I. Call to order 1:36 PM

II. Discussion Items
   • Developmental Math & English– John McKee
     o More than moving dev. math and eng. into learning center
       ▪ Also about bringing in more math faculty.
       ▪ Success with English came with having faculty numbers for teaching and for other work on campus (RAD/WAC, accreditation, etc)
       ▪ A critical mass of dev math and dev English faculty forming
       ▪ There are successful models for “one stop” help for students.
       ▪ Still part of/working with their departments, just easier access to other faculty also working with the most vulnerable students
     ▪ From Q&A
       ▪ Vision: 2-3 fulltime dev math, everyone else help but not dedicated to dev math.
       ▪ Looking for a physical slot
         o Research argues for “single stop” for classes/help/faculty access/etc.
         o Possibly TLC
       ▪ Not supporting forcing dev students to do math and English first and restricting access to other courses
       ▪ High correlation between dev math and eng, doesn’t have exact figures with him
     o Restructuring of Library and IS&T
       ▪ In part because John’s office is overloaded
       ▪ Works better for library to have direct access to a VC
       ▪ Not permanent, just trying it out
       ▪ Instructional design-Not even on org chart, so this is not completely settled, see how it goes.
• Information Services and Technology, Tech Fees Committee – Debasis Bhattacharya
  o IS&T is covered by John, moving on
  o Tech Support Committee Chair: Mike Albert
    ▪ Initially just for updating rooms (Labs, projectors, computers, etc)
    ▪ Eventually into other stuff (more $$ as student pop increased)
    ▪ Now need to go back and renovate the labs and classrooms.
    • Backlog of requests.
    • Wants to get to a three year cycle.
  ▪ From Q&A
    • Faculty concern over lack of transparency, esp since it’s student $$
      o Three students on committee
      o To communicate with students: Stickers on stuff they bought and minutes are available on line
      o Diane: There’s also a blurb in the schedule of classes.
    • Why are students responsible for what should be an admin responsibility?
      o Answer: Cause no funds coming from admin, so it had to come from somewhere.
      o A lot of students were involved in these decisions when initiated.
    • Concern: Initially meant to supplement the campus tech, now being used to replace the campus’ responsibility.
    • Suggestion: Give students something more tangible (Printing card maybe?)
    • Has accepted proposals from faculty and students, but probably not in future
      o This is why behind on labs and classroom computers
    • Mike: And tech fee got the campus wireless

III Minutes from 08/22/13 (See attached page 1-4; Mahalo Dale Nahooloea!)
  • (Tim Added in names, but missing a bunch)
  • Can minutes be approved without all the names?
    o Approved with understanding that the names will be added.

IV. Standing & Ad Hoc Committee Reports- Consent Agenda
• Distance learning ad hoc committee: Deanna Reece - no report
• Policies and Procedures committee: Tim Marmack - no report
• Inspired Teaching Committee (ITC): Joyce Yamada, Julie Patao - see page 1
  o Report attached
  o First Fridays, please come by.
• Assessment: Jan Moore, Eric Engh - no report
• Budget and long-range planning committee: Refugio Gonzales - no report
• Safety: Ryan Daniels - no report
• Elections: Crystal Alberto - no report
• Curriculum: Maggie Bruck & Kahele Dukelow - see page 1
  o Look at the deadlines
  o In next two years, transitioning to a new system
    ▪ Will include system wide course proposal
• UHCC Policy subcommittee – Elaine Yamashita - no report

V. Student Success Initiatives
• Student Success Committee (formerly ATD) – Ben Guerrero (see below)
  o WASC wanted scope expansion
  o C3T brought in, outreach centers

VI. Committee Reports & Information items
• Social Committee – Misti Furomoto
• Curriculum Central – Kahele Dukelow
• Smoke Free Group
  o Designated smoking areas versus tobacco free(including e cigs and chewing tobacco)
  o Two cleanups (10,000 butts in an hour)
  o Mānoa going tobacco free in Jan 2014
  o Kapi‘olani also going Tobacco Free
• Ad Hoc committee on major entrance requirements – Exec committee will be asking for one rep from each department & someone from financial aid.

VII. Announcements

VIII. Next Meeting – Friday, October 11, 2013; 1:30-3:00 PM Ka‘aike 105
Adjourned: 3:10
Curriculum Committee Report

Fall 2013 Curriculum Meetings:
All Meetings are held on Mondays from 3:00 p.m. to 5:00 p.m. in Ka Lama 102.

Curriculum Deadline:
Primary Deadline - Friday, October 4, 2013 by 4:30p.m.
Final Deadline - Friday, November 1, 2013 by 4:30p.m.

Curriculum Central Workshops for Fall 2013:

All workshops are held in Ka Lama 202 (Ho'okahua) from 8:30a.m. to 10:00a.m., on the first & third Friday of each month; or by appointment (email kaheleon@hawaii.edu).

ITC Report

Mahalo to Robyn Tasaka who presented general document design hints, Ellen Peterson who facilitated an insightful general plagiarism issue discussion, and Emma White who featured the dialectical journal for an inspiring September ITC meeting. Resources from this meeting can be found in our Laulima site, Inspired Teaching, in resources.

The October ITC meeting on October 4, 2013, 1:30 pm will feature John Fitzpatrick speaking on various teaching strategies and Wayne Aguiran and Crystal Alberto who will introduce online tech tools. Location to be announced.

ATD to Student Success Committee as a way to institutionalize our efforts

Highlights from 2007 til now:

ATD Goals embedded in the strategic plan for entire UH system and focused on NH Access & Success
Increase NH access by increasing Fin Aid opportunities-UHMC #1 is system
Enrollment NHs increased from 771 students or 25.9 percent -total enrollment in 2007 to 1503 or 34.3 percent -total enrollment in 2012
2012-UHCCs designated as a leader college for closing achievement gaps between NH and non-Hawaiians in the areas of DEV Math, Reading, Overall fall-to-spring persistence, awarding of degrees and certificates especially for NHs -429 in 2007 increasing to 914 in 2012 (OVPCC site)

Policies that have been adopted include:

1. COMPASS retake policy-A $25.00 fee will be charged for each time a student elects to retake
2. Summer School tuition policy- previous f/sp rates per credit for DEV courses

SSC Goals:
Promote Student Success strategies for NH and All students
Break down silo effect by involving more faculty/staff who are working on related strategies including C3T & all UHMC outreach ctrs.

What initiatives/strategies which proved successful can be taken to scale?

**Impactful Strategies supported and/or funded by ATD since 2010**

**Funding for Innovation**-NSO up to $80k per year

$400k per year Dev Ed including: Math and English redesigns, SmartThinking, Articulation, Compass Prep and Brush up, Articulation, Accelerated ENG, RAD, expansion of math lab, increasing Student faculty engagement

**Fin Aid strategies** including:

Financial Aid Centralization project. Staff hired by the system office to streamline and run basic communication processes with applicants for all 7 CC campuses, UH WOA and UH Hilo (Welcome email; follow up emails for missing documents). The staff in the system office also helped to streamline the UHF scholarship online application process for the CC campuses.

Funding for the HI Strategy Institute-Up to 30 faculty/staff attended each year since 2010 including math, ENG and in 2014 HWST focus

**New Initiatives at UHMC coming from ATD**

Math pilot-2.6 HS GPA and pass in ALG 2 allows students to enter a college level course

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**Next meeting 9/19 from 10:30a-12p in Ka’a’ike 105 cd**

Topics: Needs: Outreach Centers; Default Rate Loans; Distance Learning

Lessons Learned: 70 percent of our students place in Developmental math and/or Developmental English. NSO, Support Services, Connecting Activities, College Resources Information can only take a student so far. If students are unable to “catch up” academically and perform at the college level, many are doomed to fail or leave due to a loss of their financial aid support. The greatest academic changes can only occur in the classroom. How can faculty best address our developmental students in the classroom?