Meeting Attendance

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<tr>
<th>Members</th>
<th>Name</th>
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<tr>
<td>Cory Ando</td>
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<td>William Arenivas, Student Congress</td>
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<td>Merrissa Brechtel</td>
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<td>Teri Mitchell, member at large</td>
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<td>Harry Davis</td>
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<td>Keolani Noa</td>
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<td>Porscha Dela Fuente, member at large</td>
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<td>Cynthia Chin-Delong</td>
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<td>Veronica Ogata, chair</td>
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<td>Alfie Gonzales</td>
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<td>Patricia O‘Hagan</td>
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<td>Kelli Goya</td>
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<td>Zoe Outelet, student asst</td>
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<td>Krista Hiser</td>
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<td>Michael Paulding</td>
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<td>Shanisse Imamoto, student asst</td>
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<td>Shannon Sakamoto</td>
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<td>Grant Itomitsu</td>
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<td>LaVache Scanlan</td>
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<td>Melvin Jadulang</td>
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<td>Joyce Tokuda</td>
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<td>Susan Kazama</td>
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<td>Chi Kuen Wong</td>
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<td>Rona Kekauoha</td>
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<td>Jeffrey Yamashiro</td>
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<tr>
<td>Craig (CELTT)</td>
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<td>Leon Richards</td>
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<td>Raphael Low</td>
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<td>Sheldon Tawata</td>
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<td>Sunny Pai</td>
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<td>Joanne Whitaker</td>
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<td>Todd Rentz</td>
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Welcome New Member

Discussion

- Chair Veronica Ogata welcomed student assistant, Zoe Outelet; she will serve as SSCC student assistant, along with Shanisse. Welcomed again Will Arenivas, Student Congress President.
- Veronica requested everyone to check circulated member and subcommittee lists for membership accuracy.

Accreditation Update

Sunny Pai and Joanne Whitaker provided an update regarding the upcoming ACCJC accrediting team visit on November 7, 2014:
- There are four members comprising the team.
- Three of the four members have visited KCC in 2012 and 2013.
- Many have experience in data analysis, academic senate, SLOs – questions for the campus may pertain to those areas.
- Shared handout – “advice sheet” – useful if individuals called in for interview or stopped casually by a team member. Met with 11 organizations on the campus to share this advice sheet.
• Campus members may not be notified of team desire to interview/meet until the last minute; Joanne will be coordinating meeting agendas each day of the visit.
• Shared another “summary” handout.
• Link to report and campus technology plan - URL: kapiolani.hawaii.edu/accreditation

Update on Task Stream (selected assessment management system)
• Vendor received the PO; next step will be to start. Team will be obtaining and sharing more information.
• Assessment Management System Coordinator position:
  o The criteria for the position were vetted by the Accreditation and Assessment workgroup of the CAC.
  o The workgroup forwarded their recommendations to the CAC; CAC then added their input and voted.
  o Bob Moeng made changes to and re-described the position, based on the input received, and forwarded to the Chancellor to also be shared with CAC.
  o Questions that have come up:
    ▪ What should the MQs and DQs for this position be?
    ▪ Who should this position report to?
• Will be working with instructional and student support groups and with service area outcomes as well – the AMS will impact the entire campus.
• With the AMS, we will be able to disaggregate information, create reports, “do our jobs better for students.”

More about accreditation site visit:
• Question was posed:
  o In reference to the accreditation team visit “quiz” for faculty that was distributed at the last Faculty Senate Forum, a question was included that related to the Student Success Campus Council. Do you think this topic will be included in an interview during the visit?
• Response by Joanne:
  o The visiting team might be interested in learning more about the SSCC, so yes, the SSCC might be called on.
• Reiterated tips for the campus to be mindful of, in the case that campus members are interviewed or have discussions with visiting team members: be honest and positive; say your piece, talk about what’s happening in your area in particular.
• The team may perhaps have an interest in Faculty Senate.
• Shared paper copies of the accreditation team visit quiz.

Update on SSCC Shirts

• Veronica shared that additional supply of shirts are now in – i.e. more small sizes, etc.
• Questions have been coming up related to when we should wear our shirts
  o Ideas shared by SSCC members
    ▪ November 7th for accreditation visit
    ▪ Welcome Week
    ▪ Aloha Fridays
    ▪ Beginning of every semester
Leon Richards shared:
- Talked with Veronica regarding the areas of the college in relation to the strategic plan.
- Each campus had input to the system’s Strategic Directions. This will have a major impact on the campuses.
- College Readiness:
  - Big need/concern on all of the UHCC campuses – how to get students college ready.
  - Connotes that students have completed the foundation.
  - For our campus, that’s Eng 100 and Math 100 and that students are ready to take their major courses.
  - Need for our campus – to determine how we will approach this.
- According to the SSC report, Title III grant – college will do a number of things:
  - Reading, writing, math labs.
  - Support personnel to provide services to students.
  - Tutoring and mentoring for all students across the campus.
  - How do we do this?
- The college has made a commitment to at least two G-funded positions – “student success” positions – taken from position vacancies.
- Within the Title III grant, there are positions dealing with college readiness/college completion.
- Question – how should things be organized with limited resources? How should resources be used to meet student needs?
- Writing lab and math lab:
  - Question – where should these be? Should they be separate?
  - If separate, we would need to split resources.
  - If together, we can combine resources – maximize open hours, etc.
- Conversation moving to a new method/framework to look at college readiness, completion.
- Learning Commons
  - Where all of these resources brought together related to Math, English, and wrap around services – i.e. Just In Time, C3T grant.
  - Key to C3T and success of these students – ability of the college and Sally Pestana, Todd Rentz, etc. to provide wrap around services “just in time” so that students can be successful.
- Developmental level English and math – how can the college begin to look at this?
  - In the past, we celebrated when students completed developmental level courses; it’s too early to celebrate – students need to get through Eng 100 and Math 100 foundation course and into majors.
  - Ties into the idea of a Learning Commons – bring these resources together.
- Preference is to not have math and English separate.
  - Can we bring the resources together? Including English, Math, and all subjects?
  - There are Title III monies to do this.
  - Currently, it is now split.
  - Mentoring, tutoring, wrap around services, etc. should all be together.
  - Want to reduce bottleneck of students in developmental levels.
- Hiser and faculty – look at number of students in developmental courses – the numbers (success rates?) have increased – may be related to DOE doing a better job, etc.
- Want to rely on the SSCC in terms of providing guidance.
  - Look at the positions we have, the monies for tutoring, peer mentoring, professional development, wrap around services for the “cultural piece” (Michaelyn, Veronica), how we bring the groups together and maximize resources.
  - How do we bring existing systems together and maximize their use – STAR, Starfish, “program
velocity” (i.e. are we offering the right classes at the right time?)? With program velocity, we can see why it takes the time it does for students to complete a particular program.

- We have positions and monies for wrap around services – how do we look at what’s best for the students?
- It’s about college readiness and college completion.
- Graduation
  - We have systems in place to address this.
  - If we look at the number of students graduating with a certificate or degree or transferring, this campus has made a major push. Work is being done in KISC, and other systems, like reverse transfer (per Merrissa, “about 200”), added to college’s numbers/rates.
- STEM
  - Looking at how is it organized, where it is located, and the services it provides to students when they need it.
  - Peer mentoring, faculty, and tutoring is there when students need it.
  - Can the Learning Commons provide this same kind of support to students?
- Our job is to get you the resources
  - Our job is to put it together and make it work – that’s what I’m asking for today.
  - How do we put it together? Focus on what’s best for the students.
  - If it’s not the best for the students, “don’t come to me” – “I want it to come from you guys.”
- Question posed by SSCC member:
  - Do you prefer to put support for math and English up to 100 level together?
- Answer by Chancellor:
  - Title III grant brings together English and Math labs into one Learning Commons.
- Question posed by SSCC member:
  - Can you tell us more about wrap around services?
- Answer by Chancellor:
  - That would include things like the C3T grant, peer mentoring, tutoring, and things that STEM provides now.
- Chancellor asked Todd Rentz to share what he has focused on with the C3T grant and Just in Time. Todd reported:
  - Academic coaching has been successful.
  - Academic coaching provides an added support to counselors/advisors; is careful “not to cross boundaries.”
  - Does “life coaching” with students, no course planning.
  - Visited Florida State University this summer; the university went from an 82% to 90% retention rate using academic coaching.
  - Students enjoy coming to see their “academic/life coach.”
  - Works with students as someone not “all knowing,” but can “figure things out together” and point/refer to resources on campus.
  - Students may not know who their counselor is, but they (student and Todd) figure it out together.
- Keolani Noa commented (in relation to STEM):
  - It is important to have a center/piko - a sense of place that students feel comfortable coming to.
  - It’s how you welcome them and students knowing what is available to them.
  - In STEM, there is peer mentoring, peer plus, literary research, research available, especially for Native Hawaiian students – they are represented the least in college - how can we align with the strategic plan and show evidence?
  - Math and Summer Bridge works! Most of the students coming from high school are in “remedial” math. What we do in Summer Bridge is start with Math 135. We have students work with peer mentors, instructors, etc. Students need to know the place, the college, build relationships – then, they can reach a potential that they never saw themselves.
- Scientific, cultural aspects of STEM.
- When the students from Summer Bridge are in college, they already know everyone in the center and then everything can start to build.
- Data is necessary so that we know what is working, what isn’t – we need to start somewhere.

- LaVache Scanlan commented (in relation to Lunalilo Scholars)
  - Lunalilo Scholars has a wrap around services model – the college may not be able to replicate this completely.
  - The needs of the students and the wrap around services needed are huge – we need to help students to solve problems. The needs so varied and based on the individual student. Hard to see how we (as a campus) can do that…

- Chancellor resumed his sharing:
  - TRIO is an example of a program that uses a wrap around services model.
  - CTE majors (“Rona’s program”) have higher completion and graduation rates.
  - We started with learning centers in Kopiko, STEM, etc.
  - Now, using the term “Learning Commons” – what are the characteristics of it?
  - What are the needs of 21st century students? What do they need to be successful?
  - IS 109 is another example of a wrap around services – they are there to embrace the student, get student engaged with college.
  - Wrap around services can run the gamut.

- Comments by SCCC members:
  - This is one way that we can wrap around with the student. We have to understand the different levels and where we are – it’s the kauhale of this institution. It’s not a building, it’s how we work with each other.
  - We need to think about a learning commons as a common area for academic achievement. A true “learning commons” is academic. Wrap around student services are student affairs related (i.e. financial aid, veterans affairs, etc.). Examples are TRIO, STEM, etc. It’s a great conversation to try to move toward. The different groups need to work together to make a student success campus.

- Chancellor:
  - It’s the campus working together as a whole. Units of academic and student support are more successful when they work together to meet student needs.
  - The bottom line is, are the students successful?

- Question posed by SCCC member:
  - Is what we’re working toward one place - including STEM, TRIO, etc., merging?

- Chancellor’s response:
  - No.
  - For some populations, we have funding for – for example, “STEM, Rona/Michaelyn, LaVache have places.”
  - What about the rest of the students?
  - We’ve been able to create oasis’ for students. What about for the larger numbers of students?
  - We can add on to what we have.
  - The college doesn’t have the resources to create a scholars program.
  - We can provide the foundation/basis of a success model.

- Question posed by SCCC member:
  - Regarding ‘Imiloa and MyPlan – Is this still part of the plan? Does this still exist?

- Chancellor’s response:
  - Yes, this still exists.
  - The personnel may not be here, but it is still a part of the college.

- Chancellor continued to share:
  - With the Title III grant, the college will receive $10 million over a five-year period. About 75%
will be for renovations to create areas or enhance areas. Six or seven areas of the campus will be renovated to accommodate college readiness, completion, and graduation. In order to get there, we need to get services to students.

- In year one of the grant, adjustments were made to include renovations to ‘Ohi’a to accommodate the AMS coordinator, and upgrades to ‘Ohi’a 118, since it’s the largest campus facility.
- Regarding planned ‘Ilima renovations – will “swap out to Mokihana” because we have monies to supplement planned renovations there. If the college doesn’t spend $150,000 by a certain date, it will lose the monies.
- Planning for “Learning Commons” – monies in the first and second year are available to get started. Proposed thus far as locations – the library and Kahikoluamea Center.
- Waiting to hear from the SSCC for ideas.

- Veronica posed a question to the Chancellor in relation to the SSCC:
  - Are you asking the SSCC for recommendations on where the Learning Commons should be – the Library or Kahikoluamea?

- Chancellor’s response:
  - If we buy into the concept of a single location, the question I’m asking to the SSCC is, where should that location be? Of the two areas that have been mentioned, what can be provided? Give a proposal regarding a Learning Commons (note: gestured toward Krista Hiser, Susan Kazama).
  - Peer mentoring, tutoring, faculty, and counselors can be (near?), etc.
  - Will put the question in writing to Krista Hiser, Susan Murata, and to the SSCC - based on this discussion, etc. Look at the space needed - is there enough? Is there a need to redesign? That’s what renovation monies that can be used for. Can we create a space that encompasses these features and service the entire campus with a focus on writing and math?

- Comment from Krista Hiser regarding Kahikoluamea Center/library spaces:
  - Neither space is quite big enough; the library is still the library.

- Comment from Susan Kazama regarding library/Kahikoluamea Center spaces:
  - It’s not a competition – what will work best for students? How can we best serve all students?

- Chancellor’s comments:
  - We can get more “bang for the buck” if we can come up with a centralized place – want to maximize dollars if we can have one Learning Commons. Can “look at downstairs also.”

- Question from SSCC guest:
  - How many students are we talking about?

- Response from Chancellor:
  - All students, not just developmental.

- Comment from SSCC member:
  - We don’t want an artificial separation. Sometimes it’s not so crowded in the STEM Center. STEM helps all levels and has instructors nearby. Instructors can be rewarded for their participation and they can use this in their contract renewal documents, etc.

- Chancellor’s comments:
  - Looking at members of the SSCC as “being the college.” How should we approach?
  - We have always looked at graduation rates and retention. Now, we’re being asked to do more to bring other groups “under this umbrella” – beyond Native Hawaiian students - to include GED students, our adult population, Pacific Island students, Filipino students, etc. How do we do all of this? Should we work with the high schools to offer courses on their campuses? How do we look at issues and how do we scale?

- Comment from SSCC member:
  - In California, any high school student can take a college class for free. Another SSCC member clarified that this is only if the high school doesn’t offer that class and the
community college has space in that class.
  - Can this idea be brought to the Chancellors’ system meeting? This would help us to build a bridge (with the high schools).

**Discussion of SCC Website**

Raphael Lowe and Craig from CELTT shared:

- Veronica approached to begin discussions on a SCC website. While CELTT is glad to assist the SCC, the SCC is not the only group having the need for a website currently.
- CELTT and SCC paths may have aligned anyway, due to an initiative currently underway.
- Initiative/Project – “Ohana Project”/“Ohana Website” for faculty and staff.
  - Directed project under one area – OFIE, Quill, Academic Services, Student Success portal, Faculty Senate, forms, content, etc.
  - Aim to be transparent for anyone who needs to see it, minutes can be better managed as well.
  - Similar to what Quill was designed to do, but improved.
  - SCC site may include information, minutes, forms, and resources, with the hope of making it easier for everyone.
  - Question of how to make this cohesive, easy to use, and accessible – CELTT will work with SCC to do this.
  - Immediate goal – address the needs for Faculty Senate and OFIE – had challenges for distribution of information, been asked to merge sites immediately before end of the year – target date is January 1, 2015.
  - Some form of the ‘Ohana Website will be live by the end of year.
  - Challenges – accumulation of forms and resources on Quill that needs to be sorted out, etc.
- Suggestion to SCC – Don’t have to wait to develop the website, especially if we have information ready.
- Web content, forms, resources – get them ready now and don’t worry about architecture. Just get everything needed to get online; get everything ready now.
- Aiming to have each group have a lot more management of their own sections.
- Within ‘Ohana site, the group will have editing rights.
- Need to provide training to keep up with workflow – archive, security, etc.
- Have the plans in place, but will still take a while to get us there.

**Smarter Balanced: What It Means to Student Success**

Sheldon Tawata of Kuilei shared:

- Assessment of DOE Common Core Standards is happening right now.
- Assessment tool is called Smarter Balanced.
- Will impact how we see students coming in to KCC.
- Still in the early stages.
- Speaker from Hawaii P-20 will be coming to KCC to share on December 5, 2014, 1:00 pm.
- Assessment will have levels that will determine how students can place in subject levels.
- In junior year, will take assessment – if place in level 1 or 2, seen as in need of remediation.
- In senior year, students might be offered a class to get them up to college level so that there will be no need for remediation in college.
- This may change the face of how we work with students.
- Changes may come to reality with the students that we see/who enroll in the Fall 2016 semester.
- This assessment/change might replace the use of COMPASS, assessment results may be used with high school transcript for placement.
• Shawn Ford may be joining the Hawaii P-20 speaker on December 5 in sharing regarding ESOL and Common Core Standards.
• Sheldon will create a flyer for the December 5 session and will share with supporters, Faculty Senate, SSCC, and others.
• The December 5 speaker is from Hawaii P-20 and has worked in the public school setting on the east coast. He will show what the results and outcomes will look like, how schools will use, etc. He may not be able to answer questions related to the fairness of the assessment.
• The site, commoncorestandards.org, includes information on how different subjects are assessed, what is being taught in the schools by grade level, etc.
• 40+ states are using Common Core Standards
• Smarter Balanced is being used in the bulk of the states; a couple of states are using PARCC.
• This is a part of Race to the Top (consortium of international experts together).

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After the Chancellor left the meeting, SSCC members continued to discuss the update/proposal that was shared earlier.

• Krista Hiser and Susan Kazama shared:
  o Not comfortable making a proposal (regarding the Kahikolumea Center and library as sites for a Learning Commons).
  o Krista not sure where to begin.
• Veronica Ogata shared:
  o Conversation with the Chancellor has been switching between one to two places for a Learning Commons.
  o SSCC will support what Krista and Susan decide as well.
  o Chancellor wants to maximize budget, resources.
  o Chancellor has recently been focused on housing the Learning Commons in one place in reference to/around the coordinator position.
• Krista shared:
  o Both places are/will be open, serve as a learning space, are accessible for students, have a front desk, and should be open during the day.
  o Kahikolumea Center will be some kind of space for academic or student services support.
  o Prefers that the SSCC group decides on the location and will let SSCC know what she and Susan’s recommendations/ideas are.
• SSCC members shared:
  o The SSCC will make a decision; Krista/Susan will work on logistics.
  o LCC learning commons was created with Title III funds and bridged spaces together.
  o This discussion of location and services should be an open discussion, rather than between only two department chairs.
• Veronica mentioned that she talked with Kelli Goya regarding Title III.
  o What Kelli would like from the SSCC is to know why the Learning Commons should go in the library, the Kahikolumea Center, or both.
• Krista shared:
  o The remodel of the Kahikolumea Center in the Title III grant is small; didn’t propose anything.
• Susan shared:
  o Lama 2nd or 3rd floor – was thinking of enclosing atrium area that comes out from the stairway.
  o Tutoring help for math, English, etc. could be provided there.
• What are the pros and cons of having that space?
  • No staff to support; would likely need two staff members
  • Krista has math lab in ‘Iliahi 206, 207, four tutors, and classrooms.

• SCC members shared:
  • Can see/envision walking from the disability parking lot (outside ‘Iliahi) and going up to ‘Iliahi - accessibility of ‘Iliahi to students, near food, accessibility to parking lot, take whole upstairs, go/build out.
  • We need to rethink where we offer services, COMPASS testing, etc.
  • Keep in mind the spirit of how this whole thing got together. We need to think about what we want

• Krista shared:
  • Faculty said that math support looks different – it’s more computer-based.
  • A writing center is more small tables, groups, collaborative, etc.

• Veronica said she will start an email discussion.
• Susan said that we need in-person discussion.
• SCC members shared:
  • We should acknowledge what all of our reports have been recommending.
  • We need to look at the uniqueness of our campus and our students, not just at what others are doing to model our practices on.
  • Who are our students? What are their needs? STEM works because the chemistry, biology, etc. support and instructors are right there for them. Location is everything for support. We had to create this…we need to know the needs of our students. Are we not willing to make changes ourselves?
  • What is working? Dealing with the student, providing the wrap around - we need to be willing to wrap! We an “answer center.” I am “aunty.” We’re here to work. We need to provide an environment where students are relaxed with each other, students can teach each other.

• UH-WO has the No’eau Center, with writing and math tutors, etc. It’s in the library and everything is in one area – very convenient for students.
• Will Arenivas (Student Congress President) shared student perspective:
  • Feel more comfortable going to own instructor, not tutors. Although they were available, had terrible experiences with tutors.
  • Instructors know my learning style, know me personally, and I can get more reliable help and information from them.

• Zoe Outelet (SSCC student assistant) shared her student perspective:
  • The help that is out there is not always clear. Also, it’s easy for students not to know that help is out there, that’s not clear, either.

• It’s a personal experience.
• STEM is an environment that provides intangibles – comfort, welcoming feeling, faculty-to-student and students-to-student working together. The SCC is trying to create a culture shift. To say something like “let’s make something like STEM” is not really getting at it.
• We need to change our own internal attitude, teach that culture change. The whole idea of “where to put stuff” can be figured out; we need to move on how to work together.
• We should decide what we want.
• Concern – if the Chancellor has his agenda, what is our job here?
• Health Sciences students have two counselors in Health/EMS and Nursing. When students are not successful, they don’t know where to go. They are failing because of work, death, etc. - we should not be losing these students.
• In regard to the Chancellor’s request – If we have evidence of best practices, we should come up with a one-page summary of why we believe a Learning Commons should be one place, two places, etc. Student success, economics, and faculty should be brought into these recommendations. The summary
should state what it is that will be offered that we are not already doing. Links to documents should be provided and it should be three paragraphs, max. It should say what we believe, why, and what our part/administrations part to support should be.

- It would be wise to split resources if there is an overflow of students who need to use the resource.
- Need to keep in mind energy, security, hours of monitoring. STEM is open Monday through Thursday until 9:00 pm and is open on Sundays – Sundays are just as busy as weekdays.
- Campuses in California are in more dire circumstances and have made it work with smaller spaces. We need to compare models out there to make it work.
- The SSCC student survey results showed that a learning center’s availability and hours of operation need to cater to different populations.
- If we’re concerned that two locations might not work, and students want one, we need to think about if students would go to a Learning Commons if issues are not worked out.
- This one center wouldn’t eliminate STEM, current Kahikoluamea Center, etc., but we need to choose a place.
- One location can be a main Learning Commons, the other can be a backup.
- Should test out the needs based on the hours of use/operation.
- Is Susan alright with this? Can the Learning Commons work at the library, if the library gets the support it needs?
- We should build to the specs and change it if it doesn’t work.
- The commons need a human dynamic to address questions, etc.
- Susan shared:
  - This semester, the library has a small-scale writing center, ESOL tutoring, science class tutoring.
- Veronica shared:
  - The SSC from last semester made a recommendation of the library being the centralized place for this type of learning support. The Chancellor was fine with this until a little while ago…
  - Will start conversations with Susan and Krista; they can inform Veronica and then Veronica will go to the SSCC.

### Meeting Time in Committees

*This part of the agenda did not occur due to time constraints during meeting.*

### Committee Chairs Reports/Program Action Plans

*This part of the agenda did not occur due to time constraints during meeting.*

### Announcements and Other Business

SSCC shirts (as mentioned earlier in meeting).

### Next Meeting

Tuesday, November 18th, 12:30-2:30 p.m. - Kopiko 209 A &B