

# Chancellor's Advisory Council Meeting Minutes

Date: Tuesday, February 12, 2019

Time: 2:30-4:30 p.m.

Place: Kōpiko 127B/128

Chancellor's Advisory Council Members: Lisa Aganon, Kevin Andreshak, Karen Boyer, Kelli Brandvold, Candy Branson, Sarah Bremser, Laure Burke, Martin Chong, Christopher Edmonds, Jerilynn Enokawa, Dave Evans, Bob Franco, Shirl Fujihara, Brian Furuto, Carl Hefner, Carol Hoshiko, Grant Itomitsu, Brenda Ivelisse, Lisa Kanae, Justin Kashiwaeda, Deneen Kawamoto, Susan Kazama, No'eau Keopuhiwa, Sheila Kitamura, Kapulani Landgraf, Karl Naito, Nāwa`a Napoleon, Veronica Ogata, Joe Overton, Louise Pagotto, John Richards, Shannon Sakaue, Annie Thomas, Jan Thurman, Allyson Villanueva, Cathy Wehman, Don Westover, Joanne Whitaker, Amy Patz Yamashiro, and Jeff Zuckernick.

Members Absent: Jerilynn Enokawa, Carl Hefner, and No'eau Keopuhiwa,

Guests: Lisa Yrizarry, Porscha Dela Fuente, Kara Plamann Wagoner, Keith Rivera, Roger Reed, Craig Spurrier, Shaun Kiyabu, Sara Ohashi, Linh Hoang Poe, Jamie Sickel,

## Call to Order

Chancellor Pagotto called the meeting to order at 2:30pm.

## Spotlight – Purpose First by Porscha dela Fuente and Lisa Yrizarry

Spotlight celebrates the innovative initiatives that are happening across the campus.

Complete College America invited 5 states to participate in a 24-month initiative.

The goals

- Integrate career assessment and counseling early and continuously to assist students in making informed choice of major and career
- Provide real-time labor market information to students
- Infuse career exploration and career development skills into the curriculum

Fall 2017-2018 Purpose First Pilot

- Goal: Increase student awareness of major and career exploration

Lessons learned:

- Develop a partnership
- Class visits often moved to other areas of support
- Importance of the encounter for students.

Classroom visits:

- Counselors went to the classroom to facilitate interpretation of Focus 2 (technology tool for career exploration) assessment results (introduced in NSO)
- Demo Hawai'i Industry Sectors website and use of labor market information in career decision-making process
- Emphasize the importance of being in the "right" major for STAR GPS
- Introduce career exploration and planning process and counselor support.

## Approval of CAC Minutes from January 8, 2019

Annie Thomas motioned to approve, Allyson Villanueva seconded.

**Action: The minutes were unanimously approved with one amendment.**

## AGO Updates

Faculty Senate: Candy Branson, Chair

- UHPA retracted the request to allow faculty access to online library databases
- The motion on DE definitions was passed
- The action request on DE class review will be voted on at the March Faculty Senate meeting.
- ACCJC recommendations
  - She is reaching out to other campuses on best practices
  - At the February Faculty Senate meeting, a resolution was passed to phase out Taskstream based on a document created by the Assessment Coordinator and support from the ISER writers, the SLOA committee and faculty.
  - The SLOA committee submitted 4 action requests. One request is to replace Taskstream with revised CLRs and LASRs. We are exploring options in KSCM. Another request was to map course SLOs, PLOs, and ILOs. There are questions as to what changes will be made to the CLRs and where will they be stored?

'Aha Kalāualani: Kapulani Landgraf, Pani

- Oli holo and Hawai'i Pono'i workshops are being offered by student La'amea Paleka in an effort to perpetuate oral traditions on campus. Open to all on Wednesdays, beginning Feb. 13<sup>th</sup> at 12:15-1:15 p.m. at the great lawn near the Koki'o building. For faculty, staff and administrators, on Feb. 15 at 12:15-1:15 p.m. at the great lawn.
- Kīpaipai Career and Transfer Series – Healoha Johnston is the assistant curator for the Honolulu Museum of Art. She will be speaking on February 21<sup>st</sup> at 12-1pm at the Lama Library Alcove.
- First campus-wide mālama 'āina, March 9 at 8am-12pm, meet near 'Ilima at 8am.

Staff Council: Kevin Andreshak, Chair

- California Pizza Kitchen on Wednesday, February 27 at Kahala Mall. Take out and catering are included. Print the flyer and turn it in when you pay. Contact Jeri Poti with questions.
- Hawaii Student Success Institute (formerly HSSI) on March 1<sup>st</sup>. A bus has been confirmed, leaving the campus at 7:15 a.m., leaving the Convention Center at 4:30 p.m. Choose to ride one way or both ways. There are 54 seats on the bus. Staff sign ups close on Feb. 26. If there are extra seats, faculty may sign up with Jeri Poti. She will contact you if you have a seat.
- Dress for Success – a business clothing collection event in collaboration with the Employment Prep Center on March 14-15. They will accept professional and Hawaiian casual clothing for men and women. They also accept shoes, belts, scarfs, tote bags, and briefcases. Drop off site is the Employment Prep Center and Kalia 101.
- Birthday celebrations will continue throughout the next few month under the tree in front of 'Ilima. The next one is Tuesday, March 12<sup>th</sup>.

Student Congress: Allyson Villanueva, President

- The dates for the town halls around Mauna Kea and the 30-meter telescope are
  - Tuesday, Feb 19 @ 'Iliahi 123 ABC from 1:30–3:00pm (Astronomy Dept.)
  - Wednesday, Feb 20 @ 'Iliahi 123 ABC from 1:30–3:00pm (Hawaiian perspective)

- Monday, Feb 25 @ 'Iliahi 123 ABC from 1:30–3:00pm (KCC faculty leads a discussion with students)
- Applications to elect Student Congress officers for next year are due February 27. An email blast will be sent to all students.
- Spring student survey – They are working with OFIE and will include evaluating Student Congress (ACCJC recommendations)

### Threat Analysis: Brian Furuto and Keith Rivera

A Threat Assessment was completed by Roger Strecker through a site visit on December 3-7, 2018. It was funded by the consortium Title III grant with Maui College. The study reviewed campus safety – people and facilities.

Findings are:

- The campus is at low risk for active shooter and bomb threat.
- Electronic surveillance is compliant, night time lighting – low risk, criminal activity to guests – low risk, parking lot – low risk, fire – low risk.
- Ingress and egress – we have an open campus so we have no access control.
- Risk and exposure to natural or man-made disaster – medium risk because of the possibility of hurricanes and other weather events
- Storage of hazardous chemicals – medium risk
- Policies, rules, procedures – medium risk
- Comprehensive review to all threats – medium risk
- Classroom line of sight vulnerabilities of active shooter – high risk.

### CAC Evaluation Results – Louise Pagotto and Kara Plamann Wagoner

The CAC completed a survey in January to evaluate the Council's effectiveness.

Results were:

- The respondents feel comfortable participating in CAC. 80% wrote improved atmosphere. Relevant. Transparent. Confident. Equal. Voice heard.
- Responses were more varied about the effectiveness in decision making. The majority felt the CAC was effective but 79% felt that there was room for improvement writing “process of decision making takes too long”, “there is not enough representation” and “isn't this more of an advising vs. decision-making body?”
- Respondents believe that CAC is effective in fulfilling its role but 58% feel there is room for improvement saying “role still must be defined more accurately”, while 42% felt CAC was relevant, improved, voice heard, efficient, transparent. Organized.
- How can we improve effectiveness? 17% suggested smaller groups, splinter groups.

The Chancellor concluded that there will be two improvements based on the survey results:

- AGOs will share only information that is relevant to the entire campus at the CAC meetings. This was already discussed with the AGOs.

- Smaller work groups: The groups can do background work on issues and bring the ideas to the CAC. What are issues that you would like the groups to work on. (The members texted ideas. The list of ideas is in **Appendix A.**)

### ACCJC Recommendation – Accreditation Work Group

The Chancellor introduced the Accreditation WG members who were appointed by their functions related to accreditation ad/or assessment . Lynn Hamada, Kristie Malterre, Vern Ogata, David Uedoi, Sheryl Shook, Kara Plamann Wagoner, Jamie Sickel and Joanne Whitaker.

### ACCJC Recommendation 2

In order to meet the Standards, the Team recommends that the College **analyze and document the results of learning outcomes assessment** across **all disciplines and programs**, and integrate this analysis and documentation into **program review and institutional planning processes** on a **regular and consistent cycle**. Further, the Team recommends that the College use the results of this analysis and documentation to make **improvements in student learning at the course, program, and institutional levels**. (I.B.2, I.B.4, I.B.5)

### Proposed Strategies

- (1) Phase out Taskstream and replace with revised versions of the CLR and LASR. **(FS)**
- (2) Add ARPD section to align assessment results to program improvement/resource allocation. **(CAC)**
- (3) Map course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable). **(FS)**
- (4) Implement a 5-year reporting cycle of assessment (20 %) beginning Fall 2019 and ending Spring 2024. **(FS)**
- (5) Create new Gen. Ed. outcomes to be implemented by Fall 2024. **(FS)**
- (6) Change the CPR cycle to a 5-year cycle to align with course SLO assessments. **(CAC)**
- (7) Align course outline of record with syllabi and catalog. **(FS)**
- (8) Re-examine and revise resource allocation process for program improvement. **(CAC)**

**Bottom Line #1:** We need to clearly show/demonstrate how our course assessment results are used to inform program improvement.

**Bottom Line #2:** We need to clearly show/demonstrate how our assessment results are used to inform institutional planning and budgeting.

### We need to:

- Establish regular and consistent documentation and assessment of learning outcomes and results.
- Map clear connections from course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable).
- Have curriculum, assessment, and CPRs on a 5-year reporting cycle.
- Show a clear alignment of assessment results to program improvement and resource allocation in the ARPDs.

### Next Steps:

- Support faculty to continue their course and program learning outcome assessments for Spring 2019.
- Support faculty to continue their dialogue regarding learning outcomes assessment and course and program improvements.
- Collaborate with SLOA Committee and Faculty Senate to support Action Requests.
- Hold workshops to map course SLOs to PLOs, Gen. Ed. outcomes, and ILOs (as applicable).

- Implement the change of the CPR cycle from 3 years to 5 years approved by the CAC as an amendment to K5.202.
- Revise ARPD section to align assessment results to program improvement and resource allocation.
- Ensure that the Action Plan section in the CPRs clearly documents the steps that the program will take to improve assessment results approved by the CAC as an amendment to K5.202.
- Re-examine and revise resource allocation process for program improvement.
- Establish a clear process to connect learning outcomes assessment results to program review, institutional planning and decisions.
- Develop and implement a process to regularly evaluate and improve on the learning outcomes assessment processes at the course, program, and institution levels.
- Continually inform faculty about the progress of the ACCJC recommendations.

Ultimately, beyond meeting ACCJC Recommendation 2, we hope that when all the moving pieces are in place, we have created clear processes that build and strengthen our culture of assessment and support faculty, staff, students, and administration to continually improve.

#### Policy K 5.202 – Louise Pagotto

The proposed amendments can be found in **Appendix B**.

- Amendments to the Comprehensive Program Review (CPR) from a 3-year cycle to a 5-year cycle. The UH Community College Policy UHCCP 5.202 states that course assessment and CPR must be on the same cycle. A 5-year course assessment cycle is being proposed as an action request in faculty senate.
- The advantage of a 5-year program review cycle is that programs can track their plans over a longer span of time. Programs are reviewed annually through the ARPD (Annual Report of Program Data).
- If your program went through an accreditation within two years, you don't have to do a CPR, as stated in the current K5.202 policy.
- If not, CPRs will be due May 1.

**Action:** Endorsement to adopt amendment #1. By a show of hands, it is approved, with 3 abstentions, no disapprovals.

**Action:** Endorsement to adopt amendment #2. By a show of hands, it is approved, with 2 abstentions and no disapprovals.

**Action:** K 5.202 in its entirety will be reviewed and revised, as necessary, and sent to the CAC for discussion and vote at a later date.

#### Budget Update – Louise Pagotto

- The FY 2019 budget memo regarding the spring allocations was disseminated. Please read the memo thoroughly as it contains important information.
- A goal of 20% reduction was set. We didn't meet the goal so there are implications. No deficit spending. If you run out funding in your accounts, you won't be able to spend. Before you

decide to purchase, please check your balance in KFS. If you have questions about the budget and the budget sheets, contact Shirl Fujihara.

- Everyone was given the full 50% allocation for spring. Check with your Dean or Vice Chancellor. We need to be vigilant to avoid a deficit.

### Updates

- There was a questions about technology purchases, in light of the budget reductions. The CELTT Coordinator will present a technology update at the next CAC meeting. However, you are now required to buy your own toner.
- Thanks to Kevin, Craig and the web team, there will be a new CAC listserv:cac-open-l@lists.hawaii.edu. Anyone can subscribe. Here are the instructions: [CAC open list instructions](#)
- Consultant Linda Colburn completed the sessions. Admin did a kūpono session as well. Linda will present a summary and recommendations.

## Appendix A

What should our CAC work groups focus on?

- Student engagement
- Student retention
- Faculty engaged in retention efforts
- Seeking opportunities to recruit working adults
- How to engage students and empower them.
  
- Enrollment data – current and relevant
- Enrollment data that will support efficient scheduling of classes
- Enrollment data that can explain student persistence and why students leave mid-semester
- Enrollment of students
  
- Ways to improve specific performance-based funding measures.
- Data Calendar – making sure that effective data is sent out monthly to inform CAC where we are in terms of performance-based funding and other goals we need to meet.
  
- Campus governance and the role of CAC
- CAC should be chaired by someone outside of administration. All administrators should be non-voting. The body should be tasked with creating its own agenda and admin serve as resource/answers/advisement to Chancellor.
  
- Accessibility
- ADA accessibility: documents, flyers, website support
  
- Issues that require campus wide input, and cannot be handled through any other means.
- Identify focus groups as issues come up in CAC that need more discussion
- Focus groups as topics come up in CAC meetings
- Addressing problems
- Campus wide issues, including reps from all AGOs
- When something needs discussion/approval that impacts campus as a whole. Business!
- Short term goals. Long term goals are important but we need to practice achieving and measuring short term documented goals. Big goals are great, but small goals need to be practices, measured, and tracked first, even if we fall short of the goal.
  
- Professional development priorities
- Fundraising for professional development
  
- Student Centric Approach to decision making
- Faculty-centered approach to decision making
- Bridging Student Affairs and Academic Affairs
- Improving curriculum approval process
  
- Priorities of each department

- Priorities and vacancies
  - Planning and priority setting advisement to the Chancellor. This is what the body should be doing. Because of the body's composition, too many of these people are thinking day to day and getting too involved in operations of campus.
  - Budget/financial data and reports
  - Alternative ways to address funding needs and priorities
  - Reorganization of the campus
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- Campus culture
  - Values of campus
  - Getting along
  - Civility and respect
  - How to improve interdepartmental relations
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- Accountability
  - Accountability (2<sup>nd</sup> time)
  - Holding people accountable to do their jobs
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- Group to help streamline processes
  - Translating practice into documented policy
  - Standardizing processes on campus
  - Optimizing workflows
  - HR hiring processes/policies
  - Improving HR and Business Office
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- Create an advisory process
  - Administrative evaluations
  - Improving food options.
  - I'm looking around and people are not engaged.
  - Moving to a quarter system.
  - Entrepreneurial work as a campus

## Appendix B

### AMENDMENTS TO

#### K5.202 Review of Established Programs

(Revised Spring 2012, Corrected Spring 2013, Revised Spring 2015)

#### **AMENDMENT #1**

##### FROM:

Frequency of Program Reviews

- b. *Comprehensive Program Review (CPR)*: All programs shall complete a comprehensive assessment every three years on the same three-year cycle.

##### TO:

Frequency of Program Reviews

- b. *Comprehensive Program Review (CPR)*: All programs shall complete a comprehensive assessment every **five** years on the same **five**-year cycle.

#### **AMENDMENT #2**

APPENDIX B, Part VII (Instructional Programs), Part V (Student Services and other Administrative Units))

##### FROM:

Tactical Action Plan (projections for the next three years)

The action plan outlines the steps the program will take to improve the results of assessment and/or the health indicators, aligned with the College's Strategic Plan. For each strategy used, identify:

1. Strategy for Improving Program Outcome/Indicator and related Strategic Outcome
2. Performance measure to assess program strategy and related Strategic Performance Measure
3. Data to be gathered to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, program-specific data
4. Position(s) Responsible
5. Synergies with other programs, units, emphases and initiatives
6. Key Community Partners (if any)

TO:

Action Plan

The action plan outlines the steps that will be taken to improve or modify the program based on the analysis of the program's health and the attainment of program learning outcomes. The action plan will inform and drive the program's subsequent Student Success Plan and/or ARPD and will support the College's mission and Strategic Directions.