Queen Kapiʻolani Student Success Campus Council Meeting
Tuesday, November 18, 2014
12:30-2:30 p.m.
Kopiko 209 A&B

Meeting Attendance

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<td>Cory Ando</td>
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<td>Jung Kim</td>
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<td>William Arenivas, Student Congress</td>
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<td>Kristie Malterre, secretary</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>Michaelyn Nākoa, vice chair</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>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>Grant Itomitsu</td>
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<td>Melvin Jadulang</td>
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<td>Susan Kazama</td>
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<td>Rona Kekauoha</td>
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Guests

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Welcome

Chair Veronica Ogata welcomed the council and mentioned we have a, short, but busy agenda.

SSCC Vision, Mission, Purpose, Etc.

The revised and proposed SSCC Vision, Mission, Purpose, etc. was sent via email by Veronica to the SSCC and is as follows (in italicized font below):

QUEEN KAPIʻOLANI STUDENT SUCCESS CAMPUS COUNCIL

Preamble:

It is our privilege to instill a sense of place and belonging for our students, families, community members, and campus colleagues by honoring and valuing their past and present experiences that enrich our campus community. In doing so, we learn, connect, thrive, and triumph together to reach our full potential.

Definition of Student Success:
The Council recognizes that, as an institution, the College uses several measures of student success relative to their academic progress, such as: retention, persistence, transfer, and graduation rates. We
share the institutional commitment to students’ academic success, but we also recognize that students’ success is significantly influenced by the context of their lives and personal aspirations. It is this broader developmental perspective that informs the Council’s core values, guiding principles, vision, mission, and purpose. Our hope is that this perspective will permeate our campus culture.

We want:

All students to experience a campus culture that truly supports their exploration, understanding, and achievement of their academic pursuits and their personal aspirations; a campus culture that models attitudes, behaviors, and values that foster a sense of belonging, community, and engagement; and a place that provides access to a wealth of opportunities and resources for students to develop, thrive, and succeed.

Core Values:
- Respect
- Trust
- Collaboration
- Inclusivity
- Transparency
- Pono
- Integrity
- Open Communication

Guiding Principles:

Empowerment. Understand that every student has unique strengths and needs affecting their success, and is committed to working collaboratively with them to discern their goals and building a clear pathway to success (recognizing it may not always be in a straight line) by proactively supporting them in ways that lead to their increasing self-direction, motivation, and independence.

Mālama (“take care of”). Promote a holistic approach to working with students that begins with visible, easy access to services, programs, opportunities, etc., a warm and knowledgeable welcome when they arrive, sufficient time to know them and their aspirations in order to provide them with “no runaround” services, and follows up to ensure they have been served to the best of our ability.

Exploration and Learning. Encourage students’ exploration of their interests and aspirations and supports their academic success by providing access to faculty, staff, lecturers, volunteers, and peers for all subject areas at a variety of times, locations, and formats, and by providing learning events that are open, fun, catalytic, and celebratory.

‘Ohana (“family”). Foster a campus-wide culture of ‘ohana where students are welcomed into a safe, non-judgmental community that fosters connections to this place, one another, and the larger community, and provides socially catalytic spaces to meet and engage with one another, or just hang-out, rejuvenating mind, body, and spirit.

Vision:
Ne’epapa to transform our campus community toward a collective culture that moves in unison to advance student success

Mission:
No ke kauhale ke kuleana to fulfill our shared responsibility and commitment, as a campus community, to celebrate, support, and promote student success

**Purpose:**

The Council, as a recommending and participatory body will uphold its vision and carry out its mission deliberately and diligently. Together, with our campus community, we will strive for far-reaching, impactful outcomes in our work to continually:

- Sustain a culture of student success
- Recognize student success efforts
- Increase communication and transparency for student success
- Close gaps in student success
- Enhance pedagogical approaches, innovations, strategies, programming, and services for student success
- Propose policy, practices, procedures, and resources to improve student success
- Collaborate to achieve student success performance measures
- Organize and engage in student success professional development opportunities
- Apply and utilize coordinated data to develop and implement evidence-based action plans

Discussion on the above draft ensued as follows:

- Question posed: When vote “yes” on this, what happens next?
- Answer by Veronica: Once we say “yes,” it will be recommended to the Chancellor, due to the “direct line” of the SSCC to/recommending to the Chancellor.
- Would want this to go to the Senate to at least share, due to its importance. Hoping someone in Faculty Senate will ask the same question – where is this going, what happens next?
- Veronica stated that while the Faculty Senate created the ad hoc SSC, the Faculty Senate also dissolved that SSC in the May 2014 Faculty Senate meeting. Since then, the SSCC was created and it was voted/decided upon that the SSCC should report directly to the Chancellor (instead of VC’s).
- It was suggested that this should be shared with campus AGOs and campus-wide, not only with Faculty Senate.

Voting to approve the draft above took place.

- Voting results as follows:
  - Yes/Approve = 15
  - No/Not Approve = 0
  - Abstain = 0

**Starfish**

Cynthia Kimura (Counselor, BLT) and Cory Ando shared about Starfish - Early Alert:

- For various reasons, it has moved and not moved for the last year.
- Piloted several times, though have no good data on.
- Supported by John Morton’s office; the UHCC system is using it.
- There are different components of Starfish – i.e. calendar, Early Alert, etc.
• The Early Alert tool is there and has been piloted at KCC.
• At a VCAC meeting, it was stated that the campus “doesn’t want” automatic disenrollment for student no-shows in first week of instruction.
• Between weeks one to two of the semester, instructional faculty can “flag” students that are not attending through Starfish.
  o There are some issues that surface that also relate to classroom management.
  o Starfish will send an email to flagged students, encouraging students to drop so that they will not be “penalized” with a failing grade in the end. Dropping the course may affect a student’s financial aid status, etc.; they can ask relevant questions to counselors.
• Early Alert - Weeks 3-8
  o Instructor can flag with concerns and an email will be sent to flagged students via Starfish.
  o Student can be directed to talk with instructor, referred to tutoring, etc.
  o Students will be highly recommended to talk with their instructor; they can also talk with a counselor if they have other concerns/issues.
• Withdraw Alert - week 9
  o There may be other issues involved.
  o Starfish message will indicate that the student is highly likely not to pass, based on current progress. Message will let student know that a counselor has been notified of their academic status. Message will encourage the student to contact their counselor, or counselor will be contacting them.
• Along the line, if at any time an instructor needs to make a referral to financial aid, disability services, etc, that will continue and that referral is NOT a part of Starfish.
• For Spring 2015:
  o Weeks 1-2 “no show” flag/alert will not be implemented.
  o Emails will go out to instructors.
  o Need manual/handbook for instructors, counselors including screenshots, etc. Will be helpful for new faculty, adjunct faculty, etc. Handbook will evolve; hopefully will have website in the future.
• Funding by the system will go away by next semester – will have to make a campus commitment to Starfish. If KCC will continue with Starfish, cost will be $6+ per student – over $50,000 per semester.
• We have been told that the campus will have some sort of early alert system in place, even if not Starfish.
• Retention Specialist position – this position will possibly coordinate early alert system.
• Early Alert will only affect full-semester courses.
• Starfish is an evolving system – other features may be available in the future; just getting people used to the tool is the first step.
• Perhaps at convocation, Starfish can be introduced – intent, purpose, campus-wide acknowledgement.
• In the past – went to department meetings, training session in ‘Ohi’a; Cynthia and Cory will be going to VCAC meeting to present today.
• Question was posed: How does Starfish work with Health Sciences program and counselor-referrals there?
• Answer: All campus counselors will be involved.
• Counselor hierarchy of referral – see students by major, doesn’t matter what course in (specifically for CTE).
• A reminder that the use of Starfish Early Alert and flags should be supplemental to what should be happening already in the classroom. Counselors shouldn’t/won’t be stepping in until instructors have already done their part to intervene.
• Concern was shared by an SSCC member that the “devil is in the details.” No counselor involvement until week 9 seems like too late. What if students are not connected with/don’t want to connect with instructors?
• Concern was shared regarding workload – i.e. will instructors need to keep attendance outside of
Laulima?
  o Cory shared that a concern was that use of Laulima roster might not be up-do-date. As such, instructors should be looking at MyUH roster for complete class list.
  • Another concern was mentioned regarding “email overload” (i.e. of emails triggered/sent by Starfish when flagged), as will possibly be perceived by students.
  • The students we think have the best chance to influence are the ones that instructors have attempted to connect with and offered for students to meet with counselor if desired.
  • Standardized emails to students via Starfish – will be somewhat customized, but not individually customized.
    o Is it a welcoming message so that students want to take the next step? What do students want to know?
  • For future questions from SSCC, Veronica will let Cynthia and Cory know.
    o Cynthia says yes, feedback would be ideal as soon as possible because there are only three weeks left in the semester.
  • Melvin shared that when he was at LCC working as an APT in a targeted population student support unit, the culture of the campus was similar. Instructors with concern for students already reached out to students. APT support “divvied up” for Saturday “call ups” to students. Starfish is a tool to help improve the process; the culture has already been established – the tool allows to be more automated and allow for tracking.

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**Learning Commons Proposal**

Krista Hiser shared:

• Referred to draft of proposal.
• Reported that she talked about for about an hour in Kahikoluamea Department meeting yesterday. Eight to nine points were brought up and incorporated into the revised draft (i.e. not walling off ‘Ilimo, not adding more couch space, etc.)
• Other points more for discussion, presented in order of “low complexity to high complexity:”
  1. Concern by math faculty that number of computers suggested for the library is inadequate for the task; there are more issues in getting wiring and data ports for 20 computers – inadequate.
    o Veronica stated that, per Susan Kazama, she took math’s concerns into consideration and is not worried about data ports; cannot tell us if can increase to 40 computers at this point.
    o Current ‘Ilihia math classrooms are doubling as a lab (‘Ilihia 207, 208). If there were a separate math lab, this would allow for more seats for classroom instruction – a separate math lab outside of 207, 208 would be beneficial. Can increase class size in self-paced classes.
  2. Attention to listening to students re: hangout space, food, etc.
    o Concern about students sleeping on couches, doing inappropriate things in study rooms, locking themselves in study rooms, problems in sink area, etc.
    o Suggestion to turn sink area back into faculty/staff workspace.
    o As a result of this feedback, Krista removed the additional hangout space in the proposal.
  3. Math faculty – Question: if learning commons is to be in one place, why have math tutoring for below until 100 level in two spaces – library and ‘Ilihia 231?
    o Would be confusing to students.
    o Shannon asked Will (Student Congress President) if would be confusing, from a student’s perspective
    o Will responded yes, this would be confusing for students, especially if the hours of operation were to differ.
    o Zoe (SSCC student assistant) presented another student view – If it’s well indicated where things
are, this shouldn’t be confusing to students.

4. Biggest point – the Kahikoluamea Department will not be able to fully “buy-in” until the learning commons and how it relates to the department organizationally, with regard to mission, etc. is clear.
   o Felt difficult to “get behind” a proposal until we know more – i.e. without tutoring, which is a part of our mission, what does this mean?
   o If we are part of the learning commons, who manages who, where is this in the organizational chart?
   o Need to know more about mission and scope.
   o Don’t want it to seem that Kahikoluamea is not “behind” a learning center – in fact, very supportive of. We want to be part of a writing center and a math center – just don’t know how we stand in relation to it.

• Concerned was mentioned by an SCC member that the Chancellor will say, “this isn’t what I wanted – I wanted only one location.”
  o Veronica stated that she agrees, and encouraged the proposals to include support resources to see what would work.
  o In speaking with Chancellor after last SCC meeting, the thought was to support both locations.
  o Chancellor said no – wants one and only choice/location.
  o Concern – in choosing only one, what happens to the other location and resources to help move student success vision, mission, etc. forward?
  o At conclusion of meeting, outcome was that there must be one main location.
  o Felt that proposal with two locations was solid due to wrap around services, more students being served, etc.
  o Hearing Krista’s concerns, don’t think can make recommendation regarding Kahikoluamea without departmental concerns being addressed.
  o Can either be a “stand alone?” Both said no. Recommendation must include that cannot move forward until departmental concerns are addressed.

• Suggestion was made by SCC member to use whole ‘Iliahi building as center, since it has wrap around services, outside/inside space, etc.

• Krista shared that if moved everyone out of upstairs and downstairs, could possibly make a writing center and a math center. However, afraid to lose classrooms, faculty office space, and lose access to.

• Concern shared that physical space of Kahikoluamea may be compromised because of forces we don’t know and their ideas. Even though this is not what the Chancellor wanted, we should be able to provide this proposal if this is what we need/want.

• If chose to push proposal, the issues for the department must still be addressed before moving forward.

• Nāwaa shared that he looked at the proposal as chair of Kalāualani
  o What I was looking for was something that mentioned Native Hawaiians. If we want to be responsible for how/why we are getting money (Title III), any proposal should mention Native Hawaiians.
  o A lot can be said about our school and buildings/space and names. I would definitely put things in Lama. Lama means “light.” If we’re going to impart knowledge to students, that would be a place. ‘Iliahi is sandalwood - we lost a lot of land due to sandalwood and trade, so putting international programs into ‘Iliahi makes sense because they (international students) come and go.
  o I think we should make it a habit that, if using Title III funds for a specific purpose, Kalāualani can find a way to connect it to the area, Hawaiian values, etc. If someone has an idea, they can come to Kalāualani and ask us and we can help figure out how we can make sure the ideas support Native Hawaiians. Just an idea as we move forward.
  o Moving forward with Hawaii Papa O Ke Ao – we need to really think about how we should be implementing this. Don’t want to make people feel uncomfortable – know how it feels to be in the minority, as only one of a couple of Native Hawaiian faculty in LLL; now we have about 30 Native Hawaiian faculty on campus...
• Concern was mentioned that here we are, and the Chancellor wants wrap around services, etc. is it really “our” plan or does the Chancellor want Kahikoluamea (academic affairs and student services/wrap around services) “living under” the VCSA?
  o Kahikoluamea deals with coursework, FYE, and counseling support.
  o If we put the academic into academic affairs, then left with a student support unit.
  o If take academics out, Kahikoluamea becomes a “success commons,” “student success building.”
• Comment shared: we’re stuck in structure right now – departmental structure etc. Don’t have answer to, but I think the mission of this group is to think outside of structures to see how things could work. Chancellor asking us to do this, but impossible to have in one place. Group can propose what is the best use of space for students. Concern regarding hangout spaces, tutoring in two spaces for students, etc. – if we have the positions to organize/coordinate peer mentors, etc, we could keep things tighter in how we deliver services.
• Comment, regarding what Nāwa’a shared – it is important to keep that in remembrance – where this is all coming from – so that intent stays true to Title III. Students just need to know where to go and for what. How do we make sure that the monies are used to in line with intentions?
• Nāwa’a shared the Kauhale system – there is a space for a specific purpose – one building and all specific services are done there.
• Question: Is the learning commons only reading, writing, math? What about language tutoring?
• Veronica answered: It will include reading, writing, and math as the primary subjects to start with. Also stated:
  o She welcomes the feedback of the council, and is willing to be creative.
  o Kelli Goya is not here today, but this is one of her major roles – when renovations are involved, spaces will not be renovated until it is run through Kalāualani.
  o Remember Native Hawaiian values and why we got Title III funds in the first place.
• Krista shared that the deadline for the proposal today came up suddenly and this was written Sunday night. It was written from a sense of square footage, computers, etc.
• Stated that:
  o In regard to academic and student affairs and the hybrid nature of the Kahikoluamea department – it was a visionary decision to integrate student support with courses and move the developmental approach.
  o When the Chancellor said that, he also said let’s take Eng 100 and Math 100 and bring it to Kahikoluamea. It was said, “no more remedial/developmental,” “foundational courses, “developmental capstone.” That’s what he originally said, this was highly disruptive.
  o Instead of doing that, I’m saying for the record that Kahikoluamea exists for that reason. Most of the faculty believe in it, some faculty rather be in LLL because they want to teach literature classes, etc.
  o I don’t want to do either of those things….I just want a decision….
• Nāwa’a asked what is expected at the college level?
  o At the high schools, there is the common core, etc. Ideally, if we’re concerned about college success, everyone would come in to college at college level.
  o Comment was raised: that’s assuming that all students are coming from high school. That assumption is not correct.
• LaVache shared:
  o Regarding success – the Kahikoluamea concept paper was written in 2007.
  o We’re not thinking outside the box – time is of the essence.
  o There are lots of renovations all over campus – why aren’t we looking at it as a whole?
  o IS 109 is all found all over in the Title III grant.
  o We got the grant because of the successes of Kahikoluamea.
  o Nobody is asking the rest of the campus, “what is your role in student success?”
  o Our mission has always been student success. The microscope has been on us always. Everyone should be taking a microscope and looking at themselves.
• Comment shared by SSCC member:
- There are lots of questions, it’s a bigger question about student success.
- Instead of worrying how we’re stuck, it doesn’t matter to students where they get their help from.
- Students feel comfortable at Mālama, STEM, Kahikoluamea, etc. - why is that wrong?
- Comment shared: we need to standardize ourselves – we need to be accountable for what we should be providing.
- Comment shared: wrap around services – I think that’s the mindset – everybody offers wrap around services, it goes back to what was in the original SSC report – it’s about the culture.
- Veronica shared:
  - I thought the proposal was solid and apologize for not including Native Hawaiian values.
  - When Krista said that the department felt bad, I felt that we cannot make a decision today. It would be unfair if we did this today.
  - What is the council’s take on next steps after what we heard today? The Chancellor did give a deadline, and I felt stuck.
- Krista shared
  - The deadline was fast, although work was done for a year.
  - Thought was tame, do-able, but this wasn’t how we started the conversation – outside the box.
  - Thought it was an important exercise – renovation monies now, realistic, do-able, etc…it’s part of the process now, was satisfied with, but not ecstatic about.
- LaVache shared: Regarding renovations that took place in the past - didn’t think about how people would use the space, now we’re stuck again, without seeing the big picture.
- Comments shared:
  - We’re faculty, we run this place.
  - The students run this place.
- Nāwa‘a shared:
  - I have ⅓ of the faculty - 80 in LLL
  - Faculty and students in LLL can also speak about success.
  - More communication is needed – how do we go to the department? So much education needs to happen within the department.
  - I think if we’re going to talk about student success, it would be nice to talk about it together.
  - On the academic side, instructors see students every day – asking how do we get whatever info is needed from counselors to students instead of saying “go see a counselor?”
  - Instructional faculty are the ones who see students all day. How can one counselor support all foreign language faculty? Can counselors have a counseling page with photos so students know who their counselors are?
- Comments shared:
  - The common core is not going to fix any problems. We need to take those students, help them to be successful in college. We need someone to do the mission of Kahikoluamea. How would you put everything into the library or Kahikoluamea Center?
  - With limited time and space, we need to work with what we’ve got. What if we present two plans – two spaces for now? Then, if we got everything we need, 5 years out, maybe we could get a new building, center, etc. Students also want parking spaces.
  - The graphic shows lots of locations.
- Veronica shared: While the Chancellor is anxious to have a decision, this renovation doesn’t happen until the second year.
- Krista shared: a good next step would be to include the positions and start building that – i.e. tutoring coordinator, etc.
- Shannon shared: Since we’re carrying the conversation beyond today, we have lot of photos and notes from about 10 different campuses and learning centers that the SSC visited – a learning center doesn’t necessarily have to be in the middle of campus; have some out-of-the-box photos and data that the SSC can review.
- Nāwa’a shared:
  o Kalāualani has a foundation account, have accumulated about $6,700 from students over the years.
  o In the core council, voted to purchase ancestry.com for the whole campus. Cost would be about $2,100 for the whole campus. What do students think about using this site?
- Comments shared:
  o It might cause us to be more aware of our connections to one another.
  o It might remind us how are we all the same and allow us to connect to where ever we’re from indigenously.
- Veronica shared:
  o There are two positions so far being discussed as “learning commons coordinator” and “ student success coordinator.”
  o Two positions are g-funded, two are Title III-funded.
  o Tasked as a council to write a description for the two g-funded positions.
  o We need to learn what will happen with the learning commons first.
  o Seems like we need to have more conversations/meetings - Manono 104, December 2 is the next meeting.
  o Do we want to meet before then or at that time for continued conversations?
  o All of the December 2 meeting will be about the proposal.
  o Will send Google site (from SSC site visits), take ideas, conversations, insights shared today.
  o What should this proposal look like from our own standpoint?
  o Some of the effects we’re seeing now are spaces being used without an overall view/perspective – we should be looking at all of the pockets and spaces that are being referenced in the Title III grant, and make it more coordinated.
- Nāwa’a shared:
  o As we speak about positions, we should address DQs into hiring that speaks to indigenous understanding of the indigenous people of Hawaii.

Meeting Time in Committees

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

Committee Chairs’ Reports: Progress on Action Plans

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

Announcements/Other Business

None.

Next Meeting

Tuesday, December 2, 12:30-2:30 p.m. – Manono 104 (ROOM CHANGE)