

THE KCC ADVANTAGE



UNIVERSITY OF HAWAII
KAPI'OLANI
COMMUNITY COLLEGE

Student Success at KCC

"Student success is everyone's responsibility"



It's been approximately six months since Faculty Senate Chair, Susan Dik, assembled the Student Success Committee (SSC), and the committee is still working hard to forge a path in creating a student success campus. On April 7th, the Faculty Senate unanimously

approved the SSC's Final Report. On April 17th, executive members of the SSC presented to the Board of Regents the findings of their report and focused on shifting the campus' mindset and culture to embrace the principle that student success is everyone's *kuleana*.

(Continued on Page 3)

Issue No. 5, May 15, 2014

Contents



Student Success at KCC

1



Gene Phillips Retires

1



C4Ward: Healthy Living & High Impact Practices

2



KCC's New Website: Assess, Plan, Implement, Assess...

2



Hands-on Experience: Essential for Teaching and Learning

6

Celebrate your summer!

Gene Phillips Retires

Gene Phillips retired on March 31, 2014 from KCC, culminating over 25 years of dedicated service. Gene managed the College's print shop, always had a "can do" attitude and always operated as a craftsman who took pride in his work. In addition, Gene served as the Chairperson

of the Staff Council, one of KCC's governance bodies, and served as the Staff Council representative on the Chancellor's Tobacco Products Task Force. A man of integrity, Gene's presence is missed.



(l. to r.) Gene Phillips, Fred Hall, & Wayne Fredericks Jr. at Gene's Party

C4Ward: Healthy Living and High Impact Practices

This term, much of the professional development buzz around campus was a result of the level of faculty engagement in the *Healthy Living* C4Ward and its concierge, Melvin Jadulang (Counselor, Maida Kamber Center). Kristie Malterre (Counselor, Kahikoluamea) expressed her enthusiasm for this C4Ward saying, "There are so many ways in which the *Healthy Living* C4ward group and Melvin, himself, have inspired me to live a healthier and happier life. The supportive, tangible, and encouraging environment and structure of this C4ward has allowed me to grow from a very inactive, extremely non-physical person who was experiencing health issues for many years to

someone who feels great and invigorated with life!"

Laure Burke (Assoc. Prof., Hospitality & Tourism) says she enjoys the *Healthy Living* C4Ward because it allows her to do something for her health whenever and wherever she wants to or can do it. She participates in the *Office Boot Camp* exercises, a six-minute regimen she can do at home or in the office, and yet feels as though she is part of a collaborative effort. Burke informs that "everyday, the concierge Melvin provides an online newsletter including an inspirational quote or information relating to a health-related topic, e.g., *Nothing will work unless you do*, which is a



Kristie Malterre and Vern Ogata at the Ford Island 10km Bridge Run

John Wooden motivational quote; or *The secret of getting ahead is that you must get started.*"

Leigh Dooley (Prof., Languages, Linguistics, & Literature), who coordinates the C4Ward program, explains that C4ward stands for *Collaborative Circle for Creative Change*. Dooley explains that an essential element of C4Ward is

(Continued on Page 4)

KCC's New Website: Assess, Plan, Implement, Assess...



Raphael Lowe demonstrates the "responsive design" aspect of the new KCC Website on an iPad

In an April 16th email to the Chancellor's Advisory Council (CAC), KCC Web Master Raphael Lowe stated, "The new Kapi'olani Community College website was launched on schedule during Spring Break. Rather than revamp our old site, the new site offers a totally different image and system for navigation." Lowe states that the goal is to make the KCC website "easy to use, with resources that are simple to find and painless to access." His intention, he says, within the overall boundaries of the college's marketing plan, was to give a "fresh, new look to the campus."

So far, the Web Team is receiving positive feedback and statements of appreciation. Lowe continues to seek input from KCC constituents to better enable a timely response to the needs of the campus

(Continued on Page 5)

Student Success at KCC (Continued from Page 1)



Students want gathering places to socialize and study

On April 30th, the committee held a campus-wide activity, asking students, faculty, staff, and administration to help them prioritize 39 recommendations that could possibly be implemented in summer 2014 thru spring 2015. Over 200 students, faculty, staff, and administration participated. On April 30th, a Faculty Senate Campus Forum was also held, and the results from the prioritization activity were shared, discussed, and ideas were generated for implementation.

Veronica Ogata, Chair of the SSC, states *"it is important that 'all the voices are heard' as the campus moves forward in becoming a student success campus."* Ogata realizes there are many recommendations in the Report and determining how to proceed is critical. She believes the forum was another excellent way for the campus community to be involved. *"From the beginning, our committee has been committed to ensuring that every step of our process is transparent, has integrity, and is pono."*

The major outcome of the Report is that student success is everyone's responsibility. Ogata affirms, as in any change, full internalization of this principle will be a long process and take time. For now, Ogata says the challenge is to look at what students want first and how best to implement it. For example, a large number of students said that they wanted tutoring for all subjects across all levels, a robust peer mentoring program, and spaces to "hang out" and study. Ogata wants the College to consider these recommendations seriously and figure out how to actualize them for students. *"Their voices are what drive this College. They*

are the reasons why we get to wake up every morning and work at this incredible place. We must listen to them."

Ogata said a major student concern that the committee found is the bureaucratic runaround that students experienced on campus. *"They are tired of being sent here and there, they are not able to locate the support and services they need to succeed."* A few students even reported that they did not feel like returning, and perhaps were thinking of going to another college. *"This is unacceptable! We must strive better to help students feel welcomed, and to create a place where they feel at-home, and develop a sense of belonging."* This takes an increase in coordination and communication between programs, departments, services, resources, etc. Ogata states, *"Everyone is working so diligently for student success that often times we don't have time to tell others all the wonderful things we are doing as a campus to improve student learning, engagement, achievement, and success."* For the most part, Ogata believes that the various parts of



Kahikoluamea, a student resource space

the campus community are in tuned and aligned with knowing what student needs are. *"We just need to talk story more to find out what each other is doing so we can better support students together. We cannot keep sending students here and there because we don't know the answer. We must take the time to help students in their journey – make a call, walk them over to the next person who can help them– see the situation through, instead of passing students along. We know students matter; now let's show them how much they matter to us."*

The next step, according to Ogata, is to put the Report into action. At the forum, Chancellor Richards informed the audience that Bob Franco and his team are currently writing for a Title III grant (\$2 million per year for five years) with a student success focus that

(Continued on Page 4)

Student Success Center (Continued from page 3)

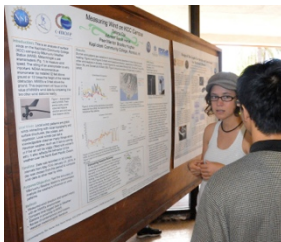
would help support the implementation of the SSC Report's recommendations. (see <http://facultysenate.kapiolani.hawaii.edu/committees/ssc/>). Ogata concludes, "We must continue to remember that student success does not occur in a building or physical inanimate structure, but in a place, a campus, a community where everyone works together to support students in their learning and in their lives – Na Ke Kauhale Ke Kuleana – It is everyone's responsibility."

Susan Dik reported that the analysis of the information gathered by the SSC

resulted in a shift from the original emphasis.

Dik stated that the Planning Committee came to the realization that improvement in student success would take a culture shift of the entire value system toward student-centered, faculty-driven activities; and that student success would have to characterize all actions and behaviors that occur on campus.

Dik said that the SSC, in its Final Report stated, "...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." ♥



Tatiana Ojie explains her research: Measuring Wind at KCC

C4Ward: Healthy Living & High Impact (Continued from Page 2)

that it is a faculty-controlled and -designed professional development activity. While C4Ward is directed solely by faculty interests, its "ultimate intended outcomes" are "improved student learning, improved student engagement, and improved student institutional achievement."

One of the three goals of C4Ward according to Dooley is, "... to increase awareness of professional development, professional relationship-building, and support, leadership development, and well-being activity opportunities among all faculty at the College." Consequently, the program supports faculty self-direction and allows faculty to develop groups along the lines of their needs and interests. Faculty with similar interests and needs meet and learn from each other. A group is organized and facilitated by a trained facilitator, or as referred to above, a concierge.

Dooley reports that currently, there has been an emphasis on life-balance activities (such as healthy living), creative activities (such as jewelry creation), and personal issues (such as Parents of Tweens). In fact, people want more of this and Dooley states, "They are getting something from these activities that they need, perhaps wholeness, a sense of balance and belonging on campus." She believes that this

outcome is in fact another of the goals of C4Ward, i.e., "to enhance morale and sense of trust among faculty, to empower faculty to be confident, responsible, willing, and able to exercise institutional responsibilities and to seek and provide help for professional and personal development." Burke verifies such outcomes as she reports that one of the unexpected effects of being part of a C4Ward is the collaboration it promotes among its members. She says, "When you work on college-focused activities you have a different relationship with other faculty; you feel more connected with the campus initiatives due to these now pre-existing relationships. Malterre expressed similar outcomes by stating, "Participation in this



Melvin Jadulang (center), concierge for Healthy Living, with his KCC team at the Ford Island 10km Bridge Run

C4ward allowed relationships to be built on the fostering and encouragement of healthy practices. Through this, friendships were formed that centered on a common desire to make positive life changes. This is also true for our students, as we encourage them to find those positive supports that help them to persist in college and in life."

(Continued on Page 6)

KCC's New Website (Continued from page 2)

community. The old KCC site presented many challenges to the Web Team. Lowe believes this redesign offers many improvements to the previous site design and states that the Team will continue to add new features in response to the growing needs of its users.



Lowe reports that this first phase focused on launching the new site. All along, the focus has been to place major emphasis on simpler and more efficient functionality from a student perspective, catering to current and prospective students, their online behavior and changing needs. A

target improvement was to make the new website compatible with mobile devices in what is called a "responsive design." This means that depending on which device you use to access the site - smart phone, tablet, or computer - the pages are automatically presented in a format appropriate for that device.

Lowe also reported in his CAC email, "Between now and the fall semester, we plan to standardize all of the college's Program Pages by presenting information in a uniform, easy-to-read format. This way, the site visitor can browse each program by accessing familiar details from page to page." Each program stakeholder was asked to submit an online form by May 9 to ensure that their program's information is current and that any additional features unique to a particular program are included.

Lowe is not just relying on informal feedback to assess the changes. The Web Team is using analytics to track

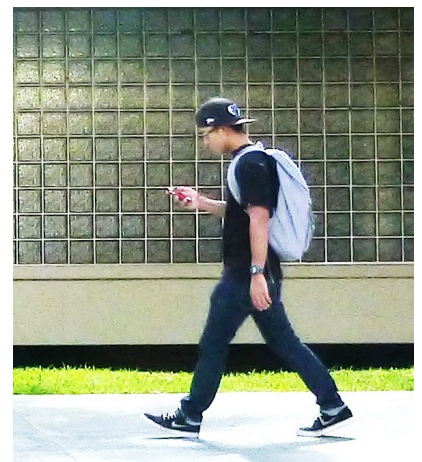


usership. Based on the collected data, the new KCC website can continue to evolve.

One major strategy employed in the design of the new site is the use of "Toolboxes". These pages present commonly accessed and required documents so that they are easier to find and more accurately managed. For example, a student can find required .pdf documents for a program, such as a specific Admissions Procedure Checklist, a Frequently Asked Questions list, or an Advising Sheet. Placing resources at a common access point is a strategy intended to make it easier for students to find information and better serve program stakeholders trying to avoid duplicate or inaccurate forms.

Lowe reports that an upcoming feature will be a site wide implementation of calendars. Event information such as special events and student workshops will be presented in one easy-to-access calendar.

According to Lowe, the new Kapi'olani Community College website is designed to expand campus internet access as a contemporary resource where students can find relevant news, event information, campus policies and student accomplishments whenever and wherever there is need. ♥



user traffic on the new website. While it is still early, reports indicate favorable results. Lowe wants to determine if the site is effectively targeting and serving the student

Hands-on Experience: Essential for Teaching and Learning

There was Nelda Quensell's BOT 105 (Ethnobotany) class on the 'ewa side of the great lawn. The students were animated and obviously engaged in problem solving; their blenders went whirling after each iteration. They were making energy drinks consisting of fruits - apple or grapes, and lemon juice, ginger, wheat grass powder, and water. Quensell explains, "This was a class experience that reflected and applied a classroom discussion of the medicinal species, that was informed by

readings, including a chapter from the Balick and Cox Ethnobotany book."

The students were divided into groups and each team was mixing its own combination of the ingredients to see who could make the most tasty energy drink. When Chancellor Richards approached on his way to the library, he was conscripted to taste drinks from two of the teams and determine which was better.

Quinsell states, "I try to give them as much hands-on experience in class (lei making, musical instruments ...bring and

Left, Krystal Aguirre pours Nelda Quensell a sample of her team's latest batch of energy drink, while team members Myrna Rivera Vega (l) and Jared Asleson (r) wait for Nelda's response.



As Chancellor Richards sips the energy drinks produced by two of the teams, Hunter Patton asks, "Which tastes best?"

talk about the plant that was used to make the instrument) as possible, and class discussion, homework, and poster presentations, plus a campus walk to be familiar with the plants used and discussed in class." Also, some students do seminars on plant species and others do Service Learning with the Malama I Na Ahupua'a program in order to help sustain the flora and ecosystems of some ahupua'a in Oahu. ♥

C4Ward: Healthy Living & High Impact (Continued from Page 4)

Dooley explains that she is excited about the interest faculty show in life-balance type activities but also is concerned that the focus of professional development is not wholly concentrated in this area. Specifically, her concern is that C4Ward not create a vacuum in relation to development in areas more directly focused on teaching, learning, and student success. The latter is also a C4Ward goal, i.e., "to maintain and improve faculty excellence by providing resources and opportunities for all faculty' professional and personal development in pedagogy, professional pathways, professional relationship-building, leadership, and well-being."

Thus, in order to maintain a balance between the professional development activities that have direct and/or an indirect affect on student engagement, learning and success, C4Ward is adding a focus on *high-impact educational practices* that are teaching-

and student-centered and that promote student learning. To accomplish this, C4Ward started in the early part of the spring 2014 semester collecting faculty applications for three new circles. Participants will stay in touch with their circle as they develop curriculum and will then implement their ideas in the fall semester. Dooley said that C4Ward would provide \$5,000 support for each circle for supplies and/or equipment, which is provided by the C4Ward Wo Learning Champions funds.

The three *high impact practice* areas that C4Ward will be promoting are: 1) Collaborative Assignments and Projects for Student Learning; 2) Discussing Difficult Differences (a Diversity focused practice); and 3) Flipped Classroom.

This initial effort will support these pilot groups and C4Ward will expand these activities if they are successful. ♥