**3 - Student Engagement and Success**

The documents below contain evidence of institutional purpose and planning based on University system and institutional data, and best practices, as related to student engagement, learning, and success, especially through efforts in developing, establishing and implementing Kahikoluamea and efforts to realign the function and role of Student Services Personnel with the outcomes and goals established by the University system and the reorganized college structure so as to best support efforts to assist students in developing personal pathways to learning and success.

**Document 1:** (2006 second\_decade\_data\_plan-budget 4-13-06.pdf)

Presentation from Linda Johnsrud, UH system, based on data that describes needs of students & community at large. The following documents show how this data helped to inform KCC decisions. For example, Slide 57: Increasing transfer rates, etc. Ka‘ie‘ie, Mananawai, Hoomii are resulting programs (see folder Pathway MOUs. These MOUs allow KCC to extend its learning pathways to four year programs. Students work with counselors so that they are given a clear path with pre-reqs and courses that prepare them for the 4 year institutions. All the courses will be accepted and valid toward the degree. No wasted time. Programs like Kuilei, Kahikoluamea, and STEM Summer Bridge increase college going rates; all are intended to increase graduation rates, thereby State’s educational capital (see document 22 – *2011 Pathways Overview and Update KGoya to PPAC 2-1-11.ppt* for more info).

**Document 2:** (2007 MOU\_Kaieie\_Pathway 5-10-07.pdf) **and folder Pathways MOU**

Examples of the agreements and strategies to increase the transfer rates. Today (not shown in these documents) we are moving to KCC students transferring to a 4-year campus before they finish the AA but receiving the Associates once they complete their courses they would have taken had they remained at KCC. (see Mona Lee for more information).

**Document 3:** (2007 KCC GenFacStaff 8-16-07.pdf)

Presentation and Discussion to the General Faculty and Staff includes Purposeful Pathways and *integrated student engagement and success pathway model*. In order to meet the needs described in Document 1 KCC is developing programs and support for student access, engagement, learning, and success. **Slide 14** shows how programs help students come into KCC, reach their goals in KCC, and move on to a 4-year campus. e.g. Running Start allows students in high school to earn double credit for DOE and college. (Talk with Mona Lee for more information on other programs that reach out to high school students to prepare them for college and to recruit them for college, per needs outlined in Document 1). Reorganization is discussed in relation to the Pathways model; the LRDP introduced to show how KCC is creating a physical space for these programs and the role of tactical and strategic planning plays in the LRDP process. Slide 23 shows how all of these programs, services, and activities combine to fulfill the goals set by the UH system and the college’s Strategic Plan.

**Document 4:** (2007 STEM Leadership Conf 10-5-07.pdf)

How STEM helps us meet KCC’s goals, the needs of native Hawaiian students. Also sets up pathways for students to go to 4-year degrees (see slide 6 for data). Introduces Associates of Science degree in Natural Science (Slide 7). Shows how we bring in students, retain, and move students on to 4-year degree. “Summer Bridge” program: high school juniors and seniors come to KCC, do projects and commit to going to KCC. This year the juniors made computers; the seniors made an electric guitar (speak to John Rand). Idea is to “turn them on” to students and encourage them to come to KCC for first year or two (goes back to planning academic programs based on goals set by Second Decade initiative (see doc: 1-2006 second\_decade\_plan-budget 4-13-1-06.pdf, slide 15) and the needs of our students and our community).

**Document 5: (**2007 CHANCE2 forum fac-staff 11-30-07.pdf)

Open discussion with faculty and staff. Slide 4 refers to Johnsrud’s talk on Second Decade goals (see doc 1-2006 second\_decade\_plan-budget 4-13-1-06.pdf) and other priorities the UH system has identified. At this point in time, the State, e.g., Norman Sakaguchi and state legislature, was telling the UH system that it would begin to tie funding to increasing educational capital of the state and other objectives (slide 6). Despite the austere environment, KCC was able to obtain 10 nursing positions to “Serve under-represented regions and populations (see ibid. doc.1 slide 58, i.e., goals to serve “critical shortage areas,” and slide 61 “underserved regions and populations”). Morton gave KCC $$ to build the building on Leeward campus. Slide 10 talks about how the LRDP is evolving out of UH and UHCC system goals and plans. Slide 23 & 25: tie in technology programs with state economic needs.

**Documents 6 & 7:** (2007 mānanawai 12-27-07.pdf) and (2007 KaieieBrochureFinal internet.pdf,) respectively

Information on MOUs with UH Hilo and UH Mānoa

**Document 8:** (2008 Staff Council 1-8-08.pdf)

Presentation to Staff Council about KCC’s mission and objectives. Slide 2: Current college priorities as they relate to the College’s Mission statement. Talking about all the programs and directions discussed in the previous documents and connecting them to the mission of the college.

**Document 9:** (2008 Purposeful Path Counselor 7-15-08.pdf)

July 15, 2008 briefing to the counselors during their summer academy on direction KCC on the practical implications for student learning in terms of the reorganization and its function in relation to pathways that promote student engagement, learning and success. Counselors were asked to begin exploring such questions as, What is their role in developing these pathways based on the way the college is being restructured and how can they assist in meeting the outcomes of the reorganization, e.g..:promoting informed efforts for resource allocations including obtaining grants connected to / based on institutional research and assessment / data-based decision-making; promoting the integration & implementation of academic and program pathways for access & success (e.g., through coherent student services & support); and/or promoting the establishment of academic academies and academic clusters (i.e., coherent and articulated academic pathways).

**Document 10:** (2008 Purposeful Pathways JC 8-25-08.pdf)

Presentation to the Administrative Staff Council re: a conceptual basis for Integrated Purposeful Pathways and Lifelong Learning and gives an example as KCC’s Business pathway to a BBA at Mānoa (slide 3). Slide 5 discusses a coherent curricular infrastructure based on *transformative experiences* that are KCC’s value added to strictly content focused learning. Slide 6 is a model that illustrates how coherent and articulated academic pathway, coherent student services and support, and a coherent curricular infrastructure are integrated to create an integrated purposeful pathway model. Slide 7 is a visual representation of coherence and articulation that illustrates how academic program, student services and support, and transformative skills (critical thinking, civics, etc) are developmental based and how they support the student to become a lifelong learner.

**Document 11:** (2008 DefEd keynote 9-19-20-2008.pdf)

Presented to an international conference on Developmental Education at KCC. Discusses process of evidence-based decision-making that went into developing KCC’s developmental education program, Kahikoluamea and its academic academies.

**Document 12:** (2008 kahikoluamea\_pathways 10.20.08 b.pdf)

Kahikoluamea Dept’s presentation at department meeting that discusses the purpose for forming Kahikoluamea, its role in pathways through Academic Academies, and its part in the reorganization planning process to meet student needs.

**Slide 3** shows the goals of student success pathways and how Kahikoluamea was planned and how some of the tools were generated to support this effort. **Slide 15 offers a model for pathway from High School through to the second semester at KCC, lists programs for these different stages and assessment tools for all.** **Slide 17** shows how the planning of Kahikoluamea integrates student learning, academic & career planning & self assessment .

**Document 13:** (2008 Reorg to Purposeful Path and Success StudServb11-20-08.pdf)

Presented to Student Services Personnel (SSP). HR section head Eileen Torigoe present to answer personnel related issues concerning reorganization related issues. The Chancellor presented how reorganization is intended to improve the use of our resources for student success and asks the SSP to be thinking of how they can help KCC meet the goals set by the UHCC system, legislature, and KCC’s strategic outcomes. Specifically SSP asked: What can/will you do to meet the above stated needs by utilizing the new College structure? What ideas do you have for the best use of the new College structure in relation to collaboration and coordination within Student Services, within Kahikoluamea, within Academic Academies, within Academic Clusters; between Academic Advisers and Counselors and Instructional Faculty; with support services, with community resources; with outside funding agencies? What opportunities do you see in the College’s reorganized structure that can help you improve student success? Within the student engagement & success model how will you help each student be successful in creating and navigating his/her own pathway with persistence and success? How will you best help students make successful decisions & choices? How will you integrate institutional research into your area of expertise, i.e., teaching, counseling, support service, etc. to improve student success?

**Document 14:**

Presentation to Faculty and Staff explaining the evidence based need to elevate developmental education at KCC. Based on data from Holomua and the college’s CCSSE report, it was evident that KCC had to elevate its efforts in the area of developmental education in order to improve student persistence, learning, and success. Kahikoluamea was developed with this goal in mind. The presentation explains the *Student Engagement and Success model* in terms of Kahikoluamea and academic academies. It shows the integration of academic and student support resources to support student engagement and success. Feedback and ideas were sought from faculty and staff on the issues presented.

**Document 15:** (Counselor Pres LR 3-19-2009.pdf)

Presented to student services personnel as ongoing effort to provide forum for discussion concerning *“The Role of Student Services Personnel (SSP) as Pathways Champions.”* Presents data concerning student outcomes and needs (e.g., persistence rates). Enumerates KCC’s efforts to elevate student engagement and support to increase student success, e.g., participation in AtD, CCSSE, Reorganization, Integrated Purposeful Student Pathway, engagement and success through Kahikoluamea and academies. Given these efforts, SSP are asked to be “Pathways Champions.” Roles and Core Functions of SSP at KCC are discussed (see **slides 34 to 47**). Model is presented showing SSP role as connected to KCC mission, plans, goals and outcomes, etc – **slide 48**.

**Document 16:** (2009 LR to SSP re Role in StPath-EandS CP 4-17-09.pdf)

Presentation to Student Services Personnel (SSP) focused on aligning SSP role, function, and activity with the Strategic Outcomes of the college, the UHCC and UH System, and the State. Clarifying the role of student services. Slide 4: we are losing 2/3 of our students. What is student services role in supporting students in getting through the system and being successful? Slide 10: CCSSE recommends elevating developmental ed and increasing student support to address this problem. KCC’s way of doing this is creating a Kahikoluamea and re-focusing student services support to developmental ed and academic support. Slide 11 suggests what student services needs to focus on based on CCSSE data. Other slides recommend solutions identified in other studies. **Slide 42** provides a *Developmental Advising for Integrated Purposeful Student Pathways* model developed at KCC as part of the Kahikoluamea pathways effort. (Slides 44 to 69 are supporting data not shown in the presentation.)

**Document 17:** (2009 Elevating Developmental Ed at Kapi‘olani CC\_Thoughts on Our Past Present Fu.pdf)

KCC written article published in the *Journal of the Japan Association for Developmental Education* on evolution of developmental education at KCC based on the college’s mission, and its planning based on the data generated at the college. Discusses KCC efforts at student engagement and success within efforts to improve developmental education at the college.

**Document 18:** (2010 Hoomii UHH-KCC\_1-14-10.pdf)

MOU with UH Hilo

**Document 19** (2011 LR Discuss w-SSP Promote Stu ELS 1-18-11.pdf)

Presentation to and discussion with student support personnel concerning student engagement, learning and success through college degree pathways. Presents the plan for realigning of student support personnel, based on data presented, to better meet the needs of the students. Proposes 3 counseling support units (starting with slide 35). Proposes staffing changes. (These staffing proposals are later changed to accommodate feedback in discussions about staffing, see doc 21: *2011 Increase StuELS via Pathways to PPAC Final-s 2-15-11.pdf*, slides 33-35.)

**Document 20:** (2011 01-06 Convocation CompleteIV finb-rev 1-24-11.pdf)

Presented to General Faculty Staff meeting January 2011. **Slide 3** ties in all levels of planning and the presentation ties these to all of the college’s initiatives and priorities and relates them to the college’s primary focus - student engagement, learning, and success. The presentation shows how the use of the college’s resources and budget (e.g. sabbaticals, C-4ward) will be and are being used to promote student engagement, learning, and success.

**Document 21:** (2011 Increase StuELS via Pathways to PPAC Final-s 2-15-11.pdf)

Presentation the PPAC concerning realignment of student service personnel concerning student engagement, learning and success through college degree pathways. Topics covered include statewide goals and outcomes (Hawai‘i Graduation Initiative), data based evidence for need to improve outcomes, listed student support personnel duties and responsibilities, and a proposed realignment of student support personnel to meet student and state educational outcomes/needs. Budgeting (HR positions) discussed - **Slides 33 to 35** show budget changes from document 19 based on feedback from student support personnel. **Slide 17** shows all the environmental forces that affect our planning around student engagement, learning and success.

**Slide 16** illustrates how UHCC’s outcome-based budgeting is implemented for KCC. Slide shows baseline numbers and strategic targets. The college receives funding depending on whether we meet the targets listed under FY2012 and FY2013, i.e., we will get a percentage of that allotment based on the weights listed in the WT column. Purpose of this info is to illustrate that it is everyone’s responsibility to help the college meet its outcome goals as it affects college funding.

**Document 22:** (2011 Pathways Overview and Update KGoya to PPAC 2-15-11.ppt)

Presented to PPAC. Presentation shows how Pathway program was designed for student engagement, learning and success. **Slides 5 & 6** show programs and performance indicators for each stage of pathways (developmental model). Slide 24 shows one example of planning to support student success and engagement by implementing 3 levels of orientation during registration. The programs, activities, and models outlined in this presentation were developed through the collaboration of Kahikoluamea faculty (teaching and student services personnel).

Student Engagement and Success ssl rev2 8-10-11.docx