Call to Order
Interim Chancellor Louise Pagotto called the meeting to order at 2:30 p.m.

New Business
Approval of minutes – October 26, 2017
Alissa Kashiwada made a motion to approve the minutes with amendments, Trude Pang seconded.
The minutes with an amendment were approved unanimously.

AGO Reports
Staff Council – Alissa Kashiwada, Staff Council Chair (See Appendix A)
March 2, 2018, is staff professional development day at Windward Community College.

Faculty Senate – Candy Branson, Chair
- 206 courses and 32 programs were approved.
- New Action Request – student grievance policy for Continuing Education
- Recent vote – support of TOPP for Distance Education. Further changes are needed. It will also be reviewed by the faculty union.
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<th>AGENDA ITEM</th>
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<th>ACTION/RECOMMENDATION</th>
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| - Accreditation – working on a spreadsheet to track SLOs on faculty syllabi.  
- Course evaluation system – Faculty Senate Evaluation committee is working on questions. Faculty Senate will host faculty forums in January and February for feedback. | | |
| **Kalāualani:** Kapulani Landgraf  
(See Appendix B) | | |
| - Scholarship ‘Aha – 139 are students registered to attend.  
- Makahiki is January 19, 2018. The procession will start at 8:30 a.m. No photography will be allowed during the procession. 5-6 teams are competing. Lanakila award - $500 tuition waiver for winners. | | |
| **Student Congress:** | | |
| - Transportation and technology fee. They will be getting a proposal from the Dept. of Transportation Services. There will be more work on both proposals in the spring. They will address the Board of Regents on March 22, 2018. They administered an unofficial survey of 400 students. 90% said yes to both of the proposals.  
- They went to a national conference for student leadership with other RIO leaders.  
- They will purchase microwaves for the cafeteria. The Culinary Chair noted that the electrical power load must match with the microwave. Commercial microwaves are needed for the higher number of users. Raiyan was asked to work with the Dave Hamada at the cafeteria. Auxiliary Services will also assist.  
- A request was made to the CAC members to inform students about Student Congress. | | |
| **4 draft policies:** Governance, Vacancies, Animals on Campus and Facilities Management and Use Policies – Louise Pagotto | The Interim Chancellor asked that the CAC members take the Governance, Vacancy, Animals on Campus, and Facilities Management and Use policies back to their departments/units for feedback. AGOs will send resolutions to the Chancellor. | |
| | - If there are edits, send to Joanne Whitaker by January 16, 2018.  
- If there are no major changes, we will vote on the policy at the next CAC meeting on January 16, 2018.  
- If there are major changes, we will discuss them and ask the members to take it back | |
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| Institutional Learning Outcomes (ILOs) – Louise Pagotto | An ILO talk story session was held on November 30, 2017, as there was a need for further discussion. 24 faculty, staff and students attended and shared their views. The Interim Chancellor sent a proposal stating that when students come to the College, they learn outside the classroom as well as inside the classroom so it’s not the sole responsibility of the instructional faculty to provide opportunities for students to meet the ILOs. We are a student success campus – it is the responsibility of the entire campus to help our students succeed. The proposal incorporates the 4 ILOs as a responsibility of the institution. Discussion:  
• How are we going to measure the community and Native Hawaiian culture part? Most of the health programs have clinicals that are located in the community.  
• We need to discuss the Native Hawaiian goal further.  
• There are qualitative and quantitative assessments. We are not measuring the ILOs. We are assessing to see if we can do better. Ways to assess are pre- and post-surveys, qualitative essays, and student focus groups. If the faculty need ideas as to how to assess the ILOs, see OFIE.  
• The cultural ILO is happening naturally by virtue of where we are and the composition of our students.  
• The departments and programs already have a lot to assess. There are multiple reports: ARPDs and independent reports.  
• We will assess the 4 ILOs as a campus.  
• All 4 ILOs are already aligned with all the programs. This is not something every single faculty needs to do. Assessments will also occur on the institutional level.  
• Questions addressing the ILOs can be included in the new course evaluation system. | • The members were asked if a vote could be taken today or if the members wanted to take the proposal back to their depts./units. It was decided that the proposal would go back to the depts./units for discussion and the vote would be taken at the CAC meeting on January 16, 2018.  
• The proposal is to adopt the 4 ILOs.  
• The memo will be edited to include the assessment part of the discussion and it will be resent. |
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<td>Student perspective: although Student Congress endorsed the 2 ILOs, there was good discussion on the other 2. They align with our mission and vision and it makes Kapi'olani CC special. Culture and community resonated with a lot of the students. They agreed to bring the 4 ILOs back for discussion.</td>
<td>• If course SLOs are mapped from program to ILO, then the ILOs are being assessed. • There will be multiple ways to assess. The last 2 are rich outcomes. It shows who we are as an institution. • The assessments are not only happening at the course level; it is done at the institutional level. It will take time to figure out how to assess. We will need to do something annually at a minimum. • Student perspective - the 2 ILOs (culture and community) exist on the campus already. We don’t need to create it. We need to figure out how to assess them even though it’s hard.</td>
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Distance Education Plan – Leigh Dooley, DE Coordinator, and Kelli Nakamura, Faculty Senate DE Chair | An update on the DE plan was presented. The highest priorities are: • Support for increased student preparation to succeed in an online class. • Support for continuous professional development opportunities for faculty. A proposal was made to faculty senate to make TOPP a requirement for faculty who were teaching online for the first time. Also, the proposal was to provide those faculty 3 TEs to take the TOPP course and to develop their online course. • Provide appropriate and sufficient on-campus technology support. • Create a committee to assess and provide ongoing recommendations to improve the campus website. Updates on the 8 recommendations: • Online AA degree – spring 2018. The pathway is there but there is no program yet. There is a system level pilot for an online AA degree with 5-week courses at Leeward, targeting working or returning students. • Greater awareness by students of online course expectations. Course descriptions will need to be improved by fall 2018. • Demographic and academic data – an annual data report on how online students are doing. • Regularly surveying students on their needs. They are working on an annual survey. • Continuous professional development opportunities. Webinars are offered and open to all UHCC. TEACH website is a resource site for online teachers. |
<p>| • The recommendation by the DE Coordinator and Faculty Senate DE Chair was that changes were needed to the DE plan but not now. • Their proposal to evaluate the DE plan was accepted as a Kapi'olani Research Scholars Project (KRSP). |</p>
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<td>• Regular re-evaluation of the DE plan.</td>
<td>Accreditation developments – Need to strengthen in the DE plan for the following:</td>
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<td>• Greater public awareness of Kapi'olani CC’s course offerings</td>
<td>• Centralized approval for DE classes.</td>
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<td>• Learning Management System compliance.</td>
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<td>• Required training for those without prior experience.</td>
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<td>• Regular and substantive interaction with faculty and other students.</td>
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<td>More focus is needed on Native Hawaiian and indigenous students in the DE plan.</td>
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<td>More data is needed to study the success of online students by ethnicity.</td>
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<td>Faculty Senate DE committee Chair report – They worked closely with the DE coordinator.</td>
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<td>• Shaping the department approval of DE courses in KSCM.</td>
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<td>• Offering feedback on TOPP and SOL learning module</td>
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<td>• Taking the lead on website development</td>
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<td>• Offering feedback on the TEACH website</td>
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<td>• Other initiatives – Turn It In, ProctorU, course caps and no-show drop policies (online), DL website, student technology support.</td>
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<td>Questions:</td>
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<td>• Can Sol be required for students? It is a system issue. If we require it and the other Community Colleges don’t, it will be a problem. Other campuses are interested in what we are doing.</td>
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<td>• How are we going to talk about it with students? Is it an Online Course, Distance Education, Distance Learning? We need to decide on one name.</td>
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**Student Learning Assessment Colloquium – Tony and Grant**

The first Assessment Colloquium was in August 2017. 40-50 faculty attended. The results were 12-13 courses had finalized assessment plans and 4-6 courses got their results into Taskstream. There is a need for the faculty to get their assessment plans and assessment results into Taskstream.

- A request was made for the Deans and Department Chairs to tell the course coordinators or faculty who develop assessment plans or assess outcomes that the SLO Coaches will come to your department meetings or meet one-on-one to assist them in
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| ACCJC Institutional Self Evaluation Report (ISER) Update: Joanne Whitaker (Appendix C) | • The 4 Standards will be up on Kapi‘olani CC’s website for public review and comments by the end of the December.  
• The ACCJC Institutional Self-Evaluation Report (ISER) started in fall 2016 with over 40 writers and contributors. In fall 2017, there are 6 reviewers of the ISER.  
• A new part of the report is the Quality Focus Essay (QFE). ACCJC states, “The institution will identify 2 or 3 areas coming out of the ISER on which the institution has decided to act (action projects), and which will have significance in improving student learning and student achievement over a multi-year period.  
• The QFE recommendations from the ISER team are:  
  1. Increase Engagement for Student Success – What are your ideas for increasing engagement across the College to ensure students persist to certificate and degree completion or transfer?  
  2. Strengthen Outcomes Assessment – What are your ideas to strengthen assessment of student learning outcomes and service area outcomes?  
A problem was identified regarding student learning outcomes assessment. Only 15% of the Assessment Plans are currently in Taskstream. In addition, the last collection of Course Learning Reports (CLRs) was spring 2016. There is little evidence that student learning is being assessed.  
It was noted that many departments have completed assessments but they are not in Taskstream. | • Getting assessment information into Taskstream.  
• The Assessment Colloquium on January 5, 2018 at 8am is a crash course on assessment. |
| Questions: | | Next steps for the QFE:  
• Requesting that each College program, department and unit provide 2 or more action suggestions reported on a Google form by January 10, 2018.  
• The ISER team will take all the ideas and create a draft QFE.  
• The QFE will be presented at the CAC meeting on February 6, 2018. |
| • There are departments and programs that have completed their assessments but are not in Taskstream. Either they need to work with the SLO coaches to get them into Taskstream or we will need to create a platform to collect all the CLRs.  
• The department chairs asked for a list of courses showing what needs to be completed. Once the review function in Taskstream is working, those reports will be available. More information is forthcoming.  
• Not all faculty have access to Taskstream but any faculty can have access. Those who were in charge of the CLRs previously have access. | Next step for assessment:  
• All assessment plans are required to be in Taskstream by March 2, 2018.  
• The SLO coaches will assist inputting assessment information into Taskstream. A worksheet was provided to help programs and departments determine where they are in the process.  
• For those who have completed assessments but are not in Taskstream, there will need to be a process to collect the information. |
Appendix A

Staff Council

"ALWAYS ON THE MOVE!"

Staff Council is the official governance organization representing staff members at Kapi‘olani Community College. Established in 2000, the Staff Council is a self-directed, consultative, and deliberative body that consults with College leadership on matters affecting life in the workplace and has the authority to make recommendations on matters that have a significant bearing on the College. Staff Council membership includes administrative, professional, technical and civil service staff at the campus.
Recapping Fall Semester 2017..., welcoming new Staff to our Great College, inviting staff to our monthly council meetings to request funding or pitch an idea...
Taking part in the Great Chili Contest and donating to AUW...
Attending campus events like the open house and reception of Lamaku – Study Hub, the on-going Civility Pledge Campaign...
From meetings to meetings, discussions to discussions...
Fall 2017 General Membership Meeting and Halloween Costume Contest...
Having Staff who we supported with Professional Development funds, give back by sharing what they learned and with the new acquired knowledge help better our learning and service environment for students, faculty and fellow colleagues.
Learning together with Admin Staff, faculty and fellow colleagues in coming together in developing high level, robust and progressive TEAMS.
Fostering and nurturing on-going “sister” campus relationships that encourage collaboration, engagement, and the exchange of civility and respect.
Staff participated in lectures and informational sessions that encouraged Native Hawaiian Indigenous Learning and Traditions as well as increasing the understanding of collective bargaining.
Staff was also involved with the Civility and Sustainability efforts...
As well as raising the awareness and increasing the capacity of giving for the Toys for Tots Holiday Gift Giving Campaign. As of 12/07/17, Kapi'olani CC has donated over 500 plus individual toys and games or 12 TFT large boxes.
November 28, 2017 Staff Council officially handed over our adopted and approved Bylaws to Interim Chancellor Pagotto.

As we prepare for Spring 2018 Semester Staff Council is committed to continuing the work of supporting and servicing Staff and our Great College Community!

Please visit our website at https://ohana.kapiolani.hawaii.edu/authorized-governance-organizations/

From Staff Council
Wishing You a Happy Holiday Season!
Appendix B

The Native Hawaiian

Scholarship ‘Aha

Honolulu

Kapi‘olani Community College
‘Ohi‘a Cafeteria

Thursday, Dec. 7, 2017 @ 6:00pm

Register online at:
http://tinyurl.com/nhaha2017

This presentation is for high school students, parents, teachers, adult students, enrolled college students, counselors, and anyone interested in finding out more about sources of financial aid available for Native Hawaiians including eligibility criteria and qualification requirements. Meet with scholarship providers from: Kamehameha Schools, Paahi Foundation, Hawai‘i Community Foundation, Native Hawaiian Health Scholarship, and Ahu Likī.

Sponsored by
University of Hawai‘i, Office of Hawaiian Affairs, Kamehameha Schools, Pacific Financial Aid Association,
UH Maui College Educational Opportunity Center, and the Native Hawaiian Education Association
Makahiki – Hawaiian New Year

- Starts at the rise of Makali‘i in the east at sunset. The Makahiki is a time of peace and rejuvenation. Makahiki is a tribute to Lono, god of rain and fertility, asking for help with next year’s crops and for healing.

Friday, January 19, 2018, 8:30am, Great Lawn
Title III - Kawehewehe: Native Hawaiian Health and Wellness Series

ʻUmialiloalăhānauokalākaua Kai
Makahiki Procession

Akua Loa walks clockwise around the island, stopping at each Ahupua’a to collect Ho’okupu, rest and watch over Nā Pā‘ani (Games)

Akua Poko of each Ahupua’a meet Akua Loa to greet and stand with him during the kapu ceremony.

Ali‘i were able to reunite with their people and evaluate resources of the ʻāina.
Ali‘i held games/competitions as a fun event and to identify his best Warriors.

Ülumaika
Moa paheʻe
ʻŌ'o ihe
Kōnane
Kulakulaʻi
Pā Uma
Honuhonu
Hehe Kūkini
Appendix C

ISER UPDATE

Joanne Whitaker,
Accreditation Liaison Officer
4 STANDARDS

- **Standard I**: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- **Standard II**: Student Learning – Instructional Programs, Library and Learning Support Services, and Student Support Services
- **Standard IV**: Leadership and Governance – Decision Making Roles and Processes, Chief Executive Officer, Governing Board, Multi-College Districts or Systems

https://www.kapiolani.hawaii.edu/accreditation/
ISER TEAM MEMBERS

- Lynn Hamada
- Kristie Malterre
- Veronica Ogata
- Sally Pestana
- Lani Suzuki-Severa
- Annie Thomas
- Sunny Pai
- Joanne Whitaker
OTHER PARTS OF THE ISER

- Introduction, history, and Data Section (OFIE)
- Process of writing the ISER
- Eligibility Requirements (ERs)
- Commission Policies and Federal Requirements
- Vignettes
- Quality Focus Essay (QFE)
QUALITY FOCUS ESSAY (QFE)

“The institution will identify two or three areas coming out of the ISER on which the institution has decided to act (action projects), and which will have significance in improving student learning and student achievement over a multi-year period.”
QFE RECOMMENDATIONS FROM THE ISER TEAM

- Engagement
- Assessment
## REQUIREMENTS FOR THE QFE

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Action Steps</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
<th>Assessment of Progress</th>
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PROPOSED ENGAGEMENT QFE

Increase Engagement for Student Success

What are your ideas for increasing engagement across the College to ensure students persist to certificate and degree completion or transfer?
PROPOSED ASSESSMENT QFE

Strengthen Outcomes Assessment

- What are your ideas to strengthen assessment of student learning outcomes and service area outcomes?
QFE NEXT STEPS

- Asking each College program, department and unit to provide two or more action suggestions due to Joanne on January 10, 2018.
- The ISER Team will take all the ideas and create a draft QFE.
- QFE will be presented at the February 6th CAC meeting.
### ASSESSMENT TIMELINE

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<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>Majority of the paper CLRs collected by OFIE</td>
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<tr>
<td>Spring 2017</td>
<td>Taskstream fully implemented</td>
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<tr>
<td>Fall 2017</td>
<td>15% of the Assessment Plans in Taskstream</td>
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<td>Spring 2018</td>
<td>?</td>
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Very little documentation to report from Spring 2016
All Assessment Plans are due in Taskstream by

Friday, March 2, 2018
We are all in this together!

https://www.youtube.com/watch?v=zCNqNkAZaq4

We are all in this together!