Chancellor’s Advisory Council Meeting Minutes

Place: Köpiko 127B/128
Date: Tuesday, March 10, 2020
Time: 2:30-4:30 pm


Absent: Brian Furuto and Lisa Radak,
Guests: Alejandro (Alex) Salinas Nakanishi, Louise Yamamoto, Linh Hoang Poe, Dale Hagadone, Dustin Cook, Lisa Yamamoto, Darsh Dave, Jamie Sickel, Kara Plamann Wagoner and Jacob Choe

Call to Order

Chancellor Pagotto called the meeting to order at 2:31 p.m.

Spotlight: Kaimuki High School Service Learning - Alejandro Salinas Nakanishi

Get Caught Up in the Drama! Diversity Fellowship.

- Bridge diverse learners (a mix of our students and Kaimuki high school students) through performing arts (Watching and discussion plays at the Kumu Kahua Theater - 2 in the fall and 2 in the spring)
- Explore Honolulu as a single, fluid identity. Who are we as a community?
- Create [podcasts](https://example.com) as a community learning resource

Approval of CAC minutes from February 13, 2020 meeting

There was a question about wording in the Reimagine Process appendix.
Bob Franco moved to approve and Joe Overton seconded.
Action: The minutes were approved unanimously.

AGO Updates

Student Congress, Michelle Bonilla, President

- Michelle was the Vice President and now she is the President of Student Congress.
- Student Congress - election packets for next year’s officers are being distributed.
- Working with OFIE on the spring survey, focusing on issues on campus.
Faculty senate, Candy Branson, Chair

- Report will be presented at the Academic Affairs Council (AAC) meeting.

‘Aha Kalāualani, Kapulani Landgraf, Kīpū

- March 2nd at 11am-2pm - Kawehewehe, the Native Hawaiian Health and Wellness Fair
- March 30th and May 1st - Lei Making workshops
- May 1st - Lei Contest

Staff Council, Raphael Lowe, Chair

- Raphael Lowe is the Chair for Staff Council
- April 23rd - General membership meeting to get bring the staff together. The theme will be around Earth Day.

Kapi’olani CC 75th Anniversary Events - Louise Yamamoto

- Theme – Ā Mau Ke Kukui - The light continues to burn/shine
- 2 large events
  - Nov. 7, 2020 - Kapi’olani Community College, Celebrating Our Past
    - Food for the luncheon: Chefs will use the recipes from the 2008 Cookbook - *Artichokes to Zucchini*
    - Decorations - Silver, white and blue flowers will be created.
  - Nov. 20, 2021 - Celebrating Our Community.
- Drone event - Get 150-300 people together to make the number 75. Raphael and the CELTT team will be taking the drone video.
- Student T-shirt design contest around the 75th Anniversary theme - Amy Shiroma
- Speaker series with the businesses that are also 75 years old such as the Kaimuki Business association.
- Historical timeline - Joyce Tokuda is creating the timeline.
- Raphael will create a dedicated webpage
- Photo project - Sunny Pai. Old photos were found in boxes. Retirees will come to campus to identify the faces in the photographs.
- Fundraising - may use crowdfunding.

Crowdfunding as a Fundraiser - UH Foundation - Linh Hoang Poe, Dale Hagadone and Dustin Cook

- Fundraising for the 75th Anniversary event and other events such as for HOSA - connect it with an educational purpose. A suggestion was an unrestricted advancement fund.
- Crowdfunding is the practice of funding projects by soliciting relatively small contributions of money from a large number of people, typically via the internet.
- Popular examples of successful crowdfunding projects are usually based on catastrophic and or urgent need.
Crowdfunding reality - It works just like a capital campaign.
1) Silent phase, 2) public phase, 3) post campaign, 4) and lots of participation

The UH Foundation has a crowdfunding platform.
- 501c3 non-profit designation
- Minimal fees
- Flexibility based on the units needs
- Tax deductible receipting for the donors
- Similar bells and whistles as “For-Profit” sites

Best practices
- Have a good story to share
- Bring your own crowd
- Awesome video and images give your donors a better idea of your goals
- Social media is the strongest reach

Question: Once the project is identified, how do we get it started?
Response: Silent phase - identify who you already know. Get a list of people who may be interested and their emails. Then ask 2 questions - will you give and spread the word.
Question: What is the timeline? Response: Depends on your need.

Reimagining Process – Nāwa’a Napoleon, No’eau Keopuhiwa & Jerilynn Enokawa

- Presentation on the 3 options
- Task Force members are Nāwa’a Napoleon, No’eau Keopuhiwa, Lisa Radak, Karl Naito, Jerilynn Enokawa, Shirl Fujihara, and Laure Burke.
- Our campus is great at a lot of initiatives. Whatever process we choose, we don’t want to create additional work. Need to recognize the efforts we are already doing.
  - Phase 1. Wā Ma Hope - Look at the great initiatives of the past. Evaluate the current state. Identify operational efficiencies, identify opportunities to improve.
  - Phase 2. Kēia Wā - Look across the units at what is happening now. Perform a comparative analysis within department. Identify areas/processes that are working well. Look for redundancies or overlap. Identify opportunities to improve.
  - Phase 3. Wā Ma Mua - Prioritize and propose changes. Determine resource needs. Consult Unions.
  - Phase 4. Ho’okō - Finalize and implement changes.
- Look at all our good initiatives. Assess what we’ve done. Are they going to work in the future? If not, revise it.
- The Kekaulike Center did a phase 1 exercise. They looked at the campus as if they were a brand-new student. They started from different entry points on the college and the goal was to find Kekaulike. From some areas, it was very difficult. We need to see the campus through the student’s perspective.

The 3 options:
- Option 1 - all 4 phases
- Option 2 - Combine phase 1 and 2
● Option 3 - Add administration to Phase 2.

**ACCJC Follow-Up Visit - Review of the Report - Joanne Whitaker**

(Appendix A) A quiz was given and the answers reviewed to focus on key components of the ACCJC Follow-Up Report.

**Budget Update**

**PAIR Process - Shannon Sakaue**

- Budget Committee Report
  - There have been several levels of review: AGOs reviewed with the rubric, then the budget committee.
  - The budget committee members individually assigned points provided by the rubric.
  - Their numbers were added to the spreadsheet with the AGOs.
  - The list was sorted based on the number of points. The number of points determined the priorities.
  - Budget Committee members are Jerilynn Enokawa, Grant Itomitsu, Lisa Kanae, Duane Seabolt, Aaron Hanai, Kapulani Landgraf, Annie Thomas, Michelle Bonilla, Kevin Andreshak and Barbara Carlos.

**Action** - The Chancellor will communicate to the CAC on next steps. The Executive Leadership Team (ELT) will create guiding questions to help with the conversations within your areas.

**More on the Budget - Louise Pagotto**

- There will be a campus update on the budget, which will be scheduled soon. It will be open to the campus.
- The Recovery Plan is in the works. Administrators are going back to their stakeholders to discuss and get feedback within their units. More will be presented at the CAC meeting in April.

**Chancellor Updates - Louise Pagotto**

- COVID-19 - We are meeting daily to prepare. The President's office is asking us to be consistent with decisions across the System.
- The situation is impacting our health students. They have limited access to clinical opportunities.
- They are considering moving instruction to online. One possibility is to Zoom (video conferencing tool) your class at the same time as you would meet face-to-face. The iVCAA and DE Coordinator are working together to provide training for instructors. Some classes cannot go online. Science and health labs cannot be offered online. Alternative solutions need to be considered. International and VA students have constraints regarding online instruction.
• Does the rest of the campus need to stay open? We need to prevent large groups of people from meeting. Student support can be delivered online and through the phone.
• Travel - we are getting guidance from the CDC and WHO. Institutions on the mainland are restricting all travel. UH is discussing this.
• Please read the COVID-19 emails.
• If you have questions, send them to the Chancellor or your administrator.

Question: What happens to exams? Response: One possibility is Proctor U, which is $10.50 per student.
Question: Should we make an executive decision to already move our face-to-face classes online? Response: Don’t make the decision yourself. We need to make sure all the support is in place for instructors and students. The campus also needs to be in line with the UH system.
Question: Are faculty going to be required to put their classes online? Response: More discussion is taking place at the System level.
Comment: Those who are already teaching online biology classes are assisting the other instructors. Response: We will need to work together. All the faculty who have completed TOPP can help others. Comment: Some students are having anxiety about moving to online as they don’t do well in that modality. Please keep in mind the anxiety for students.

Final Thoughts - Louise Pagotto

(Appendix B – Recording of the Chancellor)
• ACCJC commended the college for communication. Lines of communication are not working well. The mechanisms that are used to communicate are divisive and being used as a first resort to get answers to concerns. We can’t downplay the concerns but we also cannot continue to work this way.
• Who are we? The campus needs to focus on solving problems. If we remove leaders, that is not going to solve the problem. The problems don’t disappear with the people. In your heart of hearts, please consider what we are going to do as an institution to solve our problems. We are in the canoe together.
Appendix A

ACCJC Follow-Up Report Review

1. How many commendations did Kapi’olani CC receive (circle one)?
   0  1  2  3  4  (answer is 4 + 1)
   Bonus question? Name one of the commendations: Student Affairs, KELA model, Chancellor communication and Indigenous Serving

2. How many recommendations did Kapi’olani CC receive (circle one)? (pg. 6-7 in Report)
   0  1  2  3  4

3. The recommendations focused primarily on one Standard, which was (pick one) (pg. 6-7)
   a. Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
   b. Standard II: Student Learning Programs and Support Services
   c. Standard III: Resources
   d. Standard IV: Leadership and Governance

4. What one theme summarizes what was being addressed in the recommendations? (circle one) (pg. 8-9)
   a. Financial Resources
   b. Continuous Improvement
   c. Student Learning Outcomes Assessments
   d. Student Success

5. An Integrated Planning Model for Student Success was created to ensure that data-informed decision making was driving continuous improvement. The Integrated Planning Model is grounded in 3 themes, which are (see pg. 10 in the Follow-Up Report)
   Inclusivity, transparency, accountability

6. What form is used to track continuous improvement efforts across the campus? (Pg. 13-14)
   Answer: CI + SSPs

7. College policies are reviewed at least once every (pg. 15-16)
   a. Two years
   b. Three years
   c. Five years
   d. Policies are not reviewed
8. What software to track course SLO assessments was discontinued as it was difficult to use and a deterrent to faculty? (pg. 16)

Taskstream

9. What is being used now in place of the software? (pg. 18-19)

Answer: CI + CLRs

Bonus: What do Department Chairs use to track course assessments to ensure 20% of course SLOs are assessed per year with a goal of 100% of courses assessed in 5 Years? (pg. 19)

Acronym: LASRs (Learning Assessment Schedule & Report)

10. The revised course learning report forms include mapping to the following (circle one):
   a. Program Learning Outcomes
   b. General Education Outcomes
   c. Institutional Learning Outcomes
   d. All of the above

11. A form was created to identify which program learning outcomes (PLOs) will be assessed, the expected level of achievement for the PLO and which courses align with the PLO. That form is (pg. 19-20)

CI + ARPDs

Bonus: The purpose for the form is to track PLO data to improve the program.

12. The Planning and Assessment Integration with Resource Allocation (pg. 23-24) (PAIR) process (aka ARF process) is a review of the budget and requests for resources based on data from (circle all that apply)
   a. SSPs
   b. Course Learning Reports
   c. ARPDs
   d. Program Review

13. (Hard one) There were 3 changes to the PAIR process. One of the changes was that the AGOs and the Budget Committee will use a resource prioritization rubric to rank the ARFs.
14. (True or False) Dashboards are being used to communicate the evaluation and continuous improvement of our institutional plans and governance as well as the assessment of course and program learning outcomes. (All the forms are on dashboards)

15. Where can you find information and resources for all of the things we’ve mentioned in this quiz (i.e., CI + SSP, CI + CLR, CI + ARPD, policy review schedule, etc.)? (Ohana site – Continuous Improvement Tab –
https://ohana.kapiolani.hawaii.edu/continuous-improvement-student-success/)
Appendix B

Recording of the Chancellor