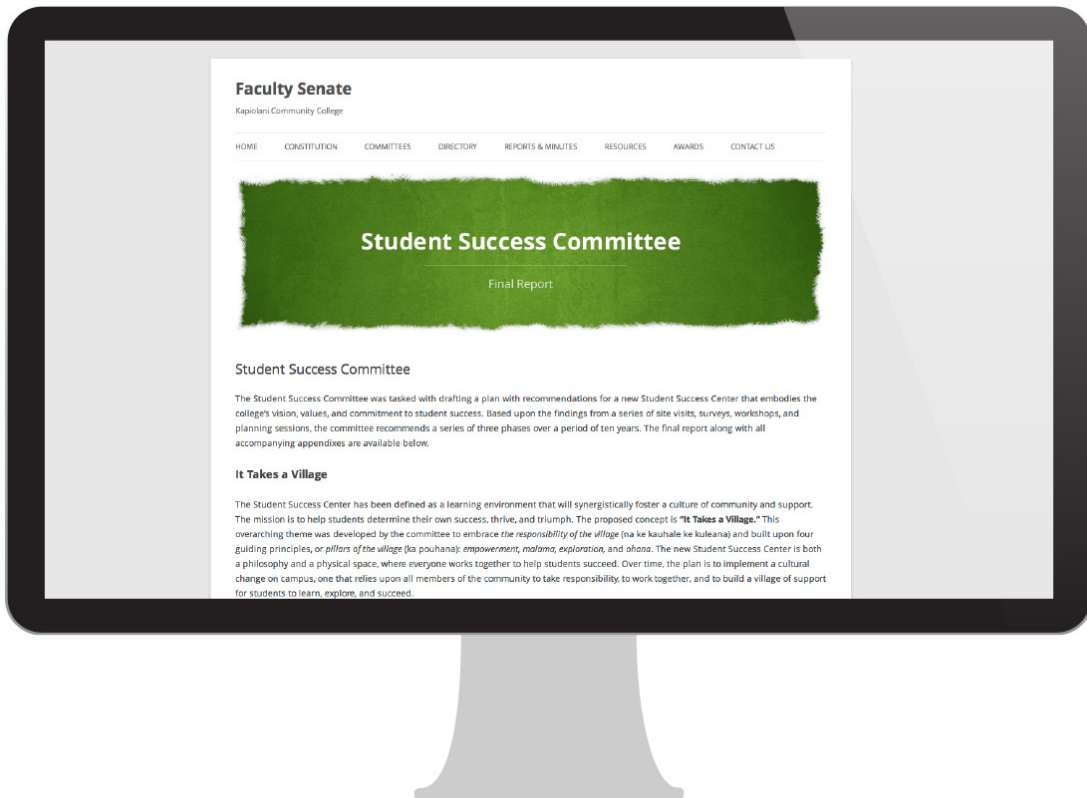


Student Success Committee

Final Report

Faculty Senate SSC Web Page

Read the full report online...



<http://facultysenate.kapiolani.hawaii.edu/committees/ssc/>

On the Faculty Senate web site, visit the Student Success Committee web page for the full report along with a brief introductory video and all committee related supporting documentation and appendix items.

Opening Acknowledgements

The Student Success Center Committee expresses our deep gratitude to Chancellor Leon Richards, Faculty Senate Chair Susan Dik, the Senate, and Title III Project Coordinator Esben Borsting. Thank you for having the foresight to enhance our campus so that students feel a sense of place and belonging, increase their academic and personal successes, and leave Kapi'olani Community College (KCC) with confidence and competence. Thank you for giving us the opportunity to navigate through this inspiring, transformative journey.

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Our Journey...

Na Ke Kauhale Ke Kuleana

"It is the responsibility of the village."


Introduction

Our journey began in November 2013, when Faculty Senate tasked our committee with creating a vision for a student success center on campus. As we traveled near and far, listened to those who came before us, and gathered lessons along the way, we experienced an epiphany, that student success does not occur in a physical, inanimate structure, but in a place where everyone takes responsibility for inspiring and supporting students to be successful in their learning and in their lives. Through these invaluable exchanges, the Committee began to reconsider the notion of building a student success center, and refocused our efforts in promoting an environment where students succeed...what we "rebranded" as a "Student Success Campus." The idea that everyone on campus is involved in student success is a concept that we took to heart. According to Nāwa'a Napoleon, Na Ke Kauhale Ke Kuleana (*"it is the responsibility of the village"*) justly represents our perspective. Thus, we acknowledge KCC as a village that is dedicated to synergistically working together to ensure student success on our campus.

Our Definition of Student Success

The Committee 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, etc. 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

Committee’s vision, mission, core values, and guiding principles. Our hope is that this perspective would permeate our campus culture.



All students 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 to develop, thrive, and succeed.

The Committee’s Vision, Mission, and Core Values

The following vision and mission guided us in our journey and helped us to remember that our journey was not about what we wanted or what we thought would work best for our own needs. It was all about what was best for the students. It reminded us that the students are our priority and we are committed to them and their successes. Our core values grounded us, particularly in times when differences of opinions occurred.

Vision

The Student Success Campus is a learning environment that synergistically fosters community.

Mission

To create a learning environment where college students determine their own success, thrive, and triumph.

Core Values

- Respect
- Trust
- Collaboration
- Transparency
- Keeping Things *Pono*
- Open Communication

Guiding Principles of the Village

The following guiding principles were developed by numerous individuals across the campus and across many disciplines. These are the voices of our campus, sharing their mana'o (*"insight, knowledge"*) on what they see as the foundations of our student success campus.

Empowerment. Understands 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"*). Promotes 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. Encourages 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"*). Fosters 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.

Closing Thoughts

The Committee invites you to read our final report through the lens of our students. This report is the culmination of many voices. We heard from students who shared their experiences, told us what they needed to be successful at our College, and informed us of how we, as a campus, can improve. We gathered the insights of faculty, lecturers, staff, and administration who truly are passionate about what they do and are committed to students and helping them succeed.

Celebrating Our Village

The Committee acknowledges and celebrates the outstanding things that are taking place in our own village. As we moved along in our journey, we began to gain an even greater appreciation for the strengths in our own "backyard." As we listened to the voices of students, faculty, lecturers, and staff, through the myriad of discussions, we soon realized that our College is filled with numerous accounts of student success.

Highlights of Our Student Success

The following highlights are a snapshot of the successes that are happening at our college.

Honda International Center

The Honda International Center provides ten competitively chosen students with an opportunity to learn Japanese, Chinese or Korean language for a semester followed by a semester abroad to that country. The program is almost free to the ten students chosen for each program. It is a life-changing experience for our students who return to Hawai'i more mature and focused on their goals in life and how to achieve them. All of this is made possible by the generosity of the Freeman Foundation.

—**Joe Overton**, Director of the Honda International Center

Tutoring in LLL

Many of our ENG faculty in LLL tutor students in the library and will hold their office hours there. Priority, during office hours, goes to their students; however, faculty are willing to help whomever comes to seek out help.

—**Nāwa'a Napoleon**, Department Chair, Languages, Linguistics, and Literature

SOS Workshops

Secrets of Success workshops – FREE workshops that help students to get better grades and succeed in college!

—**Susan Murata**, Head Librarian, Library and Learning Resources

Ho'i Hou i ka Po'owai

Ho'i Hou i ka Po'owai is a three class Learning Community, combining Art 189 (Hawaiian Art), Speech 251 (Effective Public Speaking) and Phil 103 (Environmental Philosophy) into a single integrated learning experience. It offers students the opportunity to complete three key graduation and two diversification requirements in a single semester of concentrated study. Students who needed these requirements were identified and invited to join this course, and it has attracted students that reflect our College's diverse student body, including veterans, older students and traditional students, approximately one-third of the students are of Hawaiian descent, one-third are from the U.S. mainland, and one-third are local students. The course combines hands-on learning experiences, Service Learning, and placed-based approaches to learning, as well as traditional pedagogies. Guest speakers supplement faculty and introduce students to traditional Hawaiian approaches to teaching and learning, as well as traditional practices regarding the use and preservation of the land's resources.

—**Sharon Rowe**, Professor, when describing the Ho'i Hou i ka Po'owai Learning Community she teaches with **Kapulani Landgraf**, Instructor, and **Dawn Khaafidh**, Instructor, within the Arts & Humanities Department

Pathways Program

Pathways Learning Support leverages technology to make learning resources more accessible to students. MyPlan is the college student success planner, which disseminates information to students on career exploration, academic planning, transfer pathways, financial aid opportunities, learning resources and student involvement opportunities. Pathways Learning Support also leverages social media (Facebook and Twitter) to disseminate timely information to students on campus

events, support services and academic and financial aid deadlines. The proposed 'Imiloa Phase III (KELA Portal) will take things to the next level in tying all our services and offerings together to boost student success.

—**Jonathan Wong**, Pathways Learning Support & Honors Education Coordinator

Kuilei Outreach Program

The Kuilei Outreach Program provides a range of services at the high schools that include academic advising, financial aid support, COMPASS Testing (at the high schools) participation in high school college and career fairs, as well as build partnerships to offer Kapi'olani Community College classes at the high schools. This program also provides support to the middle school and high school counselors as well.

—**Sheldon Tawata**, Kuilei Outreach Program Coordinator

Ryan Suenaga Memorial Scholarship

The purpose of this fund is to honor the late Ryan Suenaga, a social worker and social media magnate, who wished to assist students who are seeking a degree at KCC and demonstrate a commitment in areas related to Social Work, Social Media and Community Services. Funds are used for costs associated with attendance (i.e., tuition, books, fees, etc.) and applicant are residents of the State of Hawaii, with a GPA of 3.0 and who demonstrate a commitment in areas related to Social Work, Social Media and Community Service. The Social Sciences is proud to have had a recipient who is now majoring in Social Work at the University of Hawai'i.

—**Carl Hefner**, Department Chair, Social Sciences

PLUS Program

PLUS (Peer Led Unit Study) is a recitation session for a class that is led by a student and works closely with the faculty. The faculty informs the PLUS mentor of what the students in the class are struggling with or gives them problems to work

on during the session. Another program is the undergraduate research experience (URE). We have both the research intensive (RI) courses and the SCI 295 courses for independent research.

— **Maria Bautista**, Department Chair, Math/Science/STEM

Student Services

Student Services prides itself on providing access to college for any student who wants to attend, and works to give each student their best opportunity to succeed.

— **Alissa Kashiwada**, KISC Student Services/OCET/C3T

CULN 111

One assignment in Kristie Fujimoto's CULN 111 - Introduction to Culinary Arts class, asks students to complete their STAR Academic Planner, and to submit their STAR Academic Pathway. CULN 111 is generally taken in a student's first semester as a CULN major. This assignment is done after the Peer Mentors present on STAR's usage. As a counselor, I appreciate Kristie including this assignment, as STAR is a beneficial resource that promotes student success.

— **Lori Maehara**, Counselor, Culinary Arts Department

Disability Support Services Office

The Disability Support Services Office (DSSO)'s mission to support students with disabilities is rooted in the College's commitment to a barrier-free campus, ensuring that all students have equal access to education. The College and DSSO agree to make academic adjustments to ensure equal access and non-discrimination of students with disabilities, in accordance with applicable federal and state law. Students who are interested in receiving services must self-identify to the DSSO, complete an "intake" process where they request specific academic adjustments/auxiliary aids, and substantiate the request with supporting disability documentation.

— **Joselyn Yoshimura**, Counselor, DSSO

Gathering the Voices

Introduction

The first step in our journey started when findings from the Foundations Taskforce identified a possible gap between a growing number of students and their attainment of success at our College. The taskforce recommended that a student success center be created to bridge this divide. Thus, Faculty Senate established an Ad Hoc Student Success Center (SSC) Committee and tasked the members with crafting recommendations for creating a center on campus. Approximately thirty faculty members from different departments and disciplines volunteered to be a part of this initiative. Faculty representation on the SSC committee from academic departments throughout the campus was nearly 100%. Additionally, the Senate established a SSC executive committee that consisted of ten members and a chairperson. The executive team's role was to ensure that the journey stayed on track and the task of the Senate was being upheld.

The process of soliciting, gathering, and listening to the voices of stakeholders and others was a vital and central part of the Committee's focus. The methods that were employed to accomplish this goal were varied and crossed multiple levels; the results found were extremely meaningful and helped to inform the direction of this organic process.

From the outset, the Committee sought to gather information via various modalities. This included combing data collected by our college, reviewing publications related to student achievement, and researching college campus models for exemplars. The voices of our students, faculty, lecturers, and staff were gathered and synthesized via open forums, "talk story" sessions, surveys, focus groups, committee meetings, facilitated sessions, and an all-day retreat/work session.

A point of emphasis of the Committee was to be inclusive of everyone along with being transparent. We truly realized the importance of listening to the "voices of the

campus” and strongly believed that everyone contributes to student success in their own way. It was also critical to openly share our information throughout our journey. Above all, we always looked through the lens of “students first,” as they are our lifeline in this endeavor.

The following methods illustrate the ways in which we were able to “take inventory” of our existing structures, culture, strategies, principles, etc., focused on student success. These methods allowed us to hear the views, experiences, perspectives, thoughts, hopes, and dreams of students, faculty, staff, and lecturers related to student success. They also helped us to hear the voices, and learn about best practices, from both near and far; in the end, the process helped us to affirm the strengths within and to envision enhancements for students and their success in the future.

How We Gathered the Voices

Campus Open Forum

A campus-wide open forum, convened on November 13, 2013, invited faculty and staff to share their experiences, ideas, and suggestions, related to a student success center on campus. Invitations were circulated through the College’s bulletin and committee outreach. The event was audio recorded for later transcription. Over twenty colleagues attended and conveyed their experiences and testimonials in a town hall format. Each person described their program, explained what worked and what did not work in developing and implementing their services, and provided recommendations to the SSC Committee. The forum provided an avenue to acknowledge the quality and extensive services that already exist at the College and where new efforts may be directed. (See Appendix A: Campus Open Forum for related materials.)

“Talk Story” Sessions

The Kahikoluamea Center was identified in early discussions as a potential home to the student success center. Informal talk story sessions, with representatives from programs and services housed on the first and second floors of the Kahikoluamea Center, were held in November and December 2013 to gather information about existing programs and operations. Garnering feedback from these prospective neighbors was critical in understanding the existing student services landscape and creating stakeholders and commitment for the new project. Since these initial sessions, however, the success center conversations have shifted away from a physical center and toward a campus-wide culture of student and campus success and empowerment.

Student Survey and Focus Groups

When envisioning a student success center at the College, it was important to capture the experiences, thoughts, ideas, and voices of our students. An electronic survey was distributed to all students through the assistance of the office of the Vice Chancellor for Student Affairs. The survey was live for three weeks (November 19-December 11, 2013). A lottery to win a gift card to Ala Moana Shopping Center was offered as an incentive for student participation. The Office for Institutional Effectiveness (OFIE) was instrumental in summarizing the survey results. (See Appendix B: Student Success Survey for related materials.)

The survey included sixteen questions that asked students to rate their academic and personal experience of the campus, provide feedback on what might encourage and discourage them from utilizing a student success center, describe what would make the center a place where they would “hang out,” and share any additional insights they may have on such a center.

Five hundred twenty-three students completed the survey. Participants ranged in age from 18 to 65+ years and represented over forty academic majors. While the majority of students were highly satisfied/satisfied with their experience of the campus, they identified several key elements that they felt would cultivate and foster

their greater success. For academic success, increased availability of counselors, tutors, and peers ranked highest in their priority for the student success center. Other resources and support services (financial aid, scholarships, career development, etc.) were seen as next important. Improving the campus technology support (better wi-fi, free printing, etc.) was rated third. For personal success, students identified counselors and tutoring support as critical to their development. Greater opportunities to engage with other students (especially while enjoying additional food options) ranked second. Improved technology (better wireless, computer loans, charging stations, etc.) placed third. Students felt their intrinsic motivation to do well was a key element in their success. Having friends or a peer group that encouraged success was second in the survey results. The assistance of campus faculty and support staff, along with opportunities (like extra credit) to do well in classes, ranked third. Discouraging factors included time and scheduling conflicts, confusion or shortage of information, and long lines. Chief features in a student success center included welcoming spaces for studying, collaboration, and activities, more food options, and opportunities to engage with friends and other students.

Focus groups were also convened by SSC committee members to extend the survey conversation with students. In small, informal group settings, students were asked to elaborate on their ideas and suggestions. Feedback was shared with other SSC committee members through Lulima.

Meetings and Open Forums

Weekly meetings were held from November 2013 and throughout the Spring 2014 semester to enable communication, collaboration, and planning. The larger SSC committee meetings were held every other week, with executive team meetings scheduled every week in between. (See Appendix C for meeting minutes.)

The larger SSC committee meetings included all 28 members of the SSC committee itself; the last half of each SSC committee meeting in the Spring 2014 semester included open forums, which any and all members of the campus

community were invited. Invitations to the open forums were regularly posted in the campus bulletin and announced via various meeting and departmental venues. These meetings provided a time and space for process updates to take place, to gain input from campus community members, and for SSC committee members to meet and share their knowledge and insights.

The executive team meetings provided a venue during which updates were shared, synthesis of the information gathering process occurred, and planning and collaboration took place to move the initiative and recommendation report components forward. It was also used as a time to plan for reporting and sharing opportunities that the executive team had during the Spring 2014 semester, such as presenting at a breakout session of the Hawai'i Strategy Institute in March. (See Appendix D: HSI Presentation for related materials.)

Site Visits

During the month of January 2014, members of the executive team visited several college sites to learn about their respective learning support centers and student retention and success programs. The team visited five campuses within the University of Hawai'i (UH) system, including: Hawai'i Community College, Honolulu Community College, Leeward Community College, Windward Community College, and UH–Hilo. Team members also visited five California community college campuses, including: Folsom Lake College, Las Positas College, Napa Valley College, San Jose City College, and Santa Barbara City College. One team member also visited Chaffey College and shared her findings with the executive team. (See Appendix E: Site Visits for related materials.)

Through the visits, the team gained awareness of local and national best practices, campus processes, and institutional and systemic issues related to the creation and sustainability of tutoring centers and programs, reading/writing/math centers, and programs that support students in their retention and success. The team also gained insight into the necessity of a firmly rooted campus culture and commitment to student success that is tangibly integrated throughout all aspects, roles, and

parts of the campus; it is essential that this culture is administratively supported and resourced sufficiently in order to be successful.

Faculty/Staff Survey

The Faculty/Staff Survey was distributed to gauge the feedback and recommendations of the campus related to the student success center. Hard copy surveys were distributed at spring convocation (January 9, 2014) and later followed with an electronic survey shared through the campus bulletin. The survey was live through March 3, 2014, or approximately seven and a half weeks. (See Appendix F: Faculty/Staff Survey for related materials.)

Like the student survey, the faculty/staff survey included five questions related to student needs: what might encourage and discourage students from utilizing a student success center, what would make the center a place where students would “hang out,” as well as an invitation to share any additional insights they may have on such a center.

Fifty-one campus employees responded to the survey. While this number is low, when seen in the context of having many avenues to share their thoughts and ideas, faculty and staff may have found alternate ways to contribute to the student success conversation.

Results from the faculty/staff survey aligned with the responses that students provided. Tutoring and mentoring services for all students, counseling and advising support services, supportive technology, and an engaging space were the top four priorities identified in the survey to meet student needs. Faculty/staff felt that counselor and faculty support, centralized campus supports, a welcoming campus environment, and peer support would be most encouraging to students. Faculty and staff reported that students were discouraged by a lack of information on campus, disengaged campus personnel, and personal challenges (busy schedules, lack of motivation, family pressures, etc.).

There is agreement among faculty, staff, and student groups as to what efforts might best contribute to student success. It is a range of priorities throughout the campus, a shift in the type and way services are provided, and an enhanced underpinning culture of the campus.

Facilitated Sessions

Campus faculty and staff representing units and departments across campus were invited to participate in sessions to engage in discussion and envision possibilities related to student success. These sessions were facilitated by two professional community facilitators and were held on four dates over three weeks in February 2014 for a total of 18 hours. Approximately 52 participants, representing approximately 35 disciplines, comprised this Advisory Group. (See Appendix G: Facilitated Sessions for related materials.)

The Advisory Group understood their purpose to develop recommendations for the SSC executive committee's consideration in their report to the Faculty Senate. The group's recommendations included both philosophical (i.e., campus culture and the way that campus personnel connect with and support students) and physical (i.e., the spaces that learning/support activities occur within) implications. They strongly posited that enhancing student success requires a college-wide cultural and paradigm shift and that systemic change will need to occur at all levels of the campus. The group's recommendations were proposed in three phases for implementation.

All-Day Retreat

The executive team met in an all-day retreat/work session in March 2014 to integrate and synthesize all of its findings and to develop a framework for the recommendation report to the Faculty Senate. Within this framework, the group also decided on a model of sharing its synthesized recommendations using a four pillar (pouhana) concept that spoke to the overall message of "it takes a village."

At the conclusion of the all-day retreat/work session, the chair and the executive team members continued to work in smaller groups in the weeks that followed to develop and write work plans based on the four pouhana model - the basis for what would eventually become the group's recommendations (see next section). The chair and group members also developed the other components of the final report to be submitted to the Faculty Senate.

Video

A short video was made to introduce to the campus community a glimpse of our journey and what we learned along the way.

Ka Pouhana

“Pillars of the Village”

(Pillar; Post set in the middle of each end of the house, supporting the ridgepole; support, mainstay, as of a family”)

Everyone is the pouhana of the village. Without the pouhana a house will come down. This translation, according to Nāwa’a Napoleon, is really describing the characteristics of the pouhana that are of most importance.

Taking the meaning of pouhana, the Committee came up with four pillars (see below) to hold up our village. These pillars do not stand-alone and are not separate from each other; instead each must join together to create a stronger foundation for the village. If one pillar is disconnected, overlooked, or ignored the village will weaken and fall apart.

POUHANA 1: FORTIFY – *“to strengthen; to increase the effectiveness of”*

POUHANA 2: REVITALIZE AND ADVANCE – *“to give new life to; to restore, and to improve further”*

POUHANA 3: UNIFY – *“to be brought together as a whole”*

POUHANA 4: SUSTAIN – *“to keep going as an action or process; to supply with necessities and nourishment”*

Each of our pouhana consists of objectives, recommendations, and actions that are necessary to strengthen and establish a student success culture and campus at our College. (Pouhana 1-4 is detailed in our accompanying report titled, “Pouhana.”) Each of these does not take the place of any program, service, course, initiative, etc., that is currently being implemented or piloted. The Committee recognizes and values these student success efforts. It is our hope that what we are proposing enhances, reenergizes, and advances our College.

These four pillars together align to five of the College’s strategic plan outcomes (see below). The pillars also respond to a key priority of the “Reframing UH Strategic Directions for 2015-2021,” under the Hawai’i Graduation Initiative – to increase student success.

College Strategic Plan Outcomes:

- (1) Develop a New Ecology of Engaged Learning & Teaching for Retention and Persistence
- (2) Develop a New Ecology of Engaged Learning & Teaching for Degree and Certificate Completion and Transfer
- (3) Diversify, Sustain, and Increase the College’s Funding Portfolio and Revenue Streams
- (4) Increase Financial, Technological, & Physical Resources and Faculty & Staff Expertise
- (5) Improve On-going Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting

The Committee further collaborated with Dr. Qiong Jia from OFIE to determine if our objectives, recommendations, and actions would lead to assessing the College’s twelve institutional effectiveness measures (IEMs): five Community College Survey of Student Engagement (CCSSE) benchmarks, and seven student success institutional effectiveness measures (see below). Conversations and meetings with Dr. Qiong Jia led to the decision that all of the following IEMs could be measured. Student success institutional effectiveness measures #3, 4, and 5 also exactly align with the Annual Review Performance Data (ARPD) effectiveness measures.

CCSSE Benchmarks:

- (1) Active & Collaborative Learning
- (2) Student Effort
- (3) Academic Challenge
- (4) Student-Faculty Interaction
- (5) Support for Learners

Student Success Institutional Effectiveness Measures:

- (1) Course Success Rate
- (2) Fall to Spring Persistence Rate
- (3) Fall to Fall Persistence Rate
- (4) Certificate and Degree Completion Annually
- (5) Transfers Annually
- (6) % of Students who Received Certificate and Degrees Annually
- (7) % of Students who Transfer Annually

Once again, we encourage you to view each pouhana through the lens and lives of the students. We welcome your insights and feedback. Together, we can position Kapi'olani Community College as *the* flagship campus of student success.

Lessons Learned

The only way to bring this journey to a close is to share with you the lessons we have learned and the inspirations we have gained along the way. We thank you once again for giving us this opportunity to engage in an inspiring, enriching, and poignant experience.

*“Changing campus culture is essential
to decreasing discouragement in students.”*

—Harry Davis

*“Organization is of places,
but culture is of spaces between places.”*

—Robin Fujikawa

*“Visions ultimately belong to the
people who will implement them.”*

—Krista Hiser

*“Realizing that success comes from internal changes
not from procurement of tangible possessions.”*

—Grant Itomitsu

*“Finding common ground in experiences, envisioning, and
supporting student success - between institutions, between
faculty/staff, between instructional and non-instructional groups,
between faculty/staff and students is a ‘must-have’ process to
student success.”*

—Kristie Malterre

*"This journey has been a defining career experience...
student-centered, professionally rewarding,
and personally renewing."*

—Teri Mitchell

*We do so many things right on this campus, but we lack the
communication to let students and faculty know how they can
further improve. With our recommendations,
we hope to get the message to all.*

—Susan Murata

*"When you look afar, you clearly see the gifts
that are right in front of you."*

—Veronica Ogata

*"If we have a campus culture that helps students believe in
themselves and removes barriers to their success, they will be
motivated to seek out and use the learning support services
that we can provide."*

—Sunny Pai

*"A campus culture that values the needs of its students cannot
necessarily lead to student success if students are not
engaged in the learning process."*

—Naresh Pandya

*"Campus culture is defined and prioritized by the stakeholders
who define and prioritize it for themselves."*

—Shannon Sakamoto

Closing Thoughts

We were formed to learn about best practices and to propose the components of a student success center. In the end, we learned that student success isn't found within a concrete structure, but instead, it is found within the strong fibers that bind a village community and encircles and uplifts our students. Na Ke Kauhale Ke Kuleana (*“it is the responsibility of the village”*).

Acknowledgements

Our journey would not have been transformative and our report would have not been filled with incredible richness if it were not for the exceptional people that we met along the way, who willingly shared their insights, experiences, knowledge, and voices with us. The Committee expresses its sincere indebtedness to the following:

Our Students

Every Faculty, Lecturer, Staff, and Administrator

Chancellor Richards

Faculty Senate

Title III Project Coordinator and Personnel

Our Colleagues who attended the SSC Facilitated Sessions

Our Colleagues from our Site Visits

Hawai'i Community College	Chaffey College
Honolulu Community College	Folsom Lake College
Leeward Community College	Las Positas College
University of Hawai'i at Hilo	Napa Valley College
Windward Community College	San Jose City College
	Santa Barbara City College

Facilitators

Lily Bloom Domingo and Jennifer Cornish Creed, CommUnity Works, LLC

Our Colleagues at the Office for Institutional Effectiveness

Our Colleagues at the Business Office

Finally, as the chair of this committee, I would like to deeply thank each and every one of the members for their leadership, scholarship, hard work, dedication, and passion throughout this journey. It has been an honor to travel this journey with you.

I am forever grateful and forever changed.

Executive Members

Veronica Ogata, *Chair*

Harry Davis	Teri Mitchell
Robin Fujikawa	Susan Murata
Krista Hiser	Sunyeen (Sunny) Pai
Grant Itomitsu	Naresh Pandya
Kristie Malterre	Shannon Sakamoto

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Shawn Ford	LaVache Scanlan
Penny Hirata-Knight	Michelle Shin
Davin Kubota	Steve Singer
Frank Leake	Joyce Tokuda
Elaina Malm	Jonathan Wong
Krystalynn Ontai	Evan Yoshimura
	Dawn Zoni

Appendixes

Appendix A: Campus Open Forum

<https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20A%3A%20Campus%20Open%20Forum/>

Appendix B: Student Success Survey

https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20B%3A%20Student%20Survey%20_%20Focus%20Groups/

Appendix C: Meeting Minutes

<https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20C%3A%20Meeting%20Minutes/>

Appendix D: HSI Presentation

<https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20D%3A%20HSI%20Presentation/>

Appendix E: Site Visits

<https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20E%3A%20Site%20Visits/>

Appendix F: Faculty and Staff Survey

https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20F%3A%20Faculty%20_%20Staff%20Survey/

Appendix G: Facilitated Sessions

<https://laulima.hawaii.edu/access/content/group/3d61dc52-f45b-4928-a85a-65de8c4a2a21/Appendix%20G%3A%20Facilitated%20Sessions/>