The Role of Student Services Personnel in Student Pathways Engagement and Success

presented to

Student Services Personnel

Leon Richards,
Chancellor,
*University of Hawai`i, Kapi`olani CC.*
April 17, 2009

Objectives

- **Review student needs.**
- **Review various ways the UHCC system is addressing these needs.**
- **Relate what the College is doing to address these needs.**
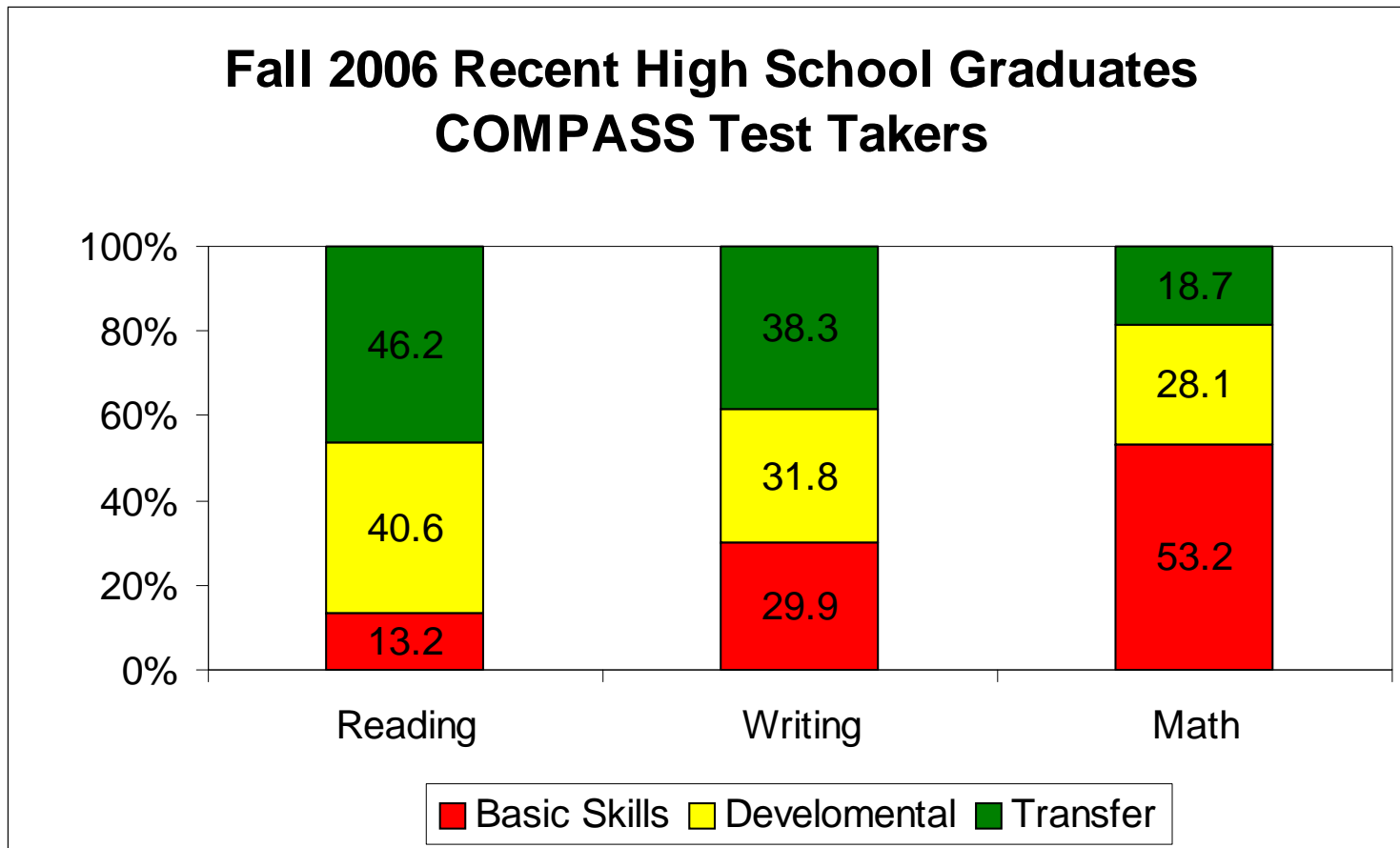- **Discuss what student services personnel (SSP) can do to address these needs.**

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I. STUDENT NEEDS

FIXING HAWAI`I'S LEAKY EDUCATION PIPELINE

33 Enter College

13 Graduate Within 150%
(AA, AS – 3 yrs
BA, BS – 6 yrs)
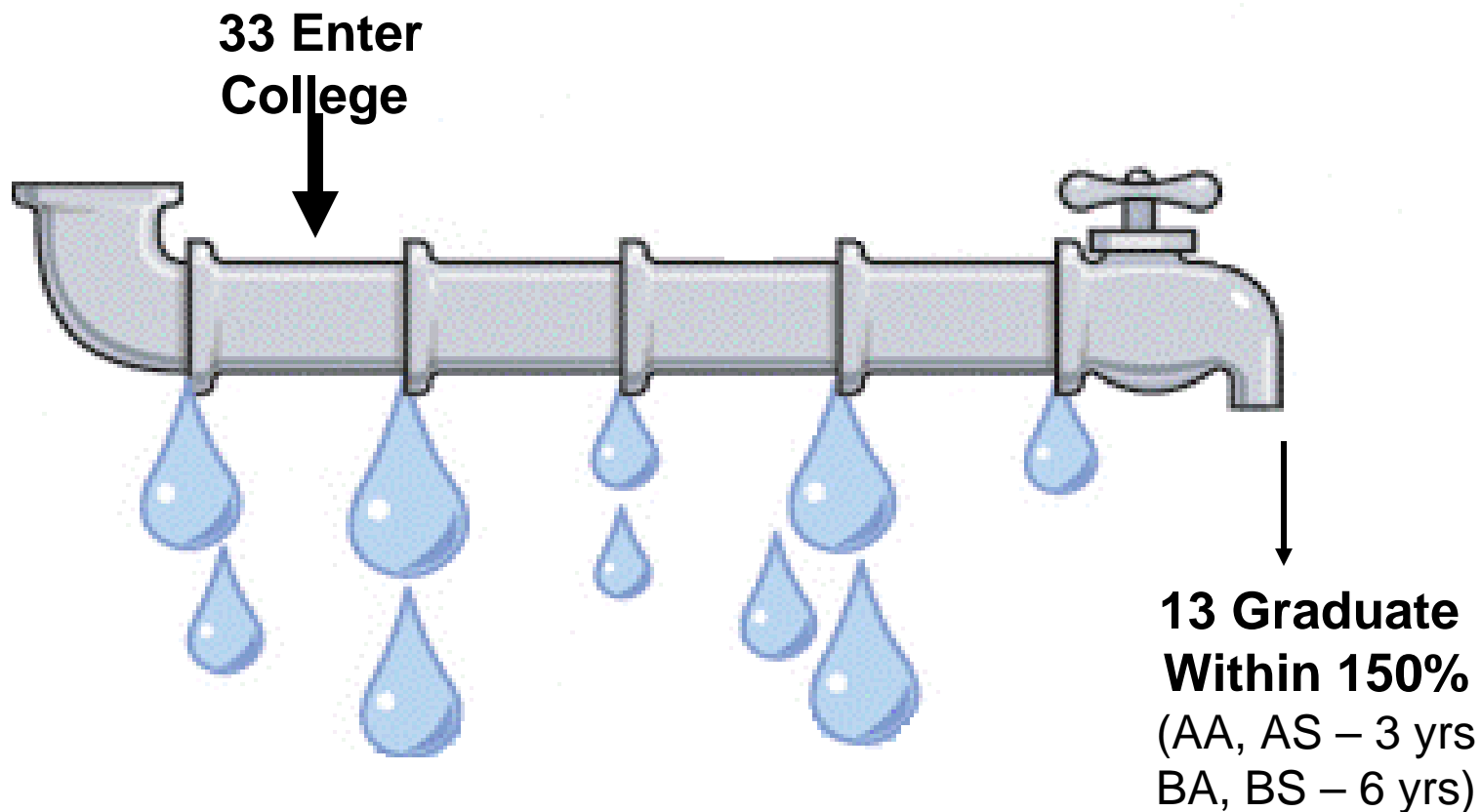
Source: NCES Common Core Data, NCES IPEDS 2004 Residence and Migration Survey,
NCEC IPEDS 2004 Fall Enrollment Survey and Graduation Rate Survey

UH Community Colleges' Entering Student Placement

Fall 2006 Recent High School Graduates
COMPASS Test Takers

	Reading	Writing	Math
Transfer	46.2	38.3	18.7
Develomental	40.6	31.8	28.1
Basic Skills	13.2	29.9	53.2

Legend: ■ Basic Skills ☐ Develomental ■ Transfer

Continuation: If they don't come back they don't complete

2006: In the top states, 62% of entering community college students returned their second year. In the UH Community College System, 51% returned, while at Kapi`olani 56% returned.
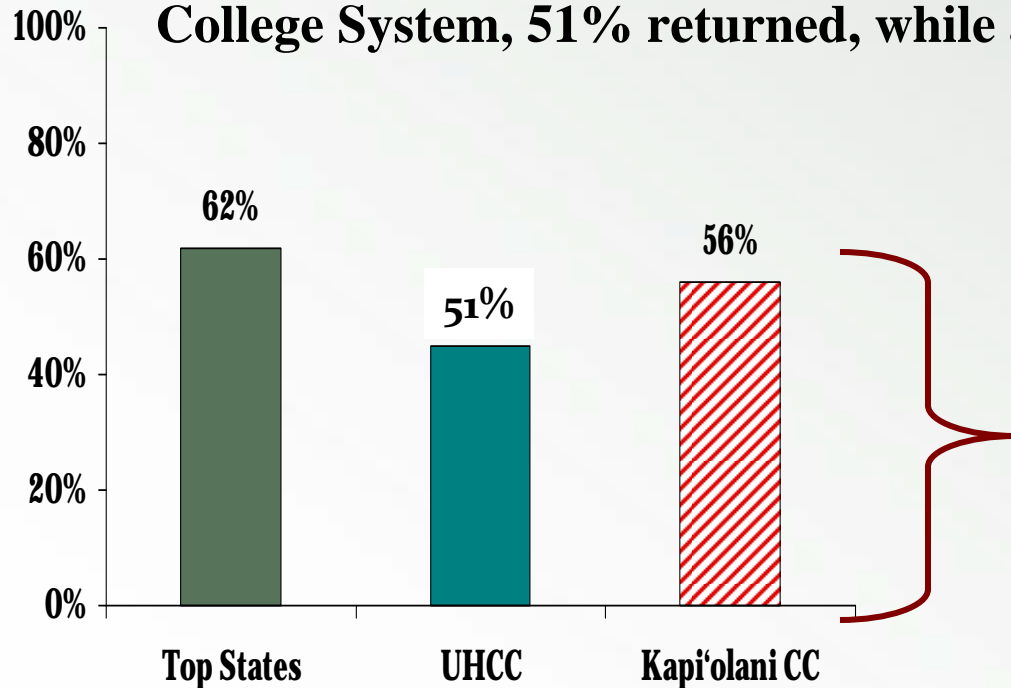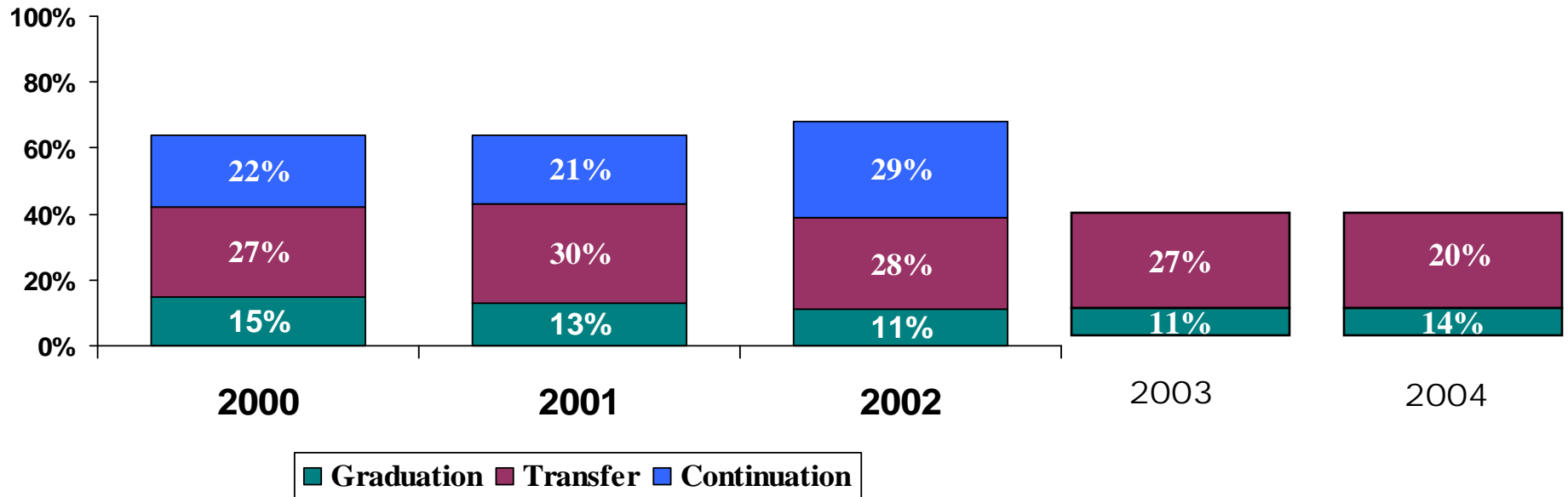

2007: At Kapi'olani CC **60% overall return** (69% of FT & 47% of PT).

Source: Measuring Up 2006 Completion and IPEDS

Kapiʻolani Graduation, Transfer, or Continuation within 3 years

	2000	2001	2002	2003	2004
Continuation	22%	21%	29%		
Transfer	27%	30%	28%	27%	20%
Graduation	15%	13%	11%	11%	14%

Legend: ■ Graduation ■ Transfer ■ Continuation

Source: IPEDS Graduation Rate Survey for first time, full time students who entered Fall 2002.

II. Kapi`olani's Efforts to *Elevate* Student Engagement & Support to Increase Student Success

Elevating Student Engagement and Support for Student Success

- **1.** The College is participating in **Achieving the Dream** (*AtD*): UHCC Five-Year Initiative to increase number of students who successfully:

    - **complete remedial/developmental courses;**

    - **complete "gatekeeper" courses;**

    - **complete all enrolled courses with C or higher;**

    - **re-enroll from one semester to the next; and**

    - **earn certificates and/or degrees.**

Elevating Student Engagement and Support for Student Success

- **2.** the *College is participating in The Community College Survey of Student Engagement* (CCSSE) which in 2007 suggests that one strategy to maximize student engagement is to *elevate* Developmental Education (college-ready) and *up levels of student support*.

  – The CCSSE report states that "community colleges cannot significantly strengthen student success unless they first focus on providing *effective developmental education and appropriate levels of student support*."

  – Initial *Achieving the Dream* data from 27 colleges showed that students who successfully completed a developmental course – *any developmental course* – in the first term of enrollment were, from that point, *more likely to persist and succeed* than other student groups, including those who did not need any developmental education.

Elevating Student Engagement and Support for Student Success

- The CSSE report suggests focusing attention and resources on:
  - *Supporting* students in their first semester work;

  - Beginning with *accurate and effective placement information*;

  - Providing enough *developmental course* selections taught by qualified faculty;

  - *Monitoring* academically underprepared students – percentage of students who successfully complete a developmental course and begin college-level work – to evaluate strategies and adjust them if necessary;

  - *Paying attention* to *academically underprepared* students who are working hard but not getting solid results; and

  - Placing particular priority on *identifying interventions* that may help students successfully complete remediation and progress to college-level work.

- **These suggestions are in line with studies that have found that:**

  – **Students receiving *pre-registration counseling* had more satisfaction with their initial program of study and withdrew at a lower rate than non-counseled groups (Lowe, 1980);**

  and that,
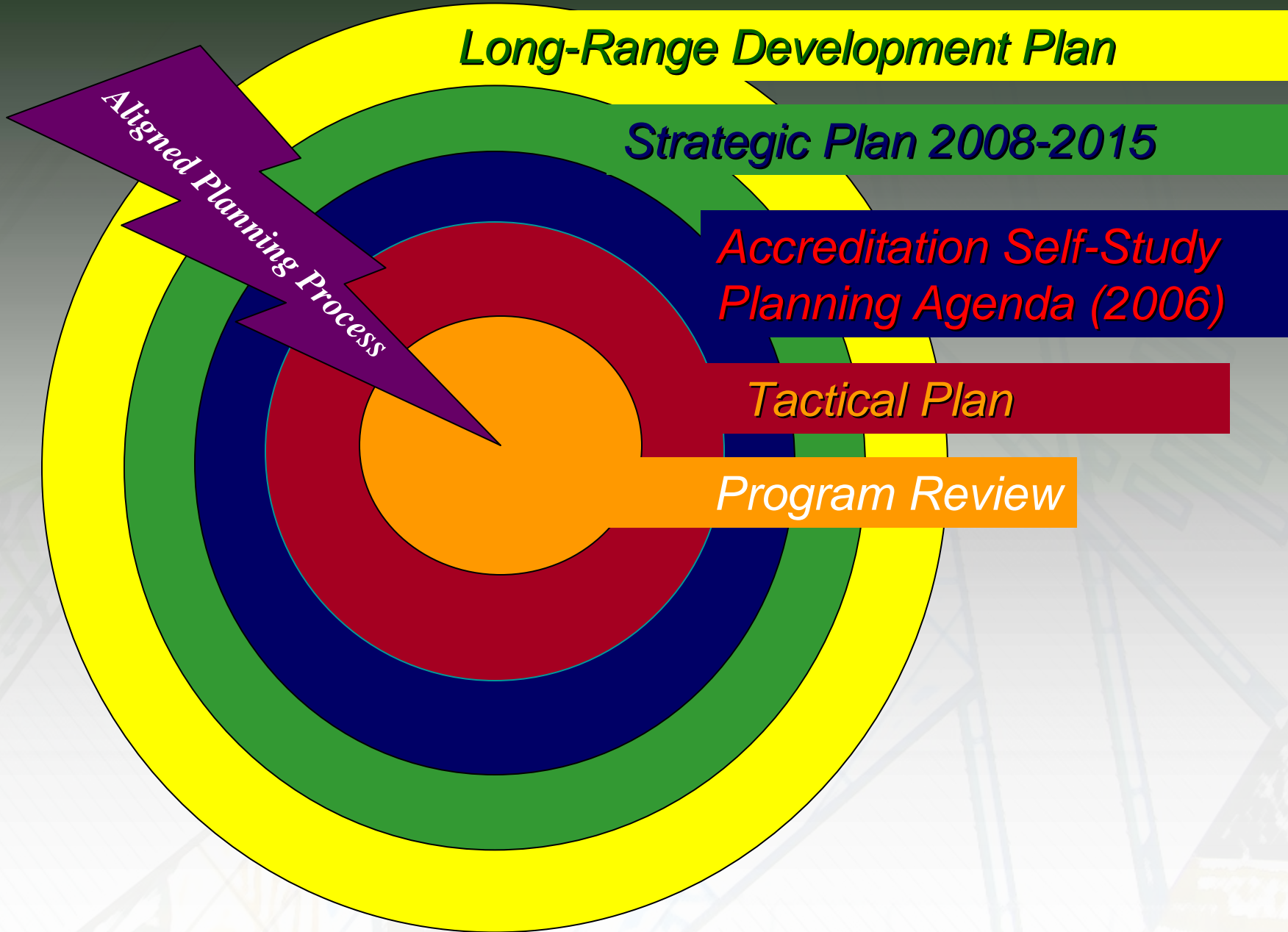
– **Students receiving only perfunctory counseling had significantly more program <u>changes</u>, <u>withdrew</u> at a higher rate, and <u>failed to return</u> for the second quarter at a higher rate than did the students who underwent pre-registration counseling (Lowe, 1980).**

- **3.** To meet student needs the College has developed performance measures and campus-wide strategies related to Strategic Outcomes as part of its Strategic Plan, 2008-2015, such as:

  – Native Hawaiian educational attainment.

  – Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

  – Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

Align KCC Planning with UH and UHCC Organizing Principles:

Aligned Planning Process

Long-Range Development Plan

Strategic Plan 2008-2015

Accreditation Self-Study Planning Agenda (2006)
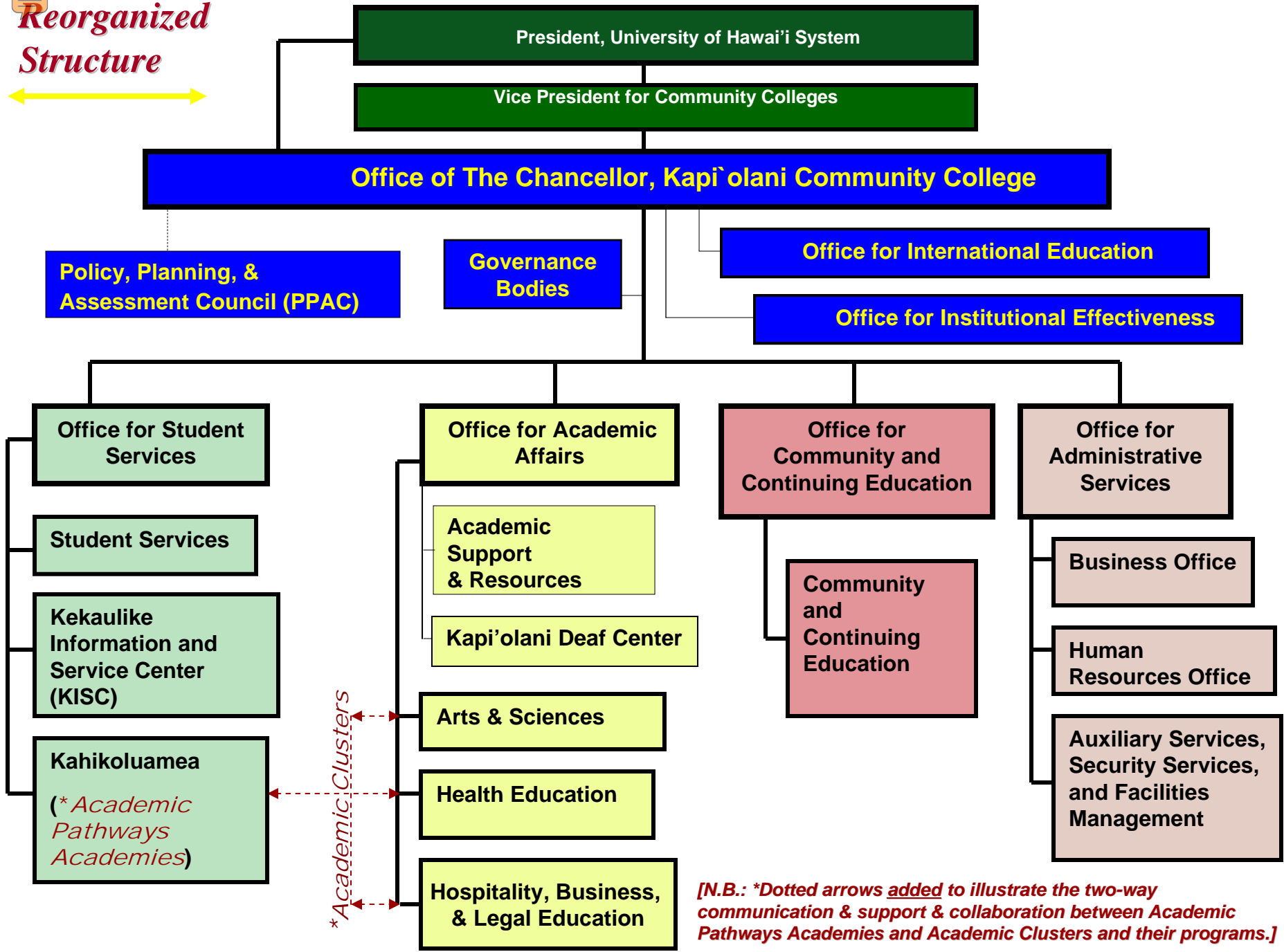
Tactical Plan

Program Review

- **<u>4.</u>** The College organization structure, in part, has been redesigned specifically to support the *pathways model for student engagement and success.*

   All efforts in assessment, planning, budgeting, pedagogical innovation, curriculum development, and support services should focus on some level on this one goal – *establishing coherent and articulated pathways to increase student engagement and success*.

   The college has reorganized its structures so as to improve *collaboration and coordination* of programs administratively to this end.

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Reorganized Structure

President, University of Hawai'i System

Vice President for Community Colleges

Office of The Chancellor, Kapi`olani Community College

Policy, Planning, & Assessment Council (PPAC)

Governance Bodies

Office for International Education

Office for Institutional Effectiveness

Office for Student Services

- **Student Services**
- **Kekaulike Information and Service Center (KISC)**
- **Kahikoluamea** (*Academic Pathways Academies*)

Office for Academic Affairs

- **Academic Support & Resources**
- **Kapi'olani Deaf Center**
- **Arts & Sciences**
- **Health Education**
- **Hospitality, Business, & Legal Education**

Academic Clusters

Office for Community and Continuing Education

- **Community and Continuing Education**

Office for Administrative Services

- **Business Office**
- **Human Resources Office**
- **Auxiliary Services, Security Services, and Facilities Management**

[N.B.: *Dotted arrows <u>added</u> to illustrate the two-way communication & support & collaboration between Academic Pathways Academies and Academic Clusters and their programs.]

III. Student Engagement & Success: The Role of Kahikoluamea

- **A.** *Kahikoluamea* will serve as an entry point for all first year students by:

  - *consolidating and aligning resources* [i.e., Holomua, *First Year Experience, Malama Hawai'i,* and Kuilei];

  - *creating a learning space* that fosters **community** and encourages **collaborative** and **active learning and teaching** in order to enhance student engagement and success and to allow for the changing needs and expectations of students, faculty, and staff;

  - *developing and implementing pre-enrollment, retention, and persistence strategies* that identify and remove barriers to student success in order to ensure students' transition into one of the *academic clusters* degree pathways.

› **B. First Year Academic Pathway Academies (*FY-APAs*):**

- An Academic Pathway Academy is a ***cohesive and comprehensive learning community of practice*** that ***links***:

  - students, instructional and student support faculty and support staff (including peer mentors and peer tutors) ***with***

  - ***contextualized*** college-readiness courses, ***and***

  - a ***College Success*** course "101," ***and an***

  - ***Introduction to a field of study*** (e.g., Arts & Sciences, Health Education, or Business, Hospitality, & Legal Education), ***and***

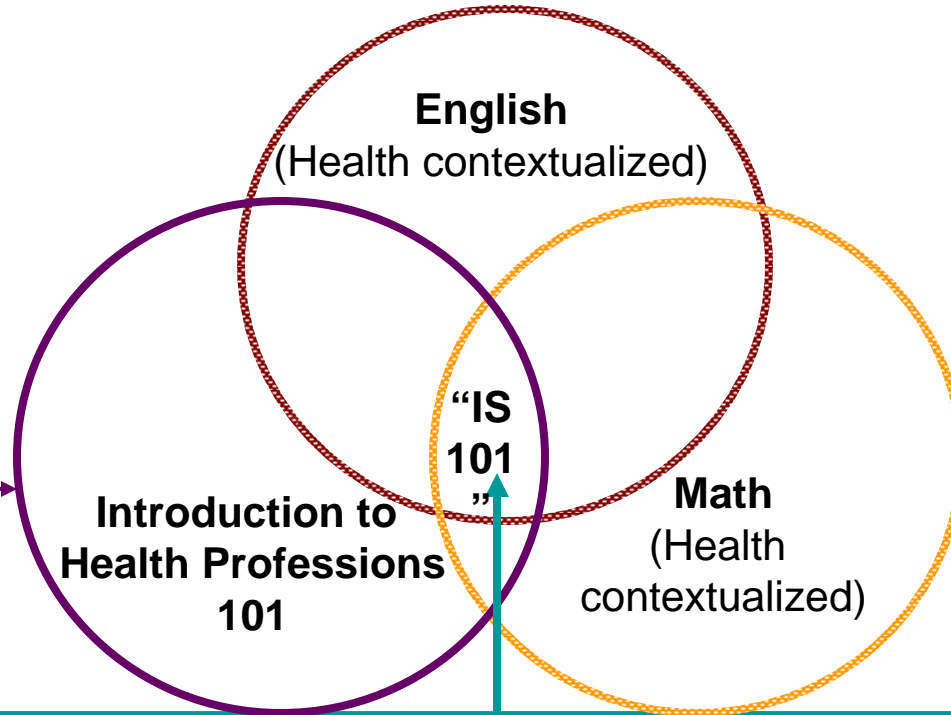 - extra curricular and required ***student engagement*** activities.

Health Education Academy → *Health Academic Cluster*

English
(Health contextualized)

"IS 101"

Introduction to Health Professions 101

Math
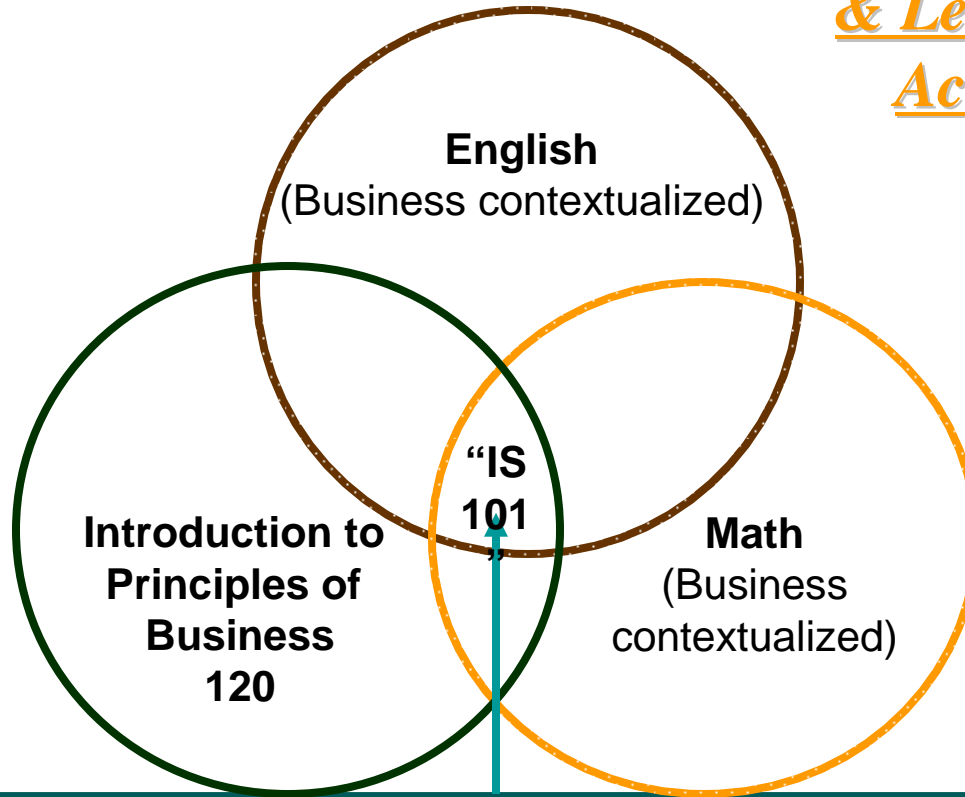(Health contextualized)

College Success Course "IS 101"

- Personal Learning Plan
- SOS Workshops
- Career Exploration
- eportfolio
- Service Learning
- Peer Mentors/Tutors
- Hawaiian Values & Concepts
- Supplemental Instruction (SI)

Business Education Academy ➡ *Business, Hospitality, & Legal Education Academic Cluster*

English
(Business contextualized)

Introduction to Principles of Business 120

"IS 101"

Math
(Business contextualized)

College Success Course "IS 101"

Goal: New students who enroll in College Success Course (IS101) will have better success in college as evidenced by results of KCC research illustrating higher semester completion rates, higher enrollment for the next semester, and higher number of credits completed.

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- The Academic Pathways Academies are designed to:

  - *Contextualize* basic and developmental skills instruction so as to *increase student motivation* and *improve student learning outcomes*;

  - Include a variety of required *student engagement activities* that contribute to student development and success;

  - Develop a *collaborative partnership* with major *academic cluster* faculty to develop a learning community involving an introduction to a field of study course and college-ready courses; and

  - Develop a greater *sense of place*, community, and connectedness to a field of study (Academic Clusters) and to Kapiʻolani CC.

Student Engagement & Success: The Role of Kahikoluamea

- Academic Pathway Academies also provide an organizing framework for the *College Success Course (IS101)*, i.e.:

    - **Personal Learning Plan/degree pathway development;**
    - ***e*portfolio**
    - **Career exploration**
    - **Supplemental Instruction**
    - **Hawaiian Values and concepts integration e.g., through the Kahikoluamea Community of Practice**
    - **Service Learning**
    - **New student orientation**
    - **Counseling and advising**
    - **Social networking**
    - **SOS workshops and activities**
    - **Peer mentoring and tutoring**

- Students will benefit from the Academic Pathways Academies of Kahikoluamea by:
  - Meeting college-ready skills *requirements*;
  - *Starting majors* while completing college-ready courses;

  - *Obtaining credit* for a course in a major as they develop a Personal Learning Plan/Degree Pathway;
  - Taking *college-ready courses* that are related to their major; and
  - Participating in focused student *engagement and success activities*.

IV. Student Services Personnel (SSP)
as *Pathways Champions*

SSP as *Pathways Champions: Conditions*

A. **Current conditions:**

* The ***changing*** characteristics of our students, ***declining*** State support, ***continuous*** advances in technology, the ***reorganization*** of our college, and the updating of our College's strategic plan have a ***transforming effect*** on the counseling role.

* ***Academic Pathway Academies and clusters require a change in role and function*** in helping students to complete their academic objectives.

* ***Retention, persistence and completion*** are our institutional, as well as systemic, priorities.

B. **Questions regarding roles and functions:**

- What is my role in creating and implementing ***FY Academic Pathway Academies*** and making them successful learning experiences for students;

- What is my role in creating and implementing ***Academic Clusters*** and making them successful learning experiences for students; and

- What is my role in helping students ***successfully navigate*** academic pathways academies, academic clusters, degree pathways programs, and transitions to other majors as needed, as well as transfers to four-year colleges?

SSP as *Pathways Champions: Role Focus*

C. **SSP Role Focus:**

1. Focus on *Collaboration*

A guiding principal for this model is that there is a ***high degree of collaboration*** among the SSP faculty, instructional faculty and academic support faculty on:

- **planning and implementing** retention and student success initiatives;

- **providing** programs & services that meet academic and social needs outside the classroom;

- **designing** student success initiatives that combine both academic content and social interactions; and

- **utilizing and evaluating** class strategies to promote and enhance the ecology of engaged learning and teaching for retention & persistence.

2. Focus on *Coordination*

- In this model, SSP and instructional faculty begin to serve as *coordinators* for the following types of activities:

    – Transition/outreach programs, i.e. Kuilei, for incoming students;

    – Faculty mentoring programs that help students navigate the institution;

    – Peer mentor programs where trained students offer academic and social support services to other students; and

    – Retention programs that focus on high-risk student groups and foster community-building.

3. Focus on *THE WHOLE STUDENT*

- There is a focus on the education of the *whole student*. As instructional faculty serve as faculty advisors, *SSP begin to be more involved in the teaching process* through:

  - participation in classroom activities;

  - having students make good use of campus learning resources and centers & other learning activities outside of the classroom.

- Instructional faculty and SSP accept the responsibility for *embedding skill building into classroom activities* such as collaborative learning skills, writing skills, building self-confidence, career exploration, service learning, etc.

3. Focus on *THE WHOLE STUDENT* (cont.)

- As part of their responsibilities, *SSP actively engage students* in orientation sessions, early alert programs, summer bridge programs, and promote students' involvement in ongoing co-curricular student activities as part of their *responsibility* in helping students complete their educational objectives.

- Through the academic advising process, instructional faculty working with *SSP connect* students to various aspects of their major and **encourage internships or service learning experiences to promote learning.**

4. Focus on *Evaluation*

- Instructional and SSP faculty begin to *compile and analyze data* for the purpose of developing innovative models for student success.

- SSP become familiar with the *assessment of students' learning through co-curricular programs and services* as part of the college's assessment-planning process and *culture of evidence*.

- Instructional faculty become familiar with the assessment of *non-academic aspects of student life* that affect learning in the classroom and pathways success.

D. **SSP Functions:**

- To meet students' needs, the SSP provide strong support for student success and function as:

  – *a) student developers,*

  – *b) learning pathways guides, &*

  – *c) resources managers*

- The college is depending on its SSP to develop formats for how these functions are to be implemented. *Your input counts!*

1. Student Developers: As ***student developers***, SSP communicate to students the importance of skill building & other academic requirements, especially to maintain high enrollment of at-risk students, & to increase retention, persistence & completion.
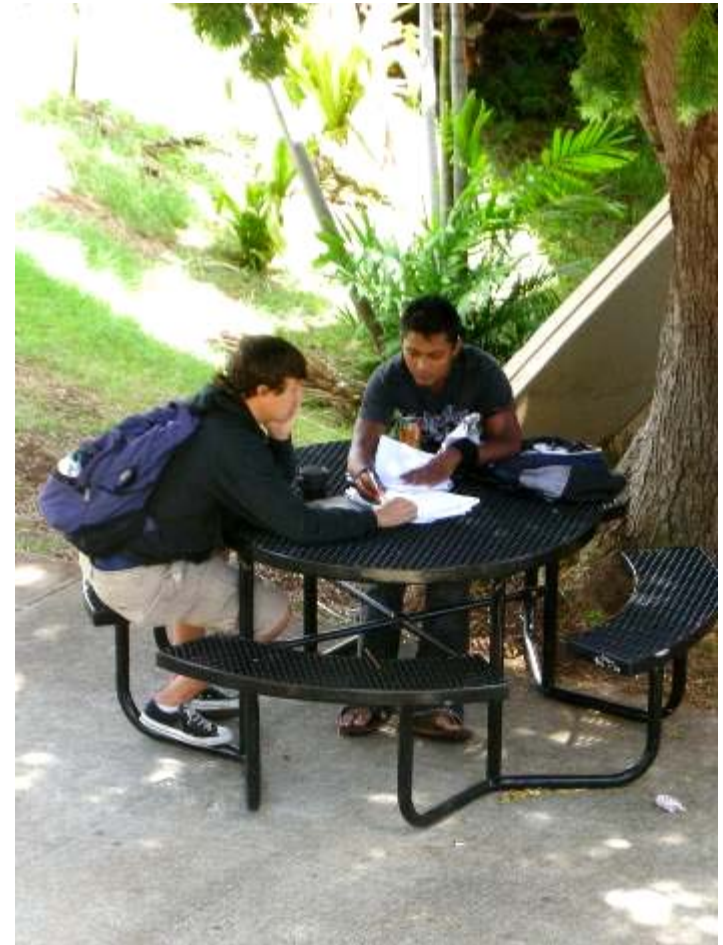
- *Provide* counseling, information and support services to meet the students' developmental needs by:

  - *Assisting* students to make informed and realistic decisions in the areas of educational and career choices.

1. Student Developers by: (cont.)

– *Offering* services that reflect the understanding that student development includes social, intellectual, psychological and ethical development; and

– **Providing** credit courses, seminars, group discussions and one-on-one opportunities to assist students in making realistic career and educational decisions.

SSP as *Pathways Champions: Functions*

2. Learning Pathways Guides: As *learning pathways guides* SSP assist, manage and encourage students to build a pathway so as to increase their opportunity for success.

- They provide counseling and support services to help students build a *pattern of success* by:

  – *being a central point* in the primary intake and processing services, such as mandatory orientation including registration, pathway advising, test interpretation, career planning, etc.;

  – *assessing student ability* by using placement tests and interest inventories;

  – *assisting in establishing or clarifying* education & career goals;

2. Learning Pathways Guides by (cont.)

– *directing students to use college resources* to meet their expectations;

– *working with prospective college students* before they enroll at Kapiʻolani CC; and

– *focusing on under-prepared and under-represented students* who more than likely live in poorer socioeconomic conditions, less likely to have solid college preparatory experiences and more subjected to factors that unduly interfere with their academic achievement and development.

SSP as *Pathways Champions: Functions*

3. Cost Effectiveness and Resource Managers: As *resource managers*, SSP make use of cost-effective approaches.

- They address the challenge of reviewing and expanding the traditional role and future role of counseling to *manage the current personnel and fiscal resources* in new FY Academic Pathways Academies and the Academic Clusters, degree pathways, certificates and concentrations by:

  - *expanding and focusing* counseling services, establishing clear links with other service professionals within the college and community;

  - *setting up cost-effective personnel resources* as peer counselors, peer mentors & tutors;

3. Cost effectiveness and resource managers by (cont.)

– *reviewing* the effectiveness of student support services, each year in terms of retention, persistence, completion, etc.;

– *using technology* to effectively deliver student support services such as providing occupational and educational information to meet the needs of this generation of students, *e.g., by 2015 offering 25-30% of counseling services online*; and

– *using* self-help materials and advisors, non-credit courses and collaboration with other professionals.

Developmental Advising for Integrated Purposeful Student Pathways

Pre-Pathway

Student Transition: High School - College

Students make thoughtful and informed preliminary choices about post-secondary education based on an awareness of their general career and academic interests and/or achievements.

KCC Programs/Efforts - Kuilei, Gear-Up, Summer Bridges, etc...

Outreach and on-campus programs for prospective and incoming students.

Bloom's Affective Domain

Receiving & Responding

Performance Indicator

Students make decisions about enrollment at KCC in a timely manner that allows for full participation in application, assessments, orientation, financial aid, and registration processes.

Pathway Preparation & Selection

Student Transition: Introduction to College - First Year

Students make academic and social connections and successfully complete their first-year course work at KCC.

KCC Programs/Efforts - Kahikoluamea Pathways Academies

An organized learning community that integrates students' developmental education needs with career exploration, student development, and student support services.

Bloom's Affective Domain

Receiving & Responding

Performance Indicator

Students research, establish and update an educational plan; students prepare for and/or enter/persist in college-level course work; and students participate in campus events and activities.

Degree Pathways

Student Transition: Progression Towards a Degree and/or Career Goals

Students become increasingly self-directed in their ability to make informed decisions based upon their career and educational goals.

KCC Programs/Efforts - Academic Clusters, Kaʻieʻie, Mānanawai

Available are coherent and articulated Academic Pathways; Kaiʻieʻie & Mānanawai dual admission, dual enrollment programs.

Bloom's Affective Domain

Valuing & Values Organization

Performance Indicator

Students commit to educational plans that guide their course choices. Students bridge from pathways academies to academic clusters by choosing a program within a cluster and actively pursue their degree pathway.

Post-Pathway

Student Transition: Transfer/Career Lifelong Learning

Students make appropriate preparation to transition to employment or to transfer to a four-year university.

KCC Programs/Efforts - Graduation Transition – e.g., Kaiʻieʻie, Mānanawai

Kaʻieʻie facilitates transfer to UH Manoa

Mānanawai facilitates transfer to UH West Oahu

Bloom's Affective Domain

Characterization

Performance Indicator

Students define plans for continuing ed or employment after KCC graduation. They are able to recreate the experience of goal-setting, career choice and educational planning in periods of career transition. They maintain an electronic portfolio & resume reflecting continuous movement toward self-actualization.
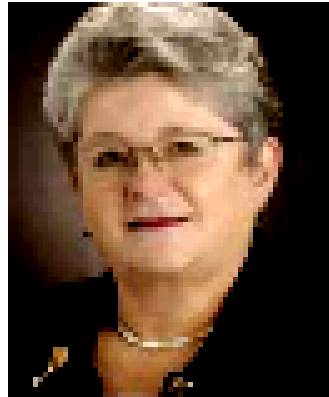
The Role of Student Services Personnel in Student Pathways Engagement and Success

Leon Richards, Chancellor
University of Hawai`i, Kapi`olani
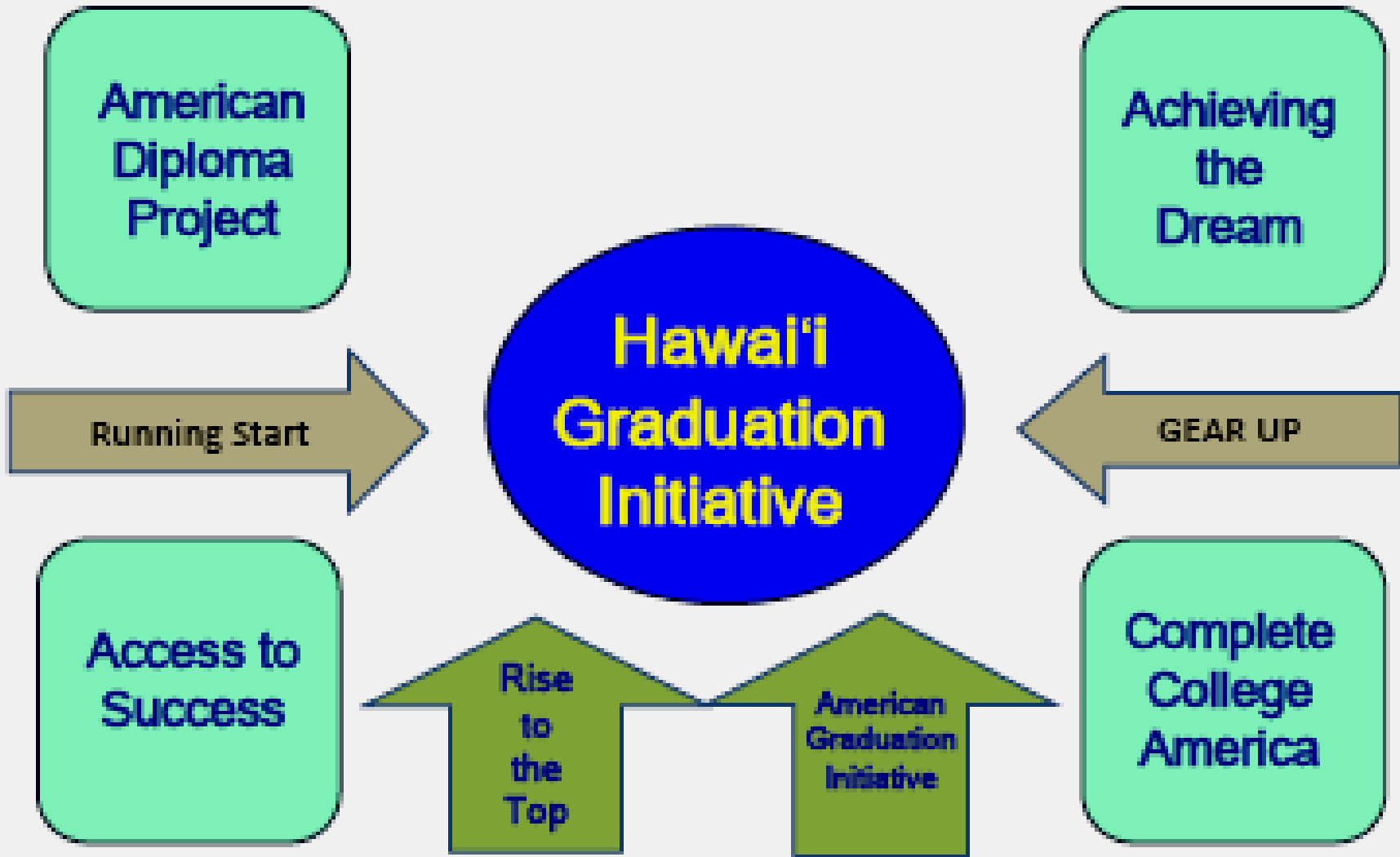April 17, 2009
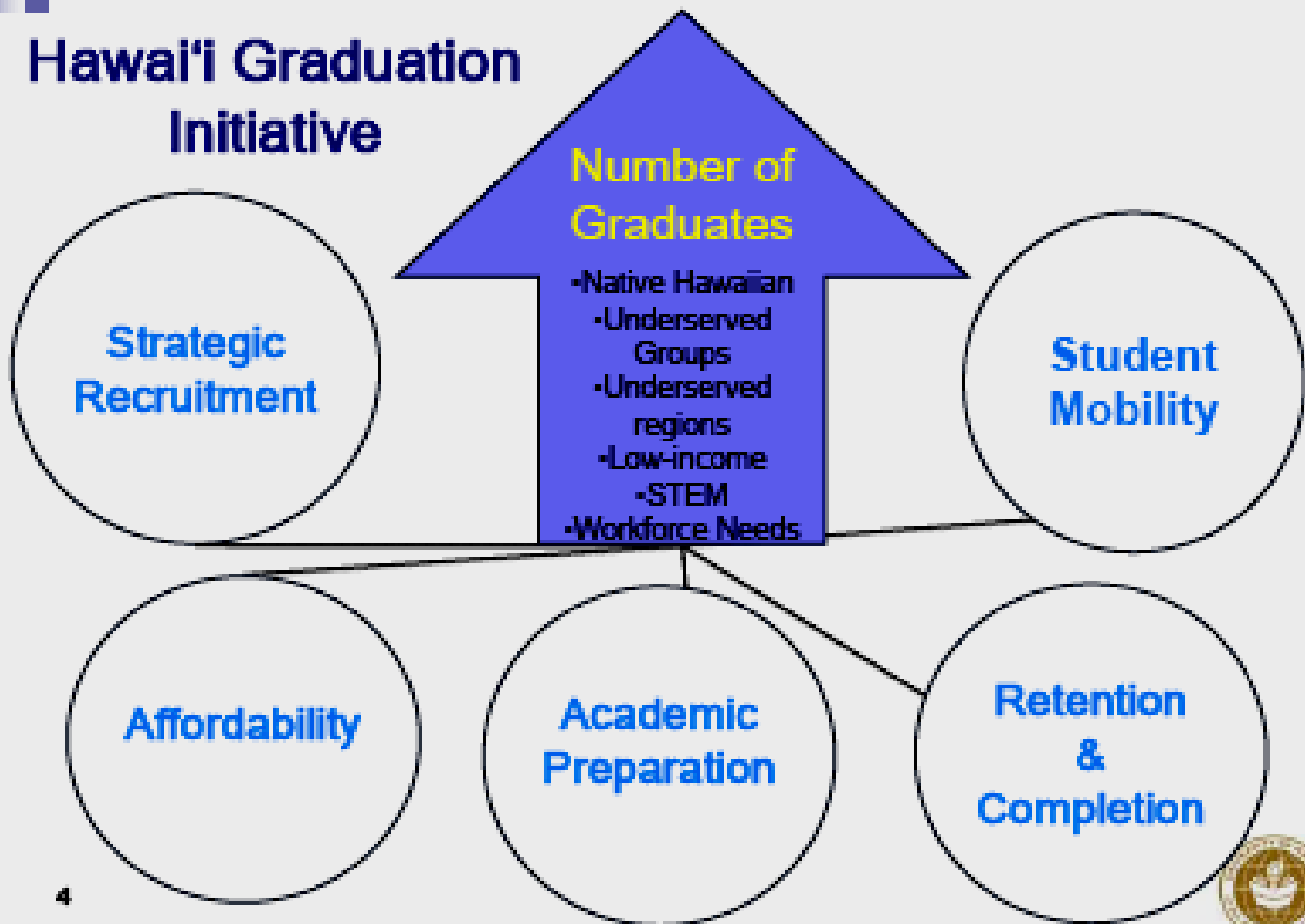
Hawaiʻi Graduation Initiative

President Greenwood

The Hawaiʻi Graduation Initiative will aim to increase the number of college graduates by 25% by the year 2015. It will focus on access, affordability, and student success, as well as strengthening the pipeline of education in Hawaiʻi from early childhood through college.
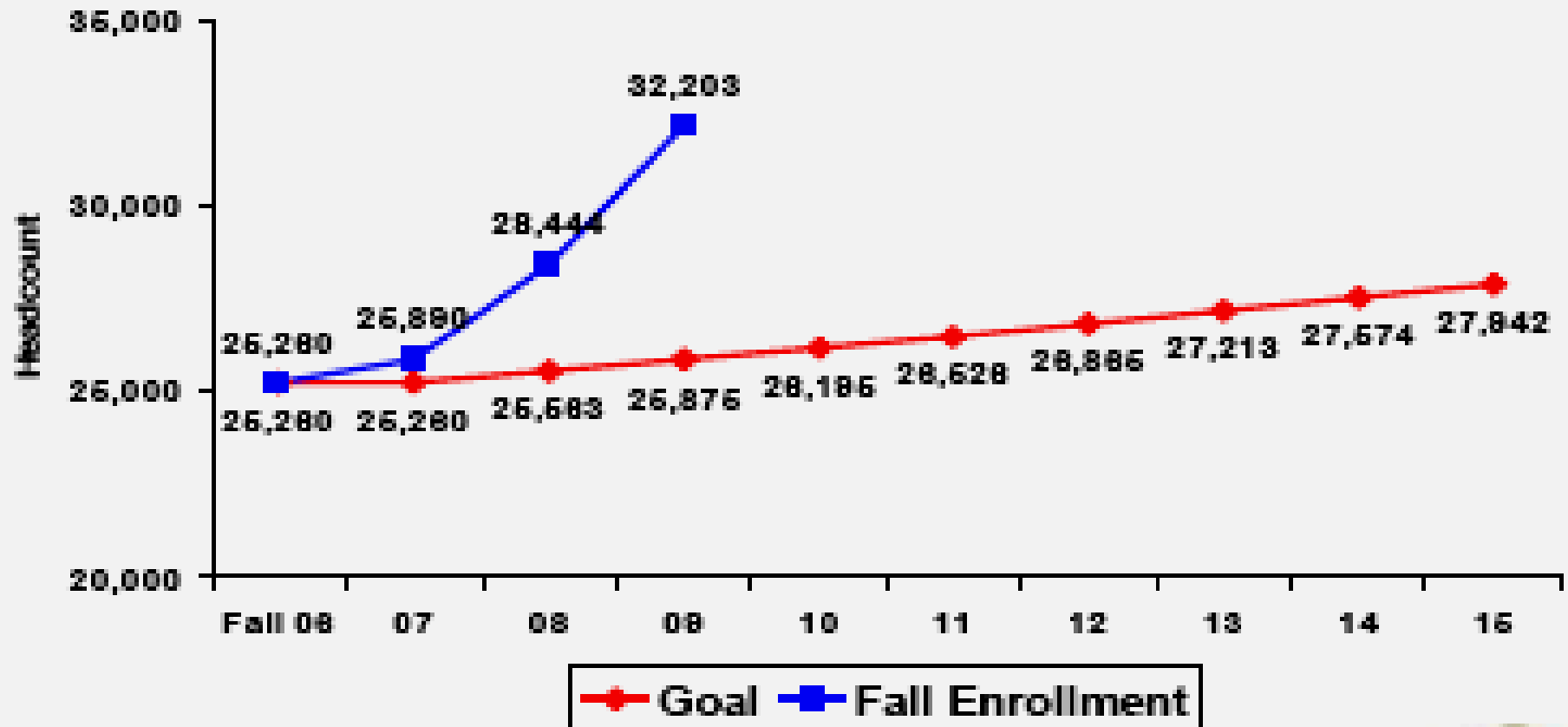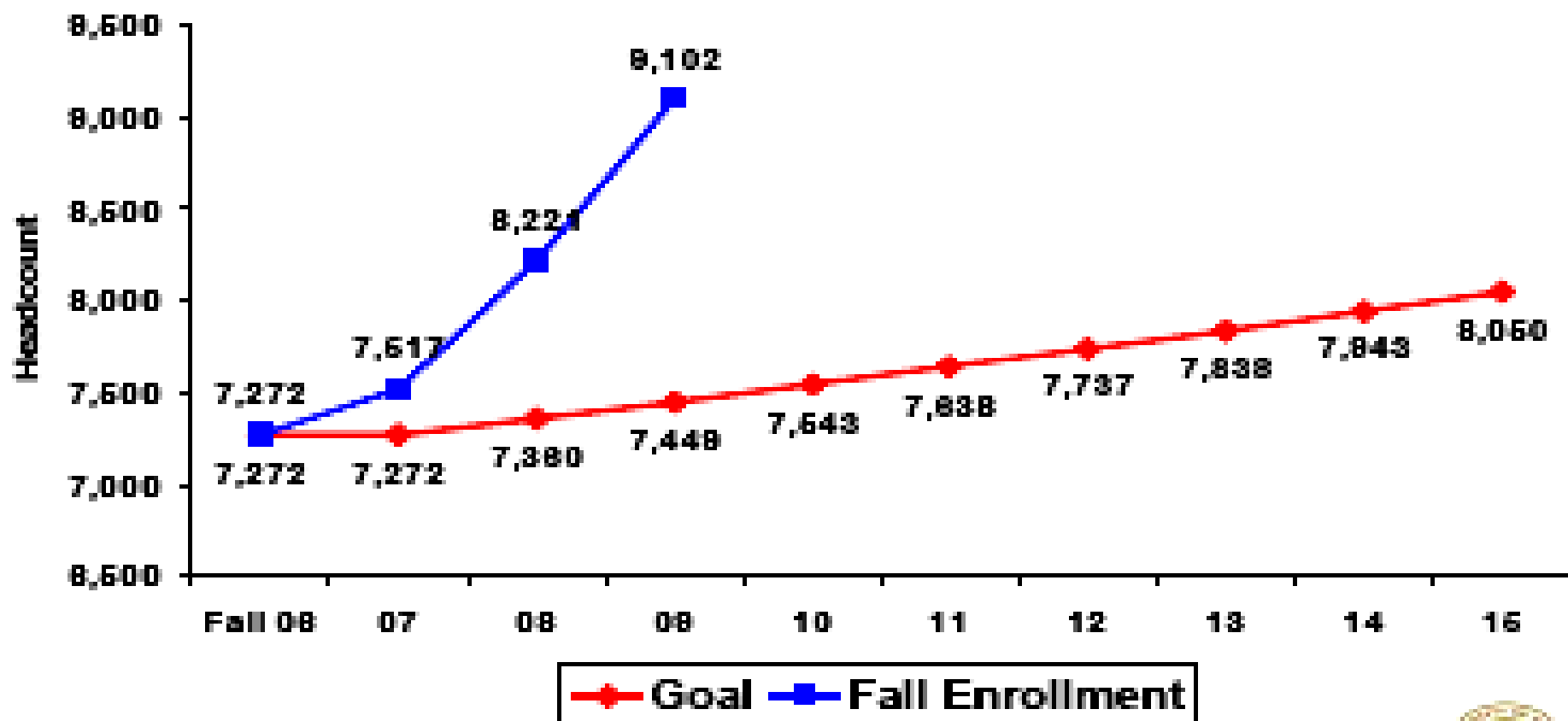
UHCC Fall Enrollment

KapCC Fall Enrollment

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UHCC Native Hawaiian Enrollment
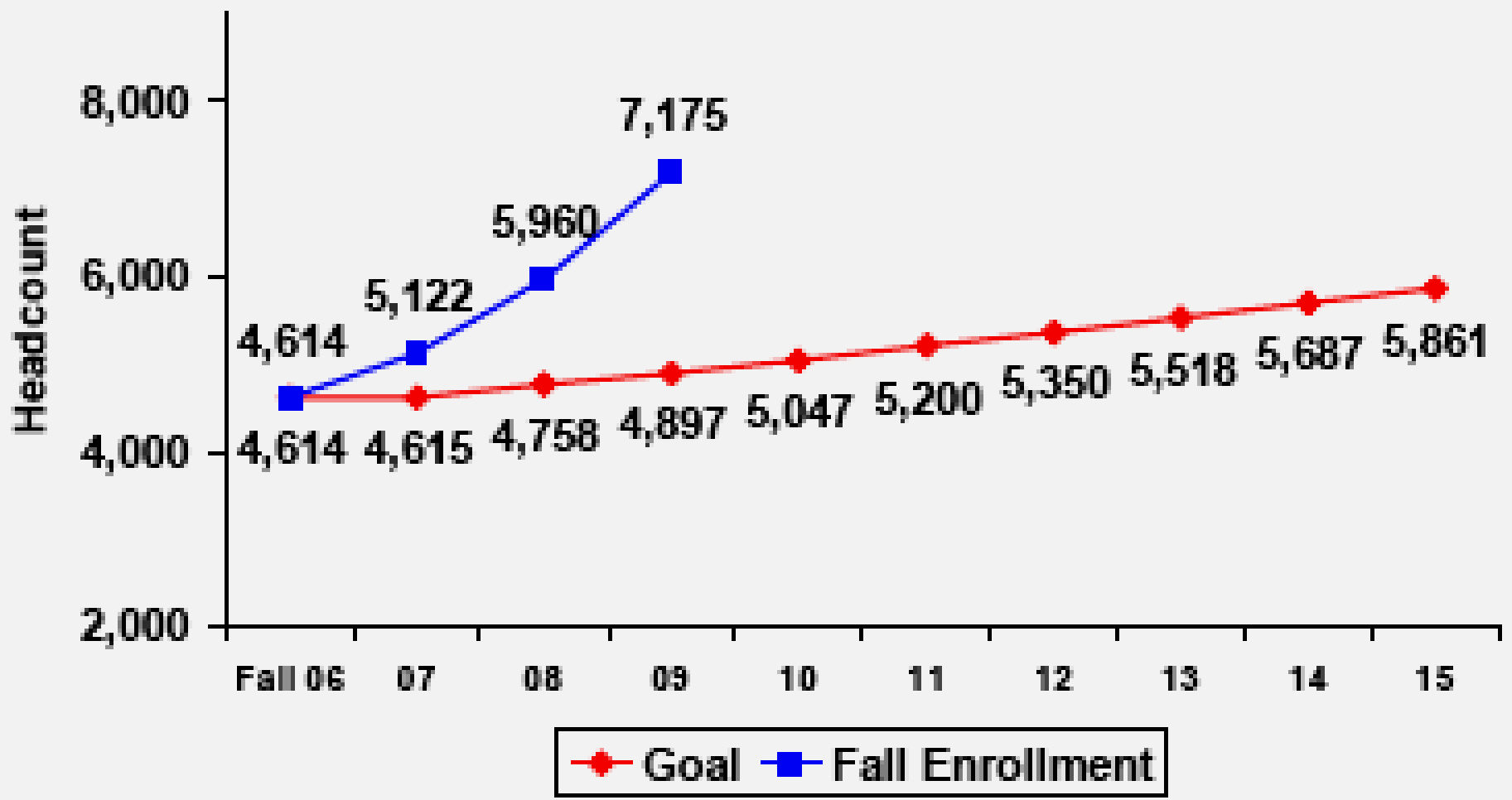
Native Hawaiian enrollment now 22.2%

70% of all Native Hawaiians are enrolled at the CCs

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KapCC Native Hawaiian Enrollment

Goal (red): 840, 840, 866, 891, 918, 946, 973, 1,003, 1,033, 1,064

Fall Enrollment (blue): 840, 916, 1,042, 1,247

X-axis: Fall 06, 07, 08, 09, 10, 11, 12, 13, 14, 15

Y-axis (Headcount): 750, 850, 950, 1,050, 1,150, 1,250, 1,350

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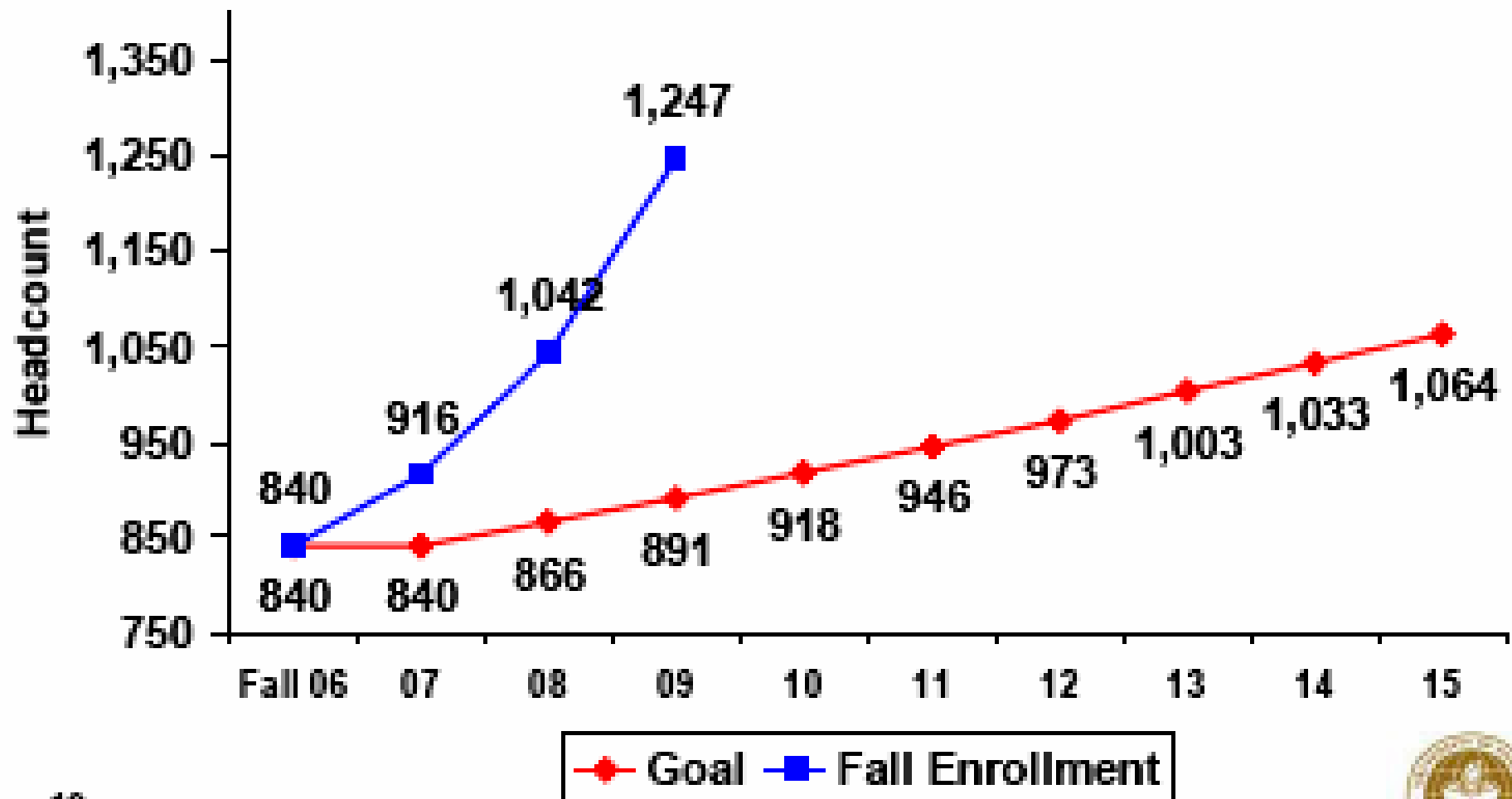
Affordability

UHCC Pell Participation Rate All Students
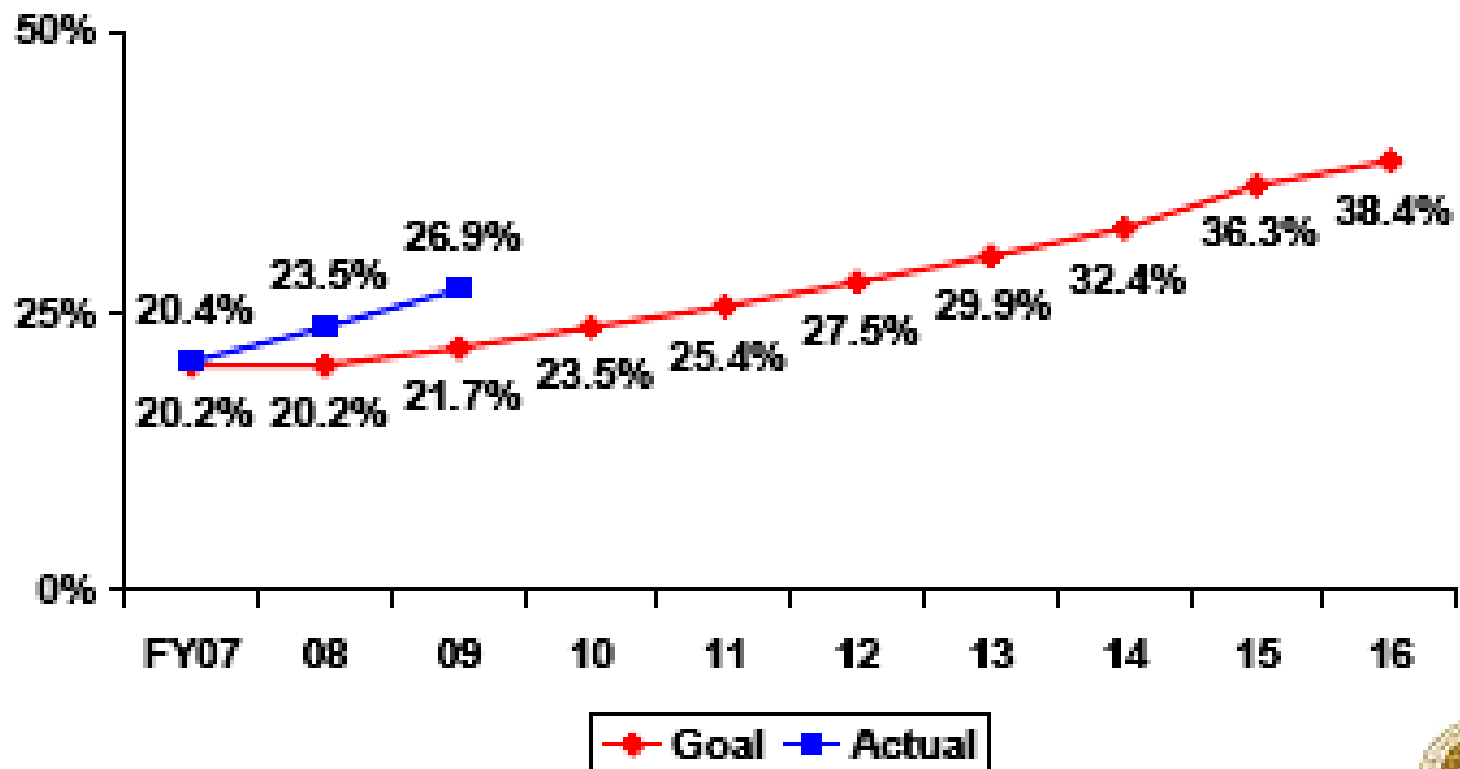
UHCC Pell Participation Rate All Students: All Campuses
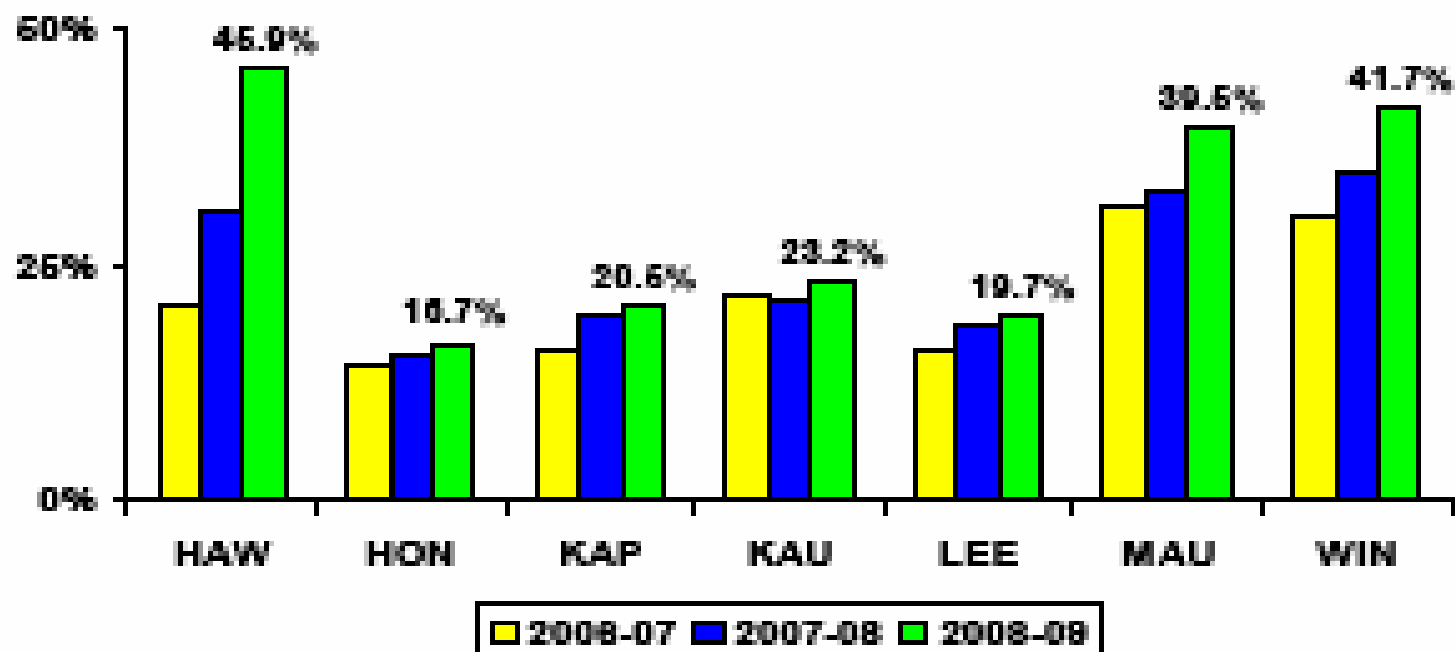
PELL Grant Disbursement 2009

| Participation Rate (All)	All Students		Native Hawaiian	
	Kapiʻolani	UHCC	Kapiʻolani	UHCC
	17.9% Goal 20.5% Actual + 2.6% Diff	21.7% Goal 26.9% Actual + 5.2% Diff	21.1% Goal 23.2% Actual + 2.1% Diff	32.3% Goal 41.6% Actual + 9.3% Diff
Total Pell Funds Disbursed	$1,859,079 Goal $2,706,418 Actual + $847,339 Diff	$9,087,299 Goal $14,448,214 Actual + $5,360,915 Diff	$290,432 Goal $414,192 Actual + $123,760 Diff	$2,761,988 Goal $5,227,588 Actual + $2,465,700 Diff
Number of Pell Recipients	893 Goal 1,014 Actual + 121 Diff	4,141 Goal 6,536 Actual + 1,396 Diff	126 Goal 159 Actual + 33 Diff	1,518 Goal 2,376 Actual + 858 Diff

Academic Preparation

Fall 09 DOE Recent Graduates COMPASS
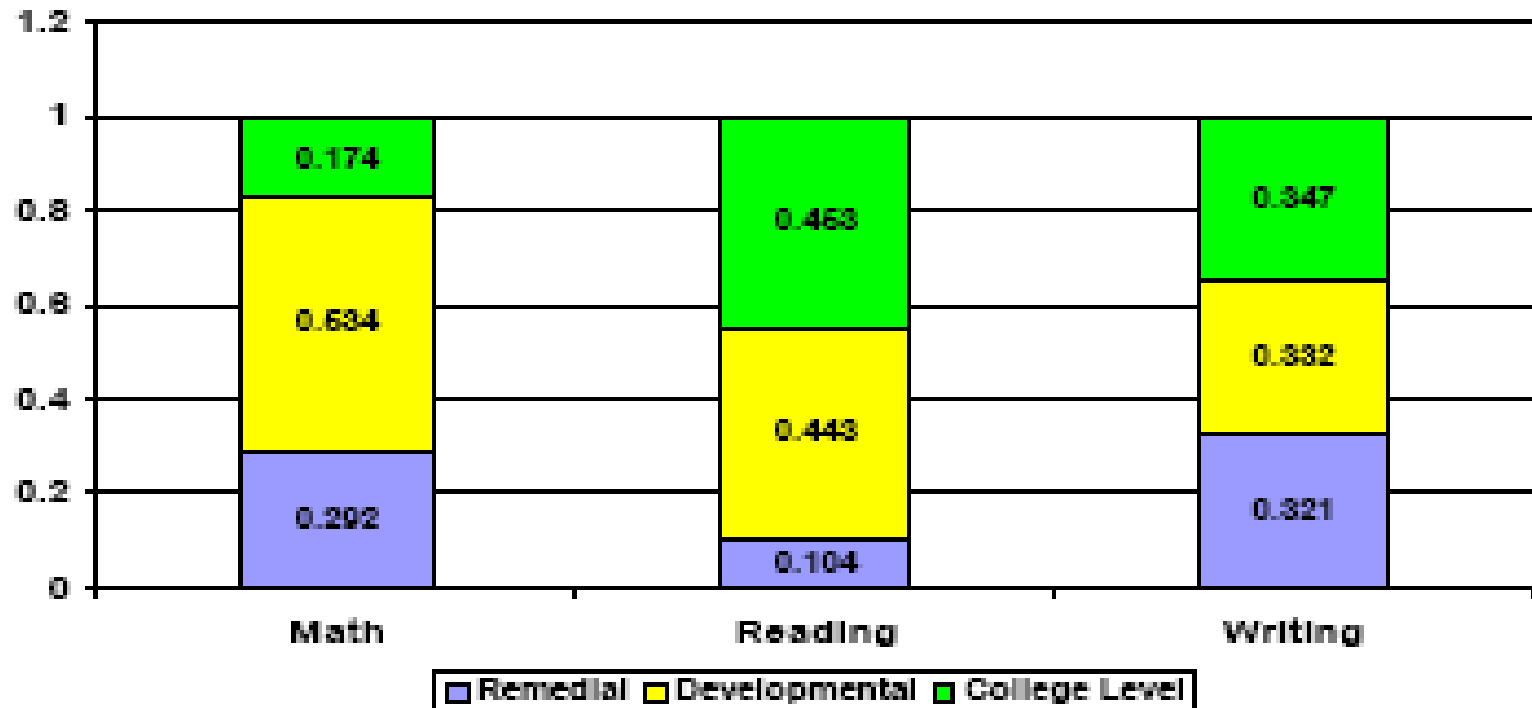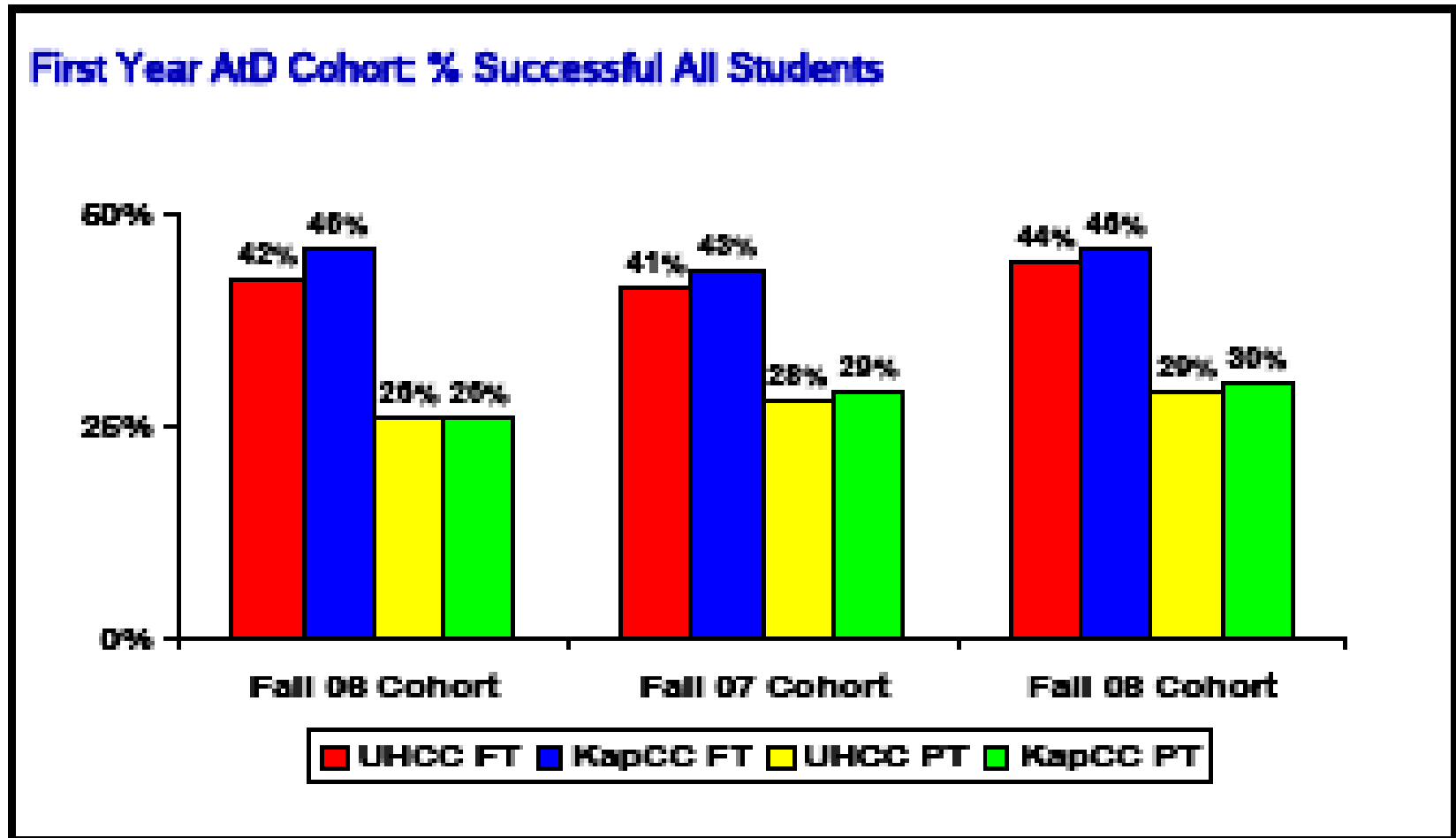
Fall 09 DOE Recent Graduates COMPASS
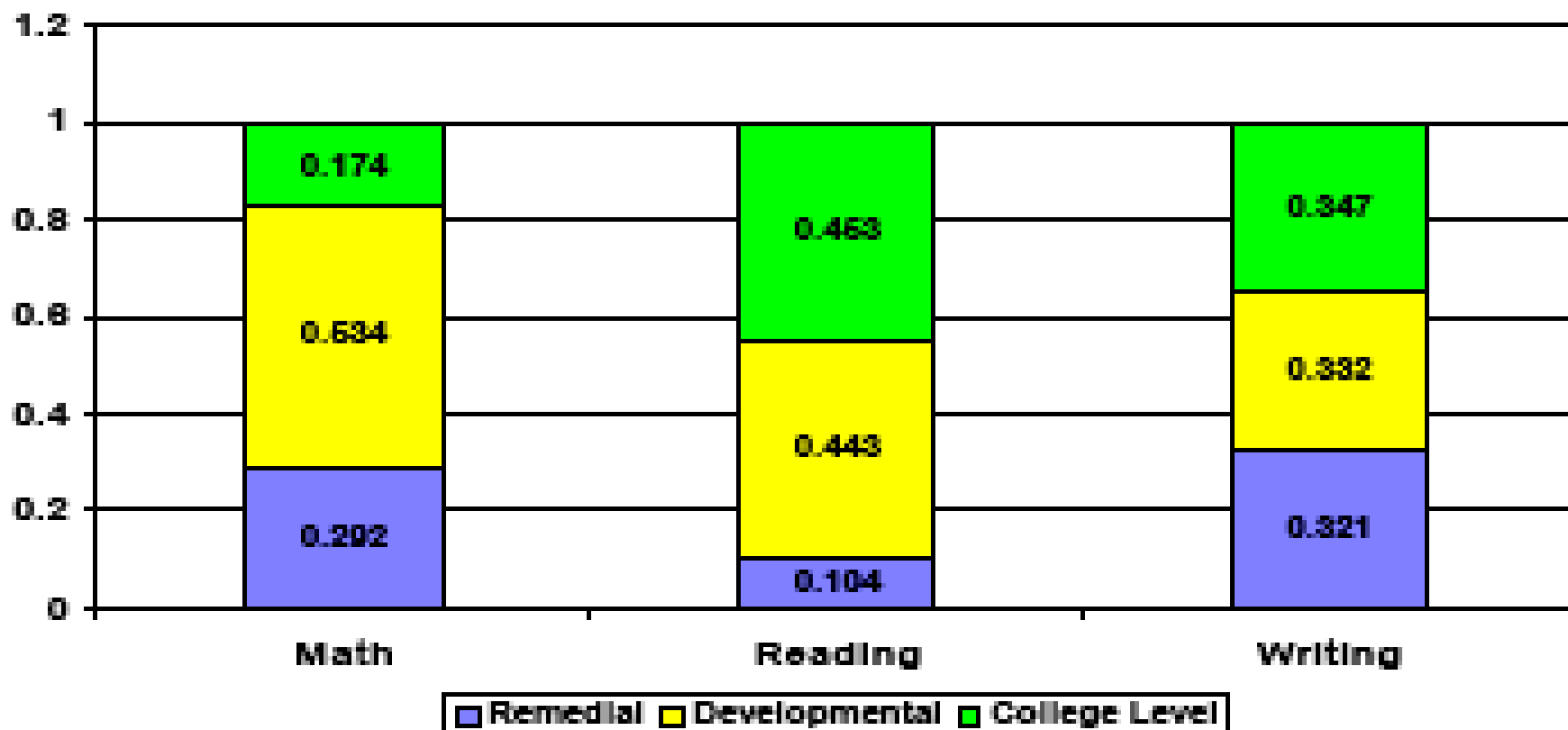
UHCC Student Success

Remedial/Developmental

	% Who Need Writing	Writing Success	% Who Need Math	Math Success	Writing & Math Targets
All Students	48.8%	59.4%	75.9%	53.9%	80%
Native Hawaiian	50.1%	56.0%	81.4%	48.4%	80%

Retention and Completion

First Year AtD Cohort: % Successful All Students

By end of year Full Time (complete 20 credits) Part Time (complete 12 credits) with gpa >= 2.0

First Year AtD Cohort % Successful Native Hawaiian
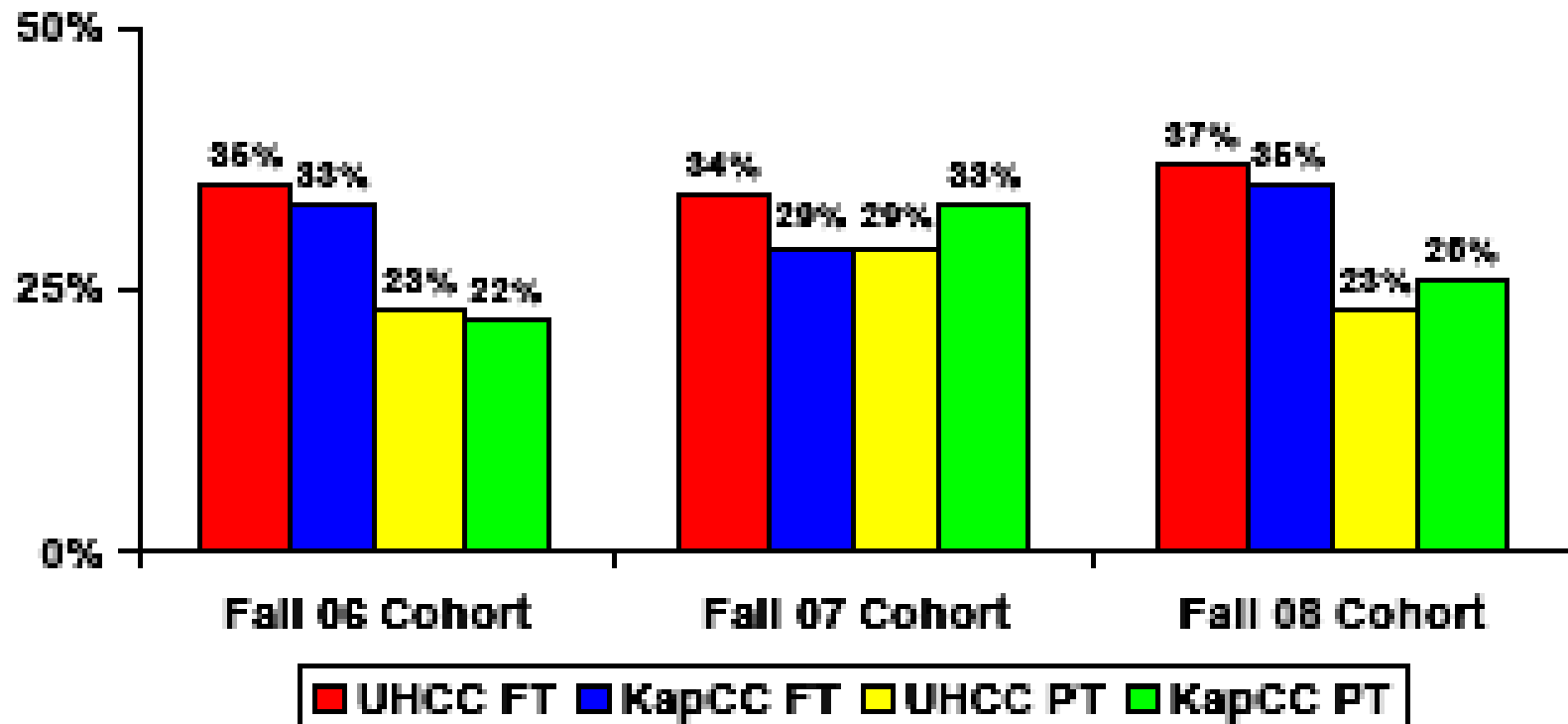
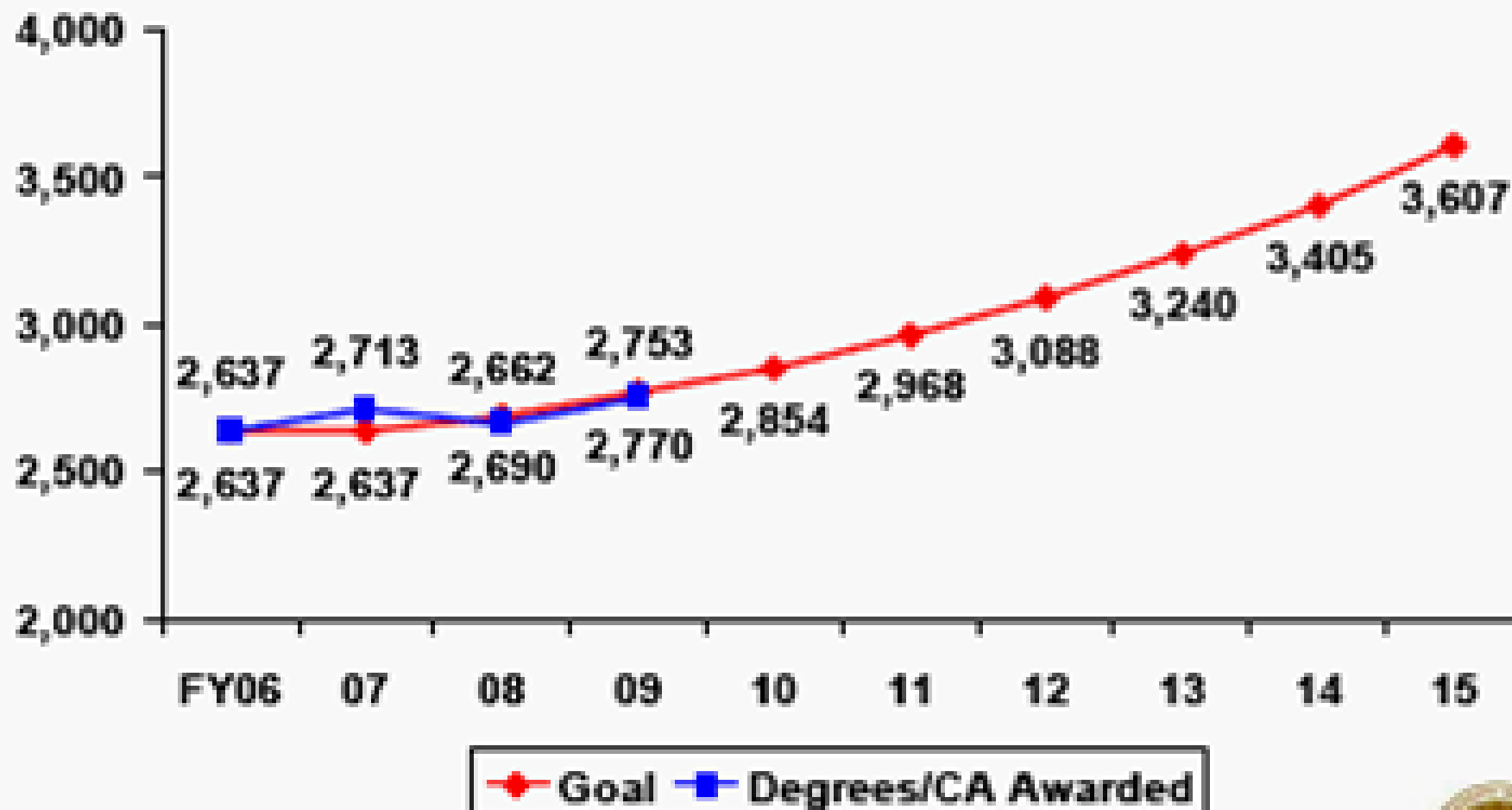By end of year Full Time (complete 20 credits) Part Time (complete 12 credits) with gpa >= 2.0
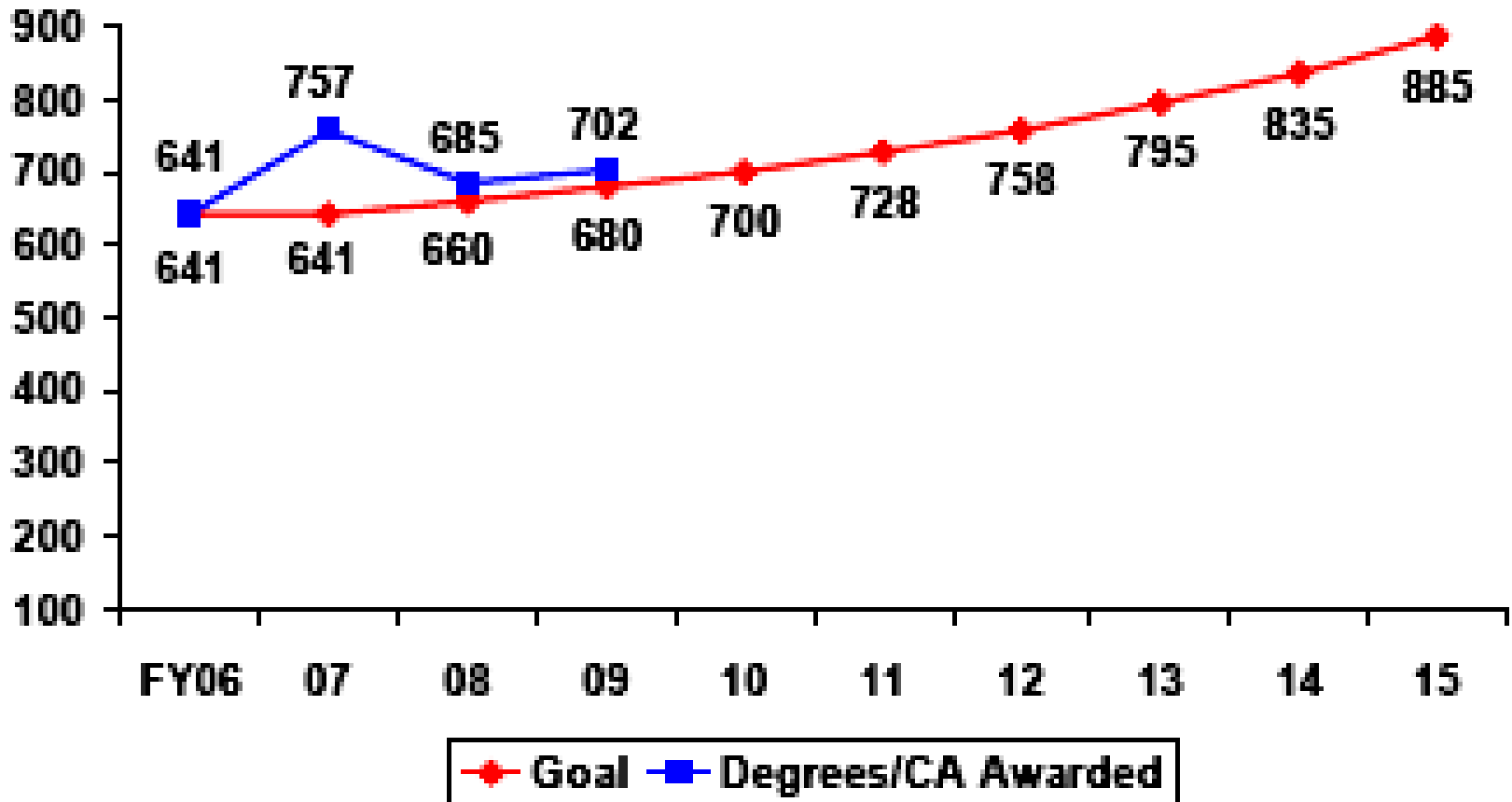
Academic Support Interventions

➢ Each campus developed various strategies to improve their students' first year in college: e.g., activities around new student orientations, peer mentoring, faculty/staff development, math brush up, on-line orientation for new students, and frosh cohorts. $400,000

➢ Systemwide increase in mentoring and advising initiatives.
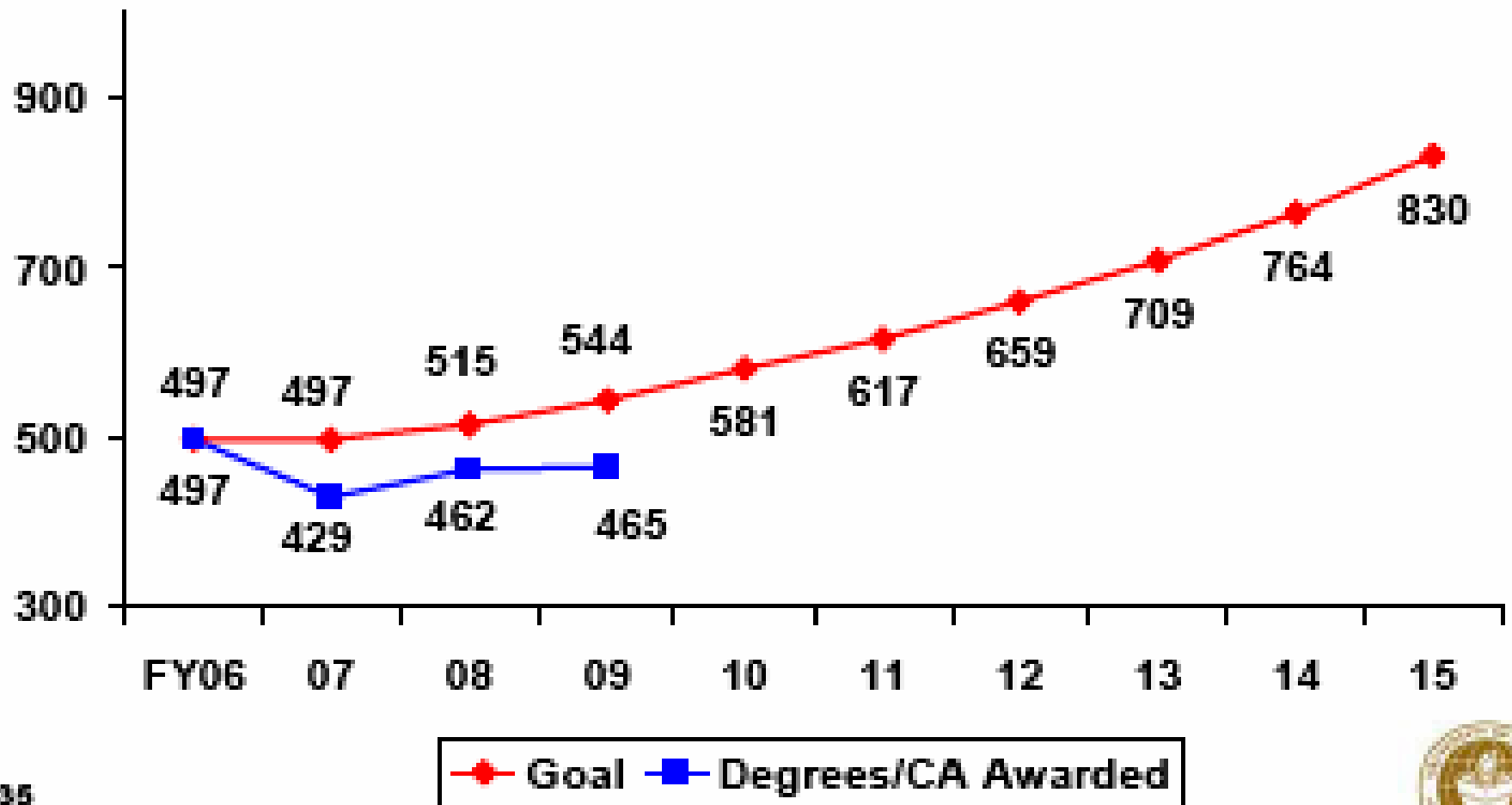
➢ Hawai'i Strategy Institute
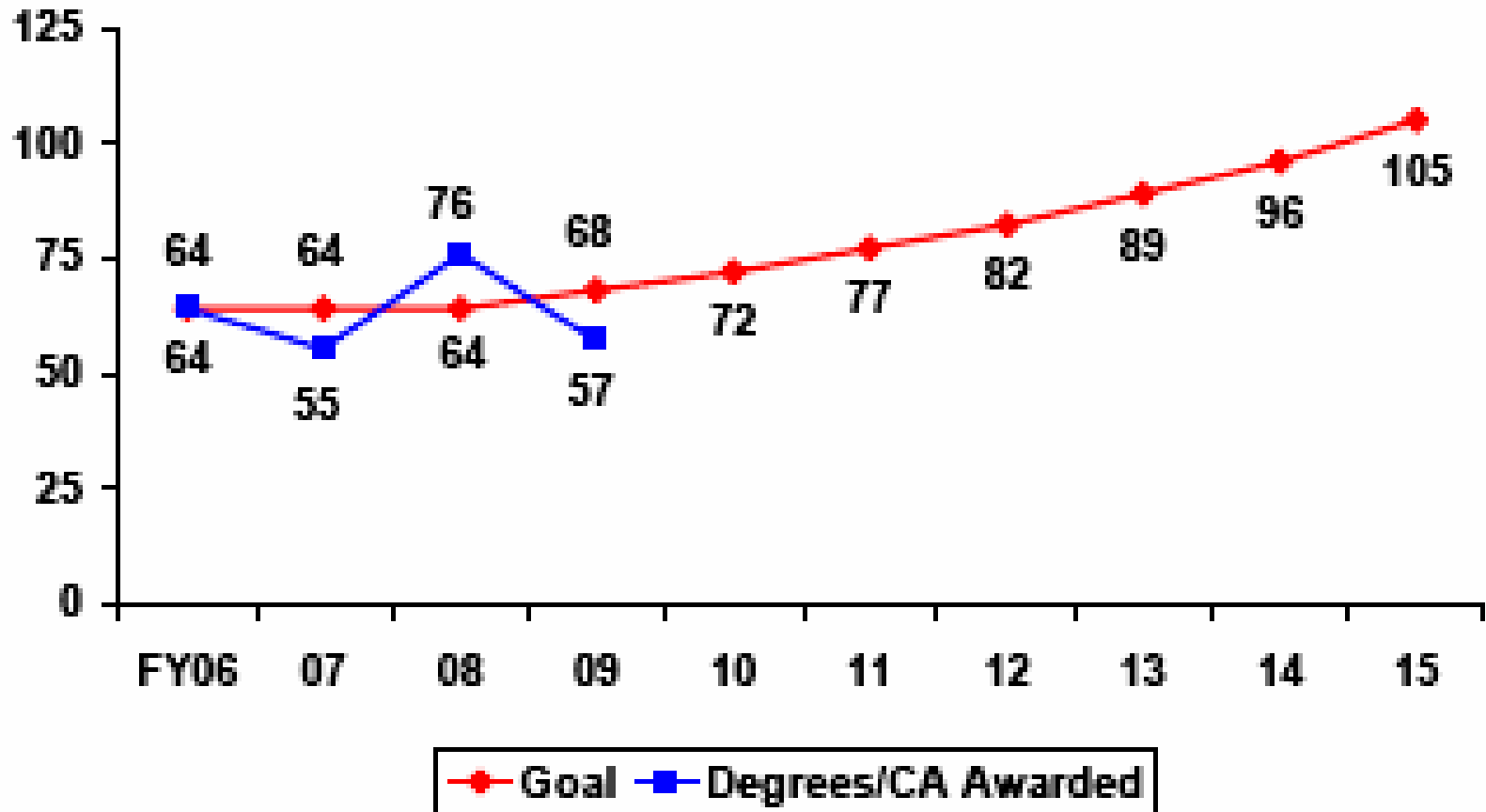
UHCC Degrees & Certificates of Achievement Awarded

FY	Goal	Degrees/CA Awarded
FY06	2,637	2,637
07	2,637	2,713
08	2,690	2,662
09	2,770	2,753
10	2,854	
11	2,968	
12	3,088	
13	3,240	
14	3,405	
15	3,607	

Legend: Goal — Degrees/CA Awarded

Kapi'olani Degrees & Certificates of Achievement Awarded

UHCC Degrees & Certificates of Achievement Awarded – Native Hawaiian

Legend: Goal (red) — Degrees/CA Awarded (blue)

Goal values: FY06 497, 07 497, 08 515, 09 544, 10 581, 11 617, 12 659, 13 709, 14 764, 15 830

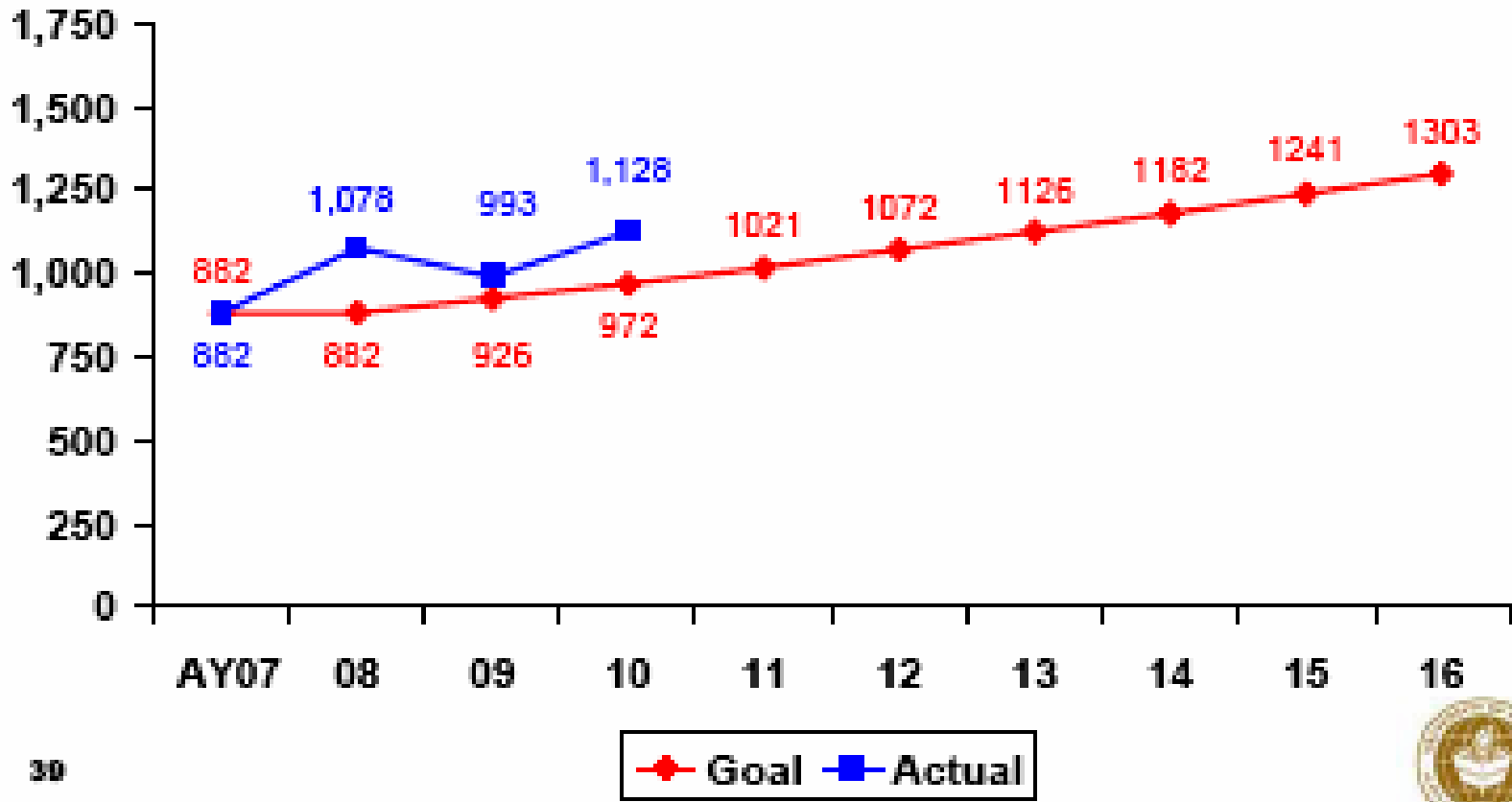Degrees/CA Awarded values: FY06 497, 07 429, 08 462, 09 465

Kapi'olani Degrees & Certificates of Achievement Awarded – Native Hawaiian

Student Mobility: Transfer and Articulation

UHCC Transfers to UH 4-Year Institution
All Students

Line chart comparing Goal (red) and Actual (blue) UHCC transfers to UH 4-Year institutions from AY07 to AY16.

Actual values: 882 (AY07), 1,078 (08), 993 (09), 1,128 (10)

Goal values: 882 (07), 882 (08), 926 (09), 972 (10), 1021 (11), 1072 (12), 1126 (13), 1182 (14), 1241 (15), 1303 (16)
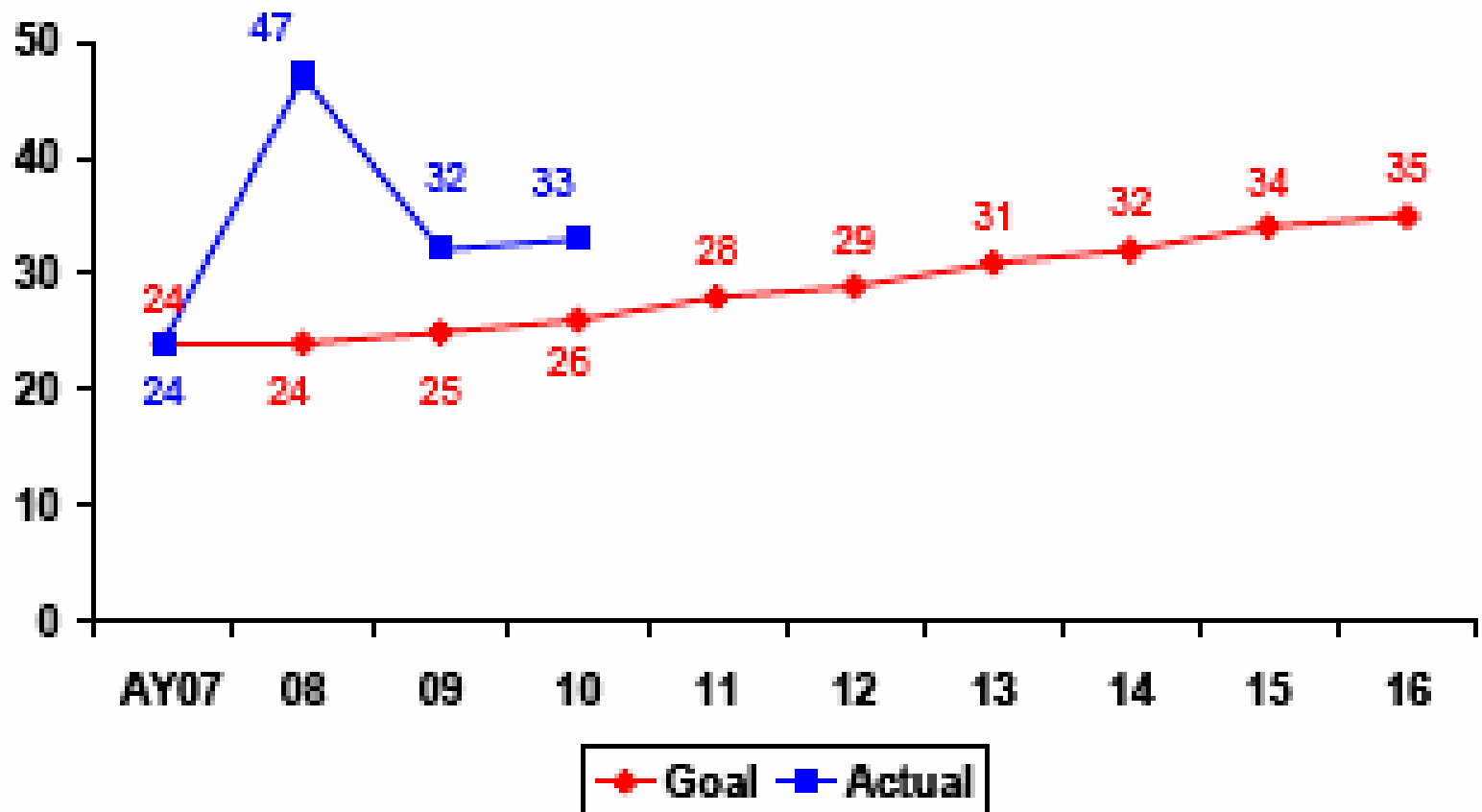
39

Kapi'olani Transfers to UH 4-Year Institution All Students
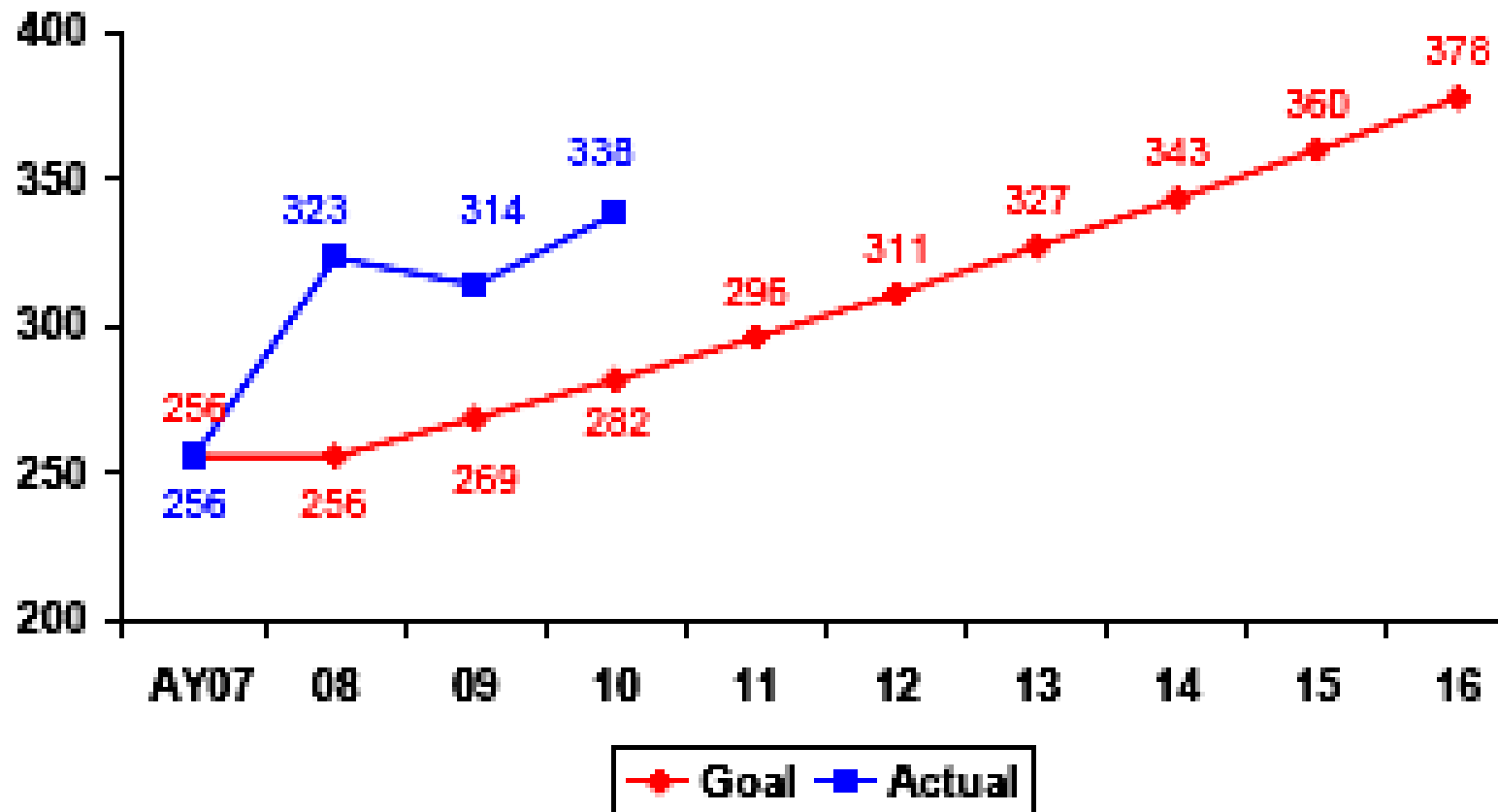
UHCC Transfers to UH 4-Year Institution Native Hawaiian
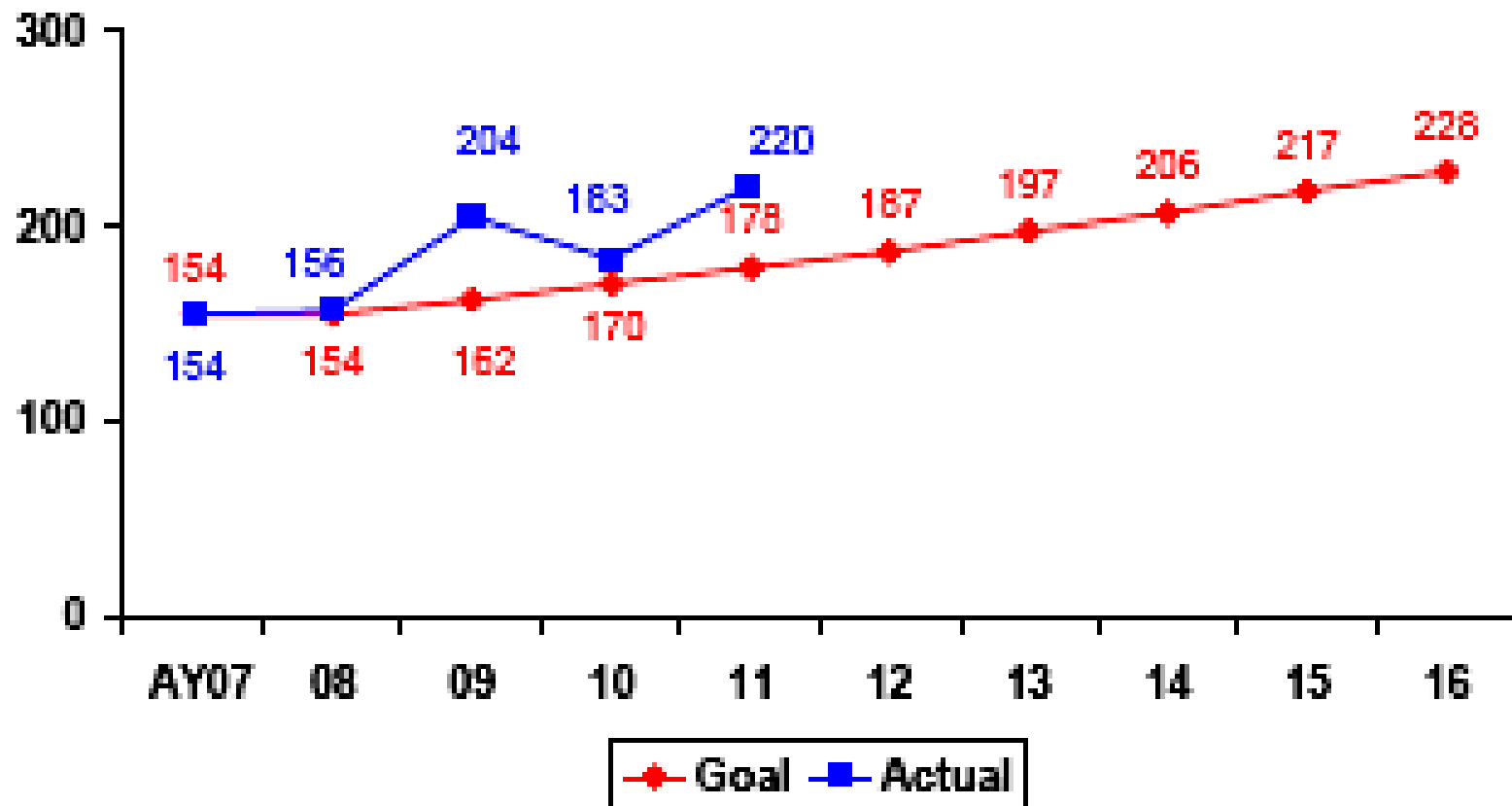
Kapi'olani Transfers to UH 4-Year Institution Native Hawaiian

Outcome-Based Funding

- Increase in number of graduates

- Increase in transfers from 2- to 4-year campuses

- Over Weights for:

  - ★ Native Hawaiian graduates

  - ★ STEM graduates

  - ★ PELL recipients

- Baseline data for transfer and graduation will be AY 2009-10 compared to AY 2010-11

Outcome-Based Funding - UHCC

CC Transfer Over Weights	FY2012	FY2013	Notes
Baseline	1,423	1,423	From CC Strategic Plan, FY2010
Target	1,493	1,568	From CC Strategic Plan, prior fiscal year
Actual			From the prior fiscal year
% of Targeted Increase	0.0%	0.0%	Maximum 100%
Weight	40	40	
Score	0	0	

Budget Allocation	FY2012	FY2013	Notes
Available Amount	$2,970,858	$5,941,717	(amount to be set)
Points	0	0	(total of all points)
Budget Earned	-	-	(points/100 * available)