focus – student success
  • Part F – designated for renovations, cannot do renovations without having an academic program in place within the renovated space(s).
  • Referenced page 30 in project narrative:
Krista:

- Writing center and math lab are high priorities
- Math center looks different than writing center
- “Math hub” and “writing hub” – looking at two spaces- Kahikoluamea Center - ‘Iliahi 231 and Library.
- Kahikoluamea - ‘Iliahi 231 – math hub for support up to and including Math 100, specialized math support in STEM.
- Concentrate math faculty in the center; the center will have collaboration spaces
- Library will have writing tutors, mentors.

Vern:

- From SSC report – students said they need English and math support across all levels.
- ‘Ohi’a 103 – space for learning assessment coordinator – fund a campuswide assessment coordinator.
- ‘Ohi’a 118 – maximizing more seating, space, for students, gathering place for families.
- ‘Ohi’a 104 – classrooms that need renovations, classrooms not used for years. Looking at IS 109 in here as well.
- ‘Ilima 2nd floor – classroom space renovations, IS 109, developmental education English courses, spaces for faculty/staff.
- ‘Ilima 1st floor – renovating MKC to be more open to students – open up to courtyard within ‘Ilima or open up to great lawn area.
- Lama 2nd floor – Susan – reading/writing center with mentors and tutors – considering building a glass enclosed space to separate library portion from the center; will include interactive space – offices, tutoring areas, congregation areas; still want to preserve quiet study spaces. Also potential space for two G-funded positions for Student Success – right now, Student Success Coordinator and Learning Development Specialist. As we move forward, position titles and focus may change.
- Mokihana – CORE growing, no space currently, need space for student learning activities, club activities, etc.
• Manono - Michaelyn – vacancies will be created with CORE moves – goal to repurpose to make more efficient; help non-credit spaces to be more useable and student friendly; will add/extend Native Hawaiian Student Success programs, classroom spaces for IS 109. Right now, Manele is tight on space re: faculty offices and student engagement spaces. Manono will allow for proximity to mala, service projects, collaborative activities, etc. There is one position (full time APT) that will be focused on supporting place-based, community learning - community based specialist (i.e. mala coordination, currently coordinated by Bradley and Michaelyn).

• Kauila – health and wellness coordinator (funded by grant), Health is writing for grant right now on healthy campus, would help to support.

Question was brought up re: concern of buy-in from those who are in included in the grant. Vern replied that those affected were included in the work and grant discussions this summer.

**Decision/Follow-Up**

Vern and Michaelyn are and will be looking at the student success and Native Hawaiian student success initiatives/programs within the building renovations.

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**Hawai‘i Papa O Ke Ao, Kalualani Native Hawaiian Council**

**Discussion**

Reference Sent by Veronica via Email 09.06.14

- HPKOA Final Version

Nāwa‘a:

- Question posed: What is a Native Hawaiian indigenous serving institution?
- Goals and objectives of HPKA summarized document was shared and distributed (yellow copy).
- Re: Response to recommendation by ACCJC
  - Title III funds given to college “on behalf “of Native Hawaiian students
  - Definition - minority-serving or 10% or more of our students are Native Hawaiian.
  - How do we increase Native Hawaiian student enrollment in certain programs?
- Native Hawaiian council - How do we make Title III funds relevant to Native Hawaiian students if we are a Native Hawaiian serving institution?
- Native Hawaiian council asks the questions of how we move forward to support Native Hawaiian students on campus in general and in specific programs.
- Council will help to develop action strategies for the campus on how to move HPKA document forward.
- To keep in mind - if the Title III plan is not helping to move Native Hawaiian students forward, how can we make this happen? Must keep Native Hawaiian students in mind as the focus.

Michaelyn:

- Goal also to minimize success gaps for Native Hawaiian students.

LaVache:

- Is there an openness of what may be available for the campus to put in for/apply for re: Title III requests, other proposals?

Nāwa‘a:

- Need for some kind of transparency between Title III and Native Hawaiian council.
- In looking at other campuses, interesting to see how they use their Title III funds. For example, at WCC $25,000 yearly goes to Native Hawaiian council to use as they need to. WCC also has two buildings
dedicated for Native Hawaiian students.

Keolani:
- Communication is key – we need to take that challenge on to become a transparent institution.
  Exciting to know that positions will be in place to take on this challenge.

Michaelyn:
- Culture of our campus has been a certain way; we can slowly shift to be where we want to be.

Harry:
- We need to demand and insert selves into the process and make it happen.

**Decision/Follow-Up**

N/A – Information sharing, idea interchange

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**Brief Overview of UHCC Strategic Planning and Performance Measures**

**Discussion**

**Reference Sent by Veronica via Email 09.15.14**
- UHCC Strategic Directions – Planning Council

Veronica:
- Mentioned the Powerpoint presentation that she sent and that John Morton shared with the UHCC Strategic Planning Council.
  - Presentation includes where KCC stands and its relation to the rest of UHCC system in performance measures.
  - Pages 23-24:
    - 15 items, 5 items called Performance Outcome Weights/Measures – college gets paid for. Graduation rates of Native Hawaiian students, etc.
    - Other 10 areas – UHCC wants us to focus on, but not point based funding related.
    - Closing success gaps, improving time to degree, improve student readiness, workforce development systems and job placement, implement HPOKA, sustainability, 21st century facilities (most concerned about what the 21st century student and educator look like; professional development; etc). How are we increasing revenue and cost effectiveness?
- Chancellor would like the SSCC to address all 15 areas.
- Veronica - We need to narrow our focus.

**Decision/Follow-Up**

The SSCC executive meeting considered the strategic directions and other needs for alignment of our efforts and will propose to the SSCC a way to help the SSCC to focus our efforts (shared in next part of meeting).

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**Brief Overview of Narrowing Performance Measures**

**Discussion:**

Veronica and Michaelyn:
• There is a need to narrow the performance measures that the council will be focusing on so that the work can be targeted and productive.
• Idea for how to streamline: suggest that other campus entities already in existence work on addressing related measures:
  o Workforce Development – task to CAC for workgroup?
  o Hawai‘i Papa O Ke Ao – Kalualani – plan to develop action strategies for the campus
  o Sustainability – Faculty Senate Sustainability committee?
  o Increase Revenue – CAC Budget committee?
  o Efficiency and Cost Effectiveness – CAC Budget committee?
  o DE/Pedagogies – Faculty Senate DE committee? High Impact Practices committee?
• Idea for SSCC to concentrate on three remaining main focus areas/measures:
  o Improve Time to Degree - examples: examining term lengths, year-round classes/school, etc.
  o Improve College Readiness – examples: High school transitions, IS 109 courses, etc.
  o 21st Century (student, educator, facilities) – examples: how to increase success for 21st century students/learning, professional development needed to develop 21st century educators, etc.
• Need to close success gap (related to all) – consider targeted groups – Native Hawaiian, Pacific Islanders, Filipino, PELL recipients, STEM majors, high school graduates, 25-49 year old working adults.
• Per the chancellor – we’re already doing things across the campus to support the above-mentioned performance measures - where are we, what else can we do? We should be able to discuss the pros and cons of any recommendations we develop. We can then bring the recommendations to the chancellor to consider moving forward; we are not a decision-making body.

Merrissa:
  • We can use STAR to gather baseline data.

Veronica:
  • Asked the council to consider where it wants to be in the campus’ organizational chart. For example, directly under the chancellor? Under the three vice chancellors?
  • Cons of being under the three vice chancellors – lengthens time for decision making with additional layer, chancellor will still need to make final decision.
  • We will revisit that question again.
  • Will focus on the three committees for this academic year – we can always reflect and recommend changes later.

Krista:
  • What is the time order for renovations? For example, develop programs first, or plans for renovations first?

Vern:
  • Year one begins October 1, 2014.
  • We have received an informal yes that KCC was awarded, we still need official letter.
  • Plans for each year re: renovations and programs are referenced above and on page 30 of project narrative.

Michaelyn:
  • Planning for programs needs to take place prior to renovation plans – how to coordinate this implementation?

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<tr>
<th>Decision/Follow-Up</th>
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Veronica:
- We will use the focus of three groups (College Readiness, Time to Degree, 21st Century) to form the working committees of the SSCC.

### Announcements and Other Business

**Discussion:**

#### C3T Update

Veronica:
- Todd Rentz, C3T counselor (not able to be present today), has a student success workshop coming up; Veronica will send info to SSCC.

#### Achieving the Dream Update

Rona:
- Attended systemwide AtD meeting last week with LaVache (Michaelyn, Rona, and LaVache represent KCC on the systemwide AtD committee).
- Will be putting out an RFP for innovation funding – looking at increasing Fall-to-Fall persistence rates, collaborations within and between campuses, and scalability of ideas.
- Due date in November.
- Need name of one volunteer reader for proposals that are received. Last time, received three to four proposals. Name needs to be submitted by this week Friday, 9/19. Shannon volunteered during the meeting to serve as a reader (thank you, Shannon!).

#### PT Student Initiative Funding

Cory:
- There is Part-Time Student initiatives moneys available.
- LaVache and Michaelyn received funding.
- RFP not released yet, will go out this week.
- This may be the last time for PT student funding.
- $250,000 left for PT initiatives – can help students earn 12 credits in an academic year or shorten time to degree.
- Definition of part-time = enrollment in 1-11 credits.

#### Starfish

Cory:
- Last year UHCC system bought Starfish – retention tool. Meant to help students get through courses. Instructors fill out survey, report students that they have concerns about. Student services or counselors reach out to students who are flagged.
- Instructors try to reach out on their own first, when stuck, raise flag and have student services try to get in touch.
- Other functions of Starfish – appointment scheduling, recording drop-in contacts, appointment-making by students.
- Expensive – year-to-year basis cost for KCC is $55,000 per year. Of this, KCC has only had to pay $5,000 because was receiving system support (after this year, this will no longer be).
- Goal – full implementation across the campus in the Fall 2015.

Shannon:
- Starfish can help to “bridge the gap” between instructional and counseling faculty.
• Flags – consider withdrawing, not showing up for class, students can be flagged for multiple reasons, including kudos.
• Can also refer students to other learning support.
• Instructor has to have made their own efforts for intervening with students before flagging.

SSC Shirts
Vern:  
• Please promote those you know, in your departments, etc. to purchase and wear their shirts!
Keolani:  
• Would be nice for programs to be able to buy in large quantities for their student mentors/peers, etc.
• Is it possible to personalize shirts with program logo? Veronica will check with Kapu.

Question – When should we wear our shirts? Answer - Anytime! As a council, we might want to look at coordinating times to wear. How do we get the whole campus to buy/wear the shirts?

Decision/Follow-Up
N/A - Information sharing, idea interchange.

Selection/Sign-Up of Committees and Committee Leaders/Chairs:

Discussion:

Members were asked to sign-up for one of the three committees (College Readiness, Time to Degree, 21st Century), with 6-8 people per committee. Once each committee had its members, they were asked to select their committee chair. Committees were encouraged to start discussions and planning – may want to consider meeting in between scheduled SSCC meetings.

Decision/Follow-Up

Membership (with contact info) and chairs for each committee were decided during the meeting as follows:

<table>
<thead>
<tr>
<th>College Readiness</th>
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<tbody>
<tr>
<td>Example Descriptor: Developmental education remains a significant barrier to student achievement. Need to reduce the time spent in developmental education level classes. Metric needs to change from success in developmental education classes to success in moving students through college level programs.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Extension</td>
</tr>
<tr>
<td>Cory Ando</td>
<td>X9588</td>
</tr>
<tr>
<td>LaVache Scanlan</td>
<td>X9371</td>
</tr>
<tr>
<td>Shannon Sakamoto</td>
<td>X9511</td>
</tr>
<tr>
<td>Krista Hiser (chair)</td>
<td>X9464</td>
</tr>
<tr>
<td>Rona Kekauoha</td>
<td>X9554</td>
</tr>
<tr>
<td>Harry Davis</td>
<td>X9186</td>
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<thead>
<tr>
<th>Time to Degree</th>
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</thead>
<tbody>
<tr>
<td>Example Descriptor: Only 14% of first-time, full-time, degree-seeking students complete a degree of CA within three years; Fall-to-Fall persistence; Early Registration for continuing students; year-round programs.</td>
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</tr>
<tr>
<td>Name</td>
<td>Extension</td>
</tr>
<tr>
<td>Merrissa Brechtel (chair)</td>
<td>X9532</td>
</tr>
<tr>
<td>Jeff Yamashiro</td>
<td>X9778</td>
</tr>
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**21st Century**

Example Descriptor: Creating a 21st century campus for student success; what is a 21st Century Student, Educator, Facilities?

<table>
<thead>
<tr>
<th>Name</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keolani Noa</td>
<td>X9236</td>
<td><a href="mailto:keolani@hawaii.edu">keolani@hawaii.edu</a></td>
</tr>
<tr>
<td>Joyce Tokuda (chair)</td>
<td>X9357</td>
<td><a href="mailto:jtokuda@hawaii.edu">jtokuda@hawaii.edu</a></td>
</tr>
<tr>
<td>Susan Kazama</td>
<td>X9267</td>
<td><a href="mailto:smurata@hawaii.edu">smurata@hawaii.edu</a></td>
</tr>
<tr>
<td>Jung Eun Kim</td>
<td>X9243</td>
<td><a href="mailto:jungeun@hawaii.edu">jungeun@hawaii.edu</a></td>
</tr>
</tbody>
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**Introduction of Committee Action Plan Template**

**Discussion:**

Veronica shared a draft of an SSCC Committee Action Plan draft/template:

![SSC Council Committee Action Plan](image)

- Each committee will indicate their:
  - Goal(s), objective(s)
- Existing relevant strategies and initiatives
- Action(s) – to include support actions (supporting existing initiatives) and new actions (what else is needed to move forward?)
- Timeframe – working within academic year – what is doable this year?
- Relevant Departments/Units/Programs
- Budget/Resources
- Evaluation – i.e. STAR, etc., Jeff/IRO assistance, what worked/didn’t work, etc.?
- Closing the Success Gaps – How are actions helping us to close the gap with target populations? i.e. Native Hawaiian, Filipino, Pacific Islander, PELL recipients, STEM, HS graduates, working adults. In UHCC report, gaps within specific populations are illustrated – would be good to refer to that document. The document also indicates areas that could possibly start with.
- Alignment - with pertinent documents and frameworks i.e. KCC Strategic Plan, UHCC Strategic Plan, UH Strategic Directions, Dream Builders Report, SSC Final Report, Hawaiʻi Papa O Ke Ao.
- Outcomes – i.e. enrollment, fall-to-fall persistence, retention, graduation/completion, transfer.

### Decision/Follow-Up

Veronica:
- Task: Before we meet again, inform the SSCC group as to where your committee is in completing the Action Plan template. Chairs will report on committees’ progress. If there are issues you’d like to take to the chancellor, let us know.

### Planning Time for Committees

**Discussion:**

Time was given to each committee during the meeting time to begin their planning.

### Next Meeting

Tuesday, September 30, 2014, 12:30-2:30 – Kopiko 209 A & B