

**Chancellor's Administrative Staff Council
Meeting Notes
Monday, January 23, 2017
2:30 p.m. – 4:30 p.m.
'Ilima 202A
Facilitator: Louise Pagotto**

Administrative Staff Members: Brian Furuto, Carol Hoshiko, Brenda Ivelisse, Susan Kazama, No'eau Keōpūhiwa, Nāwa'a Napoleon, Patricia O'Hagan, Louise Pagotto, John Richards and Joanne Whitaker

Members Absent: Brenda Ivelisse, Brian Furuto, Patricia O'Hagan

Guest: Merrissa Brechtel and Sunny Pai

AGENDA ITEM	DISCUSSION	ACTION/ RECOMMENDATION
Previous Meeting Notes Review & approve Jan. 17, 2017, meeting notes		The meeting notes were approved.
New Business Invitation by Deans-Student Success graduation initiatives – Merrissa Brechtel	<ul style="list-style-type: none">• We really need to increase graduation initiatives this spring because we may be behind again, similar to last fall. By end of spring we are supposed to reach 1751 degrees and certificates; but as of fall and summer 2016, we are only at 651.• Attended the STEM conference in San Antonio and would like to coordinate with deans, VC's and departments on how to implement many of the strategies learned at this meeting to increase our graduation numbers.• Counselors could be very helpful in implementing strategies since they work directly with students and know their statuses.• Suggesting working with students who are at about 90% completed.• Discuss with Teri Mitchell to bring to the CAAC, particularly regarding auto awarding.• Requesting assistance with graduation now until June 2017.• Is there a pool of unemployed counselors who may be interested? There may be a program at UHM where counselors are waitlisted for employment opportunities (candidates may be retired, recently retired, part-time, etc.)	<ul style="list-style-type: none">• Temporarily assign graduation duties to staff.• Admin to create a taskforce and create procedures to get a head-start on the AY 2017-18.

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	<ul style="list-style-type: none"> Graduation should be worked on now to prepare for the upcoming academic year. 	
Addressing the gaps in meeting accreditation standards – Joanne W. and Sunny Pai	<ul style="list-style-type: none"> See Appendix A - DRAFT: Addressing the Gaps Identified by ISER How should we approach the matter of addressing the gaps pertaining to Admin? There are 50 bullet points. Split everyone into groups of 2 and work on 2 bullets per week? 	<ul style="list-style-type: none"> Admin to each work on 5 bullets and provide evidence in meeting those gaps. Due by March. Will be presenting to the CAC at the next meeting on Jan. 31st. If there are any questions, contact Joanne or Sunny.
CAC Agenda – Joanne W.	<ul style="list-style-type: none"> AGO's will lead a presentation on what they are working on this spring. Approval from the Admin team to engage in a team building activity involving 15 strands of spaghetti, one marshmallow, and duct tape, to construct the tallest freestanding structure with the marshmallow atop. Suggestions: stagger the supplies to minimize complaints; alternative activities; have a different member/team at each CAC meeting lead a team building activity. Update on the enlistment for CAC work groups. What is the optimal number of members on a team? Up to 7 members per team is ideal. Can we bring in outsiders to join these work groups? Yes. 	<ul style="list-style-type: none"> No'eau & John to work on and present a debrief for the tallest freestanding structure team building activity. Continue sign-ups for work groups at the next meeting on the 31st.
FY 17 General Fund and Tuition and Fees Special Fund Financial Report – Nawa'a N. and Brian F.	<ul style="list-style-type: none"> Shirl will attend next week Admin Staff meeting on Jan. 30th to talk about the budget. 	
UH Federal Credit Union Branch – Brian F. & Joanne W.	<ul style="list-style-type: none"> Joanne met with UH Federal Credit Union representatives. Their goal is to be more involved with the faculty and staff on our campus. They want to offer 2 workshops (ex. financial literacy, home buying). They also want to open a branch on campus. 	<ul style="list-style-type: none"> Admin approved the workshops but discussion on opening a branch has been tabled for now.
Admin Staff Updates	<ul style="list-style-type: none"> Updates from Vern Ogata: Can AGO's and other councils (CAAC, Student Success 	<ul style="list-style-type: none"> AGO's and other

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	<p>Council) do an ARF since they are all involved in the Student Success Pathway? They are incorporating the college values into the SSP. Sharoh and Kauka will be assisting with this. If anyone requires help on the SSP template, let them know.</p> <ul style="list-style-type: none"> • Last Friday, the UH System started the Campus Climate Survey on sexual harassment and gender based violence. Please promote freely (provided posters and table tents). Participants must be at least 18 years old and they can win Amazon gift cards that are awarded weekly. • John would like to address urgent issues regarding setting up new infrastructures with the business office, related to the opening of the new restaurant (ex. hiring, petty cash). • Will the developmental English and math courses in the summer be charged regular tuition? Yes. • Can 11 mos. faculty teach summer school? No. • Nawa'a is working with Marvis Tauala, HGEA union representative, to do a survey for the office of Arts & Sciences. • There will be an ARPD discussion with Louise Pagotto after today's Admin Staff meeting. • In regards to the CIP project, the Title Opinion and notice to proceed were approved by EDA. Later, EDA hired a new attorney who questioned the title opinion and requested changes. She came to Hawai'i to meet with UH General Counsel, VP of Administrative Service, Jan Gouveia, and the Department of Land and Natural Resources officials. Issues were reportedly resolved. EDA recently received document from UH General Counsel. EDA project manager is waiting to release reimbursements to UH CIP for costs incurred. Additionally, the project is nearing close-out, but it cannot do so until the issue is settled and reimbursements are disbursed. ORS is trying to work with the KapCC business office to get all invoices submitted. • At the Continuing Ed. directors meeting, Susan Wyche was present, and reported that the UHCC is establishing a system grants office for which she will be the director. She also discussed the idea of consortium grants and mentioned that the UHCC DOCETS may want to consider one for international program collaboration. • CIP community events – There is a walk through scheduled on Friday, January 27 at 3:00 p.m. Some members of the March 1 planning group will join the March 3 planning group meetings. 	<p>councils may refer to their program administrators about ARF's.</p> <ul style="list-style-type: none"> • Carol to work with VP Morton and VP Gouveia to move the process forward. Carol will work with KapCC Business Office to get cost sharing information to ORS.

Appendix A

DRAFT: Addressing the Gaps Identified by ISER
 Based on gaps identified 1/22/2016
 (with occasional references to the Fall 2016 Accreditation Self-Study Faculty and Staff Survey and 2016
 KaplanCare CC CCSSSE survey)

Standard	Gaps	Topic	Who?	How
I.B.1. I.B.8	<ul style="list-style-type: none"> When policy, procedures, or programs are changed, is the subsequent impact on student learning and student achievement discussed? (I.B.1) More authentic dialog needed around CTR between Chair, Faculty, APTG staff to meet student learning and strategic plan achievement measures. Also more robust alignment with Strategic Plan with CTR needed. (I.B.1) The college does not broadly communicate the results of all of its assessment and evaluation activities. (I.B.8) 2016 CCSSSE report concerns about dropping numbers in student engagement (CEE) (student engagement is noted as a Quality Focus Essay comment as related I.B.1) 	Dialog on Assessment	Admin	1
I.B.2. I.B.4. I.B.8	<ul style="list-style-type: none"> What extent is assessment data used in APTG and CTR? (I.B.2) The college doesn't always close the loop and discuss the impact of change implemented. (I.B.4) The College still needs to improve a systematic review process that moves toward institutional improvement based on assessment products. (I.B.4) No report on how ARF (Allocation Request from) process has impacted student learning and achievement 	Learning outcomes assessment	Admin	2

	<ul style="list-style-type: none"> Lack of institutional engagement around CTR's participation, discussion and loop closing. (I.B.4) There is little resource support for faculty unless it is predetermined and tied to funding. (I.B.4) The College does collect data-driven measures on student learning and achievement, but student learning initiatives as well as student achievement improvements initiatives and discussion seem silo-based. (I.B.4) The College's strategic plan is about achievement measures and not learning and stories of student success. The focus has been on enrollment improvement and not learning, individual student success, and program improvement (I.B.4) Strategic Plan and performance-based outcomes are based on achievement --> NOT learning (II.A.16) Either connect ARF process to CTRs (II.A.16) 			
I.B.9	<ul style="list-style-type: none"> The College does have some short-term planning (ARF, yearly budgets) and long-term planning (five-year planning and APTG) but does the College have an overarching, integrated financial plan that informs both short and long-term planning on an institutional level. (I.B.9) Should the ARF process to be more transparent to members in the college community so that individuals are informed of the status of their ARF and justifications for their approval or denial (in a manner similar to the Faculty Senate flow-chart of Action Request) (I.B.9) 	Assessment and resource allocation	Admin	3

	<ul style="list-style-type: none"> Should the five-year cycle of course assessment be reconsidered or be replaced with a more practical and consistent long-term assessment process (I.B.9) 			
I.B.3	<ul style="list-style-type: none"> Student Achievement data is published on the CTR site, but is not readily accessible to students and the general public Currently accreditation annual report data is not used to assess performance against institutional standards More meaningful dialog involving all parties around the CTR process may be needed to ensure program alignment with strategic outcomes and institutional standards. 	Institutional standards	Admin	4
I.B.7	<ul style="list-style-type: none"> College is not regularly evaluating policies and practices in student and learning support services, resource management, and governance processes. 	Institutional assessment	CAC	5
I.C.1, I.C.2, I.C.3, II.A.4, II.A.10, II.A.12	<ul style="list-style-type: none"> No processes for informing (new) faculty and staff of policies such as ECC Brand Guide, OH Style Guide, etc. Policies exist but faculty and staff are not informed of the policies. This gap applies to numerous other practices and procedures. We are a campus rich in paying information from party to party, generation to generation, etc. This hurts new employees in particular, as they get a lot of time and energy into accomplishing something only to find out well into the project or worse yet at the end that they've violated a policy meaning their efforts were wasted. It also sets the campus up for the potential of information being modified unilaterally as it is passed from party to party (I.C.1) 	Communications	Admin	6

	<ul style="list-style-type: none"> The college is severely deficient in meeting the requirement of having a variety of information available to the public, including but not limited to student achievement and other assessment data. Data and analysis reports are buried in APTG, CTRs, and other similar reports that while technically available to the public will never be accessed by Joe Q. Public because he does not know to look in those reports or where to find them. Other stakeholders including faculty and staff also do not know where to find such information readily. The UHCC system needs to investigate best practices by peer institutions for reporting dashboard with student success data, etc. CCSSSE report needs more prominence for internal and external stakeholders as well. The college devotes a lot of time and financial resources to this project, but does not appear to be getting the return on such resources that it could. (I.C.1) The UHCC and Mobile Development Group has stated that they are not responsible for the content on the ECC website. If single responsibility is responsible, content is published online in a decentralized manner, for example, the ECC website links to "stable sites" for the Library, ELL, Culinary Arts - which are maintained by each respective department. There is a need for web governance roles are to help the UHCC and Mobile Development Group take on older content, broken links, etc. to ensure the accuracy and integrity of the information on the website. (I.C.1) A written policy defining the official positions responsible for reviewing the existing for accuracy 			
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