



University of Hawai'i Community Colleges Hawai'i Student Success Institute 2017

(Program subject to change)

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES

UHCC is the largest sector of the UH System, providing education for more than 70% of its undergraduates. UHCC provides at least a portion of the education and training received by approximately 40% of UH baccalaureate graduates. UHCC educates much of the State's workforce in more than 70 fields of study and has graduates that are renowned around the world for their skills, talent and brilliance.

ACHIEVING THE DREAM

The University of Hawaii Community College System joined Achieving the Dream in 2007 and became an Achieving the Dream Leader College in 2012 and was recertified in 2016. As a recertified leader colleges, UHCC showed at least three years of improvement on two of the Achieving the Dream measures of students' success and demonstrated commitment to and progress on the Achieving the Dream Institutional Capacity: Committed leadership • Use of evidence to improve programs and services • Equity • Broad engagement and communication • Teaching and Learning • Strategy and Planning • Policies and Practices. This honor signifies our commitment to closing achievement gaps and improving student success by creating a culture of evidence within the system.

STUDENT SUCCESS COUNCIL AND CENTER

The UHCC System of seven community colleges has been building a culture of innovation, continuous improvement, and data-based decision-making for over a decade but especially since joining the Achieving the Dream initiative in 2006. UHCC has adopted this culture of change in order to strengthen its student success agenda through: funded faculty-driven innovation committees; campus strategic performance numbers recently renewed in the [UHCC 2015-2021 Strategic Directions](#); and performance funding.

In order to prioritize these strategies and implement them consistently throughout the community college system, in Fall 2014, the UHCC system established the [Student Success Council \(SSC\)](#). Composed of representatives from faculty, administration, institutional research, Banner, P/20, the SSC has identified four focus areas to increase student success: Developmental Education; College Pathways; Just in Time Support; and Graduation and Transfer.

HAWAI'I STUDENT SUCCESS INSTITUTE

The 2017 Hawai'i Student Success Institute (formerly known as the Hawai'i Strategy Institute) is the eighth institute bringing together faculty and staff from the seven colleges in the University of Hawai'i Community Colleges, who are engaged in best practices, innovations, and strategies that lead to increased student success. Besides learning about what their colleagues are doing, participants also learn about system-wide progress and national student success trends in higher education. This year's theme, Student Success Pathways, is a reflection of the University of Hawai'i Community Colleges ongoing strategies and initiatives to increase the number of students receiving a degree or certificate as projected in the Hawai'i Graduation Initiative.

**Hawai'i Student Success Institute
"Student Success Pathways"
March 3, 2017**

7:30 – 9:00	Registration	Concourse
7:30	Breakfast	Uluwehi Cafe
8:40 – 10:00	General Assembly <i>Welcome by Manuel Cabral, Chancellor, Leeward Community College</i>	Tuthill Courtyard
	<i>Mission: Dr. John Morton, Vice President for Community Colleges, University of Hawai'i Community Colleges</i>	
	<i>Introductions: Dr. Peter Quigley, Assoc. Vice President for Community Colleges, University of Hawai'i Community Colleges</i>	
	<i>Keynote Address: Dr. Gretchen Schmidt, Executive Director of the AACC Pathways Project, American Association of Community Colleges</i>	
	<i>Hawai'i's Work on Pathways: Cathy Bio, Director of Student Success, University of Hawai'i Community Colleges</i>	
	<i>"STAR GPS", Gary Rodwell, IT Specialist, University of Hawai'i at Mānoa</i>	
10:10 – 11:00	Breakout Session I	Various Locations
11:10 – 12:00	Breakout Session II	Various Locations
11:10 - 12:40	Vendor Expo	
12:00 – 12:30	Lunch <i>Hakuoh University Handbell Choir</i> <i>(Please pickup lunch and head over to the tent in the Tuthill Courtyard for the keynote addresses. Tables and seats are provided under the tent.)</i>	Uluwehi Cafe Tuthill Courtyard
12:30 – 3:20	General Assembly: "P-20 Student Success through Ethnomathematics" <i>Dr. Linda H.L. Furuto, Associate Professor of Mathematics Education, University of Hawai'i at Mānoa,</i> <i>"Tying it All Together", Dr. Pam Cox-Otto, Interact</i> <i>Essential Practices for Pathways - Panel Presentation</i>	Tuthill Courtyard
3:30 – 4:50	Cross-Discipline Meetings by Exploratory Majors and Special Interest Grouping	Various Locations
5:00 – 5:30	Implications for Implementation, Closing Remarks	Tuthill Courtyard

The Movement Toward Pathways

Over the past several years, the concept of guided pathways has spread rapidly through community colleges and four-year institutions in many states and districts. The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The guided pathways model is built upon three important design principles. First, colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process). Second, a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level.

Although the elements on which it is based are rooted in research, the overall guided pathways model is still relatively new and has not been fully tested. Very encouraging preliminary evidence has emerged from institutions that have implemented guided pathways practices at scale, including Florida State University and Georgia State University, among four-year institutions, and the City Colleges of Chicago and CUNY's Guttman College, among community colleges. Large-scale efforts are now ongoing to implement guided pathways at two- and four-year institutions in Tennessee, Indiana, and Georgia, and at community colleges in Arkansas, Florida, Massachusetts, Michigan, New Jersey, Texas, and Washington State. This work will, in a number of locations, be strongly connected to the AACC Pathways Project.

Origins of Guided Pathways Reforms in Community Colleges

The Community College Research Center (CCRC) dates the beginning of organized reform designed to improve community college outcomes to the beginning of this century, when policymakers and educators began to question community colleges' low completion rates. The first major initiative in this movement was Achieving the Dream: Community Colleges Count (ATD), which started in 2004. ATD was initially funded by Lumina Foundation for Education but subsequently received support from many other foundations. ATD established its focus on improving student completion, equity, and overall community college performance and was the first initiative to emphasize longitudinal tracking of individual students. From the beginning, there were five principles underlying ATD:

(1) Secure leadership commitment. (2) Use data to prioritize actions. (3) Engage stakeholders. (4) Implement, evaluate, and improve intervention strategies.

In 2010, ATD became an independent non-profit organization, but the field learned several important lessons from the first six years of the initiative, when ATD had functioned as a grant-funded activity. First, despite the emphasis on comprehensive organizational change, most of the reforms initiated by ATD colleges were relatively focused efforts involving relatively few students, and they were usually directed at only a single segment of the student experience, primarily the intake system and developmental education in particular. Second, while some of these focused reforms improved outcomes for the participating students, the efforts in general were not large enough or sustained enough to influence the overall performance of the institutions. Thus, while focused programs were sometimes successful, they did not typically lead to improved outcomes for large numbers of students (Rutschow et al., 2011).

The Bill & Melinda Gates Foundation became involved with ATD in 2009 through the Developmental Education Initiative (DEI), in which 15 ATD colleges participated. DEI was explicitly designed to identify specific developmental education pilot reforms at ATD colleges that were improving student outcomes, and to scale those reforms throughout the developmental education population. In general, colleges were unable to achieve wide-scale

implementation of their chosen programs within the three-year timeframe, suggesting that the pilot-to-scale strategy is not an effective approach to reform (Quint et al., 2013*). The DEI programs also tended to be implemented in isolation from college-level programs and the broader set of support services within colleges.

During the latter half of the 2000s, a growing volume of research by CCRC and others established additional knowledge and insights that formed the foundation for further advances in policy and practice. These advances occurred in three broad areas. First, the field began to draw insights from behavioral economics to argue that the community college environment was too complex and confusing for students, suggesting that college-level programs needed to be simplified and made more coherent. The implications of behavioral economics research for community college practice was formally articulated in a BMGF-funded CCRC paper, *The Shapeless River* (Scott-Clayton, 2011*). Second, CCRC and others produced research showing that students who gained early momentum (by passing the gateway courses in a program of study in their first year of college) were much more likely to graduate than those who took more time to enter a program (Attewell, Heil, & Reisel, 2011; Jenkins & Cho, 2012*).

Third, research by CCRC and others on developmental education concluded that developmental assessments did not accurately identify students' needs, and traditional developmental coursework did not help underprepared students succeed at higher rates, while accelerated and contextualized coursework held more promise (e. g., Bailey, 2009; Edgcombe, 2011*; Jenkins et al., 2010; Perin, 2011*; Scott-Clayton, 2012*; Zeidenberg, Cho, & Jenkins, 2010*). These findings provided the impetus for the development and wide-scale adoption of "co-requisite" models, which place many more students into college-level courses while providing them with the support they need to succeed in those courses. The broader implications of the ATD and DEI experience and related research was that developmental education should not be conceptualized as a separate activity, but rather should be designed into a broader model as part of an on-ramp to college level programs of study. This became a fundamental element of more comprehensive models.

The ATD and DEI experiences, together with the insights beginning to emerge from the research discussed above, contributed to the conceptual foundation of the Bill & Melinda Gates-funded

Completion by Design (CBD) initiative, which began in 2011. CBD was based on the following principles: (1) Accelerate entry into coherent programs of study. (2) Minimize the time required to get college-ready. (3) Ensure that students know the requirements to succeed. (4) Customize and contextualize instruction. (5) Integrate student supports with instruction. (6) Continually monitor student progress and proactively provide feedback. (7) Reward behaviors that contribute to completion. (8) Leverage technology to improve learning and program delivery.

Most of the components of the guided pathways model as understood today were incorporated into these eight principles. At the time, these elements represented a new and ambitious agenda, unfamiliar to participating colleges and even to some extent to the program organizers and technical assistance providers. As a result, participating colleges were allowed to exercise a great deal of flexibility in the implementation of these principles. In practice, each college chose to implement the subset of principles that most appealed to that institution, resulting in wide variation in the implementation of the CBD "model."

While not ideal in terms of evaluating a well-defined model, CBD's variety in implementation did provide CCRC with the opportunity to observe the implications of different combinations of these elements. Their resulting report to BMGF (Jenkins & Ran, 2015*) suggested that the most successful colleges used the college-level program of study as a central organizing point for college reforms. At the same time, the experience with CBD and associated insights led to the solidification and elaboration of the guided pathways model that is articulated in CCRC's book, *Redesigning America's Community Colleges* (Bailey, Jaggars, & Jenkins, 2015*).

In addition, CBD created the conditions that allowed participating colleges such as Miami Dade College, Davidson County Community College (NC), Lorain County Community College (OH), and Sinclair Community College (OH) to become leaders or emerging leaders in the guided pathways movement. The initiative also trained a cadre of administrators and change management experts who are now engaged in the Bill & Melinda Gates Foundation's recent pathways-focused investment—the Pathways Project organized by AACC. Other institutions emerging as leaders in

the guided pathways movement, such as the 2- and 4-year institutions under the Tennessee Board of Regents and the City Colleges of Chicago, were directly inspired and influenced by the CBD experience.

The guided pathways model is based on research suggesting that community colleges and broad access four-year institutions are currently operating under a “cafeteria” model that was appropriate to their primary mission in the 1960s, 70s, 80s, and 90s, which was to dramatically expand access to higher education—a mission they fulfilled beyond expectation. However, cafeteria colleges are not well designed to address the need of today’s students, who want to enter and complete programs that confer economically valuable certificates and degrees as quickly and efficiently as possible. At cafeteria colleges, the best pathways that students can take into and through programs of study and to their career or further-education end goals are not clear. There are too many choices, programs lack educational coherence, and students’ progress is not monitored.

Research on organizational effectiveness from within and outside education strongly indicates that to substantially improve student completion and learning, discrete innovations—even when they are implemented at scale—are not sufficient; rather, colleges need to redesign programs and support services comprehensively and at scale to support student progression and learning. A small but growing number of community colleges and four-year institutions across the country are beginning to see substantial gains in student outcomes by redesigning programs and services to improve the student experience along four dimensions: (1) create clear curricular pathways to employment and further education, (2) help students get on a path, (3) keep students on a path, and (4) ensure that students are learning along their path.

In summary, this series of important initiatives and accompanying research has yielded crucial insights that have helped form the foundation of the pathways movement. Now comes the next generation of guided pathways reforms, which will help to deepen knowledge about the efficacy of the model, build the capacity of the community college field for designing and implementing large-scale change, and identify effective strategies for maximizing colleges’ impacts on student learning and success.

(This brief history is excerpted from a longer unpublished document developed by the Community College Research Center, with contributions by the AACC Pathways Project (2015).)

*University of Hawai'i Community Colleges
Achieving the Dream and the Student Success Center
Presents*

***Hawai'i Student Success Institute
Student Success Pathways***

FRIDAY, March 3, 2017

***GENERAL ASSEMBLY
Under the Tent in the Tuthill Courtyard
8:40 a.m. – 9:50 a.m.***

Welcome by Manuel Cabral, Chancellor, Leeward Community College

Mission by Dr. John Morton, Vice President for Community Colleges, University of Hawai'i Community Colleges

Introductions: Dr. Peter Quigley, Assoc. Vice President for Community Colleges, University of Hawaii Community Colleges

Keynote Address: Dr. Gretchen Schmidt, Executive Director of the AACC Pathways Project, American Association of Community Colleges

Dr. Gretchen Schmidt is the Executive Director of the AACC pathways project – a Bill and Melinda Gates funded initiative that is working alongside eight national partner organizations and 30 community colleges to develop resources and supports to implement guided pathways at scale for all students. She will provide a brief overview of the project, lessons learned in the first year of work and examples of what implementation looks like at institutions in the project. She will also discuss challenges colleges have faced and strategies to overcome barriers to scaled implementation.

Hawai'i's Work on Pathways: Cathy Bio, Director of Student Success, University of Hawaii Community Colleges

“STAR GPS”, Gary Rodwell, IT Specialist, University of Hawai'i at Manoa,

***WORKSHOP SESSION I
10:10 a.m. - 11:00 a.m.***

“Engaging Generation Z”

Christine Chun, Office of the Vice President for Community Colleges

Kelley Dudoit, Moloka'i Education Center

Shirl Fujihara, Kapi'olani Community College

Mariana Gerschenson, John A. Burns School of Medicine

Ann Kennedy, Kaua'i Community College

Brad Koanui, University of Hawai'i - West O'ahu

Veronica Ogata, Kapi'olani Community College

Jeff Stearns, Honolulu Community College

New generations of students are not the same as prior generations, and they respond differently to instruction. The University of Hawai'i must change its ways of teaching to align to the values and learning styles of these new learners, specifically Generation Z (Gen Zers). Teaching methods, course content, and objectives must be relevant and engaging to this new generation of learners. Gen Zers will become an important generation for the university. For faculty to have the knowledge and skills of up-to-date education technology, the university needs to be proactive in making this happen. This presentation discusses methods to achieve this goal.

“Becoming a Spiral Educator: A Spiral Dynamics Model Provides a Framework for Recognizing Why Individuals, Societies, and Institutions Think What They Think and Do What They Do”

Gwen Williams PhD, LCSW, DCSW, Professor in Human Services, UH Leeward Community College

The presentation offers a multimedia introduction to an integral model of change and transformation known as Spiral Dynamics (SD) (Graves, 1974; Beck & Cowan, 1996) and its primary eight cyclical stages of human development. Conflict exists the world over and stems from the inability of individuals, societies, and institutions to accept and engage with others who operate outside of their current perceptual worldview. Learn the memes, which determine and prognosticate the various human beliefs and behaviors that are linked to each level and how every emerging meme transcends the one below it yet includes it. Incorporating an interdisciplinary, bio-psycho-social framework into our teaching, offers our learners a map for appreciating differences and possibly greater empathy for the variances between people and clashing worldviews. Spiral Dynamics provides a powerful context for navigating the problems of existence. Identify potentially limiting flatland educator views and embrace the facilitative practices of a spiral educator.

“Why Are We Assessing?”

Linda Suskie, Assessment & Accreditation Consultant

With all the time, effort, and resources going into pathways for student success, do we really need to work on student learning assessment as well? This presentation will show how recent research on student success makes clear that sharing and using good quality evidence of student learning is essential to helping students learn and succeed.

“Great Expectations: Developing Assessment Rubrics that Help You AND Your Students”

Pat McGrath, Associate Professor of English and Campus Assessment Coordinator, Kaua'i Community College

This session will provide an introduction to uses of rubrics as grading and assessment tools, present best practices in good rubric development, and provide participants with opportunity to begin developing a usable and valid rubric for their own use.

“Emsi Career Coach – A Tech Tool to Careers”

Sandy Hoshino, Job Prep Services Coordinator, Leeward Community College

Allan Nebrija, College Recruiter, Leeward Community College

Cori Conner, Job Prep Specialist, Leeward Community College

Emsi Career Coach is an online tool that can be used in all phases in the student success pathway. Economic Modeling Specialists Intl. (EMSI) provides industry-leading employment data and economic analysis via web tools and custom reports. Emsi uses national and state labor market data to connect and inform people, education and businesses. See how Leeward CC uses this online tool to help students reach their career goals.

“Mindtap Math Foundations, Built for Students, by Students! Mastering Math Can Be Fun!”

Jessica Hamad, Executive Learning Consultant, Cengage

Experience Mindtap Math Foundations: 2017 launch for new customizable innovative learning software for mastering math (Basic to Intermediate alg). Mindtap math foundations has adaptive

learning along with gamification to make mastering math not only efficient and effective for your students, but fun! Recognized among Massachusetts' most innovative technologies (MassTLC 2016).

“Greater Than 0: First-Year Student GPA Effects on Year-to-Year Retention”

Paul Kailiponi, PhD, Native Hawaiian Assessment Specialist, University of Hawai‘i Maui College

Year-to-year retention of first-time students is a key national and university system goal. An understanding of the factors that influence a student’s decision to return to school can inform strategies that increase overall student enrollment and graduation rates. This presentation will discuss a logistic regression model to identify key factors influencing retention rates for UHMC students from 2009-2015. This research found cumulative GPA rates to have a statistical and substantive effect on the likelihood of student retention. Other influential factors include full-time status, racial ancestry, and Pell Grant status. These findings indicate that programs focusing on student grades can have a positive influence on retaining students beyond their first year. These findings can also guide university strategies towards supporting students in key courses such as remedial Math and English.

“Access To Education: Providing An Alternative”

Rick Kang, G2FO Counselor, Wai‘anae Education Center, Leeward Community College

Danny Wyatt, Coordinator, Wai‘anae Education Center, Leeward Community College

Eiko Kosasa, Leeward CC Assistant Professor of Political Science, Leeward Community College

Through a private donation, the Wai‘anae Education Center has been able to recruit students who were recently incarcerated and/or who are currently in Drug Treatment programs. Once recruited, these students are provided the support services available at the campus to help them navigate the community college experience. These services begin with assistance in completing the FAFSA and include both Math and English tutors, Peer Mentors who attend selected content courses assisting instructors in providing support to students enrolled in those courses, and workshops addressing academic difficulties students are encountering and assistance in resolving legal, housing and substance abuse issues. Additionally, students have access to borrowing laptops, textbooks for classes and often take courses in cohorts which provides additional academic support. Results thus far over three semesters show a semester to semester retention rate of approximately 75%.

“Math Emporium Immersion Model: Calculus ready in one semester!”

Kira Yamashita, Evaluation Specialist, Math Emporium Immersion Model (MEIM) Program, Kapi‘olani Community College

Hervé Collin, Assistant Professor, Physics, Kapi‘olani Community College

Mathematics often presents a barrier for prospective STEM majors (National Academies of Sciences, Engineering, and Medicine, 2016). Incoming Kapi‘olani Community College students are frequently placed in pre-college level math courses, which may delay their enrollment in calculus and STEM courses by up to two years.

Responding to the challenges of calculus readiness facing community college students pursuing STEM degrees, the Math Emporium Immersion Model (MEIM) program aims to successfully bring students to calculus level in just one semester. Through MEIM, students are immersed in an accelerated program comprising college algebra (Math 103), precalculus (Math 135), trigonometry (Math 140), and a STEM research experience course (SCI 295) in which they are given the opportunity to apply their acquired mathematical skills and/or participate in a scientific-based semester-long STEM project. Student learning and achievement are supported daily through Peer-Led-Unit-Sessions (PLUS) led by peer mentors recruited from and trained through the program.

Join us to find out more about the motivations of the MEIM program, its implementation, and its success. Session participants will learn about the mentoring system, the mentor training, and the

conducted activities. Data on student success from two semesters of implementation will be presented to participants.

“Connecting Underrepresented Students from DOE to the UHCC” (REPEATED)

Karen Lee, Associate VP and Hawaii P-20 Executive Director

Jean Osumi, Hawaii DXP Project Director

One of the UHCC’s Hawai‘i Graduation Initiative goals is to eliminate college access gaps for targeted populations underrepresented in higher education. Filipino, Native Hawaiian, and Pacific Islanders comprised 58% of the Hawaii State Department of Education’s (DOE) 2016 graduates, but only 50% of the graduates who enrolled in postsecondary in Fall 2016. A first step in eliminating the college access gap for these underrepresented groups is to gain a better understanding of these students. This presentation will examine the demographics, college aspirations, college enrollment, and academic preparation of DOE graduates. Participation in programs such as dual credit and the 12th grade transition math course that aim to prepare graduates for college will also be reviewed. Please join us to discuss the type of cross-sector information needed to support targeted recruitment and outreach to better connect underrepresented students from the DOE to the UHCCs.

“Tutors Talk Story”

Joy Oehlers, Information Literacy Librarian, Kapi‘olani Community College

Virginia Yoshida, Learning Center Coordinator, Kapi‘olani Community College

Michelle Shin, LLL Instructor, Kapi‘olani Community College

Do you wish peer tutors could help your students succeed? Kapi‘olani Community College Library faculty will share how they developed the Study Hub, their learning center for math and writing, including training for mentors, using StarFish to collect data, and assessing outcomes. Then participate in a live panel discussion with peer tutors sharing insights on their roles in the learning center and classroom peer review sessions. WARNING: This interactive talk story may inspire you to set up a student learning center!

“Lights, Camera, Action! Utilizing Film and Sitcom Episodes as Learning Opportunities”

Whitney Hashimoto, Instructor, Communication, University of Hawai‘i Maui College

Alex Holowicki, Instructor, History, University of Hawai‘i Maui College

Students come into our classrooms with various learning styles, and the traditional lecture-style teaching format is giving way to more interactive approaches to instruction and learning. This workshop will focus on how we have successfully incorporated films and sitcoms into our course curriculum. As college students who reacted enthusiastically to popular culture examples related to course content, we now utilize this approach as instructors. Visual and auditory learners respond well to this strategy, which we believe supports the idea that heeding popular culture in the classroom is a fun and effective way for students to negotiate with challenging concepts and find deeper meaning in seemingly superfluous entertainment. We will include a discussion of specific examples we use and students’ feedback, as well as instruction on transferring the aforementioned media to PowerPoint.

“Online Teaching Methods for Success”

Dr. Melissa Holmberg, English, University of Hawai‘i Maui College

Teaching online is challenging. This is true if one is a seasoned online teacher or new to the online teaching environment. The presentation will include methods on how to use technology to meet and communicate with students, best practices with weekly overviews and curriculum planning, and integrating creative assignments within the discussion forums.

“Using the Exploratory Major Designations” (REPEATED)

Matt Eng, Academic Advisor, University of Hawai‘i at Mānoa

UH Mānoa has been using the “EXPL” designations since January 2016; however, the Manoa Advising Center, which houses the Mānoa’s Exploratory Student Program, had been developing potential ‘interest areas’ for student explorations since 2013. With the push to use Meta-Majors instead of interest areas, we rearranged our programs to align with the EXPL designations. One of the advisors

from the Mānoa Advising Center will share how we are using the designations to assist our population into selecting a field of study. In the session, we will also have time for discussion and workshopping strategies for possible implementation for UHCC campuses.

“THRIVE (Teaching Habits to Reach Independence and Viable Employability): A 16-Week Course to Assist Individuals with Preparing for and Retaining Employment”

Joy Mahiko, Office of Continuing Education and Workforce Development, Leeward Community College

Jo Ann Cagasan, Coordinator, Office of Continuing Education and Workforce Development, Leeward Community College

THRIVE stands for "Teaching Habits to Reach Independence and Viable Employability". THRIVE is a program that offers students an opportunity to gain valuable workforce knowledge and apply soft skills in real-world settings. The program also provides opportunities to interact with Leeward Community College's faculty and employer partners to obtain vital information about how to find a job and be successful in the workplace. Service learning and volunteerism will be introduced to students as a pathway to gain work experience. THRIVE is a post-secondary education and employment experience for job seekers. Learner Outcomes:

1. Establish work history and increase job network.
2. Develop soft skills, such as organization, punctuality, teamwork, conflict resolution.
3. Increase awareness of Hawaii-based occupations to make effective career decisions.
4. Apply softskills authentically in the community through volunteering and service learning.
5. Experience college life on campus and gain friendships.

“PHONetography – Keys to Successful Visual Communication”

Marc Antosh, Graphic Designer, University of Hawai‘i Maui College

Every day we consume thousands of images, and since each is said to be worth a thousand words, this opens a world of opportunities to connect visually with your students and greater campus community. Captivating imagery + poignant copy + social media = an engaging communication channel. But who lugs around a camera these days? Everybody! Your phone communicates more than just conversations and texts, it can capture your creativity and bring it to life. Imagery is key in our digital consumption of information. Learn how you can use your phone to take better shots which in turn can help promote your program, class, or student successes. Should imagery be perfect like stock photography? Well if you are communicating to Generation Z, the answer is NO. They respond to authenticity and realism. Will this be the first generation to photoshop-in imperfections? Who knows, yet there are some key fundamentals to maximizing the success of your phone photography. During this workshop, we'll go over some basic principals of composition, color and the overall visual message you are trying to achieve. Then we'll bring your creativity to life on Social Media.

“Studio-Based Learning Makes Team Work Fun and Productive”

Blanca Polo Ph.D., Assoc Professor, ICS, Leeward Community College,

This workshop will give participants the tools to plan and implement studio-based-learning (SBL) sessions to help students interact, think critically, reflect and help each other. This process may be used both in face-to-face courses as well as in online courses. SBL is more suitable for disciplines involving creativity such as architecture, computer science, engineering, art, writing, design etc.

“Pathways with Purpose: Academic Information and Communication Technology (ICT) Pathway to High Tech Careers”

Tiffany Tsang, STEM Educatio Specialist, University of Hawai‘i System

John Rand, Director for STEM Education, University of Hawai‘i System

The University of Hawai‘i Office of STEM Education is supporting the development of a new academic pathway for STEM students from middle school to graduate school concentrating on Information and Communication Technology (ICT). This new pathway incorporates not only the

traditional majors such as, computer science and information technology, but also integrates other new and emerging areas such as cybersecurity, digital media, computational science, data science, and data visualization. This HSSI presentation will focus on certain aspects of the academic pathway development, such as the Associate in Science in Natural Science (ASNS) degree with a concentration in ICT, and the activities planned for the critical junctures along the ICT pathway.

“The Pasefika Passion Pipeline (3-P): Addressing the Unique Challenges Faced by Non-NHPI Students in Their Pursuit of Learning at Post-Secondary Institutions”

Sania Faamaile Betty Ickes, Ph.D., Asst. Professor of History, History Discipline Coordinator, Leeward Community College

Tina Tauasosi-Posiulai, Ph.D., Community Partnership & Research Specialist, University of Hawai‘i at Manoa
 Pasefika Passion Pipeline (3-P) is a pilot program initiated in 2015 by the University of Hawai‘i’s Office of the Vice President of Community Colleges. The program aims to address the low enrollment, poor retention rates, and completion gaps for Non-Native-Hawaiian-Pacific Islanders (NHPI) students on UH campuses. While non-NHPI students make up 9.4% of Hawai‘i’s DOE population, in the U.H. system, they comprise only 2.3% ; and on UH Community Colleges only 2.1%. To date, 3-P is the most comprehensive effort by the UH system to address the recruitment to, and retention of non-NHPI students. This presentation will highlight the activities and outcomes of 3P’s first year of implementation; the supporting network that evolved from the program’s outreach, and recommendations for moving forward. The presenters hope to increase the number of participating UH campuses by highlighting the unique challenges faced by non-NHPI students in their pursuit of learning at post-secondary institutions.

“Lessons Learned in Building a UH Mobile App”

Craig Spurrier, Programmer, Kapi‘olani Community College

Raphael Lowe, Web Developer, Kapi‘olani Community College

This presentation will look at the successful development and deployment of the Kapi‘olani Community College mobile app and the in-progress UHCC mobile app. We will share strategies that are applicable to the development and deployment of custom university mobile software from a student-first data-driven development style. Students are increasingly preferring to use their mobile devices as their primary way of interacting with university services. Over 80% of 15-24 year-olds own smartphones and 1 in 5 millennials now access the Internet exclusively through mobile devices. This has led to an increased focus on mobile friendly design and interest in developing custom apps within universities. Many of these attempts however have been clumsy and ignored how students actually used their devices. In building our campus mobile app, we worked with our students to find out what features interested them the most and explored the ways in which we could build a superior mobile experience incorporating data based usability and user experience research. After the app was released we continue to monitor analytics on how they interact with the app and make data-driven decisions on what is working and what can be improved. This presentation will discuss this process and share how these approaches can be incorporated into other mobile development projects.

“Teaching Strategies for Early College Classrooms - How Teaching High Schoolers Made Me a Better College Teacher”

Chris Gilbert, Instructor, Leeward Community College

Amanda Silliman, Lecturer, Leeward Community College

This workshop focuses on the strategies used to engage Early College students, drawing from the experience of two Language Arts teachers who believe that teaching to Early College students is the best opportunity an instructor can have. Each panelist will present on the different techniques and practical advice used to make an Early College experience a successful one for both instructor and student.

Teaching college classes comprised of high school students can be stressful and present unique challenges. Early College introduces students to college-level learning and serves as a possible

recruitment opportunity. This makes Early College a boon to any instructor or institution willing to join in the program.

“Challenges and Opportunities: Lowering Textbook Costs Across the System”

Wayde Oshiro, Head Librarian, Leeward Community College

Sunny Pai, Digital Initiatives Librarian, Kapi‘olani Community College

Will Jonen, Assist Professor, Kapi‘olani Community College

Billy Menke, IT Specialist, Outreach College, University of Hawai‘i at Manoa

Kurt Rutter, Assist Professor, Nursing and Health, Kaua‘i Community College

Beth Tillinghast, Librarian, University of Hawai‘i at Manoa

Open Educational Resources is a strategic direction of the University of Hawai‘i Community College System and the University of Hawai‘i System. The immediate benefit of OER adoption is in reducing educational costs for students, but that’s not all. Recent studies show that OER has a measurable impact on student success. In addition, OER benefits faculty by freeing them from constraints imposed by commercially published textbooks, providing opportunities for customization and localization of content. Hear how instructors, instructional designers, and librarians from four campuses are working together to implement open resources in the classroom. Presenters will share the strategies used, early successes, and the challenges they face in taking steps towards reaching the UHCC goal of replacing most textbooks with OER by 2021.

“Writing Assignments: A Way to Deepen Understanding of Course Content, Develop Critical Thinking Skills, and Help Students Develop the Level of Writing Skills Demanded by Employers”

Stanley May, Professor, Business Technology, Leeward Community College

Instructors will share their writing assignments, discuss how they assess writing, and confabulate on ways they support students during the writing process. Many employers complain about the poor writing skills of our graduates; what are we as instructors doing to address those concerns?

“How to Feed and Water Your Embedded Coach”

Conred ‘Red’ Maddox, Honolulu Community College

Brenda Coston, Honolulu Community College

Janelle Wells, Honolulu Community College

How do you engage students to become knowledge seekers? How do you use embedded coaches to enhance the learning experience and drive home success? This workshop will provide an inside look into making the most of your teaching environment integrating writing coaches in the classroom. The following topics will be explored: • How learning works • Intervention • Deliberate practice • Student Skill Development • Results

“MySuccess: Connecting Students, Instructors, Counselors, and Students Support Services with the Right Information and the Right People”

Audrey Badua, Instructor, Speech, Windward Community College

Keali‘i Ballao, Student and Faculty Support Specialist - Academic Support for The Learning Center, UH Maui College

Christine Quintana, Dept Chair for Counseling and Support Services Center, Hawai‘i Community College

Justin Toombs, MySuccess Functional Coordinator, University of Hawai‘i Community Colleges

Joseph Yoshida, Counselor and MySuccess/Early Alert Coordinator, Windward Community College

MySuccess is a tool at all the UH Community Colleges to facilitate communication between instructors, counselors, students, and student support services. Campuses are using MySuccess in new and different ways. Learn about options for connecting with students, providing information to Advisors, and communicating with instructors.

“Strengthening Your Student Leader Programs”

Alfred Gonzales, Advisor, Board of Student Activities, University of Hawai‘i

Shannon Sakamoto, Faculty Advisor, ASKCC Student Congress, Kapi‘olani Community College

Cheri Souza, Faculty Advisor, Board of Student Publications, Kapi'olani Community College

How do you engage a community college student? Student leaders at a community college are always cycling through, so how do we support a student leadership environment with an ever-changing population? Come and learn more about our research throughout over 10 community colleges and universities in the state of Washington. We have adapted and implemented some of these strategies within our student leader opportunities through our 3 Chartered Student Organizations: ASKCC Student Congress, Board of Student Activities, and the Board of Student Publications.

We have collectively grown our student leader group from 10 to over 35 students in just under two academic years. Although our groups have different functions, our common ground is the foundation of student leadership development. The wide variety of different levels of student development is continuously challenging us to be creative and innovative to engage our students.

“Survey Says?!”

Kathleen Cabral, Marketing and Communications Director, Leeward Community College

Susan Lee, Marketing and Communications Director, University of Hawai'i Community College System

For the past 4 years, UHCC students have participated in a nationally-conducted survey on media and communications. The results are shared with the UHCC Marketing and Communications Team and used to create a more effective communication plan. This survey provides data to help us understand the best way to communicate with our students, keeping them enrolled and on track to completion. This presentation will reveal the survey results, communication trends of our students, and how we use this data to maximize our recruitment efforts and to leverage technology to assist us in meeting the college's strategic goals.

“Hawai'i Industry Sectors” (REPEATED)

Paul Sakamoto, IT Specialist, University of Hawai'i Community Colleges

One of the University's initiatives is to engage with industry partners to develop industry-led curriculum that will imbue graduating students with the marketable skills for which businesses are looking. To further this initiative, we are developing online tools that look not only at occupational data within individual sectors, but at data across all sectors, thus creating a holistic snapshot of industry demands and the current spread of occupations.

WORKSHOP SESSION II

11:10 a.m. – 12:00 noon

“P–20 Student Success through Ethnomathematics”

Linda Furuto, Associate Professor of Mathematics Education at the University of Hawai'i at Mānoa and Director of the Ethnomathematics and STEM Institute

Ryan Girard, Assistant Professor of Mathematics, Kaua'i Community College

Michelle Phillips, Biology Instructor, Hawai'i Community College

Kaipo Tam, Mathematics Instructor, University Laboratory School in Mānoa

Emily Uribe, Mathematics Lecturer, Leeward Community College

Catherine Walker, Assistant Professor of Mathematics, Leeward Community College

Now in its 9th year, the Ethnomathematics and STEM Institute is an effort to address issues of equitable and quality education through culturally responsive pedagogy grounded in the ethnic, cultural, historical, epistemological and linguistic diversities of the populations we are endeavoring to serve. We bring together research institutions and community-based organizations to support yearlong professional development for P–20 educators to discover pathways that foster student engagement through conceptualizing and supporting multiple approaches to learning STEM. A panel of presenters (director, key staff, and alumni) affiliated with the Ethnomathematics and STEM Institute will share promising

practices and engage participants in a hands-on activity in alignment with the University of Hawai‘i Strategic Directions 2015–2021.

“Star Lights the Path to Graduation”

Jeannie Pezzoli, PhD, Institutional Researcher, University of Hawai‘i Maui College

Do you know which of your majors are near ready to graduate with just a few courses more? Do you plan to schedule these courses soon? Do you consider attendance patterns – daylong, evening, or a Tue-Thu silo? And, who are other majors in the pike, needing to fulfill which MIA requirements? Star Academic Logic knows the answers to these questions, and many more. Additionally, Academic Logic draws upon the same database as Star GPS, so you and your students are able to review the requirements left undone before GPS “feeds” majors unfinished classes to register in. Star Academic Logic also reveals helpful characteristics about individual students, like their part-time status or failing to re-register for the next term. Let Star light the pathway to your students’ success, with this workshop that demos easy Star online downloads and central Excel maneuvers to interpret the data, along with filing the form to gain your own Star access.

“Linking and Analyzing SLOs for Instructional and Non-Instructional Programs”

Jan Lubin, Director of Planning and Program Evaluation, Windward Community College

Frank Palacat, Associate Professor of Psychology, Windward Community College

Nalani Kaun, Institutional Analyst, Windward Community College

Using the AMC program “The Walking Dead,” as context, course SLOs from PSY 65 – Social Zombie Psychology - and process SLOs from the Zombie Headquarters, workshop participants will work through linking course, program, and GE/AA SLOs as well as relating unit process outcomes to the unit mission. An assessment tool will be provided, and workshop participants will need to analyze the results of the assessment.

“But Mr., What Does it Look Like?” Open Education Resources (OER) and the Real World Curriculum”

Michael Cawdery, Assistant Professor, Teacher Education Program, Leeward Community College

The Highlighting Effective Teaching Strategies Video Library was a collaborative project between local education agencies. The project was designed to bring real-world examples and models of effective teaching practice to preservice and in-service teachers. In addition, the processes used to create and index the library were designed to support the effective professional learning around teacher practice for all future and current educators and administrators. With permission of students, parents, teachers, and administrators, the project visited 30+ classrooms and recorded 55+ lessons in public and public charter schools over an 18-month period. Participants will hear about the process from start to finish and get a taste of how I use it in my classroom. Our collection is linked here: <http://hets.leeward.hawaii.edu/>

“Swell Bats: Writing Measurable Student Learning Outcomes that the Committee Will Approve”

Pat McGrath, Associate Professor of English and Campus Assessment Coordinator, Kaua‘i Community College

This session will provide an introduction to the intent behind Student Learning Outcomes and the important differences between outcomes, objectives, and content. We will survey current best practices and models for writing “good” SLOs, look at some “cheat sheets” that will help you convert your course content into SLOs, and practice developing measurable and valid SLOs that you can actually use.

“Just in Time Plus Module in MindTap English, Helping Students Succeed in English!”

Jessica Hamad, Executive Learning Consultant, Cengage

Experience the Just in time plus module in MindTap English. It is a diagnostic-guided learning module to get students up to speed on foundational skills to be successful in English! There are 21 topic areas in the module that can be customized to address . . .writing process, composing, critical reading and writing, sentence structure, grammar and mechanics. Learn more on how this can help meet students where they are at, and take them to where they need to be.

“Teaching Physical Sciences Utilizing a Non-Mathematical Approach”

Dr. Buddhi Rai, Faculty-Instructor, STEM Department, University of Hawai‘i Maui College

Dr. Amir Amiraslani, Asst. professor, STEM Department, University of Hawai'i Maui College

Prof. Sean Calder, Professor, STEM Department, University of Hawai'i Maui College

College level physics and physical science classes generally involve math equations that help guide to thinking about and understanding the rules of nature around us. However, many students taking these classes have math anxiety which detracts from the practical involvement of these students on the concepts and methods of the science. Is there a greater likelihood of students taking interest in the subject with increased engagement in class activities without math?

In an effort to address issues of this problem, this session investigates hands-on teaching methods using a non-mathematical approach. The session will present some model exercises for employing an active "flipped classroom" environment in which lecture and lab are combined to demonstrate the approach. The presentation will emphasize the importance of visual learning in the classroom. The lead author will share his teaching experience and student success in a course using this approach at UH Maui College. The presented model is expected to provide an excellent way for the students to gain an appreciation of scientific knowledge and methods, and help stimulate enthusiasm in STEM fields, including problem-based learning. The presenter would like to acknowledge Dr. M. Bautista, at Western Michigan University, for initially introducing him to visual teaching techniques.

"Promoting Educational Success for Individuals with Disabilities by Developing and Promoting Non-Cognitive Soft Skills in the Educational Setting"

Catherine A. Taylor, Disabilities Counselor, University of Hawai'i Maui College

Non-cognitive skills as defined in the literature, represent patterns of thought, feelings and behaviors that individuals develop over their lifetime. These skills include, but are not limited to, critical thinking, problem solving, emotional health, social, work ethic, etc. These skills are essential in a student's success in navigating their educational environment, feeling a sense of belonging and a sense of place, and their ability to retain interest and effort to complete their academic endeavors. Individuals with Autism and other Developmental disabilities, Traumatic Brain Injuries, Language Processing Disorders and other Learning Disorders are significantly impacted in their ability to develop these non-cognitive skills without training, guidance and a sense of success in the school setting. This presentation will highlight recommended strategies, accommodations and modifications in the classroom and school settings to address these particular areas to promote the development of soft skills and student academic successes.

"The Influence of Attitude on International Internship: A Case of Hospitality Inbound and Outbound Internship Program"

Liping Liu, Ph.D. CHE Assistant Professor, Business & Hospitality Department, University of Hawai'i Maui College

Lorelle Peros, Associate Professor, Program Coordinator for the Hospitality and Tourism Program, University of Hawai'i Maui College

Candace Tabuchi, Associate Professor, Program Coordinator for Hospitality and Tourism Program, and Division Chair for Business Education, Kaua'i Community College

The success of learning via international internship in hospitality and tourism program is found to rely on the extent to which students are ready for the expatriate experiences and challenges. Measuring the readiness of international internship with students' motivation, academic standing, multicultural exposure, financial status, and availability this case examines how the level of perception about different attributes of international internship and academic achievement affect hospitality and tourism students' readiness of the international internship.

"Connecting Underrepresented Students from DOE to the UHCC" (REPEATED)

Karen Lee, Associate VP and Hawaii P-20 Executive Director

Jean Osumi, Hawaii DXP Project Director

One of the UHCC's Hawai'i Graduation Initiative goals is to eliminate college access gaps for targeted populations underrepresented in higher education. Filipino, Native Hawaiian, and Pacific Islanders comprised 58% of the Hawaii State Department of Education's (DOE) 2016 graduates, but only 50% of the graduates who enrolled in postsecondary in Fall 2016. A first step in eliminating the college access gap for these underrepresented groups is to gain a better understanding of these students. This presentation will examine the demographics, college aspirations, college enrollment, and academic

preparation of DOE graduates. Participation in programs such as dual credit and the 12th grade transition math course that aim to prepare graduates for college will also be reviewed. Please join us to discuss the type of cross-sector information needed to support targeted recruitment and outreach to better connect underrepresented students from the DOE to the UHCCs.

“Student Engagement and Success through Community Partnerships”

Nicole Otero, Instructor, ESL, Kapi‘olani Community College

Caroline Torres, Instructor, Language Arts, Linguistics and Literature, Kapi‘olani Community College

Research shows that community partnerships increase student engagement, learning, and success (National Education Association (NEA), 2011). Community partnerships make learning more relevant to students’ lives by grounding lessons in local culture and values and building connections with the local community. This presentation will discuss incorporating community partnerships into two courses to increase engagement and make learning relevant for local, immigrant, and international students alike. We will share challenges and successes in developing and integrating community partnerships into the curriculum and will provide an activity and opportunities for discussion, sharing, and brainstorming additional community partners and ways to integrate the partnerships into different discipline.

“Using Talk Story/Storytelling to Support Andragogical Methods with Adult Students”

Dr. Melissa Holmberg, English, University of Hawai‘i Maui College

Prewriting and brainstorming to outline or to create a “blueprint” for a written assignment can be a difficult task for any level of student. Traditional English/Language Arts include reading, writing, and speaking/listening. Adult teaching methods (*andragogical*) are different than K-12 (pedagogical) methods. Adult students use their prior learning skills based from a pedagogical environment. Using speaking/listening as a guide, instead of reading/writing, through the use of talk story/storytelling supports multi-sensory learning for adult students.

“Using the Exploratory Major Designations” (REPEATED)

Matt Eng, Academic Advisor, University of Hawai‘i at Mānoa

UH Mānoa has been using the “EXPL” designations since January 2016; however, the Manoa Advising Center, which houses the Mānoa’s Exploratory Student Program, had been developing potential ‘interest areas’ for student explorations since 2013. With the push to use Meta-Majors instead of interest areas, we rearranged our programs to align with the EXPL designations. One of the advisors from the Mānoa Advising Center will share how we are using the designations to assist our population into selecting a field of study. In the session, we will also have time for discussion and workshopping strategies for possible implementation for UHCC campuses.

“Seeds: A Catalyst for Collaboration”

Daniela Dutra Elliot, Instructor, Botany and Horticulture, Leeward Community College

Natalie Wahl, Instruction Librarian, Leeward Community College

Leeward Community College’s Seed Share is an example of how a sustainability inspired project tied different disciplines together. Campus agriculture, horticulture classes, and the library have teamed together to plant, process, package, and circulate free seeds. This project has created an opportunity for applied undergraduate research, place-based learning, and strengthened campus and community connections. We will present on how this collaboration was created and offer insights on how similar collaborations can strengthen curriculum and programs across campus.

“Assessing the AA Degree – Written Communication, Critical Thinking, and Cultural Diversity”

Eunice Leung Brekke, Assistant Professor, Sociology, AA Program Review Coordinator, Leeward Community College

Jeff Judd, Associate Professor in Teacher Education, Chair of the Assessment Committee, Leeward Community College

This session provides an overview of how Leeward Community College developed a process to measure how students meet general education learning outcomes in written communication, critical thinking, and cultural diversity. Challenges and successes will be shared. Participants will review results and the assessment instruments developed.

“Navigating the Pathway to Transfer Student Success”

Jennifer Brown, Chair of the Mānoa Transfer Coordination Center and the Transfer Specialist for Kapi‘olani Community College

Melissa Jones, Transfer Specialist, University of Hawai‘i at Mānoa

Kēhau Newhouse, Program Coordinator, UH Mānoa’s Outreach College on Maui, Transfer Specialist for UH Maui College

Lauren Prepose-Forse, Transfer Specialist, University of Hawai‘i at Mānoa.

Over 80% of CC students intend to earn at least a bachelor’s degree but only about 25% of community college students transfer within five years. Gaining an overall understanding and awareness of the transfer process is an important foundation in supporting transfer student success. This session provides an overview of the transfer process and identifies key ways that instructional faculty can support and encourage students in their transfer journey. Transfer specialists from the Mānoa Transfer Coordination Center will discuss the multiple ways to transfer to UHM and provide an overview of the student transition experience.

“All You Need Is A Few Bubbles, A Pair of Glasses, & A Case of Light Bulbs...”

Veronica Ogata, Student Success Coordinator, & Education Program Coordinator, Kapi‘olani Community College

Amy Cook, Counselor & Operations Coordinator, Maida Kamber Center, Kapi‘olani Community College

Porscha dela Fuente, Assistant Professor, LLL Department, Writing Coordinator, Kapi‘olani Community College

Brenda Ivelisse, Vice Chancellor for Student Affairs, Kapi‘olani Community College

Will Jonen, Assistant Professor, Math/Sciences Department, Kapi‘olani Community College

Alissa Kashiwada, KISC Non-Credit Registration Manager, Kapi‘olani Community College

Jamie Nguyen, Student, Secretary for Student Congress, Kapi‘olani Community College

Keolani Noa, Native Hawaiian Academic Advancement Coordinator, Kapi‘olani Community College

Patricia O’Hagan, Dean of Health Academic Programs, Kapi‘olani Community College

John Richards, Dean of Career & Technical Education Programs, Kapi‘olani Community College

Shannon Sakamoto, Counselor, Maida Kamber Center, & Student Congress Faculty Advisor, Kapi‘olani Community College

Cheri Souza, Counselor, Health Sciences, Kapi‘olani Community College

We thought that we would need a magic wand, fairy dust, and an enchanted spell...but, we realized that all we needed was a few bubbles, a pair of glasses, and a case of light bulbs. Please join us in this interactive presentation highlighting how Kapi‘olani Community College is implementing the Student Success Pathway model campus wide. Students, faculty, staff, and administrators will share how they are working together and using the SSP framework to advance student success and achieve our College’s Strategic Plan outcomes and measures. Presenters will also demonstrate a tool that KapCC is utilizing to help us track our data and progress throughout the year.

“Hands-On How-To Help Your Students Read Better”

Sandra Albers, Assoc Professor, Language Arts Division, Leeward Community College

This workshop will give a small amount of theory and a large amount of participatory practice in methods that instructors across the disciplines can use to help students read better at each stage of a reading task: pre reading/prediction/engagement; reading/comprehending/analyzing; and reviewing/remembering/synthesizing. Participants will take away with them at least 3 specific techniques/activities that they can adopt immediately with varied materials. Instructors can expect to see improved comprehension and critical thinking, more engagement, and eventually, better retention and persistence. Workshop is fast-moving, collegial, and fun, too.

“Helping Students Become Active and Reflective Learners”

Julie Powers, Assoc Professor, Early Childhood Education, Department Chair Social Science, University of Hawai‘i Maui College

Melissa Kirkendall, Instructor Anthropology University of Hawai‘i Maui College

We will share ways to support students in both reaching SLO/CLOs of courses and learning to become a successful college student through activities that put class concepts into action and reflection on

learning. Specific ideas for assignments types, classroom activities, assessment strategies and course policies will be included.

“Website Accessibility: An Overview of Issues and Solutions”

Ralph Toyama, Systems Librarian, Leeward Community College

Being mindful of the accessibility of your website will help you reach and serve students with physical and sensory disabilities. Being aware of the different options for addressing accessibility issues can also give you more flexibility in designing your online presence, by allowing you to put things on your website that pose solvable challenges. Learn about the issues, the techniques for addressing them, and the tools that can help you. This presentation will cover more topics in less technical detail than a similar presentation last year. Web authoring skills are helpful, but not necessary for this session.

“Learn How to Assess Your Students with the Daly-Miller Survey to Help Them Overcome Their Writing Fears”

Tasha Williams, Instructor, Language Arts, Leeward Community College

To what extent does writing apprehension affect student learning and retention in ALP classrooms? High apprehensives find writing unrewarding and even choose careers based on the fact that they can avoid writing. Low apprehensives enjoy writing and are confident in their abilities to write effectively. This engaging and interactive workshop will discuss ways educators may utilize the Daly-Miller survey to enhance student learning and increase retention.

“Just-in-Time” Messaging Campaign and Communication tools in MySuccess”

Susan Lee, Marketing and Communications Director, UH Community College System

Justin Toombs, MySuccess Functional Coordinator, UH Community College System

This session will explore the use of MySuccess in implementing "just-in-time" messaging" to improve educational indicators, such as enrollment, registration and retention. In an attempt to find a viable and cost-effective solution to sending email communications to students, we discovered that "MySuccess" (Starfish) had all the key elements to improve our connection with students. The presentation will provide the keys to successfully implementing a "just-in-time" messaging campaign, and an overview of the MySuccess tools for instructors, advisors, and student support staff to effectively communicate with students.

“Real Stories from the OER Front Lines: Lessons Learned from Open Textbook Adopters”

Ross Higa, Asst Professor, Business Management, Leeward Community College

Helmut Kae, Asst Professor, Microbiology, Leeward Community College

Open Educational Resources (OER) has been the buzzword for several years now. A UHCC strategic goal is to implement OER to replace most textbooks by 2021. Substituting commercially produced course materials with OER is neither a quick nor an easy decision to make. The simplest way to start this process is to consider replacing an existing textbook with an open one. If you teach social sciences, natural sciences, math, or business, there may be an open textbook ready for you.

In this session, you will hear from faculty teaching management, microbiology, and psychology about their first experiences using open textbooks in the classroom and the lessons they learned in the process.

They will respond to the following questions:

- Why did you adopt an open textbook?
- What prompted you to make the leap to OER?
- What was the adoption process like?
- What lessons can you share in adopting an open textbook?
- How have your students responded to the open textbook?
- What challenges did you have to overcome during the process?
- How did the quality of open textbooks compare to the publisher textbook you were using previously?

“Connectedness in the Digital Classroom: Empirical Evidence of Effectiveness of Chats to Support Student Engagement and Success”

Stephen Fox, University of Hawai‘i Maui College

This workshop discusses use of synchronous chats in online PSY 100 classes, comparing chat sections to non-chat sections in grade outcomes over four semesters. UHMC has students on three islands, based at

five learning centers, making distance learning a priority. Weekly chats were scheduled for one section of PSY 100 each semester, with a second section that had no chat. Chats were 50 minutes, spent socializing briefly and next discussing assignments and class requirements. The bulk of the time was spent discussing topics from the week's chapter, including learning, memory, and study skills. The latter are featured in the opening chapter of the textbook, and formed a recurring theme in chats, especially around exams. The non-chat section instead had a required weekly journal submission as learning support. All other assignments, including weekly quizzes, discussion boards, and exams, were identical. Empirical evidence includes quantitative comparison of grade outcomes, and anonymized excerpts from chats and discussion boards. Effects on student connectedness, particularly for those from collectivist cultures, will be discussed, along with suggestions for best practices and future research.

“Hawai‘i Industry Sectors” (REPEATED)

Paul Sakamoto, IT Specialist, University of Hawai‘i Community Colleges

One of the University’s initiatives is to engage with industry partners to develop industry-led curriculum that will imbue graduating students with the marketable skills for which businesses are looking. To further this initiative, we are developing online tools that look not only at occupational data within individual sectors, but at data across all sectors, thus creating a holistic snapshot of industry demands and the current spread of occupations.

VENDOR EXPO

11:10 a.m. - 12:40 p.m.

LUNCH in the Uluwehi Cafe

12 noon – 12:30 p.m.

Entertainment provided by Hakuoh University Handbell Choir

(Please pickup lunch and head over to the tent in the Tuthill Courtyard . Tables and seats are provided under the tent.)

GENERAL ASSEMBLY

Under the Tent in the Tuthill Courtyard

12:30 – 3:20

“P-20 Student Success through Ethnomathematics”

Dr. Linda H.L. Furuto, Associate Professor of Mathematics Education, University of Hawai‘i at Mānoa,

In an effort to address issues of equitable and quality mathematics education, culturally-responsive strategies are explored in diverse populations through research, theory, and praxis. Defined as the intersection of historical traditions, sociocultural roots, linguistics, and mathematics, ethnomathematics encourages the investigation and adaptation of these concepts within and outside of the classroom. Ethnomathematics is a tool to foster an ongoing process of navigating P-20 student success by: (1) respecting and celebrating cultural systems and practices in experiential, place-based education, (2) strengthening student engagement pathways through multiple approaches to learning mathematics, and (3) providing a framework for sustainable campus-community networks.

Promising practices include a National Science Foundation funded Mathematics Center, University of Hawai‘i Ethnomathematics and STEM Institute, and local and global partnerships through the 2013–2017 Mālama Honua Worldwide Voyage of Hōkūle‘a. Hōkūle‘a, our Star of Gladness, began as a vision of reviving the legacy of exploration, courage, reverence, and compassion that brought the first Polynesians to the archipelago of Hawai‘i. The mission of the Worldwide Voyage (2013–2017) is to Mālama Honua, care for Island Earth, by bridging ancient and modern wisdom for a more sustainable

world. Hōkūle‘a is a vehicle to explore research, theory, and praxis through experiential, real-world applications. We steward this gift and kuleana to mālama honua together for future generations

“The Big Picture on Retention”

Dr. Pamela Cox-Otto, CEO, Interact Communications,

Motivating students to come to us is one thing. . . keeping them is another. Retention is the educational challenge of our time and it is getting more difficult all the time. Part of it is them . . . part of it is us. Dr. Pam Cox-Otto talks data, psychology, marketing and physics of motivation to diagnose and dissect how we lose them. . . and more importantly, ways we can all work together to keep them. Find out how to tie it all together, with strategies for understanding and improving student engagement and retention.

PANEL PRESENTATION: ESSENTIAL PRACTICES FOR PATHWAYS

Facilitator: Catherine Bio, Director, Student Success Center, University of Hawai‘i Community Colleges

Presenters: Gretchen Schmidt, Rob Johnstone, Nikki Edgecombe, Stephanie Sutton

Presenters will discuss topics, issues, and strategies around developmental education redesign, multiple measures for placement, advising redesign and other topics essential to student success pathways.

**AFTERNOON BREAKOUT SESSIONS
3:30 – 4:50 p.m.**

CROSS-DISCIPLINE MEETINGS BY EXPLORATORY MAJORS

The UHCC has adopted six exploratory majors, a collection of academic programs that have common or related content. Exploratory majors at the community colleges will be used to assist undecided Liberal Arts students identify a pathway based on their general academic and career interest. The intent is to get students into their major as quickly as possible to minimize excessive or unnecessary credits, and to provide strategic academic and career advising throughout the process.

- *Definition and purpose of UHCC Exploratory Majors – What are they and how will they be used?*
- *Examination of common courses that students can take in first year of exploratory majors*
- *Discussion of what a holistic first-year experience could and should look like*
- *Connecting exploratory majors to the new Sector Mapping Project*

Recommended for faculty in Allied Health, Arts and Humanities, Business, Education, Social Sciences, STEM and student support programs including Admissions, Counseling, Financial Aid, Career Services, Registrars and other support services such as New Student Orientation, First Year Experience and Supplemental Instructions.

Location **Cross-Discipline Meetings by Exploratory Majors**

Allied Health: Nursing and Allied Health Programs, etc.

Arts and Humanities: Art, History, Philosophy, Religion, Speech/Communications, Hawaiian Studies, Pacific Island Studies, Languages, Performing Arts, etc.

Business: Business Education, etc.

Education: Early Childhood Education and Teaching, etc.

Social Sciences: Administration of Justice, Psychology, Anthropology, Sociology, etc.

IT TAKES A VILLAGE - Engaging the Community in our Student Success Work
Stephanie Sutton

It takes a village and the entire campus community to help students complete. Learn how LCCC engaged faculty and staff in our student success work through the creation and scaling of a Student Completion Council. The Council is comprised of workgroups that lead the charge from an evidence-based approach in implementing and monitoring student success strategies. Recognizing that barriers to student completion

often times occur outside of the classroom, LCCC was intentional in including every division in the strategies and conversation through the creation and implementation of a Support Services Team framed within the Student Completion Council. This group is comprised of staff members across campus that typically do not have direct student contact including dining and conferencing services, physical plant, finance, and the bookstore. At LCCC, student success really is everyone's business!

Everyone welcome

***GENERAL ASSEMBLY – Under the tent in the Tuthill Courtyard
5:00 p.m. – 5:30 p.m.***

MAHALO

On behalf of the Achieving the Dream and the Student Success Center, mahalo for your participation in the Hawai'i Student Success Institute. We hope you found the information shared and the discussions that ensued helpful in your work to ensure the best learning environment for our students. We wish you the best in implementation of your innovations in the coming years. You can help us make subsequent institutes better by filling out an online evaluation. The link will be emailed to you.

Workshops at a Glance

WORKSHOP SESSION I

10:10 a.m. - 11:00 a.m.

<i>Location</i>	<i>Student Success Pathway Strand</i>	<i>Title</i>	<i>Presenters</i>
	<i>Connection Entry Progress and Learning Completion</i>	<i>Engaging Generation Z</i>	<i>Christine Chun Kelly Dudoit Shirl Fujihara Mariana Gerschenson Ann Kennedy Brad Koanui Veronica Ogata Jeff Stearns</i>
	<i>Progress and Learning</i>	<i>Becoming a Spiral Educator: A Spiral Dynamics Model Provides a Framework for Recognizing Why Individuals, Societies, and Institutions Think What They Think and Do What They Do</i>	<i>Gwen Williams</i>
	<i>Progress and Learning</i>	<i>Why Are We Assessing?</i>	<i>Linda Suskie</i>
	<i>Progress and Learning</i>	<i>Great Expectations: Developing Assessment Rubrics that Help You AND Your Students</i>	<i>Patricia McGrath</i>
	<i>Connection Entry Progress and Learning, Completion</i>	<i>Emsi Career Coach – A Tech Tool to Careers</i>	<i>Sandy Hoshino Allan Nebrija Cori Conner</i>
	<i>Progress and Learning</i>	<i>Mindtap Math Foundations, Built for Students, by Students! Mastering Math Can Be Fun!</i>	<i>Jessica Hamad</i>
	<i>Entry Progress and Learning</i>	<i>Greater Than 0: First-Year Student GPA Effects on Year-to-Year Retention</i>	<i>Paul Kailiponi</i>
	<i>Connection Entry Progress and Learning</i>	<i>Access To Education: Providing An Alternative</i>	<i>Rick Kang\ Dammy Wyatt Eiko Kosasa</i>
	<i>Progress and Learning</i>	<i>Math Emporium Immersion Model: Calculus ready in one semester!</i>	<i>Kira Yamashita Hervé Collin</i>
	<i>Connection</i>	<i>Connecting Underrepresented Students from DOE to the UHCC (REPEAT)</i>	<i>Karen Lee Jean Osumi</i>
	<i>Progress and Learning</i>	<i>Tutors Talk Story</i>	<i>Joy Oehlers Virginia Yoshida Michelle Shin</i>
	<i>Progress and Learning</i>	<i>Lights, Camera, Action! Utilizing Film and Sitcom Episodes as Learning Opportunities</i>	<i>Whitney Hashimoto Alex Holowicki</i>
	<i>Progress and Learning</i>	<i>Online Teaching Methods for Success</i>	<i>Melissa Holmberg</i>
	<i>Connection</i>	<i>Using the Exploratory Major Designations (REPEAT)</i>	<i>Matt Eng</i>
	<i>Completion</i>	<i>THRIVE (Teaching Habits to Reach Independence and Viable Employability): A 16-Week Course to Assist Individuals with Preparing for and Retaining Employment</i>	<i>Joy Mahiko Jo Ann Cagasan</i>
	<i>Connection Entry Progress and Learning</i>	<i>PHONeTography – Keys to Successful Visual Communication</i>	<i>Marc Antosh</i>

	<i>Completion</i>		
	<i>Progress and Learning</i>	<i>Studio-Based Learning Makes Team Work Fun and Productive</i>	<i>Blanca Polo</i>
	<i>Connection, Entry, Progress and Learning, Completion</i>	<i>Pathways with Purpose: Academic Information and Communication Technology (ICT) Pathway to High Tech Careers</i>	<i>Tiffany Tsang John Rand</i>
	<i>Connections</i>	<i>The Pasefika Passion Pipeline (3-P): Addressing the Unique Challenges Faced by Non-NHPI Students in Their Pursuit of Learning at Post-Secondary Institutions</i>	<i>Sania Faamaile Betty Ickes Tina Tauasosi-Posiulai</i>
	<i>Entry Progress and Learning</i>	<i>Lessons Learned in Building a UH Mobile App</i>	<i>Craig Spurrier Raphael Lowe</i>
	<i>Connection Progress and Learning</i>	<i>Teaching Strategies for Early College Classrooms - How Teaching High Schoolers Made Me a Better College Teacher</i>	<i>Chris Gilbert Amanda Silliman</i>
	<i>Progress and Learning</i>	<i>Challenges and Opportunities: Lowering Textbook Costs Across the System</i>	<i>Wayde Oshiro Sunny Pai Will Jonen Billy Meinke Kurt Rutter Beth Tillinghast</i>
	<i>Progress and Learning Completion</i>	<i>Writing Assignments: A Way to Deepen Understanding of Course Content, Develop Critical Thinking Skills, and Help Students Develop the Level of Writing Skills Demanded by Employers</i>	<i>Stanley May</i>
	<i>Entry</i>	<i>How to Feed and Water Your Embedded Coach</i>	<i>Conred 'Red' Maddox Brenda Coston Janelle Wells</i>
	<i>Progress and Learning</i>	<i>MySuccess: Connecting Students, Instructors, Counselors, and Students Support Services with the Right Information and the Right People</i>	<i>Audrey Badua Keali'i Ballao Christine Quintana Justine Toombs Joseph Yoshida</i>
	<i>Connection Entry Progress and Learning Completion</i>	<i>Strengthening Your Student Leader Programs</i>	<i>Alfred Gonzales Shannon Sakamoto Cheri Souza</i>
	<i>Connection Entry</i>	<i>Survey Says?</i>	<i>Kathleen Cabral Susan Lee</i>
	<i>Completion</i>	<i>Hawai'i Industry Sectors (REPEAT)</i>	<i>Paul Sakamoto</i>

WORKSHOP SESSION II
11:10 a.m. – 12:00 noon

Location	Student Success Pathway Strand	Title	Presenters
	<i>Connection Progress and Learning</i>	<i>P-20 Student Success through Ethnomathematics</i>	<i>Linda Furuto Ryan Girard Michelle Phillips Emily Uribe</i>

			<i>Catherine Walker</i>
	<i>Entry Progress and Learning Completion</i>	<i>Star Lights the Path to Graduation</i>	<i>Jeannie Pezzoli</i>
	<i>Progress and Learning</i>	<i>Linking and Analyzing SLOs for Instructional and Non-Instructional Programs</i>	<i>Jan Lubin Frank Palacat Nalani Kaun</i>
	<i>Progress and Learning</i>	<i>But Mr., What Does it Look Like?" Open Education Resources (OER) and the Real World Curriculum</i>	<i>Michael Cawdery</i>
	<i>Entry Progress and Learning</i>	<i>Swell Bats: Writing Measurable Student Learning Outcomes that the Committee Will Approve</i>	<i>Patricia McGrath</i>
	<i>Progress and Learning</i>	<i>Just in Time Plus Module in MindTap English, Helping Students Succeed in English!</i>	<i>Jessica Hamad</i>
	<i>Connection Entry</i>	<i>Teaching Physical Sciences Utilizing a Non-Mathematical Approach</i>	<i>Buddhi Rai Amir Amiraslani Sean Calder</i>
	<i>Progress and Learning Completion</i>	<i>Promoting Educational Success for Individuals with Disabilities by Developing and Promoting Non-Cognitive Soft Skills in the Educational Setting</i>	<i>Catherine Taylor</i>
	<i>Completion</i>	<i>The Influence of Attitude on International Internship: A Case of Hospitality Inbound and Outbound Internship Program</i>	<i>Liping Liu Lorelle Peros Candace Tabuchi</i>
	<i>Connection</i>	<i>Connecting Underrepresented Students from DOE to the UHCC (REPEAT)</i>	<i>Karen Lee Jean Osumi</i>
	<i>Entry Progress and Learning</i>	<i>Student Engagement and Success through Community Partnerships</i>	<i>Nicole Otero Caroline Torres</i>
	<i>Progress and Learning</i>	<i>Using Talk Story/Storytelling to Support Andragogical Methods with Adult Students</i>	<i>Melissa Holmberg</i>
	<i>Connection</i>	<i>Using the Exploratory Major Designations (REPEAT)</i>	<i>Matt Eng</i>
	<i>Connection Entry Progress and Learning Completion</i>	<i>Seeds: A Catalyst for Collaboration</i>	<i>Daniela Dutra Elliot Natalie Wahl</i>
	<i>Progress and Learning</i>	<i>Assessing the AA Degree – Written Communication, Critical Thinking, and Cultural Diversity</i>	<i>Eunice Leung Brekke Jeff Judd</i>
	<i>Progress and Learning Completion</i>	<i>Navigating the Pathway to Transfer Student Success</i>	<i>Jennifer Brown Melissa Jones Kehau Newhouse Lauren Prepose-Forse</i>
	<i>Connection Entry Progress and Learning Completion</i>	<i>All You Need Is A Few Bubbles, A Pair of Glasses, & A Case of Light Bulbs...</i>	<i>Veronica Ogata Amy Cook Porscha dela Fuente Brenda Ivelisse Will Jonen Alissa Kashiwada Jamie Nguyen</i>

			<i>Keolani Noa Parician O'Hagan John Richards Shannon Sakamoto Cheri Souza</i>
	<i>Progress and Learning</i>	<i>Hands-On How-To Help Your Students Read Better</i>	<i>Sandra Albers</i>
	<i>Progress and Learning</i>	<i>Helping Students Become Active and Reflective Learners</i>	<i>Julie Powers Melissa Kirkendall</i>
	<i>Progress and Learning</i>	<i>Website Accessibility: An Overview of Issues and Solutions</i>	<i>Ralph Toyama</i>
	<i>Progress and Learning</i>	<i>Learn How to Assess Your Students with the Daly-Miller Survey to Help Them Overcome Their Writing Fears</i>	<i>Tasha Williams</i>
	<i>Connection Entry Progress and Learning</i>	<i>Connecting with Students at Critical Times in Their Academic Journey with the The "Just-in-Time" Messaging Campaign and Communication tools in MySuccess"</i>	<i>Susan Lee Justine Toombs</i>
	<i>Progress and Learning</i>	<i>Real Stories from the OER Front Lines: Lessons Learned from Open Textbook Adopters</i>	<i>Ross Higa Helmut Kae Leanne Riseley Wayde Oshiro</i>
	<i>Progress and Learning</i>	<i>Connectedness in the digital classroom: Empirical evidence of effectiveness of chats to support student engagement and success</i>	<i>Stephen Fox</i>
	<i>Completion</i>	<i>Hawai'i Industry Sectors (REPEAT)</i>	<i>Paul Sakamoto</i>

Presenter's Profile

Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Sandra Albers, Associate Professor, has been teaching developmental and college English at Leeward Community College since leaving Maui College, where she also taught ESL. She has co-organized state-wide literacy summits and is a founding member of Reading Across the Disciplines.

Amir Amiraslani is currently a math faculty member at the University of Hawaii-Maui College (UHMC). He has a PhD in Applied Mathematics from the University of Western Ontario. He has over fifteen years of experience in teaching and research in mathematics at different levels ranging from high school to advanced university level. He was the PI on “*Project Heluna: A program for mathematically talented students of Maui*”.

Marc Antosch, BA Visual & Public Art, California State University Monterey Bay, Graphic Designer for the University of Hawai'i Maui College and Adobe Illustrator instructor for EdVenture at UHMC. Marc has worked on creative projects including print & digital publications, logo design, branding, murals, conceptual drafting, multicultural children's book, mosaics, skateboard graphics, and surfboard airbrushing.

Audrey Badua, Instructor, Speech, Windward Community College.

Keali'i Ballao, Student and Faculty Support Specialist - Academic Support for The Learning Center, UH Maui College.

Eunice Leung Brekke, Assistant Professor in Sociology is the AA Program Review Coordinator for Leeward Community College.

Jennifer Brown is Chair of the Mānoa Transfer Coordination Center and the Transfer Specialist for Kapi'olani Community College. She has been an advising for 14 years, working specifically with transfer students since 2014. Jennifer earned her B.A. in Political Science at UC Santa Barbara, and M.Ed and an EdD in Educational Leadership from the University of Southern California.

Sean Calder started at UH Maui College in fall 2000, and has taught in higher education in Hawai'i and California for over 25 years. Currently he is a Professor of Biology and Microbiology as well as the STEM Division Chair and oversees many STEM initiatives including Summer Bridge, Science Olympiad, and is campus co-coordinator for the INBRE grant. He has a very diverse background in education and has worked as a Tutorial Services Specialist, a Study Skills Instructor, and an Admissions Coordinator for Special Services Programs.

Kathleen Cabral, Director of Marketing and Communications, Leeward Community College, has worked at Leeward CC for more than 34 years. She was Marketing Director for the Department of Performing Arts and Communications at Virginia Tech before moving to Hawai'i. She served as Theatre Manager for Leeward CC for 20 years, before taking on institutional marketing. Her background includes graphics, event production, publications, public relations, marketing and social media. She has been a presenter at several national conferences for the National Council for Marketing and Public Relations. Her work has received national recognition for award winning design, as well as for strategic marketing campaigns.

Michael Cawdery, Assistant Professor, Leeward Community College, has been a full-time faculty in the Teacher Education Program since 2008. He is committed to providing the Leeward College Community with purposeful service resulting in student engagement and success. His goal is to facilitate the development of institutional capacity to support students reaching community, professional, and lifetime goals.

Christine Chun is the Director of Compliance and Title IX under the University of Hawaii's Office of the Vice President for Community Colleges. She is responsible for directing efforts across the Community College System to ensure compliance with statutory and regulatory requirements as they relate to Title IX, the Violence Against Women's Act (VAWA), Civil Rights laws, as well as University policies. She received her J.D. from the University of Pennsylvania Law School, and previously served as legal counsel specializing in employment and labor law for eighteen years, at both the University of Hawaii and in private practice.

Herve Collin is a Physics Instructor at Kapi'olani Community College. He has been ordained by the Church of the Latter-Day Dude in 2001.

Amy Cook is a Counselor, Native Hawaiian Articulation Specialist, and Operations Coordinator for the Maida Kamber Center at Kapi'olani Community College. She is an executive member of the College's Student Success Council and the team leader for the ACHIEVE phase of the Student Success Pathway.

Cori Conner has been a Staff member at Leeward Community College for the past seven years. As the Job Prep Specialist she provides career readiness assistance to all current students and alumni.

Brenda Coston has over 15 years teaching experience at the community college level, working with diverse cultural populations. Currently, at Honolulu Community College she teaches ENG 100 and ENG 100S with embedded tutors for interactive student development and she teaches in the Dual Enrollment program.

Pamela Cox-Otto, Ph.D. Part Steve Jobs, part Robin Williams, Dr. Pamela Cox-Otto, Ph.D. brings an outside-the-box flair to everything she touches. She has been developing communications strategies for 20 years, infusing campaigns with her unique, often humorous, tenor. Pam could be described as a "community college whisperer," using her depth of experience and knack for finding patterns to breathe new life into two-year college marketing campaigns from coast to coast. As a former television reporter and college professor, Pam conveys an expositive, often showman-like method in all of her projects, and has a rare aptitude for cross-generational communication. She travels across the country as a speaker, academic presenter, and author, focusing on the specific challenges and solutions of two-year community and technical colleges. She has served as Vice President of Advancement and Public Information Officer at Rio Hondo College and as a Faculty member at Rio Hondo Community College, Viterbo University & University of Minnesota, Twin Cities. Pam holds a Ph.D. in Persuasion and Digital Media. As a founding partner and CEO of Interact Communications, Pam leads a versatile and proficient staff that's committed to serving the unique needs of America's two-year colleges.

Porscha dela Fuente teaches English at Kapi'olani Community College with a focus on Composition, Cultural Studies and Oceanic Literature. She is also the Writing Coordinator for the Languages, Linguistics and Literature (LLL) Department. She is an executive member of the College's Student Success Council and the team leader for the PREPARE/ENTRY phase of the Student Success Pathway.

Kelley Dudoit is the Coordinator for the University of Hawai'i Maui College - Moloka'i Education Center. She attended Chaminade University where she earned her Bachelor of Arts in Business Management and was named the program's outstanding graduate. She continued her education at the University of Hawai'i at Mānoa where she earned a Master of Education in Education Technology. She has close to 10 years of working experience at the University of Hawai'i. She was born and raised on island of Moloka'i.

Daniela Dutra Elliott teaches botany and horticulture at Leeward Community College. She earned a MS in Environmental Horticulture from University of Florida and a Ph.D. in Botany from University of Hawai'i.

Matt Eng has been an academic advisor at the University of Hawai'i Mānoa Advising Center since 2012 and has aided in the development of the Exploratory Student Program. Matt is currently the coordinator for the Exploratory Student Program, which assists students in the selection of a major. He is an instructor for a course within the program entitled *Academic Exploration through Advising*.

Stephen Fox, Ph.D. holds a doctorate in Cross Cultural Psychology from Victoria University of Wellington New Zealand and a Master's in Community and Cultural Psychology from UH Manoa. His personal research focuses on well-being benefits of traditional arts participation. At UHMC, Fox has participated in the Distance Learning Committee as a member, and as a developer of training for online instructors. In teaching, he applies principles from Cultural Psychology to creating classroom and online settings with improved fit for our diverse student body.

Shirl Fujihara is the Budget Officer for Kapi'olani Community College. She is responsible for developing financial plans and budget projections for the Colleges' General Fund and Tuition and Fees Special Fund allocations from the CC System Planning and Budget Office and all related financial reporting. She actively participates in leadership committees for her campus, including the Chancellor's Advisory Committee, Committee on Sustainability, and Budget and Technology Planning group. She was selected to participate in the President's Emerging Leaders Program in 2015-2016.

Dr. Linda Furuto was born and raised in Hau'ula, O'ahu. She is an Associate Professor of Mathematics Education at the University of Hawai'i at Mānoa, and was previously an Associate Professor of Mathematics at UH West O'ahu. Research interests include: quantitative methodology, mathematics achievement, ethnomathematics, and educational access and equity. Over the past 15 years, Dr. Furuto has been a visiting scholar of mathematics at the University of Tokyo, research-practitioner in the Boston Public Schools with Harvard University's "Inventing the Future" project, mathematics and music teacher at the Technical College in Suva, Fiji, and research fellow at the U.S. Department of State Bureau of Educational and Cultural Affairs. She received the 2010 Pacific Business News' Top Forty Under 40 Award, 2011 UH Board of Regents Frances Davis Award for Excellence in Teaching, 2012 UH Board of Regents Medal for Excellence in Teaching, and was featured on PBS Hawai'i's Long Story Short in 2016. Dr. Furuto began training with the Polynesian Voyaging Society in 2007, and is humbled and grateful to have been part of the first international leg of the Mālama Honua Worldwide Voyage from Hawai'i to Tahiti and subsequent legs to American Samoa, Samoa, Olohega, Aotearoa, South Africa, Washington, D.C., and New York City.

Mariana Gerschenson is the Director of Research and Graduate Education at the John A. Burns School of Medicine (JABSOM), University of Hawai'i at Mānoa. She is responsible for the strategic planning and development of research at JABSOM, research administration activities, and the five graduate (MS and PhD) programs. She is also a tenured Professor in the Department of Cell and Molecular Biology. She leads a federally-funded translational research program to understand the mitochondrial mechanisms of cardiovascular and metabolic disease (including lipodystrophy, insulin resistance, diabetes, and hepatic steatosis) and neurological diseases, e.g. peripheral neuropathy and dementia.

Chris Gilbert, M.A. (Communicology), is a Speech instructor for Leeward Community College. He was the recipient of the *Leeward* Outstanding Lecturer award in 2014, and has given multiple workshops on memory hacks. He currently works with Early College students from Waipahu High School.

Ryan Girard is an Assistant Professor of Mathematics at Kauai Community College. He specializes in distance education and math for pre-service elementary teachers. Ryan participated in the 2015-2016 University of Hawai'i Ethnomathematics and STEM Institute and has partnered with faculty at Toi Ohomai Institute of Technology in New Zealand to further his ethnomathematics studies.

Alfie Gonzales has been with the UH System for over 5 years, and currently serves as the Student Life Coordinator. His background in Higher Education Administration ranges from advising student leadership groups, facilitating team-building courses, and conducting leadership development workshops.

Whitney Hashimoto, Instructor, Communication at the University of Hawai'i Maui College, earned both her BA and MA in Speech at UH Manoa. She has been teaching at UH Maui College for almost 10 years, primarily focusing on interpersonal communication and intercultural communication.

Jessica Hamad, Executive Learning Consultant, Cengage, lives on the Big Island with her husband and 12 year old son. She is a UH Manoa graduate and has been working in higher education for the past 14 years in Hawai'i.

Ross Higa, Asst Professor, teaches Business Management courses at Leeward Community College.

Melissa Holmberg teaches English at the University of Hawaii-Maui College. Her specialties are working with ELL students, curriculum development, and conducting research. She has over 20 years of experience in education and training including K-12, higher education, and corporate training.

Alex Holowicki, Instructor, History at the University of Hawai'i Maui College, earned his MA in History at UH Manoa and currently teaches courses in world history and American history at UH Maui College. His research interests include film and the politics of the interwar period.

Sandy Hoshino has been at Leeward Community College since 1986. She has her AA degree from Kapi'olani Community College and a Bachelor's and Master's degrees in Education from University of Hawai'i at Manoa. Her community college career started off in the Business program teaching at Leeward Community College Wai'anae and Pearl City campuses. She is currently the Job Prep Service Coordinator.

Sania Fa'amaile Betty Ickes, Ph.D., is a proud alumnus of Leeward Community College and the University of Hawai'i at Manoa. In 2010, she returned to Leeward Community College where she teaches World History, History of the Hawaiian Islands, and History of the Pacific Islands. She also serves as the Division of Arts & Humanities' History Discipline Coordinator, Chair of the HAP Focus board, member of the Faculty Senate, and Academic Liaison for Pacific Islands students. For the past 12 years, Betty has also served as the (pro-bono) Executive Director of Te Taki Tokelau Community, Inc.—a 501 c-3, non-profit in central Oahu—whose mission is to revitalize the Tokelauan language and culture; and to improve the social and economic self-sufficiency of its communities. Her dissertation (UH Manoa, 2009) narrates, analyzes, and evaluates the community building efforts of first and second-generation Tokelauans in the Hawai'i and New Zealand diasporas.

Dr. Brenda Ivelisse serves as the Vice Chancellor for Student Affairs at Kapi'olani Community College. She has over 15 years of experience in various higher education institutions with a mindset keen on student success.

Dr. Will Jonen is an assistant professor in the Math and Science department teaching human anatomy and physiology to students working towards entering health programs like Nursing. Will is also began his college education at Kapi'olani Community College back in 1997 and so he's both a beneficiary and supporter of the community college open door policy. In his teaching, Will's focus is to support student learning as they do the hard work of acquiring the skills, knowledge, and understanding they will need to succeed in reaching their goals. He is an executive member of the College's Student Success Council and the team leader for the LEARN phase of the Student Success Pathway.

Melissa Jones is a Transfer Specialist at the University of Hawai'i at Mānoa and oversees the Ka'ie'ie transfer pathway program between UHM and Leeward Community College. Her higher education experience locally ranges from both private and public institutions in Admissions, Graduate/Undergraduate Advising and Transfer Services. She has a bachelor's in Family and Human Services from the University of Oregon and a Masters degree in Educational Administration from the University of Hawai'i at Mānoa.

Jeff Judd, Associate Professor in Teacher Education is the Chair of the Assessment Committee at Leeward Community College.

Helmut Kae, Asst Professosr, teaches Microbiology courses at Leeward Community College.

Paul Kailiponi, PhD, is an Assessment Specialist at UH – Maui College. He works on developing institutional research models to assess student metrics as well as program effectiveness. He works with various campus data sources to support grant acquisition, program accountability and strategic planning. Dr. Kailiponi has a doctoral degree in Operations Research from Aston University (UK), a masters degree in development economics from the University of Pittsburgh and a bachelors in International Relations from Brigham Young University.

Rick Kang is a Counselor at Leeward Community College Waianae. He is the assigned counselor for an Accelerated cohort program and a program that supports men and women that were previously incarcerated and in substance abuse

recovery. He earned his Bachelor's degree in Hawaiian Pacific Studies from UH West O'ahu, Certificate in CSAC from Leeward Community College and is currently enrolled in a Master's program in counseling.

Alissa L. Kashiwada (Native Hawaiian Staff Member) born and raised in Hilo, Hawai'i, has served and supported students, faculty and staff in various capacities for a decade primarily in student support services at Kapi'olani Community College. Since 2014 while toggling the student support services for the C3T grant (iCAN and Just in Time Math Brush-Up programs) she also became the lead POC for her campus in implementing the system-wide Destiny Registration System for Continuing Education and Training/Workforce Development. Currently, she serves on several campus and systemwide committees, notably the Native Hawaiian Council, Staff Council, Title IX (KAPI'OCC) Team, and Student Conduct. In addition, she was recently elected by her APT colleagues to be one of the seven Union Stewards for BU08.

Nalani Kaun is the Institutional Analyst for the Office of Institutional Research. She is also a member of the Institutional Effectiveness Committee's Sub-Committee on Professional Development in Assessment.

Ann Y. Kennedy, CPA, MBA is an Assistant Professor and Accounting Program Coordinator at Kaua'i Community College. She recently completed the 2015-2016 President's Emerging Leaders Program (PELP), 2014-2015 Community College Leadership Program, and was a recipient of the 2016 UH Board of Regents Medal for Excellence in Teaching. She was also part of the PELP team that recently presented "Engaging Generation Z" at the 2016 NASPA Conference held in Seattle for student affairs administrators in higher education.

Melissa Kirkendall, Instructor Anthropology UHMC. MA, and Ph.D. in Anthropology. Professional Development Advisory Committee Member, Exec. Committee for Liberal Arts. Professional in the field of Cultural Resource Management and Historic Preservation, Cultural Change, Oceanic Archaeology, Epidemiology of virgin soil populations.

Brad Koanui is an IT Manager at the University of Hawai'i - West O'ahu in Kapolei. He is responsible for providing and supporting technology solutions for academic and administrative use at UHWO and serves as Technology Advisor on their Distance Education Committee.

Eiko Kosasa, Assistant Professor of Political Science, Leeward Community College.

Karen Lee is the Executive Director of Hawai'i P-20 Partnerships for Education (Hawaii P-20). Hawai'i P-20 is a statewide collaboration led by the Executive Office of Early Learning, Hawai'i Department of Education and the University of Hawai'i System with the goal of improving education outcomes so that all students can achieve college, career and community success. Hawai'i P-20's partners desire that 55% of Hawai'i's working age adults would have a college degree by the year 2025.

Susan Lee is Director of Marketing and Communications for the University of Hawai'i Community College System. Prior to moving to the public sector, she enjoyed a 14-year career in graphic design and production as vice president and co-owner of Studio Graphics, Inc., and worked as a marketing and public relations specialist for the Hawai'i State Federal Credit Union. At the University of Hawai'i, she served as the public information officer for community colleges, as well as the community service and special programs coordinator before moving to Windward Community College as its marketing director. Under her leadership, the University of Hawai'i Community Colleges have won awards and national recognition for its marketing campaigns, websites and publications.

Liping Liu is an Assistant Professor of Hospitality and Tourism at University of Hawaii Maui College. Dedicating in teaching and helping the students to succeed, she is keen on spearheading and coordinating student international internship programs between UHMC and partner universities in China.

Raphael Lowe is the webmaster at Kapi'olani Community College. An award winning developer and designer, he got his start over 20 years ago with the original team starting up LavaNet. He has since dedicated his effort refining his craft in User Experience and User Interface design.

Jan Lubin is Director of Planning and Program Evaluation at Windward Community College. She is also the College's Accreditation Liaison Officer and the Assessment Coordinator for the College.

Conred 'Red' Maddox teaches student development courses (Eng100S/T) and directs the Honolulu Community College Writing Center. Maddox's research focuses on how learning works, improving students' confidence in their learning skills, and classroom technology integration.

Stanley May, Professor CC, Business Technology, in the Business Division at Leeward Community College, a CTE program. He is currently the Writing-Intensive Focus Board Chair at Leeward Community College.

Pat McGrath is an Associate Professor of English and Campus Assessment Coordinator at Kaua'i Community College, where she has taught since 2003. She holds degrees in Education, English, and Distance Learning. In her 25+ year career, she has taught English literature, composition, and linguistics, both in Canada's North and in Hawai'i, in face-to-face and virtual environments, with an emphasis on remedial/developmental education and the specialized educational challenges faced by indigenous peoples.

Billy Meinke is an instructional designer and open education advocate, currently serving as the OER Technologist for the UH Mānoa Outreach College. He formerly worked at Creative Commons, specializing in education applications of their open licenses.

Allan Nebrija has been at Leeward Community College since February 2015. He has an AA degree from Leeward Community College, a Bachelor's degree from University of Hawaii, West Oahu, and a Master's degree in Counseling Psychology from Chaminade University of Honolulu. Prior to being hired at Leeward Community College, Allan worked at Chaminade University for 5 years as an Academic Advisor for the Education Division, and while there he also served as the liaison between Chaminade University and Leeward's AAT program. He is currently the College Recruiter for Leeward Community College.

Kēhau Newhouse is Program Coordinator for UH Mānoa's Outreach College on Maui and the Transfer Specialist for Maui College. Kehau has been advising transfer students since 2013. She has a bachelor's and master's in Human Resources Management from the Shidler College of Business.

Jamie Nguyen is an international student from Vietnam at Kapi'olani Community College, and is interested in a Bachelor Degree from UHM School of Travel Industry Management. She serves as Secretary for ASKCC Student Congress, and is involved with many elements to student leadership on campus. She is also a student member of the College's Student Success Council for the ENGAGE phase of the Student Success Pathway.

Keolani Lindsey Noa ko'u inoa. I am the Native Hawaiian Academic Advancement Coordinator and the Director of Project 'Olonā (Lā'au Lapa'au and Chemistry Research) Grant at Kapi'olani Community College. I am committed to improve the opportunities that provide access and support to higher education for all students, with a focus on the Native Hawaiian haumana.

Joy Oehlers, Information Literacy Librarian at Kapi'olani Community College, was part of the Library team that set up the Study Hub in Fall 2015.

Veronica Ogata, Phd., Professor, is the Student Success Coordinator and Student Success Council Chair for Kapi'olani Community College, where she is responsible for collaborating with faculty, staff, administration, and students to implement the Student Success Pathway model campus wide and teaching student success courses. She is also the coordinator for the College's Teacher Preparation Program, where she develops the curricula, teaches Education courses, and advises students to transfer to teacher education baccalaureate programs. In 2015-2016, she completed the President's Emerging Leaders Program (PELP) and the Community College Leadership Champion (CCLC) Program in 2014-2015. She is also a Generation VI Wo Learning Champion, a past recipient of the Board of Regents Medal for Excellence in Teaching, and one of the 2015-2016 PELP Cohort V authors for "*Teaching Gen Z at the University of Hawai'i.*"

Dr. Patricia O'Hagan serves as the Dean of Health Academic Programs for Kapi'olani Community College.

Wayde Oshiro, Head Librarian, Leeward Community College

Jean Osumi is the Hawai'i Data eXchange Partnership (Hawaii DXP) Project Director. The Hawai'i DXP is a statewide cross-agency longitudinal data system that links information from early learning, K-12, postsecondary education, and into the workforce. Prior to joining Hawaii P-20 Partnerships for Education, she was the Dean of Student Services at UH West O'ahu, and was an academic advisor at UC Davis.

Nicole Otero received her MA from the Teaching English as a Second Language program at Hawai'i Pacific University. She has taught in the University of Hawai'i system for seven years and also worked as a program coordinator, curriculum developer, and with the Early College program. She has participated in place-based professional development opportunities and is an advocate for place-based education.

Frank Palacat is an Associate Professor at Windward Community College. He has taken part in the WASC Assessment Learning Academy and is the Institutional Effectiveness Committee non-voting Ombudsman to the Planning and Budget Council.

Lorelle Peros is an Associate Professor and Program Coordinator for the Hospitality and Tourism Program at University of Hawai'i Maui College. She is committed to providing students with opportunities to discover and reach their full potential. Lorelle is currently working on developing additional partnerships between UHMC and institutions in the Philippines to expand the global reach of students. She has had the opportunity to teach at Shanghai Normal University in China.

Jeannie Pezzoli, having served the UH system in the institutional research field for 36 years and presently at UH Maui College, she values the ease of using STAR for its ability to bypass computer programming while accessing data to improve student success. Jeannie has frequently offered faculty and staff workshops with more than 40 different titles on using STAR, Excel, and data analyses and interpretation for improving ourselves and those we serve.

Michelle Phillips is a Biology Instructor at Hawai'i Community College (HawCC). She runs a yearly STEM camp for 7th grade students on the HawCC campus, helps to manage the HawCC STEM Center, and is involved in several initiatives to foster collaboration between the DOE and UH campus system in STEM. Michelle participated the 2015-2016 University of Hawai'i Ethnomathematics and STEM Institute and is passionate about infusing culturally-relevant pedagogy into her classes.

Blanca Polo is a computer scientist deeply interested in computer science education. She has been the chair of the computer science department at Leeward College for the past seven years. She believes that her position helps her outreach to prospective students.

Julie Powers, Associate Professor, Early Childhood Education, Department Chair Social Science, UHMC. Chair Professional Development Advisory Committee. Strategic Directions Council member.

Lauren Prepose-Forse received her BA in Psychology, MA in Counseling, and EdD in Education. I've been very blessed in my career and have had the opportunity to hold several different positions as a High School Dean and Counselor, Academic Advisor with UH Mānoa, Project Manager for UH West O'ahu, Veteran Student Counselor/Coordinator for Honolulu Community College, and currently as a Transfer Specialist with UH Mānoa.

Christine Quintana, Dept Chair for Counseling and Support Services Center, Hawai'i Community College.

Buddhi Rai joined UH Maui College in spring 2014. He has taught physical science and physics courses including engineering physics in the campus. His teaching interest focusses on student-centered instruction to inspire students for learning in the classroom. He has over ten years of experience in physics education research and laboratory curriculum.

John Rand is a Professor and currently the Director for STEM Education at the University of Hawai'i System. Previously he has served as the Science, Technology, Engineering and Mathematics Program Director at Kapi'olani Community College.

John Richards serves as the Dean of Career & Technical Education Programs – Business, Hospitality & Tourism, Business, Legal, & Technology Education – for Kapi'olani Community College.

Leanne Riseley, Educational Media Center Coordinator, Leeward Community College

Paul Sakamoto, IT Specialist, University of Hawai'i Community Colleges, application developer that is currently working on integrating big data with academic data to help students research career options.

Shannon Sakamoto is an academic counselor at Kapi'olani Community College. Her range of experience varies from Student Services and Student Affairs programs through K-12, Community Colleges, Universities, Career Colleges, and Federal Pre-College Programs. She currently works in the Maida Kamber Center for Career Exploration, Transfer, and Graduation Services at Kapi'olani Community College, and is also the Faculty Advisor for ASKCC Student Congress.

Dr. Gretchen Schmidt serves as the Executive Director of the American Association of Community Colleges Pathways Project, a three-year grant initiative funded by the Bill and Melinda Gates Foundation designed to create a national model for scaling structured pathways reforms. Dr. Schmidt will work alongside eight partner organizations to create the curriculum and materials for six Pathways Institutes for 30 selected colleges. She will also lead a cadre of 12 Pathways coaches and develop a coaching guide which will be available to the field at the conclusion of the grant. Prior to her time at AACC, she was a program director for Jobs for the Future's Postsecondary State Policy team. In that role, she provided technical assistance to states to implement policies that support student completion agendas to ensure that more students enter into community college programs and complete credentials with labor market value. Dr. Schmidt has more than 15 years' experience in higher education. Before JFF, she spent five years in the Virginia Community College System—first as educational policy director, then as assistant vice chancellor for academic and student services. One of the projects she oversaw as vice chancellor was VCCS' developmental education redesign initiative, which included policy management, professional development programming for faculty, enhancing student support services and working with high schools to improve Virginia high school students' college readiness. She also served on the staff of state college boards in Arizona, and taught graduate higher education courses in Virginia and Arizona.

Michelle Shin, LLL Instructor at Kapi'olani Community College, teaches Eng 100 and 22 ALP and requires mandatory writing support for all student papers. She has also volunteered at the Study Hub for the past three years.

Amanda Silliman, M.A. (Fine Arts), is an English lecturer for Leeward Community College. A former Running Start student, she has worked with Waipahu High School Early College students for four years and has published a book with the collaborative writings that her students have produced.

Cheri Souza primarily serves as an academic counselor for students interested in the Health Careers Pathway and is also the Faculty Advisor for the Board of Student Publications. She has worked within the UH System for over 10 years, most recently at Kapi'olani Community College. After a career in journalism and the private sector, she transitioned into higher education where she has worked at undergraduate, graduate, community college, private, and public institutions.

Craig Spurrier is a software developer for Kapi'olani Community College's Web and Mobile Development group. He holds a MA in Anthropology from the University of South Carolina and a MS in Criminal Justice from the University of Cincinnati and is currently a PhD Candidate in Sociology at the University of Western Ontario. His research has looked at the ways in which traditional social science models can be applied to online communities and building highly usable software.

Jeff Stearns is Division Chair of Language Arts at Honolulu Community College and teaches English courses. He participated in the 2015-2016 President's Emerging Leaders Program (PELP) and part of the team presenting "Engaging Generation Z" at the 2016 NASPA Seattle conference for student affairs administrator.

Linda Suskie is an internationally recognized consultant, writer, speaker, and educator on assessment and accreditation and a former vice president at the Middle States Commission on Higher Education. Her book *Assessing Student Learning: A Common Sense Guide* is one of the best-selling books on assessment in higher education. Her latest book is *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability*. She holds a B.A. in Quantitative Studies from Johns Hopkins and an M.A. in Educational Measurement and Statistics from the University of Iowa.

Candace Tabuchi is an Associate Professor, Program Coordinator for Hospitality and Tourism Program, and Division Chair for Business Education at Kaua'i Community College. She served as a member of International Education Committee at Kaua'i Community College, and taught Tourism Geography, Guest Service, and Business Communication courses at Shanghai Normal University, China during the winter of 2012, 2013, and 2016. Candace is inspired to light the fire within the Hospitality and Tourism students and help them fulfil their dreams. She strives to provide resources needed to support the KauCC students who are interested in participating the hospitality internship program in China.

Kaipo Tam is a current high school mathematics instructor at the University Laboratory School in Mānoa and spent the past few years teaching secondary mathematics at Ke Kula Kaiapuni 'o Ānuenuenu, a Hawaiian immersion institution; Mr. Tam's Masters of Education-Teaching training is in secondary mathematics for Hawaiian immersion education. Mr. Tam is also a current advisor in the Ethnomathematics and STEM Institute project out of the University of Hawai'i at Mānoa, College of Education. Mr. Tam aspires to receive his PhD in Math Education in the near future to inspire other current & future mathematics educators in Hawai'i about the importance of ethnomathematics in the classroom.

Tina Tauasosi-Posiulai, Ph.D., professional career spans three decades of research, program management, and community outreach in Samoa, Aotearoa NZ, Australia, and the Hawaiian Islands. She honed her highly effective community outreach skills while managing projects for the World Health Organization (WHO), the United Nations Development Program (UNDP), the Secretariat of the Pacific Community (SPC), and Samoa's Ministry of Foreign Affairs. She is, currently, the Community Partnership and Research Specialist for the Office of Multicultural Student Services (OMSS) at UH Manoa where, among her many responsibilities, she also coordinates the Pasefika Passion Pipeline (3P). Dr. Tauasosi holds two Master's degrees, one in Demography from Australia National University (1993) and the other in Sociology from UH Manoa (2004). Her doctoral research in Sociology (UH Manoa, 2010) focused on domestic violence against women in Samoa.

Catherine Taylor has her PhD in Education from UH Manoa, with an Exceptionalities specialization. Her research focused on the acquisition of Social Skills by Individuals with Autism. She has counseled and taught individuals with disabilities since 1986, and continues to provide services in her capacity as UHMC's Disabilities Counselor.

Justin Toombs, MySuccess Functional Coordinator, UH Community College System.

Caroline Torres received her MA from the Second Language Studies department and PhD in Exceptionalities, in the Special Education Department at the University of Hawai'i at Manoa, focusing on writing instruction for English Language Learners with disabilities and evidence-based practices. She has been teaching English as a Second Language and Second Language Teaching, for aspiring language teachers, at Kapi'olani Community College since 2012 and is currently integrating a place-based focus into her curriculum.

Ralph Toyama is a librarian at Leeward Community College who specializes in library technology and online information resources. He participates in managing the library's website, and has been designing web pages for many years.

Tiffany Tsang is the STEM Education Specialist for the new Office of STEM Education at the University of Hawai'i System. Tiffany received her Ph.D. from the University of Michigan in Microbiology and Immunology.

Emily Uribe has been teaching mathematics at Leeward Community College since Fall of 2000. She discovered ethnomathematics as an undergraduate and continued her studies through graduate school at San Francisco State University. She was also a member of Fua Dia Congo (California's oldest African dance company) where she immediately connected the applications of ethnomathematics to dance and music. Since arriving in Hawaii, she has been dedicated to empowering students (especially at the developmental level) through mathematics and the arts, and is one of the founding members of Badenyaa African Diaspora Dance Theater.

Natalie Wahl is the instruction librarian at Leeward Community College. She earned a BA in anthropology from California State University San Bernardino and a MLIS from the San Jose State University.

Catherine Walker is an Assistant Professor of Mathematics at Leeward Community College. Catherine has taught Developmental Math, Math for Culinary, Math for Elementary Teachers, College Algebra, and Precalculus classes at Leeward CC and also has experience teaching middle school mathematics. Catherine participated in the 2013-2014 University of Hawai'i Ethnomathematics and STEM Institute.

Janelle Wells has taught for fifteen years in Florida and now Hawai'i at Honolulu Community College. Wells has extensive experience working with student development and embedded coaches.

Gwen Williams PhD, LCSW, DCSW, University of Hawai'i Leeward Community College, is a Professor in Human Services, the Coordinator of the Substance Abuse Counseling Program at Leeward CC, and a Licensed Clinical Social Worker. She has a passion for assisting people to change and transform. This interest led her to a doctoral program in the field of Transformative Studies and exposure to various integral models for exploring human evolution and change.

Tasha Williams, Instructor, Language Arts, Leeward Community College. Tasha Williams teaches English 100/ALP courses at Leeward Community College. For the past 10 years, she has taught English 100/ALP, developmental, and basic education courses at Kapi'olani Community College, Indian Hills Community College, and St. Louis Community College. She is dedicated to retention efforts and has served as both teacher and academic advisor for TRiO programs such as Upward Bound, Talent Search, and Student Support Services.

Danny Wyatt worked his way from teaching at the College of Micronesia-FSM, then to Northern Marianas College and now to Leeward Community College's Wai'anae Education Center where he is currently the Coordinator. He earned a Master's Degree in TESOL from SIU-C and began working in Wai'anae in 2008 as Composition Instructor.

Kira Yamashita, Math Emporium Immersion Model (MEIM) Program Evaluation Specialist, Kapi'olani Community College, assesses the MEIM program and oversees the MEIM peer mentor component. She holds an MA in English with a concentration in Composition and Rhetoric from UH Mānoa.

Joseph Yoshida, Counselor and MySuccess/Early Alert Coordinator, Windward Community College.

Virginia Yoshida, Learning Center Coordinator at Kapi'olani Community College, taught post-secondary and secondary composition for almost twenty years and also developed a range of mentoring projects.

Resources for Faculty and Staff

Glossary

AACC Pathways Project	Pathways project is a three-year initiative involving 30 selected colleges to create a national model for scaling structured pathways reforms to improve student outcomes and completion. AACC is working alongside eight partner organizations to create the curriculum, materials, and coaching guide to help other colleges and states replicate and scale pathways.
Community College Research Center (CCRC)	CCRC conducts research on issues affecting community colleges and work with colleges and states to improve student success and performance. CCRC is working closely with many institutions implementing pathways and has been subcontracted with American Association of Community Colleges (AACC) for their national Pathways Project.
Complete College America (CCA)	CCA works with states to increase the number of students with certificates and degrees and to close attainment gaps for underrepresented students. Game Changers identified include: Performance Funding, Corequisite Remediation, Full-Time is Fifteen, Structured Schedules, and Guided Pathways to Success. UH has several partnerships with CCA including 15 to Finish, Scaling Corequisite Remediation, and Purpose First.
Completion by Design (CBD)	CBD is Bill & Melinda Gates signature initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26. CBD's Pathways model (Connection, Entry, Progress, Completion) and Loss/Momentum Framework has provided a model for scaling pathways at community colleges across the country. UHCC, along with other Student Success Center states and AACC's Pathway colleges, have adopted and support this model.
SSC Advisory Board	The Student Success Council Advisory Board helps to set the agenda, provide direction and prioritize initiatives for student success based on UHCC Strategic Directions. This board works closely with the UHCC Director of Student Success and the Student Success Council in driving and implementing success initiatives.
SSP Campus Team Lead	Student Success Pathways Team Lead is the liaison to the system SSC Council and works closely with the UHCC Director of Student Success in implementing success initiatives at the campus level.
Student Success Center (Center)	Hawaii received a Student Success Center grant in 2015 to expand the work of the Student Success Council. With funding from the Kresge Foundation and Bill and Melinda Gates Foundation, UHCC has committed to implementing large-scale initiatives, within the Pathways framework. The Center is an online platform designed to promote communication and provide technical assistance for faculty, staff, and administrators. The Center provides a shared platform for research, collaboration, and professional development tools including access to publications, webinars, and other resources.
Tools: SSP Planning Template	An assessment tool designed to help colleges engage faculty, staff and others in discussions about how to better enable students to enter and complete programs of study that prepare them to succeed in further education and careers. Template is aligned with the SSP Pathways framework and will be submitting the document at end of Fall 2016.
Tools: Student Success Pathway (SSP)	An integrated and institution-wide framework for student success based on intentionally designed, clear and structured educational experiences that guide students from their point of entry to completion. Redesign is not the next step in a long line of reforms, but rather a framework that helps to unify a variety of reforms; Redesign must pay attention to the entire student experience, rather than to one segment of it; Process must start with the students' career and end goal in mind.
Student Success Council (SSC)	Student Success Council (SSC) is comprised of leaders across the UHCC system focused on coordination, alignment, and scaling of common action for student success. The SCC plays a critical role in policy development and implementing student success initiatives outlined in the UHCC Strategic Plan.