Planning for the Student Success Center
Kapi‘olani Community College

Notes for
February 6-7, 2014
February 14, 2014
February 21, 2014

Facilitated by community|works
Kapi‘olani Community College’s Vision

Kapi‘olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers which strengthen the health, well-being and vitality of:

- individuals, families, and communities that support all of us,
- the cultural traditions that shape and guide all of us, and
- the land and sea that sustain all of us.

Student Success Center Executive Committee Vision

The Student Success Center is a learning environment that synergistically fosters community.

Student Success Center Executive Committee Mission

Our mission is to create a learning environment where college students determine their own success, thrive and triumph.

Student Success Center Executive Committee Core Values

- Respect
- Trust
- Collaboration
- Transparency
- Keeping things pono
- Open communication

DRAFT Student Success Center Advisory Group Core Values & Guiding Principles

Empowerment. The Student Success Center understands that every student has unique strengths and needs affecting their success, and is committed to working collaboratively with them to discern their goals and a clear pathway to success (recognizing it may not always be in a straight line) by proactively supporting them in ways that lead to their increasing self-direction and independence.

Mālama. The Student Success Center promotes a holistic approach to working with students that begins with visible, easy access to services and faculty, a warm and knowledgeable welcome when they arrive, sufficient time to know them and their aspirations in order to provide them with “no runaround” services, and follow-up to ensure they have been served to the best of our ability.

Exploration & Learning. The Student Success Center encourages students’ exploration of their interests and aspirations and supports their academic success by providing access to faculty, volunteers, and peers for all kinds of subjects at a variety of times, locations and formats, and by providing learning events that are open, fun, catalytic and celebratory.

ʻOhana. The Student Success Center promotes a campus-wide culture of ʻohana where students are welcomed into a safe, non-judgmental community that fosters connections to this place, one another and the larger community, and provides socially catalytic spaces to meet and engage with one another, or just hang-out, feeding body, mind and spirit.
Defining Student Success

As an institution Kapi‘olani Community College already uses several measure of student success relative to their academic progress, such as: passing classes, passing with higher grades, graduation rate, etc. The Advisory Group shares the institutional commitment to students’ academic success, but it recognizes that students’ success is significantly influenced by the context of their lives and aspirations. It is this broader developmental perspective that informs the core values, guiding principles, and organizational priorities of the Student Success Center. It is the hope of the Advisory Group that this perspective would permeate the KCC campus culture.

All students experience the campus-wide culture supporting their exploration and understanding of their personal aspirations and goals, the opportunities and resources on campus available to them, and how they access and use the campus to achieve their goals.

Students who come to KCC report experiencing concrete support that helped them:
- Explore their options;
- Become more independent and capable of pursing their options;
- Accomplish their educational goals.

Overview

The Advisory Group met for four days over three weeks, for a total of 18 hours, to develop a set of recommendations for the Student Success Center. The Advisory Group understood their purpose was to develop recommendations for the Student Success Center Executive Committee’s consideration in their report to the Faculty Senate. The Advisory Group developed its recommendations balancing its desire to “think big on behalf of students and their success” with its understanding of institutional constraints.

The Advisory Group’s recommendations for the Student Success Center have two aspects: philosophical and physical. The philosophical aspect addresses the way the faculty, staff, and peer mentors work with students, while the physical aspect addresses the space the work occurs in. The Group found the two aspects integrally related and it strongly recommends any actions to affect student success take both the campus culture and the physical space into account. Enhancing student success will require systemic changes at many levels on campus and this is reflected in the Advisory Group’s recommendations.

The Advisory Group fully understood that implementation of its recommendations, if adopted, would take time and resources. Therefore, its recommendations are proposed in three phases. Within these phases, the Group chose not to prioritize its recommendations.

Phase 1: 1-2 years (July 2014-June 2016)
Phase II: 3-5 years (July 2016-June 2019)
Phase III: 5-10 years (July 2019-June 2024 and beyond).
Recommendations

The “Dream” Recommendations

While dreaming big, the Advisory Group recommends KCC take three actions:

- Establish, communicate, train and acknowledge campus-wide culture of ending the “runaround” for students who are seeking help, information, etc. and our shared commitment to ensuring students access the support they need to be successful.

- Create a Student Success Center in a single, centralized, newly constructed or renovated building that is mindful of sustainability, the sense of place, welcoming, accessible, encourages interaction and hanging out, and connects students to the resources they need to be successful on campus. Numerous programs and services for Student Learning and Student Services would be co-located in this building. Suggestions for location included: the Great Lawn, built underground to retain open space and connecting to the library, the Koko Head side of campus built in tiers and establishing a new entry point to campus, and Leahi Hospital renovated. This “dream” is called the Kīpuka Model, reflecting the safe and welcoming oasis at the center of student success.

- Recognize faculty members for their central role in nurturing student success by addressing workload for instructional faculty through the assignment of 1-2 teaching equivalencies for student success activities and by providing professional development so they can ably fulfill this responsibility.

Alternative Space Recommendation

Recognizing the “dream” space will not be achievable immediately, the Advisory Group recommends establishing two hubs for student services. The Library acts as a central hub for Student Learning with access to a wide array of services, such as tutoring, testing, instruction, workshops, etc., while ʻIliahi acts as the hub for Student Services such as Admissions, Advising, Counseling, International Students, VCSA, Financial Aid, etc. In this “Galaxy Model”, other core programs, such as STEM, continue to function in their current locations, as closely connected planets clearly mapped out so everyone understands where they are in the galaxy.

Phase I: 1-2 years (July 2014-June 2016)

- **Create the “Galaxy Model” Student Success Center.** Establish two hubs for student services. The Library acts as a central hub for Student Learning with access to a wide array of services, such as tutoring, testing, instruction, workshops, etc., while ʻIliahi acts as the hub for Student Services such as Admissions, Advising, Counseling, International Students, VCSA, Financial Aid, etc. In this “Galaxy Model”, other core programs, such as STEM, continue to function in their current locations, as closely connected planets clearly mapped out so everyone understands where they are in the galaxy.

- **Establish a “Dean” of Student Success.** This is a permanent leadership position, responsible for overseeing student success campus-wide and able to impact the entire campus in support of student success.
• **Establish a Student Success Council.** The role of the SSC would be to work in conjunction with the “Dean of Student Success” in overseeing the implementation of changes, attend to the development of a campus-wide culture supporting student success, address challenges, and assist with securing funding.
  
  - Consider the implications for the 2020 Plan.
  - Establish a philosophy of engagement, support and openness as part of the design of the Center.
  - Establish Student Learning Outcomes and Service Area Outcomes for Student Success.
  - As we move ahead, we should be meeting to discuss this in a facilitated environment and on a regular basis; reconvening to discuss, re-evaluate, change as necessary as we move through the phases.

• **Establish a Concierge position.** There is an all-efficient, welcoming, knowledgeable Concierge prominently located – a real person to speak with – who can direct students to what they need when they need it.

• **Continue funding Peer Mentors.** The Peer Mentors are critical to student success and should be maintained.

• **Establish, communicate, train and acknowledge campus-wide culture of ending the “runaround” for students who are seeking help, information, etc., and our shared commitment to ensuring students access the support they need to be successful.**
  
  - Common training and compensation for all stakeholders – peer mentors, faculty, staff, etc.
    - Overload time for staff for professional development.
  - Access to resources is clearly mapped, campus-wide, and navigation is made visible to the students.
  - The “system” has figured out how to communicate changes effectively and broadly, so that as the shape of the “universe” changes, all the stable components of the campus are aware of the changes and can share that information clearly with students and one another.
  - Connect students to the next thing they need whether it is another person or service or place, by physically walking them there, finding it on an interactive information board, kiosks, signage, or other method.
  - Follow up with students to make sure they got what they needed.

• **Align Counselors’ as a discipline reporting to a single Vice Chancellor,** but continue to assign them to different disciplines for services to students. It is the view of the Advisory Group that aligning Counseling as a single discipline will allow them to work more efficiently, accessibly and consistently for students’ success.

• **Address instructional faculty workload.** As the most stable population on campus, faculty members are highly involved in nurturing student success. Address workload for
instructional faculty by assigning at least 1 teaching equivalency to student services work. Other examples for consideration include:

- Tutoring time can be traded for office hours.
- Identify faculty success strategies and engagement practices.
- Provide professional development so they understand Student Support and their role more thoroughly.
  - Develop a space, physical or on-line, where faculty can report back on what they’ve learned when they have the opportunity to engage in professional development, especially when they have travelled off-campus.
  - Cross-training/shadowing is an option for professional development.
  - Mandatory training on Student Success for lecturers.

- **Increase students’ access to resources on campus.** Students have access to a variety of things: counselors, tutors, support, computers, printing stations that work relative to changing technology, and health and wellness services.
  - Students have access to counselors, tutors, etc.
  - Provide tutoring that cuts across all levels and disciplines including specialized content tutoring and different pathways.
  - Students have access to good technology and have opportunities to learn how to use it effectively.
  - Take inventory of programs, services and activities already occurring on campus, including: tutoring, mentoring, where each counselor is located, etc.
  - Address parking spaces for students who need to do a quick stop to access services.
  - Students have access to Health & Wellness services, including medical, psychological, and physical, preferably all co-located.

- **Optimize students’ entry to KCC using a holistic approach.** Continue to focus on the beginning of the student experience using a holistic approach – investment and prioritization, welcome, orientation, support.
  - Explore changes to the Common Application that identify students’ reasons for coming to the campus. This will create a baseline for measuring success on students’ personal aspirations.
  - Add standardized assessment that helps us understand the whole student, not just their academic standing.
  - Orient students to a well-defined network of resources on- and off-campus.
  - Early on, help students decide and articulate what “success” looks like for them.
  - Create a “scaffolding” structure that moves students from a more supported environment to greater independence with steps that are clear.
• Provide student-focused events that build a sense of community, networking and sharing.
  o Events are planned that are fun, open doors, create conversations, and celebrate learning.

Secondary Recommendations

• Create common areas for students to congregate.
  o Gathering places are critical.
  o Increase food options and locations on campus.
  o Explore the idea of creating hubs off-campus, e.g., at Kahala Mall. E.g., consider other urban/downtown campus models.
  o Virtual/remote access to existing services.

Phase II: 3-5 years (July 2016-June 2019)

Primary Recommendations

• Provide proactive, ongoing advising and mentoring. Examples include:
  o Mandatory advising.
  o Formally create positions for “aunties” and “uncles” who provide guidance, support and helps students keep it all together – school, work and life.
  o There are “hosts” or “outreach workers” who are mobile within the campus.
  o Student Success Workshops on career paths and readiness.
  o More community connections to enable tutoring, etc.
  o Provide counseling on non-academic/life issues.
  o Celebrate milestones in a student’s success.
    ▪ E.g., making the transition from the 2nd semester to the 3rd semester is a key time because they have to come back to campus after the summer.
    ▪ There could be games, tournaments.
  o Students report being connected to 1 or more people on campus that support them.

Secondary Recommendations

• Evaluate our success. Follow up with students after they leave KCC.
Phase III: 5-10 years (July 2019-June 2024 and beyond)

- Create a Student Success Center in a single, centralized building. This Center is called the Kīpuka Model, reflecting the safe and welcoming oasis at the center of student success that co-locates both Student Learning and Student Services functions. Created through new construction or by renovating a building.
  - Suggestions for location included: the Great Lawn, built underground to retain open space and connecting to the library, the Koko Head side of campus built in tiers and establishing a new entry point to campus, and Leahi Hospital renovated.
    - The first presentation – Kīpuka Model A – was inspired. It is longer term, but we loved the idea.
  - Be mindful of sustainability, the sense of place, welcoming environment, accessibility, encouraging interaction and hanging out, and connects students to the resources they need to be successful on campus.
    - Be mindful of the sense of place so that it fits the campus and is consistent with its design and elements.
  - Numerous programs and services are co-located in this building.
  - Considerations for the design and use of the physical space:
    - It has the ability to be a socially catalytic space.
    - It connects to this geographic, historical, culturally sensitive place.
    - People feel comfortable in it without necessarily having an immediate agenda; there are places where they can just hang-out.
    - There is a gym and showers.
    - There is an amphitheater.
    - There is a game room.
    - There is Conference space – meeting rooms, community rooms, technology rooms.
    - There is a Faculty Center.
    - There is a Computer Lab and Laptop Loan Program.

- Establish a structure for contract renewals, incentives, tenure, new hires and orientation that reflects our campus-wide commitment to nurturing student success.
Student Success Center
Kapi‘olani Community College
Planning Session for the Student Success Center

Dates & Location: Thursday, February 6, 2014, 2:00 p.m. – 5:00 p.m., ‘Ōlapa 212
Friday, February 7, 2014, 9:00 a.m. – 5:00 p.m., ‘Ōlapa 105
Friday, February 14, 2014, 9:00 a.m. – 1:00 p.m., ‘Ōlapa 105
Friday, February 21, 2014, 9:00 a.m. – 12 noon, ‘Ōlapa 105

Facilitators: Lily Bloom Domingo and Jennifer Cornish Creed, CommUnity Works, LLC

Attendees

<table>
<thead>
<tr>
<th>Thursday, February 6, 2014</th>
<th>Friday, February 7, 2014</th>
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<tbody>
<tr>
<td>1. Maria Bautista, Math &amp; Science</td>
<td>1. Flo Abara, MVP</td>
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<td>2. Sang Dong Chung, Kahikoluamea</td>
<td>2. Francisco Acosta, LLL, SL, FSDE</td>
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<td>3. Regina Ewing, Kahikoluamea/CAAC</td>
<td>3. Lisa Aganon, Nursing</td>
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<td>5. Sharon Fowler, Maida Kamber Center</td>
<td>5. Harry Davis, Math &amp; Science</td>
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<td>7. Layce Garcia, LLL/Deaf Education</td>
<td>7. Ron Dunn, Science</td>
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<td>8. Alfie Gonzales, Student Activities</td>
<td>8. Dave Evans, HOST</td>
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<td>10. Colette Higgins, Arts &amp; Humanities</td>
<td>10. Lori Ferreira, Mental Health &amp; Wellness</td>
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<td>12. Grant Itomitsu, Culinary Arts</td>
<td>12. Alfie Gonzales, Student Activities</td>
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<td>15. Sheila Kitamura, Health Sciences</td>
<td>15. Grant Itomitsu, Culinary Arts</td>
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<td>16. Jeri Lorenzo, KISC-Student Services</td>
<td>16. Lisa Kanae, LLL</td>
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<td>17. Lori Maehara, Culinary Arts</td>
<td>17. Alissa Kashiwada, KISC/OCET/CT3</td>
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<td>19. Rebecca Michaels, Service Learning</td>
<td>19. Sheila Kitamura, Health Sciences</td>
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<td>22. Frank Noji, LLL</td>
<td>22. Susan Murata, Library</td>
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<td>23. Veronica Ogata, Social Sciences</td>
<td>23. Frank Noji, LLL</td>
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<td>27. Shannon Sakamoto, Maida Kamber Center</td>
<td>27. Sheldon Tawata, Student Services</td>
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<td>28. LaVaché Scanlan, Kahikoluamea</td>
<td>28. Cathy Wehrman, SPDH &amp; Student Services</td>
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<td>30. Lani Suzuki-Severa, HIC</td>
<td>Guests: 2 interpreters</td>
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<td>31. Sheldon Tawata, Student Services</td>
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<td>32. Kara Plamann Wagoner, LLR</td>
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<td>33. Jonathan Wong, Pathways</td>
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<td>34. Annie Siu Yep, Student Services</td>
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Guests: 2 interpreters
**Welcome & Purpose**
Veronica Ogata welcomed the attendees and thanked them for committing their time and energies to help the Student Success Center Executive Committee by developing recommendations for the proposed Student Success Center and the Committee's report to the Faculty Senate due on April 1st. Attendees were asked to introduce themselves briefly, sharing

| Day 1 |
|---|---|
| **Welcome & Purpose** | |
| Veronica Ogata welcomed the attendees and thanked them for committing their time and energies to help the Student Success Center Executive Committee by developing recommendations for the proposed Student Success Center and the Committee’s report to the Faculty Senate due on April 1st. Attendees were asked to introduce themselves briefly, sharing | |
their connection with Kapi‘olani Community College, length of involvement, and their expectations for the planning sessions.

**Expectations & Ground Rules**
The participants were asked to share their expectations for the planning session.

- Learn (6)
- To have a plan that best supports students
- To exchange dialogue and think about ways to help students
- Find out what’s going on and take that back to my faculty
- Know what everyone has across all the departments; to stop the complaints in our own little areas
- To see all the elements as one together
- I want a Learning Center for my students; it’s what they deserve
- Our Executive Committee can communicate all we’ve learned along the way; that we’ll hear from all of you, as well
- To hear your voices and great ideas; we have people from all disciplines and departments, so it’s a great chance to come together to create the best Student Success concept/center/opportunity
- Hearing everyone’s different perspectives about how to best support the students
- Put the puzzle together; I think when it’s put together it’s going to be beautiful
- Resources are available but not centralized and not all the students know about the resources; if we can come up with something that will work for all students, that would be great
- I’m interested to hear about innovations over the last 15 years
- Create an environment where students can achieve their goals, efficiently and effectively so they are successful
- Grateful to be asked to come
- Have fun; to learn; to share manaʻo
- Finding resources for our students to succeed, especially to increase their graduation rates
- Hoping for support for non-native students – immigrants and international students
- To be a sponge; exciting to exchange ideas to help create the Student Success Center
- Find out what’s going on on campus again and connect it to the ELT program
- Hear from everyone and see what the needs of students are and how we are matching resources to those needs
- Want to learn; this is the first time I am participating in something like this
- Get an understanding of this and see how our services are integrated into Student Services
- Openly communicate; listen to the input of others; share in the spirit of transparency; see what kind of services we can implement to aid in students’ success
- Learn and see what the Center can offer out students with different or special needs
- Firmly believe that collectively we know what skills and services our students need to succeed; bring the ideas out and put it together; a good, forward plan
- Hear lots of great ideas and have those ideas funded
• Ditto
• Ideas shared across disciplines; I see this as a Student Success **Campus**, rather than a Center, something that all of us contribute to
• The STEM Center idea, but for the whole campus; a one-stop center so students know where to go and who to see as they are working to be successful
• New to this discussion, so I hope to learn as much as possible and provide input from the International Student Center

Lily Bloom Domingo and Jennifer Cornish Creed, lead facilitators for the planning session, reviewed the ground rules and the participants agreed to abide by them for the duration of the Planning Sessions.

• Respect others
• Listen attentively and avoid interrupting others
• Maintain a positive attitude
• Be clear and concise
• Resist the temptation to put words into another person's mouth
• Avoid being defensive about your own ideas
• Avoid side conversations while someone else has the floor
• Switch seats during breaks
• Turn off cell phones and pagers or put them on silent mode

**Overview of the Planning Process**
Lily provided the participants with an overview of the planning process. On February 6-7 the group will set the context for their discussions by hearing from members of the Executive Committee on their research, develop the core values they think should guide the SSC, and identify the models they think best suit KCC and its students. On February 14 the group will engage in Lego Play Planning, creating tangible expressions of their SSC models and articulating its key characteristics in greater detail. Finally, on February 21 the group will convene to review and finalize their recommendations for the Executive Committee regarding the SSC.

**Setting the Context**
The SSC Executive Committee members provided information on what the Committee has learned about SSCs in general and KCC students wishes specifically. Questions, answers and comments from the group’s discussions are noted below.

**Understanding the Student Success Center Opportunity**

Q: Will the SSC and Kahikoluamea exist in entirety together?  
A: They are not the same, but they are very related.

Q: Is the Center a concept or is it a physical space?
A: It is a physical space. It’s the top floor of the ‘Iliahi building and the Holomua Center was the start. It is confusing. There are layers of ways we’ll use the space. So the answer is YES, it is a space and a concept AND department.

C: This discussion needs to be a holistic approach to student success, and not just limited to one physical space.

C: It is many spaces. We’re looking for what is the “center of student success” Center. We’re keeping our minds open. We know this has to include: resources, tutoring, training, staffing, and student engagement.

Q: Does the result of this impact the renovations that are already planned and underway for the bottom floor at ‘Iliahi? Walls are already coming down. How does this conversation connect to that?
A: I don’t know about that, but I will find out and get back to you ASAP.

Q: Have you already defined “success”? I think it is less of a place and more of a responsibility of all us to assist students with success. There have to be some boundaries. What are they?
A: No we haven’t defined “success” yet. Things are changing in this arena. The national trend is to call it “co-curricular support” for student success. We’re switching from a deficit concept to more of a development model.

Q: Ultimately, will the SSC be designed from the top down to the bottom? Who’s trumpling who here? Walls are coming down in my area.
A: I would say it “includes and transcends” Holomua and beyond that physical space, but I can’t answer who you contact about the resourcing floor, for example. This will be part of the next strategic plan. Right now, we have this opportunity to influence the plans.

C: The term “Success Center” feels confining. I would like something more like “Success College” or “Success Centers”. Everything we do is dedicated to student success. Aren’t we trying to elevate the collective group of spaces, versus one specific space, into the culture of student success?

Student Survey Themes
The preliminary results of a student survey were reported. There were 523 respondents to the survey. They expressed a desire for access to a variety of things – counselors, tutors, support, computers, printing station that work relative to changing technology.

The student top three areas for increasing their success were: support, computers, and events. Support was fairly ambiguous and means different things to different students. The request for Events demonstrates a longing for a sense of community, networking and sharing around learning topics and textbooks.
In the Center itself, the students really want someone in the front, someone who can direct them to what they need.
Site Visits to California Campuses
The Executive Committee members provided a handout summarizing the strengths and challenges of the campuses they visited in California. They reviewed some of the highlights from the different models.

Q: Do you feel all these colleges you visited have a lot more financial resources to work with?
A: Yes. They have a lot more flexibility in funding sources. They have Adult Education money available there. We don’t see that money here.

C: Even in California they have challenges with on-line/distance learning students and serving them. That is not uniquely our problem here.

C: KCC is doing many things well already. We should feel good that we have lots in place already to build on, like providing space for students who come together to study.

Q: You said that at Los Positas 58% of the tutors are volunteers?
A: Yes. It’s an interesting story. Some of the tutors are community members, some are previous students. It really speaks to the campus culture there. They were similar to our local colleges here with the clerk often played the “auntie” role or being the person who helps keep it all together.

C: Tutors often have down time. What you do during that time is always a question. Different campuses had different solutions. On that campus they wait 15 minutes and if there aren’t any students, they clock out.

C: ILC attached labs to their English and Mathematics courses and recommend 1 hour per week. It is very faculty-driven. They staff they Center in trade for office hours. This provides options for different instructors and allows for supplemental services to students without much of a budget impact.

C: We have a similar model in our Math lab.

C: Students are engaging with their “content” on a regular basis and they get assistance with getting their homework done and staying on top of the course content.

C: In Napa College the cost per credit is $45, much less than here.

C: In San Jose City College model, the students just have to register for a non-credit class to have access to the Center.

C: All these kinds of services being mentioned we do already here within our different departments. We’re scrambling to find a place to meet.

Q: What about CRLA?
A: CRLA is a particular type of training and it requires a minimum of 10 hours of training on-line. Tutoring can be done by Peer Mentors. In some programs it is combined and some had it separate.

Site Visits to Hawai‘i Campuses
The Executive Committee members also reported on their visits to local campuses. They reviewed some of the highlights from the different models. Some of the common themes they found included:

- The culture of the campus, e.g., “we are already connected before we all come to this place”
- The dedication to Success Committees
- High priority placed on the beginning of the student experience – investment and prioritization, welcome, orientation, support
- Whether local or mainland campuses, many are using temporary funds to support their Success Centers; some schools have done a better job of addressing long-term sustainability than others

Q: Of all of the colleges you visited, what’s the data of how many of the instructors are full-time faculty versus lecturers?
A: I don’t know that off the top of my head and would have to go back to our notes to review. We have about 3,000 students on campus.

C: We need more full-time positions for appropriate buy-in to this.

Q: Did any of the schools have a Faculty Center? This is something we could really use!
A: Some did; at least two. There was an Innovation Center at Folsom Lake. They have one staff person who supports all the faculty with technology solutions and facilitated dialogue among faculty around learning and teaching strategies.

Q: Did any of the colleges have a strong on-line website or virtual support where counselors talk to students?
A: Actually, the California colleges are further behind us in distance learning, although Chaffey College has a model we’re exploring. We’re way ahead of them on distance learning, virtual support, etc.

C: What about having a “virtual” Student Success Center?

C: Our students are not planning ahead and they are only looking for help when it is an emergency… and then they can’t find the support.

Q: do they have programs that bridge from high school to community college?
A: Yes, several did. There are Hispanic-serving grants for early ground work supporting students’ transition to community college.
C: We really understand assessment here at KCC. We’re ahead of the game. They had Assessment offices, but they are really just testing sites, not testing support sites.
C: It’s less about the money and more about the energy toward changing the mind-set, which doesn’t cost anything. It’s about changing our perceptions.

C: Regardless of how nice the buildings are, the key is about people and relationships.

C: The Student Success Initiative defined success in California schools, but we are not restricted in this way.

Q: Were there 1 or 2 models that rose up for you?
A: San Jose City College has a centralized model we liked.
A: All those that had a strong culture campus-wide.
A: Campuses that have the resources and employ strategies across the campus, in-class and out-of-class, that build a culture of engagement.
A: The perception that some campuses are not competing for resources but looking for what’s most beneficial to the students.
A: Campuses that have the time and focus on elements that lead to success.

C: How we define success is critical. It may not always be “academic” or grade point average success.

C: We’re looking at allowing each student to define success for themselves.

**KCC’s Student Success Strengths**
The participants took a few minutes to list the current resources on campus that support student success:

- On-line tutoring, including MYPLAN with all its components
- Four outstanding retiree volunteers who do tutoring
- Peer Mentors program
- SOS workshop series
- New Student Orientation is great and mandatory
- Really good counseling support across the campus and they track students throughout
- There are places students want to be a part of, e.g., Manele and the STEM Center, where they have a sense of place
- Service Learning program
- Eateries and on-campus food with places for congregating
- Faculty who recognize tutoring needs and just do it
- Library as a “central place”, including access to computers and printing, open for many house, welcoming everyone, and a place where events can be held
- Student Activities Center, and it works collaboratively with the faculty on events
- We’re good at putting together programs to address identified student needs
- The ethnic diversity of the faculty and students; we reflect the student body
- We provide academic testing support
- Caring faculty and staff
Core Values

Values
The values you have drive the work you do. The participants were asked to brainstorm the core values for the Student Success Center. Like items were clustered together and participants voted to indicate the values of highest priority for the organization.

<table>
<thead>
<tr>
<th></th>
<th>Values</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Success/Empowerment: Empowerment, Encouragement, Choice, Dream, Fulfillment, Freedom, Success, Possibility, Exploration</td>
<td>12</td>
</tr>
<tr>
<td>b.</td>
<td>Mālama: Knowing the student, Nurturing, Kindness, Kua’ana, Sensitivity, Comforting, Holistic, Mālama, Patience, the “whole” student</td>
<td>10</td>
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<tr>
<td>c.</td>
<td>Learning/Exploration: Learning, Knowledge, Exploration</td>
<td>9</td>
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<tr>
<td>e.</td>
<td>Engagement/Connections: Engagement, Connections, Inclusiveness, Collaboration, Kua’ana, Networking, Bridging, Facilitate</td>
<td>4</td>
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<tr>
<td>f.</td>
<td>Integrity: Trust, Integrity, Respect, Dignity</td>
<td>2</td>
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<tr>
<td>g.</td>
<td>Flexibility: Practicality, Flexibility, Particularity</td>
<td>1</td>
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<tr>
<td>h.</td>
<td>Leadership</td>
<td>1</td>
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<td>i.</td>
<td>Innovation</td>
<td>0</td>
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<tr>
<td>j.</td>
<td>Kuleana</td>
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Values Discussion
Prior to voting on the core values guiding the Student Success Center, the participants were invited to advocate for the values they think should drive the Center.

- **Success/Empowerment & Learning/Exploration.** These are the ultimate outcomes; the other items are needed to achieve them.
- **‘Ohana & Success/Empowerment.** A sense of place is needed for the Center and students need success/empowerment.
- **Flexibility.** I see a movement towards rigidity in education and I’d like us to counteract that and stay flexible.
- **Innovation.** We always have to reinvent ourselves; we have to innovate constantly to move ahead and keep up with the students.
- **Innovation & Flexibility.** These two values are highly connected; flexibility covers the wider range of intent.
- **Learning/Exploration.** It’s not just about learning, but also about discovery, finding yourself and reaching your potential.
- **Encouragement/Connections.** Providing a hub that students and faculty can connect into leads to success.
- **Mālama.** We start with the student and go from there.
- **Mālama.** Looking at the whole student; supporting the other parts of the student, not just the academics, clearing the path for their success.
- **Mālama.** MYPLAN is about teaching the students how to take care of themselves, holistically.

- **Learning/Exploration, Engagement/Connections & Success/Empowerment.** This is the existing KELA model; it reflects these values.

- **Integrity, Leadership & Kuleana.** These are in all the other values. If you don’t have responsibility, then you don’t have integrity. We want to build our bench of future leadership.

- **Integrity.** From the Testing Center perspective, this is so much of what we’re about.

### Underlying Assumptions

Given the values you have, you develop underlying assumptions about how the world operates. These assumptions determine how you behave and how you expect others to behave.

At this point in the process, participants defined behaviors indicative of that cluster. The behaviors listed were concrete (i.e., behaviors that can be seen) and each member could live with and support each behavior. If a member of the group could not live with one of the behaviors, the group initially tried to wordsmith the statement to make it acceptable. If this effort was not successful, the behavior was struck from the list.

### Success/Empowerment Behaviors

- Supporting development of life skills.
- We start with standardized assessment to understand the whole student.
- Helping students decide and articulate what success looks like for them upfront.
- Creating a plan with them.
- Teaching the students about our system, the college, and our mission.
- Helping students discover their choices.
- Creating a “scaffolding” structure that moves students from a more supported environment to more independence, with steps that are clear.
- Maintain an organizational culture that believes the students can succeed.
- We understand every student is different and has different levels of need.
- Orienting students to a well-defined network of resources on- and off-campus.
- Celebrate milestones in a student’s success.
- Provide the “keys” to unlock the student’s choices and pathways.
- Follow-up with students after they leave our campus; evaluate our own success.
- Create a safety net for failure because mistakes are part of learning.
- Provide proactive, ongoing advising and mentoring.

### Mālama Behaviors

- Working to improve accurate assessment of students’ academic and life management skills, which involves tweaking the placement process.
- Develop consistency in how we interact with students.
- Provide counseling on non-academic/life issues.
- Understanding the different cultures of our students.
- Understand the student’s goals and dreams and pathways to achieving them.
• Express genuine care and concern for the individual students.
• Welcome students.
• Spend time with students; someone is always there to welcome and ask, “how can we help?”
• Orienting students to a well-defined network of resources on- and off-campus.
• Things get completed with students; we follow through so students are satisfied; we’ve put an end to the runaround.
• We follow-up with students or connections; we’re closing the loop.
• We have a case worker model where we have long-term follow-up with our group of students.
• Collect data to understand our students’ outcomes.
• Teaching faculty are in the Center as well; they are connecting instruction to the other pieces; faculty have a role.
• Ongoing training of faculty and staff.
• Faculty and administrative support staff mālama students.

**Exploration & Learning Behaviors**
• Provide tutors for all kinds of subjects.
• Faculty office hours are at the Center.
• Small group tutoring sessions.
• Counselors’ hours are at the Center.
• All-efficient concierge desk at the Center is the frontline for problem-solving, interacting with students based on what they want to do versus who they are (their label), and making students feel special.
• “Student Support Central” is scheduling support when it is convenient to both parties.
• Student Success Workshops on career paths and readiness.
• Inspirational speakers in a Speakers Bureau using technology, e.g., virtual videos; tap past graduates and alumni.
• Speakers go to classroom to discuss career readiness with students.
• Events that are fun, open doors, create conversations, celebrate learning.
• Students have access to good technology and have opportunities to learn how to use it effectively.
• The core of the Student Success Center is familiar with all the resources available on campus and we’re constantly working to know about external opportunities.
• Space for students to meet and discuss.
• There are opportunities to learn foundational skills and practices.
• Peer mentoring – learn it and then teach it to another student.

**‘Ohana Behaviors**
• From top-down we should know our mission and core values and live them with aloha.
• Civility.
• A place of safety, sanctuary, and non-judgmental.
• There is a physical space(s) that is/are recognized as access points to the Student Success Center.
• Socially catalytic space(s)
• We connect to this geographic, historical, culturally sensitive place.
• A physical space that people feel comfortable in without necessarily having an immediate agenda and where they can just hang-out.
• Have “hosts” or “outreach workers” who are mobile within the spaces we’ve created.
• Floating resources; build relationships so when the on-demand moment occurs, students feel comfortable asking.
• Floating concierge around campus who “meets people where they are”.
• Food is used as a good incentive for connecting.
• Food is available – like in a family kitchen, or a hearth.

Day 2

Identify Conceptual Models for the Student Success Center
Throughout the preceding conversation the group had been listing various conceptual models that might best suit KCC’s Student Success Center. This list is as follows:

1. **Student Success Campus.** Elevating the culture of student success across the KCC campus. E.g., “the Learning College.”

2. **Virtual, on-line resource center.**

3. **‘Ohana Kitchen.** A relationship building focus.

4. **The Galaxy.** Students are “connected learners”; connected to one or more “hubs” with services/activities/spaces acting as the constellation of resources supporting student success and clearly identified navigators, maps, and compasses to guide students on their academic and life journey.

5. **Academic Support has its own Dean.** Adopting the Honolulu CC model by adding a Dean of Academic Support, breaking down silos and building partnerships across campus so that student success has more intentionally supported.

6. **Kīpuka (Oasis).** Adopting the UH-Hilo model that assures safety is a given, the environment is conducive for learning, where everything you need to thrive is available, all-in-one, and a refuge.

7. **Health and Wellness.** Keeping in mind the importance of health and wellness across the campus.
8. **Student Success Council.** The Council guides the campus to ensure the core values, culture and services permeate everywhere.

9. **Faculty-Driven.** Faculty as part of the Student Success Team, connecting the silos. Student Services and Teaching understand the boundaries, overlaps, responsibilities, ad relationships. Looking at how faculty members teach in and out of the classroom. This involves rethinking workload.

10. **Unified Counseling Discipline.** Campus-wide the counselors are considered one discipline.

11. **Faculty/Student Unity.** Creating an environment where faculty and students hang out together and learn more about each other.

12. **Rotational Responsibilities.** Rotation through each other’s areas of responsibility, e.g., 3-week rotations four times per year will provide needed cross-training and accessibility to information about each other’s programs, services, etc.

13. **Starfish Model - Case Management.** Making sure the student doesn’t get lost. Students are followed from entry to completion.

14. **Team Concept.** From entrance, current and exit, everyone has to be part of the team and have a shared philosophy. Since faculty spends more time with students than the Student Services folk do, we all have to be part of the team. The responsibilities have to well-defined and the time/touch level of each team member has to be defined. Faculty members are the primary access point to student success.

15. **Peer Mentoring.** Fellow students cover the concierge desk, provide tutoring, engage with their peers to provide mentoring.

16. **Faculty-Centered.** Instructional faculty members take the lead on student success.

17. **Advisor Model.** Faculty members, both instructional and non-instructional, are assigned students as their advisor. This time would take the place of a course.

18. **Mutually-Beneficial Model.** Like the Advisor Model, but the Instructional Faculty members get to do this versus have to do it. There are incentives to participate or volunteer.

19. **3 Ts.** Technology (the resources to learn), Tutoring (guided learning) and Testing (assessment).

20. **Representative/Interpretive.** Faculty, staff and administration are all stewards of the campus where we all take responsibility to guide students and help them get what they needs as we touch them.
21. **It Takes a Village.** Everyone has an opportunity to make a connection with students. This is driven by student choice.

After listing all the potential conceptual models they might consider for the Student Success Center, the group reviewed the list and noted that some of the models don’t stand on their own but are likely components to a larger model. In the end, the group identified eight independent models.

1. **Student Success Campus.** Elevating the culture of student success across the KCC campus. E.g., “the Learning College.”

2. ‘**Ohana Kitchen.**’ A relationship building focus.

3. **The Galaxy.** Students are “connected learners”; connected to one or more “hubs” with services/activities/spaces acting as the constellation of resources supporting student success and clearly identified navigators, maps, and compasses to guide students on their academic and life journey.

4. **Kipuka (Oasis).** Adopting the UH-Hilo model that assures safety is a **given,** the environment is conducive for learning, where everything you need to thrive is available, all-in-one, and a refuge.

5. **Starfish Model - Case Management.** Making sure the student doesn’t get lost. Students are followed from entry to completion.

6. **Faculty-Centered.** Instructional faculty members take the lead on student success.

7. **Peer Mentoring.** Fellow students cover the concierge desk, provide tutoring, engage with their peers to provide mentoring.

8. **It Takes a Village.** Everyone has an opportunity to make a connection with students. This is driven by student choice.

After further discussion of the eight models and how they might be related, the group condensed the list to five models by combining some and eliminating two models they felt could be incorporated as components in other models.

1. **It Takes a Village/Student Success Campus.** Everyone has an opportunity to make a connection with students. This is driven by student choice. Elevating the culture of student success across the KCC campus

2. ‘**Ohana Kitchen.**’ A relationship building focus that uses naturally occurring places where students congregate to create a “hearth” for building community.

3. **The Galaxy.** Students are “connected learners”; connected to one or more “hubs” with services/activities/spaces acting as the constellation of resources supporting student success.
success and clearly identified navigators, maps, and compasses to guide students on their academic and life journey.

4. **Kīpuka (Oasis).** Adopting the UH-Hilo model that assures safety is a given, the environment is conducive for learning, where everything you need to thrive is available, all-in-one, and a refuge.

5. **Faculty-Centered.** Instructional faculty members take the lead on student success.

### Discussion and Advocacy for Preferred Model for Student Success Center

The group agreed that it was wisest to narrow their focus on 1-3 models for further exploration and development. They engaged in discussion to understand the models better and in advocacy to influence one another on their preferred model.

**Q:** In the Faculty-Centered Model, I can’t see it in terms of our organization, but I can see it at a driving philosophy. What does the structure look like?

**A:** Faculty is our most stable population. If we can nurture them to take on this responsibility, we can have a longer-term effect. Not just classroom content responsibility, but responsibility for continued student success. A Center with the faculty as drivers. A shared responsibility.

**A:** Every faculty member has 1 teaching equivalency to do student success activities and creating/Changing the culture. Also, providing training for faculty in student support services.

**C:** I get the philosophy, but I don’t see the structure. I agree faculty need to be part of student success, but then I see too much being put on our plates. In a socially catalytic space faculty are physically at the Center of the student activities.

**C:** I like the It Takes a Village Model.

**C:** I like It Takes a Village, ‘Ohana Kitchen, The Galaxy, and Kīpuka (Oasis), because their names are inclusive of everyone versus a focus on one area like the faculty.

**C:** The Galaxy. It would be easy to get buy-in. The symbolism resonates with what’s already in place on this campus, culturally speaking.

**C:** The Galaxy. Its structure makes sense to me.

**C:** The Galaxy. Students went there and are within it. It could be faculty-centered.

**C:** The Galaxy. We service 4,000 people per day at the library in a wide array of services – tutoring, testing, instruction, workshops, etc. There is a lot of the Galaxy Model already in the library. We could coordinate a lot of services, which we already do. And, the faculty element could be added.
Q: Is the Galaxy a place?
A: Yes, but around it are pockets of support. We need to “map” the pockets, eliminate duplication, and help student navigate the galaxy.

C: The Galaxy is a three dimensional model of the hub. It is physical, it is resources and referrals, and it is virtual and on-line. It is very organic.

Q: Are It Takes a Village and the Galaxy the same?
C: The STEM Center is a successful model. It is a Faculty-Centered Model. If it also had the concierge desk element added it could touch the students from their point of entry successfully.

Q: Or, is STEM more like the Kipuka (Oasis) Model? It really serves 1 population only.
C: I think Kipuka (Oasis) is more of a philosophy. It’s about the pride of place more than a model.

Q: In the Galaxy model are there satellite centers that imply some are subordinate or superior?
C: I think the Galaxy is more of a confederacy than subordinates.

C: Speaking against the Galaxy model, it may be too similar to what we already have. Then we are just tinkering and not dreaming big.

Q: Is it that there are really just 2 models – 1 with a hub and services all over (the Galaxy) and Kipuka (Oasis) where everything is located in one place?
C: Kipuka (Oasis) might be an ultimate dream, but the resource implications are enormous. The Galaxy might make more sense.

C: I see It Takes a Village as an overarching model and the working philosophy.

Since no one advocated for the ‘Ohana Kitchen it was eliminated from the list. The group then voted for their preferred model.

- It Takes a Village (9 votes)
- Galaxy (8 votes)
- Kipuka (4 votes)
- Faculty-Centered (4 votes)
It Takes a Village Model Explored
The participants began to preliminarily outline the best case scenario for this model in the next 3 years and its key characteristics.

- A tent in the middle of the great lawn with flags, and inside it has representation of everything on campus; like a marketplace.
- People are shadowing others to learn what they do (cross-training); it’s our village and we know each other and have appreciation and respect for what everyone does.
- We have gone to “Go on Wo” funding for our cross-training.
- Faculty are well-trained and are aware of the resources available and share the same values around student success.
- All the support points are connected and they are easily accessible to each other to support a student, internal to class and external to class.
- Communication is key, especially around changes. The right hand has to know what the left hand is doing.
- There is a professional development component around student success to make sure everyone’s on the same page and up-to-date, and there are incentives for participation.
- We demonstrate our values in contract renewals, tenure, new hires and orientation.
- We mentor people so they can be active participants in the village.
- There is clear signage, including Braille that is large and visible throughout campus. The physical space has been modified to communicate important messages, e.g., the Kopiko new signage.
- The whole village cares for things in the village, e.g., flags, and note when this is done successfully.
- There is a sense of pride.
- We taking care of the physical campus (e.g., picking up rubbish, etc.) and being attentive to the quality of the environment.
- Students feel cared about, they feel served, and the campus is attractive.
- Hope is there for the students because they know support is available.
- We are making sure each student is connected to 1 or more people that support them.
- We gather data on services students feel they really want and need and are practical. We use that data to decide what goes in the village.
- Extend the village to restaurants and beyond campus to the community so students can have jobs nearby and less travel is required.
- Remote access.
- Physical space could be the places where students naturally have to go, e.g., the bookstore, food, library.
• Mandatory advising plus celebratory events, relative to the people they are connected to on campus, e.g., making the transition from the 2nd semester to the 3rd semester is a key time because they have to come back to campus after the summer. There could be games, tournaments.

• Software can enhance mapping.

**Galaxy Model Explored**

The participants began to preliminarily outline the best case scenario for this model in the next 3 years and its key characteristics. The group realized that everything in the It Takes a Village Model could be included in the Galaxy Model.

• Organizationally we should report to 1 Dean or Vice Chancellor.

• Mother Moons – the Dean of the Student Success Center and a Concierge of Services. These two elements are the ultimate resources.

• The library is one of the hubs of the Galaxy.

• The planets in the Galaxy can move around, but Manele, Kahikoluamea and STEM are all significant existing hubs.

• People have rotations through the spaces of people who work in the Center.

• Currently, everybody is welcome in the library. Other areas are not as welcoming to all. Let’s make sure more than 1 hub is welcoming and inclusive to all by removing the barriers to access them.

• Strike a balance between particular needs and inclusivity.

• Manele and STEM retain their spaces but then Financial Aid, etc. rotate into each of those spaces.

• A building specific to subject areas, e.g., Math courses, plus a place to gather and study. This can be affected by scheduling classes more intentionally.

**1st Year Implementation Elements**

The participants brainstormed actions they thought would be essential in the first year of implementing the Galaxy Model.

✓ Consider the implications for the 2020 Plan.

✓ Take inventory of programs, services and activities already occurring on campus, including:
  o Tutoring
  o Mentoring
  o Where are each of the counselors located
  o A “snapshot” of what exists now

✓ Identify faculty success strategies and engagement practices.
✓ Identify counselors’ success strategies and engagement practices.
✓ Look at ourselves, all of the community colleges, as being the center of the galaxy and work together to serve the community of Hawai‘i. Communicate how we’re changing things and exchanging information and learning from them.
✓ Be clear and aware of what we’re really good at and sharing it internally and externally.
✓ Look at the barriers that are holding us back from getting where we want to be and create strategies to remove or diminish the barriers.
✓ Look at who’s responsible for what and what’s their authority to proceed, and what resources are available.
✓ Start grant writing.
✓ Develop a 3-5 year plan
  o Set priorities
  o Grant writing for more temporary funding
  o Other energies on securing more permanent funding
✓ Start to market the idea around campus to get buy-in.
✓ Help faculty identify what would help them better help students. Provide them with concrete information.
✓ Tutors become data collectors.
✓ Establish an Oversight Council by pulling together a committee of faculty, students and staff.
✓ The Student Success Committee rolls out this plan to faculty so they know it is faculty-driven.
✓ OFIE should be tapped for good data, using previous, existing data, to set baseline measures for this effort.
  o Identify key indicators that will be tracked over time.
  o Outcomes-oriented, not input-oriented.

Kīpuka Model Explored
Once the group realized the It Takes a Village Model could be consolidated with either the Galaxy Model or the Kīpuka Model, the decided to explore this more centralized option as well.

- All services are in one area. There are no hubs and STEM, Manele and Kahikoluamea are all in one place.
- The 3 Ts or maybe 4 Ts are all there: Testing, Tutoring, Technology, and Tasting (food).
• All services are in one building, e.g., Admissions is on the 1st floor, and the 2nd floor has advising, mental health counseling, international students, VCSA, budget people, administration, etc.

• Organizationally, we should report to 1 Dean or Vice Chancellor.

• All the counselors are centralized or very close.

• There is a unified counseling system that reports to the Vice Chancellor of Student Affairs.

• There is a Health & Wellness Center in the building that is able to address the needs of students who don’t have health insurance.

• There is a gym and showers.

• There is a small amphitheater for presentations and performances

• A place for students to have fun, like a game room.

• A location for conferences.

• Intentional processes to get us out of the building, too. There are mechanisms to connect us to the “outside world of the campus.”

• There is a faculty center.

• We’re all singing the same song, including lecturers. A mechanism to make sure all the employees know where everything on campus is. This is the It Takes a Village philosophy.

• Idea of having a floor with space for students and clubs to meet – community rooms – and technology spaces. These would be open rooms with white boards, moveable dividers, moveable furniture, walls painted with dry erase paint, etc.

• New practices like mandatory training for lecturers on student success.

• Evaluate lecturers on metrics related to student success. We would have to change the evaluation form we have now.

• Visibility and mutual support could result from centralizing the organization. From the customer service standpoint, students have said they want centralized services.

• Just having a building doesn’t mean we are centralized necessarily. There has to be a focused entry point onto campus and we have to make it visible and welcoming. There has to be a welcoming pathway and footprint.

1st Year Implementation Elements
The participants brainstormed actions they thought would be essential in the first year of implementing the Kūpuka Model.

✓ All the elements outlined for the Galaxy Model.
✓ Cull out what’s repetitious to fit into limited space.
✓ Assess where the space is and determine if it requires a new building or renovating an existing building.
✓ Analyze potential sites.
✓ Analyze the resources and money needed, and potential sources to secure them.
✓ Analyze what is going to be located in the Kīpuka space.
✓ Develop several scenarios.
✓ Analyze where people enter and move through our campus with consideration for the students’ experience, e.g., where things are planted, where seating is available, etc., to connect people to the place. Look at the relationships of buildings, spaces, functions and students to determine the implications for the campus layout.

Next Steps
The following steps were outlined by the group to assure implementation of the plan:

1. The notes will be typed up and returned to the group. Lily will provide them to Veronica and she will distribute them to the participants.

2. On February 14th we will convene from 9am – 1pm with Legos and “build” our vision by making the space tangible. We will analyze our structures, asking questions and collecting feedback. We anticipate two rounds of building.

3. On February 21st we will meet to review and develop this group’s recommendations on the Student Success Center to forward to the SSC Executive Committee.

Day 3

Welcome & Opening
After a greeting from Veronica, Lily asked everyone to introduce themselves again, sharing their name and KCC affiliation, and whether or not they had attended the previous week or were new this week. Lily also reminded everyone of the ground rules.

Envisioning the Student Success Center Facility
Lily provided the group with a very preliminary set of draft recommendations she developed from discussions of the first week. After reviewing them with the group, she asked them to use this, along with the notes from February 6-7, particularly the discussions on the Galaxy Model and the Kīpuka Model, as the foundations for the activity today.

Using Legos, popsicle sticks, labels, and other supplies provided by Lily, the participants were asked to create a representation of one of the models. The participants were organized in groups of 3-4 with 3 groups working on the Galaxy Model and 3 groups working on the Kīpuka Model.
The teams worked on their models for about 45 minutes and then presented them to their colleagues, describing key elements of their model. After each team’s explanation, the other participants were encouraged to identify the strengths of the model, ways the model could be improved, and questions or concerns about the model.

**Kīpuka Model A**

This group drew four pictures illustrating their model.

The model uses 3 concentric rings or arcs, built below ground level in the area of the great lawn, opening out to the lawn through glass windows and connecting with the library. This vision includes:

- If you are standing at the compass and looking toward the Great Lawn you see 3 tiers of glass embedded into the hillside.
  - The glass lets lots of light into the underground areas, but the Great Lawn is still there.
  - The Great Lawn is like an amphitheater.
  - The idea is like you are going into Mother Earth.
  - You can enter from multiple points.
- On the 1<sup>st</sup> Floor:
  - A reception area is the first thing you see.
  - There is coffee and snacks in the middle of the ring.
  - Circling the ring are different student success services – KISC, Counseling, etc.
- On the 2<sup>nd</sup> Floor:
  - Technology Help Desk for students.
  - Meeting/study rooms.
  - Computers.
- On the 3<sup>rd</sup> Floor:
  - Health & Wellness.
  - Health Bar.
- Gym and showers.
- Common space.
- **On the Roof Top:**
  - Maybe gardens.

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| • It’s modern, light and airy  
• It includes lots of the services we think should be there  
• It’s artistic  
• It takes the environment into account  
• It keeps the integrity of the Great Lawn  
• It’s not just another big, blocky, chunky building  
• It will draw students  
• Being underground will keep it cooler naturally | C: Now we will need a Salvador Dali compass that bends down so you can see the Center.  
Q: Is this just a space to disperse the Counselors from or are the Counselors staffing there?  
A: We think staffing there.  
Q: Why is this a Kīpuka Model?  
A: It is all in one space, but the building is flipped over and underground.  
Q: What’s happening in the Tech Center?  
A: It’s like the Library now with study areas, computers, eWaste, computer repair. There is also faculty space to meet with students.  
Q: What is the sustainability of this new building?  
A: We should aim for a LEEDS level. We think there will be issues about light.  
C: The STEM Center on Maui uses natural light and somehow magnifies it. And PV also. It creates a lot of light. We could do this.  
C: The PV panels could rotate to follow the sun.  
Q: You imagine spaces on top growing stuff? Student spaces?  
A: There are lots of opportunities for how to use the space.  
• This model will still depend on faculty participation.  
Q: Will students feel isolated in such a large structure?  
A: The key is interaction and activity. The
key is making sure students in the middle are serviced.

**Kīpuka Model B**

This group built a Lego building to illustrate their model.

The model is a single level building that utilizes an open space concept but with 3 areas for various purposes and activities; concentric rings – ‘Ewa, Kapi‘olani, and Koko Head.

- **Open Space Concept**
  - Peer mentors and staff members help direct students to services
  - Several lounges with comfortable chairs
  - Coffee shop
  - Lots of spaces for students to talk and meet
  - Multiple services are available in the building
  - High ceilings and tapestries with messages – colorful, seasonal, etc.
  - Ample bathrooms
  - Louder and quieter parts of the building
  - Acknowledge donors with engraved pavers
  - Roof top garden for Culinary to use
  - Self-sustainable and part of the environment
  - Water flowing through it

- **Central Hub:**
  - Concierge
  - Health & Wellness
  - Counseling

- **2nd Hub:**
- Open Computer Lab with Compass Lab
• 3rd Hub:
  o Faculty Lounge has showers
  o A literal “Ivory Tower” for faculty
  o Theater, amphitheater and conference rooms

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| • Like the Wellness & Health located with Counseling; it’s holistic health  
• The 3 concentric circles are like a Venn diagram; it’s cool  
• Like the rooftop idea  
• Being accessible to everyone  
• Breaking down the walls | • International students need printers; make sure there is access to printers in the Computer Lab |

**Na Kīpuka Model C**
This group built a Lego building to illustrate their model which is a hybrid with 2 Kīpuka or hubs that utilizes existing spaces at ‘Iliahi and Lama with a sky bridge connecting the two buildings in an arc of triumph.

• ‘Iliahi – Student Services Center  
  o Kahikoluamea would provide services, including Registration and Financial Aid, all in a centralized location
• Lama – Learning Services Center  
  o Learning Center
- Tutoring
- English
- Computers

- **Wayfinding Focus**
  - We have to consider how people traverse the campus
  - Sense of place –we have to think about signage, paths, trails, iconic way to navigate
    - Multimedia options could be in kiosks
    - People walk students to their next destination

- **General Characteristics**
  - Lots of spaces for students to meet
  - Moveable whiteboards
  - Utilize “Walk & Talk” meetings
    - Peer mentors wear sneakers
    - Informal style of meeting
  - Once students are lodged in a program, they are set, so they move off to that subject at that point
  - Add a Writing Intensive feature

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<tr>
<td>- Walking students to place so they get there and things don’t get lost along the way</td>
<td>- Needs buy-in from every person on campus</td>
</tr>
<tr>
<td>- Writing Intensive feature is so important</td>
<td>- Mechanism to give positive feedback about staff; staff recognition</td>
</tr>
<tr>
<td>- Resources towards investing in creating the culture versus all on the physical space</td>
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<tr>
<td>- Two hubs takes the pressure off and separates services and learning</td>
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<tr>
<td>- A sense of place, a sense of community and working together helps us do our job better and students don’t get so lost on their way to referrals at points of vulnerability</td>
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**Galaxy Model A**

This group created an L-shaped building.

The model uses Lama as the hub of the galaxy and the Foundations – Liberal Arts - is in the hub.

- **General Characteristics**
  - The front is open glass
  - The “stars” in the galaxy are the Student Success Centers that are connected to programs – Health Sciences, HOST/Culinary, BLT, STEM, Mālama Hawai‘i, Liberal Arts – Developmental Ed. They can be located at individual locations, but are connected to the hub.
  - Success Centers are there for students in these fields, but they also they can connect to the “hub” – Lama.
  - Open concept with a staircase going up the middle with landings between floors so you can see all that’s going on and feel connected

- **On the 1st Floor** the desire is to attract students into a social/learning space:
  - Commons area
  - Café/food
  - Concierge/Information Desk/Events Central
  - Media screens for information
  - Bookstore/gift shop
  - Stage and events

- **On the 2nd Floor** is a Navigation/Mapping space – a development area:
  - All faculty and staff who run the “stars” will have a dedicated space to meet, communicate and learn with a Learning Coordinator
  - Mentoring programs
- Tutoring space
- Computer lab
- Development space – an area where people can meet and plan; the space has flexibility to evolve as needs change
  - Faculty and staff are educated to work together
  - There is lots of talking
  - It is a collaborative space
  - Good communication between the parts
  - Example: Sullivan Center where partitions are created as needed by people using the space with moveable furniture and whiteboards
  - Example: A Google Room – a couple of “gathering” rooms

- On the 3rd Floor:
  - Library/Archives
  - Reading spaces
  - Quiet spaces

- Basement
  - Gym

| + | Δ/?
|---|---|
| - Flexibility of space  
- Showing students on the perimeter how to connect to the hub  
- Like the open concept | C: If the tutoring area is in an open space, not in a designated space, and we don’t have mechanisms to set up appointments, this could be messy.  
A: Learning Coordinator position could help with this.  
Q: Would counselors feel comfortable all being in one space?  
A: Yes, if there is one Dean.  
C: The role of the library is changing as we go from paper books to electronic. So what are we selling at the Bookstore. It should be selling downloads of books and at the library people should be checking out eBooks.  
C: We should be adding to what the Bookstore offers, not just books, but supplies, cards, etc. |
Galaxy Model B
This group created a Lego building to illustrate their concept of “Mother Earth/Library as the major hub in the galaxy, with other Student Services on campus being planets, and the faculty and staff members are the stars.

In this model the students come in from “outer space” to land at “Mother Earth” – the Library.

- The Library will:
  - Have well-trained Concierge who fixes all student problems.
  - Serve as a bridge to all the other planets/student services.
  - Have good communication with all the planets/student services, e.g., using walkie talkies to let them know they are sending a student over to them, so that students don’t just show up and get “why are you here?”
  - Have an interactive board so that at times of high traffic students can input their needs, see maps of the campus with services highlighted; so that if the Concierge is busy, students can help themselves.
  - Have computers, printers, and other need technology available.
  - Have Student Union space with appropriate flooring for the activity in the area.
  - Have dedicated custodial staff who see it as their job to keep the space clean, inviting, and the restrooms are cleaned regularly.

- Other Characteristics:
o Student services are a regular part of the faculty and staff members’ workloads and they are assigned Teaching Equivalencies to do this work, e.g., 2 TEs per year for Student Success activities.

o There is a dedicated mentor for each student, hired or volunteer, who will follow the student from start to finish.
  ▪ There is a Money Man who has the commitment to hiring additional staff to act as students’ mentors and tutors.

O Color-coded sidewalks that direct students to service locations.

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<tr>
<td>• Like the faculty involvement and having it recognized by Administration as part of the workload for instructional faculty</td>
<td>• We need to find a parallel for Counseling faculty</td>
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<tr>
<td>• Like the identification of students coming here being more socially challenged, so the color coding on sidewalks is good, but …</td>
<td>Q: Don’t we want our students to be more independent?</td>
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<tr>
<td>• Like the simplicity of following the colored path</td>
<td>C: We need to find the balance of support and encourage independence and critical thinking.</td>
</tr>
<tr>
<td>• Like the interactive information board; it could include a virtual phone directory and map the hubs of services</td>
<td>C: The student survey supports that signage is an issue on this campus and the students don’t know where to go.</td>
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<td></td>
<td>C: I have concern over the social skills of our students and wanting them to actually ask for assistance and talk with other people to get the help they need.</td>
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**Galaxy Model C**

This group shared their description of their galaxy model with a central location connected to multiple hubs, one for every program, located around campus. There are 2 larger hubs for Learning and Transition.

- **General Characteristics:**
  - Counselors, tutors and peer mentors are readily available
  - Common training so there is consistency across the campus at different hubs
  - Bringing together different services into one area or a more central area
  - Students find their spaces around campus and we go to them
  - Understanding each other’s roles
  - Collaboration and good communications between faculty and Student Services

- **Transition Hub, focused on:**
  - New students
  - Transfer students
  - Student Success courses to teach them the baseline on subjects, but then focus on their specific students

- **Learning Hub, located at Ohi‘a or Library, focused on navigating:**
  - Retention
  - Early Career planning
  - Graduation
It was noted at the end of these six presentations that none of the models had addressed interaction with external partners.

**Identify Key Elements of the “Student Success Center”**

Based on the presentations on the six models, the facilitators asked the participants to identify the elements they love or want to implement to enhance student success at KCC. The group brainstormed a list and then organized them into phases, recognizing that some of their aspirations will take longer to implement than others.

**Phase I: 1-2 years (July 2014-June 2016)**

- Training for all stakeholders – peer mentors, faculty, staff, etc.
- Employee development place/center that can report out on what’s been learned.
- Counselors assigned to different disciplines/hubs, because this is an easy way for students to access them, or at a central location, too, but connected to the hubs.
- Determine that we are going to continue funding Peer Mentors; this is critical.
- Connecting students to the next thing they need whether it is another person or service or place, by physically walking them there, finding it on an interactive information board, or other method.
- Tutoring that cuts across all levels and disciplines.
- Classroom dedicated to Veteran students and a class taught by a veteran.
- Access to printers.
- Address workload for instructional faculty by creating time and space in the workload for student engagement.
- Create a separate position for a Concierge that is not instructional.
• Establish a philosophy of engagement, support and openness as part of the design of the Center.

• As we move ahead, we should be meeting to discuss this in a facilitated environment and on a regular basis; reconvening to discuss, re-evaluate, change as necessary as we move through the phases.

• Implement Wellness component.

• Increase food options and locations on campus.

• Creating common areas for students to congregate is critical.

• Change to a holistic student approach.

• Secure staffing for Student Success.

• More community connections to enable tutoring, etc.

• Explore the idea of creating hubs off-campus, e.g., at Kahala Mall.

**Phase II: 3-5 years (July 2016-June 2019)**

- Dean of Student Success, and everyone involved would be part of the team and make decisions together (NOTE: The group feels they need this is essential and needed immediately).

- Address workload for instructional faculty by assigning teaching equivalencies to student services work.

- A centralized hub connected to program hubs that helps students know where to go and helps them get there.

- Implement Wellness component.

- Creating common areas for students to congregate is critical.

- Address parking spaces for students who need to do a quick stop to access services.

**Phase III: 5-10 years (July 2019-June 2024 and beyond)**

- A space; a place – really liked the concept of using the Great Lawn because our space is at a premium – it will enable critical collaboration.

  - The first presentation – Kīpuka Model A – was inspired. It is longer term, but we loved the idea.

  - Be mindful of sustainability.

  - Be mindful of the sense of place so that it fits the campus and is consistent with its design and elements.

- Computer Lab and printer access.

  - Laptop Loan Program.
**Ongoing Elements to Keep in Mind**

- It needs to be accessible for students with special physical needs.
- Support all students, regardless of their economic status.
- Holistic wellness for faculty and staff as part of career development.

**Next Steps**
The following steps were outlined by the group to assure implementation of the plan:

1. The notes will be typed up and returned to the group. Lily will provide them to Veronica and she will distribute them to the participants. She will also provide a draft of the recommendations. Participants are asked to review that information in advance of the next meeting and come prepared to offer feedback.

2. On February 21st we will meet to review and develop this group’s recommendations on the Student Success Center to forward to the SSC Executive Committee.

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**Day 4**

**Overview**
The facilitator reviewed the agenda with the participants, indicating the purpose of the day is to finalize the advisory group’s recommendations to the Student Success Center Executive Committee regarding a Student Success Center. Throughout the day’s discussion, the group referenced a draft of the recommendations dated 02.14.14.

**Definition of Success**
Based on the group’s early discussions, the facilitator drafted an example of a definition of success.

**EXAMPLE:**

*All students experience the campus-wide culture supporting their exploration and understanding of their personal aspirations and goals, the opportunities and resources on campus available to them, and how they access and use the campus to achieve their goals.*

*Students who come to KCC report experiencing concrete support that helped them:*  
- **Explore their options;**  
- **Become more independent and capable of pursing their options;**  
- **Accomplish their educational goals.**

The attendees discussed this example.
C: The institution already has a definition of success that has to do with the students’ actual movement through the institution: more students passing classes, passing with higher grades, graduation, and going on to higher programs. I think these elements should be added to the bullet points in the draft definition. This helps the institution consider program success and evaluate whether to fund programs again or not.

C: Some students won’t move on to “higher” programs.

C: I am defining “higher” as moving past foundational courses.

C: We need a way to assess success.

C: We’ve had prior discussions on assessment of students as they come into the campus, program and/or center.

The group went on to identify what they liked about the draft definition and what could be improved.

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| • “When a student realizes the academic success they set out to achieve.”
  • Student makes a plan and then they go get it. I like this version. | • Add institutional measures of success.
  • Address the difference between student success and institutional success in terms of definitions.
  • Add to this context the students’ perspective from the survey. They noted lots of practical issues, barriers, time conflicts, etc.
  • There is academic success and personal success, or skills development. I like the academic aspect needs to be present in the definition.
  • The context needs to be there and include the institutional priorities in addition to personal success. |

C: Funders also use academic success as a measuring stick.

C: One doesn’t need to be at the expense of the other. We believe that it starts with students knowing themselves, but these are complementary to each other, and both should be included.

Q: What will this definition be used for?
A: It is a conceptual assumptions statement about how the Student Success Center supports the success of students on campus. It’s contextual.
**Agreed Upon Edit.** Add to Phase I, Item 9 a sub-bullet: Explore changes to the Common Application that identify students’ reasons for coming to the campus. This will create a baseline for measuring success on students’ personal aspirations.

**Recommendations**
The attendees’ discussion for each recommendation is noted below.

- Establish a Dean of Student Success.

  C: It needs a context. It needs the connection to be made to a mission or the purpose of this project.

  C: “Dean” of Student Success to oversee the Student Success Center. It should be a leadership position focused on the area of student success.

  C: It should be a faculty position, but it will probably be called something different.

  C: The position needs to impact the whole campus, not just a Center. A Coordinator-type position isn’t high enough. Something more like a “director.”

  C: We have to look at the organizational structure to determine the right kind of title for the level of responsibility we want the position to have.

  Q: Why can’t we ask for 2 positions, both a Director and a Coordinator? They would be co-related.

  C: A person in a permanent leadership position to oversee this area and who functions at the campus-wide level.

  C: I think the position should be housed in Student Affairs.

- Establish an SSC Council to oversee implementation of changes, attend to the development campus-wide culture, address challenges, and assist with securing funding.
  - Consider the implications for the 2020 Plan.
  - As we move ahead, we should be meeting to discuss this in a facilitated environment and on a regular basis; reconvening to discuss, re-evaluate, change as necessary as we move through the phases.
  - Establish a philosophy of engagement, support and openness as part of the design of the Center.

  **Agreed Upon Edit.** Take out the word “Center” and make it “Student Success Council”.

  **Agreed Upon Edit.** Add a bullet for SLOs and Service Area Outcomes.
• There is an all-efficient, welcoming, knowledgeable Concierge prominently located – a real person to speak with – who can direct them to what they need when they need it.

  Agreed Upon Edit. Correct grammar by changing “them” to “students.”
  Agreed Upon Edit. Give it a label like the first two items.

• Determine that we are going to continue funding Peer Mentors; this is critical.
  Accepted as written.

• Establish, communicate, train and acknowledge campus-wide culture of ending the “runaround” for students who are seeking help, information, etc. and our shared commitment to ensuring students access the support they need to be successful.
  o Training for all stakeholders – peer mentors, faculty, staff, etc.
  o Access to resources is clearly mapped, campus-wide, and navigation is made visible to the students.
  o The “system” has figured out how to communicate changes effectively and broadly, so that as the shape of the “universe” changes, all the stable components of the campus are aware of the changes and can share that information clearly with students and one another.
  o Connect students to the next thing they need whether it is another person or service or place, by physically walking them there, finding it on an interactive information board, kiosks, signage, or other method.
  o Follow up with students to make sure they got what they needed.

  Agreed Upon Edit. Add “common training and compensation”.
  Agreed Upon Edit. Add, “Overtime staff for professional development” as a sub-bullet to “Common training …”

• Align Counselors’ as a discipline reporting to a single Dean or Vice Chancellor, but continue to assign them to different disciplines for services to students.

  Q: Not all Counselors are represented here. Is this in the purview of this group?

  C: I think it is with regard to the culture of success, but I do think the entire Counselors group should have a say.

  C: I think we should put it in the recommendations, but put it in a context. Because working as a discipline allows Counselors to work more efficiently, accessibly, and consistently for student success.

  C: Contextualizing these recommendations, that they come as a set of things that could affect student success at all levels and that we see them as interconnected.
C: We need to have a campus philosophy of student success. It might be a separate recommendation, but we need to differentiate between two elements, the Center and the Culture.

Agreed Upon Edit. Delete “Dean or”.

- Address workload for instructional faculty by creating time and space in the workload for student engagement.

C: This is also addressed in Phase II, #2. I think we should eliminate this version and replace it with the Phase II version.

Agreed Upon Edit. Eliminate this recommendation because it is addressed elsewhere. Replace it with Phase II, #2.

- Students have access to a variety of things: counselors, tutors, support, computers, printing stations that work relative to changing technology.
  - Students have access to good technology and have opportunities to learn how to use it effectively.
  - Take inventory of programs, services and activities already occurring on campus, including: tutoring, mentoring, where each counselor is located, etc.

C: There are a variety of things: people, technology, programs and services.

Agreed Upon Change. Create separate bullets for human support and technology.

- Continue to focus on the beginning of the student experience using a holistic approach – investment and prioritization, welcome, orientation, support.
  - Add standardized assessment that helps us understand the whole student, not just their academic standing.
  - Orient students to a well-defined network of resources on- and off-campus.
  - Early on, help students decide and articulate what “success” looks like for them.
  - Create a “scaffolding” structure that moves students from a more supported environment to greater independence with steps that are clear.

C: Should this read as “continue to” or “focus on”?

Agreed Upon Change. Add bullet, “Explore changes to the Common Application that identify students’ reasons for coming to the campus. This will create a baseline for measuring success on students’ personal aspirations.”

- Student-focused events that build a sense of community, networking and sharing.
  - Events are planned that are fun, open doors, create conversations, and celebrate learning.

Affirmed as Written.
Secondary Recommendations

- Secure additional staffing for Student Success.
  
  **Eliminated:** Addressed elsewhere in recommendations.

- Provide tutoring that cuts across all levels and disciplines.
  
  C: In addition to providing tutoring, it cuts across all levels.
  
  **Agreed Upon Edit:** Add, “including specialized content tutoring and different pathways.”
  
  **Agreed Upon Edit:** Move to recommendation, “Increase Students’ Access…”

- Creating common areas for students to congregate is critical.
  
  o Increase food options and locations on campus.
  
  o Explore the idea of creating hubs off-campus, e.g., at Kahala Mall.
    E.g., consider other urban/downtown campus models.
  
  **Affirmed as Written.**

- Implement Wellness component.
  
  C: The Wellness component is a very large and separate area as well. It should be brought up at this point. Just be mindful that this is a big issues.

- **Eliminated:** Addressed elsewhere in recommendations.

Tertiary Recommendations

- Employee development place/center that can report out on what’s been learned.

  **Agreed Upon Edit:** Clarify intent of statement and move to a bullet under “Address Instructional Faculty… Provide professional development…”

- More community connections to enable tutoring, etc.

  **Agreed Upon Edit:** Move to a bullet under “Provide proactive, ongoing advising and mentoring.”

- Classroom dedicated to Veteran students and a class taught by a veteran.

  **Eliminated.** Should be addressed elsewhere.
Phase II: 3-5 years (July 2016-June 2019)

Primary Recommendations

- The Library acts as a central hub for learning with access to a wide array of services – tutoring, testing, instruction, workshops, etc., while ‘Iliahi acts as the hub for other student services such as Admissions, Advising, Counseling, International Students, VCSA, Financial Aid, Health & Wellness.

C: This is the Galactic model – a “solar system” model. It needs to be fleshed out. It’s a binary star system with planets. We need to address the closeness and connectedness.

C: There are specialized functions – the planets – for different pathways, e.g., STEM, Nursing, etc. And there are other, smaller planets, but they can be close enough to interact.

C: We’re pulling the planets together to work together as it makes sense.

C: But the planets are different environments for different pathways.

Q: Do we want to identify the two hubs specifically or say that we will determine what those are later?

C: Conceptually, there could be one hub comprised of 2 buildings, in the short-term, and then move to 1 building later.

C: That would be 2 central hubs.

Agreed Upon Edit.  Move to Phase I.

- As the most stable population on campus, the faculty and staff members are highly involved in nurturing student success. Address workload for instructional faculty by assigning teaching equivalencies to student services work.

  o Every faculty member has 1 teaching equivalent to do student success activities.

  o Tutoring time is traded for office hours.

  o Identify faculty success strategies and engagement practices.

  o Provide professional development so they understand Student Support and their role more thoroughly.
    - Cross-training/shadowing is an option for professional development.
    - Mandatory training on Student Success for lecturers.

C: Faculty should be front and center in student success.
Agreed Upon Edit. Delete the term “staff”.

Agreed Upon Edit. Add, “at least 1” to “teaching equivalencies.”

Agreed Upon Edit. Add “examples for consideration include …” to the bullet points.

Agreed Upon Edit. Change tutoring bullet to read, “can be traded”.

Agreed Upon Edit. Move to Phase I.

- Provide proactive, ongoing advising and mentoring.
  - Mandatory advising.
  - Formally create positions for “aunties” and “uncles” who provide guidance, support and helps students keep it all together – school, work and life.
  - There are “hosts” or “outreach workers” who are mobile within the campus.
  - Student Success Workshops on career paths and readiness.
  - Provide counseling on non-academic/life issues.
  - Celebrate milestones in a student’s success.
    - E.g., making the transition from the 2nd semester to the 3rd semester is a key time because they have to come back to campus after the summer.
    - There could be games, tournaments.
  - Students report being connected to 1 or more people on campus that support them.

Affirmed as Written.

- Tutoring is available for a wide array of subjects.

  Eliminated: Addressed elsewhere in recommendations.

- Creating common areas for students to congregate is critical.
  - Increase food options and locations on campus.
  - Explore the idea of creating hubs off-campus, e.g., at Kahala Mall. E.g., consider other urban/downtown campus models.

Agreed Upon Edit: Add, “Virtual/remote access to existing services.”

Moved to Phase I, Secondary Recommendations.

- Implement Health & Wellness component that includes co-location of Counseling services.

  Q: Should this item be a bullet point under #1.

Agreed Upon Edit: Move to Phase I, “Increase Students’ Access…”
Secondary Recommendations

- Address parking spaces for students who need to do a quick stop to access services.
  
  **Agreed Upon Edit:** Move to Phase I, “Increase Students’ Access…”

- Evaluate our own success by following up with students after they leave KCC.
  
  **Affirmed as Written.**

**Phase III: 5-10 years (July 2019-June 2024 and beyond)**

- There is a physical space(s) that is recognized as an access point to the “Student Success Center.” The Advisory Group really liked the concept of using the Great Lawn because our space is at a premium – it will enable critical collaboration.
  
  - The first presentation – Kīpuka Model A – was inspired. It is longer term, but we loved the idea.
  
  - Be mindful of sustainability.
  
  - Be mindful of the sense of place so that it fits the campus and is consistent with its design and elements.

- Considerations for the design and use of the physical space:
  
  - It has the ability to be a socially catalytic space.
  
  - It connects to this geographic, historical, culturally sensitive place.
  
  - People feel comfortable in it without necessarily having an immediate agenda; there are places where they can just hang-out.
  
  - Food is readily available on campus in a variety of locations.
  
  - There is a gym and showers.
  
  - There is an amphitheater.
  
  - There is a game room.
  
  - There is Conference space – meeting rooms, community rooms, technology rooms.
  
  - There is a Faculty Center.
  
  - There is a Computer Lab and Laptop Loan Program.

C: We should note for consideration that Leahi Hospital has space that may be available for rent.

C: Add language around co-location in a single space.

C: It needs to be clear we are moving from the Galaxy Model to a centralized model.

C: We should provide a list of ideas about locations for consideration.

**Agreed Upon Edit:** Add, “There is a single, physical space …”
A structure for contract renewals, incentives, tenure, new hires and orientation all reflect our campus-wide commitment to nurturing student success.

**Affirmed as Written.**

### Format for Recommendations

The group discussed their preferred format for their recommendations. They had previously expressed a desire for more contextual information. They reaffirmed value in presenting their recommendations in phases. A suggestion was made to utilize a matrix format, but that was referred to the Student Success Center Executive Committee for consideration.

### Feedback on Guiding Principles

The group had a few minutes remaining to look over the draft Guiding Principles.

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| - Overall I like it  
- Ditto  
- I like the concepts they express | - Take out the word, “success” on the first guiding principle  
- Make sure the words we use don’t cause the students to confuse the Student Success Center with the Mālama Center |

### Next Steps

The group discussed the following next steps.

1. The notes and revised recommendations will be finalized by February 26.
2. The notes will be distributed to attendees. They may share them, but should be responsible for providing their colleagues with a good context for the Group Memory and the recommendations. Given the very short timeline for the Student Success Center Executive Committee’s report to the Faculty Senate, feedback should be kept to a minimum and only represent “significant” or “urgent” issues.
3. The Student Success Center Executive Committee is currently in the process of developing its report for the Faculty Senate, to be delivered by April 1st.
4. The Faculty Senate will have a month to review and clarify the report with the Student Success Center Executive Committee.
5. The Faculty Senate approval of the plan is scheduled for May 5th.
**Evaluation**
At the conclusion of each meeting the participants were asked what went well and what could be improved.

**Day 1: February 6, 2014**

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<tbody>
<tr>
<td>• Open discussion</td>
<td>• Want to hear more of the voices</td>
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<td>• Facilitation process and style allows for us to have the open discussion</td>
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<tr>
<td>• Note taking</td>
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<td>• Recap from SSC Executive Committee members really helped</td>
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<td>• We are a diverse group</td>
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<td>• Setting the tone for the conversation and the ZOOM presentation</td>
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**Day 2: February 7, 2014**

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<tr>
<td>• Idea generation</td>
<td>• A shorter day</td>
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<tr>
<td>• Core values</td>
<td>• Would like more people from my department here to hear this; it will be hard to sell to them</td>
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<tr>
<td>• We got more focused</td>
<td>• Continuity issue is difficult with all the other responsibilities we have; they have us coming in and out of this meeting</td>
</tr>
<tr>
<td>• Facilitation helped keep us focused</td>
<td></td>
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<tr>
<td>• Enjoyed narrowing down the models</td>
<td></td>
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<tr>
<td>• Wonderful working together like this</td>
<td></td>
</tr>
<tr>
<td>• You have a good sense of our energy</td>
<td></td>
</tr>
<tr>
<td>• The group’s humor is a plus</td>
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</tr>
<tr>
<td>• Felt productive</td>
<td></td>
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<tr>
<td>• Good recording by Jen</td>
<td></td>
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</tbody>
</table>

**Day 3: February 14, 2014**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Hearing so many similarities out of so many diverse ideas</td>
<td></td>
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<tr>
<td>• Synergy of playing off of others’ ideas</td>
<td></td>
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<tr>
<td>• Visionary</td>
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<tr>
<td>• Facilitators kept us on task, but with the right amount of time; didn’t feel hemmed in</td>
<td></td>
</tr>
<tr>
<td>• Nice having facilitators to monitor the time and pace with such a large group</td>
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</table>
### Day 4: February 21, 2014

<table>
<thead>
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| • Clarified the timeliness for our discussions  
• Great participation on these recommendations |   |