Elevating Developmental Education at Kapiʻolani:
Thoughts on Our Past, Present and Future

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by
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I. Kapi`olani CC – Access and Success

• The University of Hawai‘i – Kapi‘olani Community College, the second largest of ten public colleges and universities in the University of Hawai‘i (UH) system,
  – is a two-year urban institution providing high-quality, transfer liberal arts and 21st century career programs in Health, Hospitality and Business Education; and
  – serves diverse Native Hawaiian and multi-ethnic students and communities.

• The College bears the name of Queen Julia Kapi‘olani whose motto was “Kūlia i ka nu‘u” – “Strive for the Highest.”
This motto, "Strive for the Highest," inspires this presentation and clarifies the College’s vision and mission as a learning-centered institution, striving to move students progressively to more challenging levels no matter the discipline or content.

Students learn to integrate developmental and general education, their major course of study, and electives into a coherent degree pathway.
In Fall 2007, Kapiʻolani CC as well as the other six UH Community Colleges (UHCC), as a system, began participation in the national Achieving the Dream (AtD) initiative -

to “more effectively use data to create institutional change that will close achievement gaps and enhance the success rate of disadvantaged students, particularly Native Hawaiian students” (UHCC website, 2008).

Historically, Kapiʻolani has been using data gathering and analysis of its remedial/developmental education to elevate its programs and to improve student engagement and success.
II. Need to *Elevate* Developmental Education

- In the Fall semester 2008, 8,327 students enrolled in classes at Kapi`olani Community College.

✓ Of these 1,539 were first time students of which 907 or 58.93% were enrolled in at least one remedial/developmental course (includes below college-level, i.e., PCC, PCM, LSK, Math and English).

✓ 1,778, or 21.32 %, of the 8,327 students were enrolled in at least one remedial/developmental course;
Need to *Elevate* Developmental Education

• The Community College Survey of Student Engagement (CCSSE) 2007 suggest one strategy to maximize student engagement is to *elevate* Developmental Education.

  - 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.
Need to *Elevate* Developmental Education

- 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 developmental course and begin college-level work – to evaluate strategies and adjust them if necessary;
  - Pay attention to *academically underprepared* students who are working hard but not getting solid results; and
  - Place particular priority on *identifying interventions* that may help students successfully complete remediation and progress to college-level work.
III. Elevating Developmental Education: Holomua

• The *Holomua Program* was established in 1998 following a reorganization that changed the Kapi`olani CC administrative structure.

• The Holomua Program **combined** the College’s existing Pre-college program for basic education with courses in developmental Mathematics and English, and added a counseling component, learning support, and non-credit courses.

• The program **integrated** learning support activities with counseling and instruction.
Holomua Mission

- In 2002, in further response to the remedial/developmental needs of its students, and to further *elevate* Developmental Ed, Kapi`olani CC established the **Holomua Department**.

- The word Holomua is part of a Hawaiian phrase, pū me ka lōkahi – *moving forward together in unity*.

- The word and phrase embodies what the Holomua Department is all about - Counseling, Math, and English faculty, support staff and tutors, working together as a **team** to provide students the tools they need to succeed in pre-college Math and English classes and to prepare them for success in their 100-level courses.

- Each component of the team plays a vital role in this effort to help students understand the *value of learning and to succeed*. 
Holomua Rationale & Mission

• Holomua was established for the purpose of:
  – Focusing on *student success and support*;
  – Creating a *safe place* for students to learn foundational skills and adjust to college life;
  – Exploring *educational and career goals*;
  – Allowing faculty to become *expert resources* in developmental education; and
  – Attracting and hiring faculty with *commitment* to basic and developmental education.
Holomua Course Offerings

• The Holomua Department offers:
  – Three *basic courses* – Pre-College Math, PCM 21 and 23 and Pre-College English, PCC 20; and
  – Six *developmental-level courses* – English 21 and 22; and Math 24, 25, and 81; and Learning Skills, LSK 97G.
  – The department also offers two *first-year experience courses* – Interdisciplinary Studies 103 College-Success and English 102.
Holomua Successes

- Holomua students tend to *persist despite experiencing academic and personal challenges*, e.g.,

  - in 2004, Holomua students’ *persistence rate* as measured by the percentage of students remaining at the college for four semesters was 36.9% as compared to 34.1% for the rest of the college for the same cohort.

- Holomua students that remain at Kapi`olani are able to *complete* their post-Holomua English classes within one semester & their post-Holomua math courses within one year.
# Holomua Assessment

## Demand

<table>
<thead>
<tr>
<th>Enrollment in Holomua</th>
<th>F03</th>
<th>F04</th>
<th>F05</th>
<th>F06</th>
<th>F07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students in remedial or developmental <strong>Math</strong></td>
<td>1,347</td>
<td>1,168</td>
<td>1,152</td>
<td>1,117</td>
<td>1,182</td>
</tr>
<tr>
<td>Total # of students in remedial or developmental <strong>English</strong></td>
<td>742</td>
<td>689</td>
<td>624</td>
<td>583</td>
<td>600</td>
</tr>
<tr>
<td>Total # of students in both <strong>Math &amp; Eng</strong> remedial or developmental</td>
<td>471</td>
<td>397</td>
<td>360</td>
<td>340</td>
<td>386</td>
</tr>
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</table>
## Holomua Assessment

### Effectiveness of Holomua

<table>
<thead>
<tr>
<th>Success Rate of Holomua</th>
<th>F03 %</th>
<th>F04 %</th>
<th>F05 %</th>
<th>F06 %</th>
<th>F07 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg Holomua Math success rate (A-D)</td>
<td>56.27</td>
<td>56.54</td>
<td>57.73</td>
<td>58.28</td>
<td>60.61</td>
</tr>
<tr>
<td>Avg Holomua English success rate (A-D)</td>
<td>65.37</td>
<td>64.85</td>
<td>70.16</td>
<td>68.44</td>
<td>70.67</td>
</tr>
<tr>
<td>Avg Holomua Math success rate (A-C)</td>
<td>48.20</td>
<td>48.41</td>
<td>45.14</td>
<td>47.36</td>
<td>51.81</td>
</tr>
<tr>
<td>Avg Holomua English success rate (A-C)</td>
<td>58.82</td>
<td>58.92</td>
<td>63.59</td>
<td>57.97</td>
<td>58.81</td>
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</table>
Data gathered from Holomua indicated that while there was an increase in success rates in, as well as an increase in demand for, remedial and developmental courses, the College needed to again elevate its remedial/developmental education efforts to achieve its mission and to help many of its students achieve their dreams.
Holomua: Assessment & Improvement

• The average Math success rate in Fall 2006 was 47.36% compared to 45.14% in Fall 2005. The Department focused on integrating **Supplemental Instruction** (SI) into Math 24 and Math 25 and Cost Control Classes.

  – From Fall’05-Spring ’07 SI was incorporated into a total of 18 sections of Math 24, four of Math 25, and eight Cost Control (FSHE 241) classes.

  – 694 students participated in SI, with 39% of those attending at least one SI session during the semester.

• Over four semesters, data suggest that students attending **SI receive higher course grades than those who do not**, they have better retention rates, and they have a lower withdrawal rate.
IV. Elevating Developmental Education: From Holomua to Kahikoluamea

Also in 2007 the College prepared and submitted a Reorganization Plan in order to improve collaboration and coordination of programs administratively by:

– Promoting informed efforts to do 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);

– Promoting the establishment of academic pathways academies and academic clusters (i.e., coherent and articulated academic pathways).
From Holomua to Kahikoluamea

• **Kahikoluamea Department:** proposed as part of the Reorg Plan.

• One of the key features of Pathways is to build upon the Holomua model to create *Academic Pathways Academies (APAs)*. **Kahikoluamea** will operate these APAs so that they parallel and transition students into the *Academic Clusters*.

• **Kahikoluamea** will also **consolidate resources** [i.e., Holomua merger with *First Year Experience* (FYE) and *Malama Hawai`i*] in order to increase educational practices that **engage students** and raise their levels of persistence and achievement at the college.
• The proposed Department will improve the alignment of resources and services that match the College’s mission and purposes to the needs of entering students: e.g. by incorporating Kuilei, a high school to college transition program, into Kahikoluamea in order to align services that previously reported to different offices.

• Kahikoluamea via the academic pathways academies addresses the needs of all 1,539 entering new students, not just those who are academically underprepared.

  In collaboration with academic clusters and student organizations and activities, this department will serve students beyond those who need remedial/development courses.
V. Elevating Developmental Education: 
Kahikoluamea Academic Pathways Academies

- An APA is a **cohesive and comprehensive learning community of practice** that links:
  - students, faculty and support staff (including peer mentors and peer tutors) with
  - *contextualized* college ready (remedial and developmental) courses, and
  - a *College Success* course 103, 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

Introduction to Health Professions 101

English (Health contextualized)

Math (Health contextualized)

College Success Course IS 103
- Personal Learning Plan
- SOS Workshops
- Career Exploration
- Hawaiian Values & Concepts
- Supplemental Instruction (SI)

- eportfolio
- Service Learning
- Peer Mentors/Tutors
Kahikoluamea Academic Pathways Academies

• 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 KCC.
• APAs also provide an organizing framework for the *College Success course 103*, i.e.:

- Personal Learning Plan/degree pathway development;
- eportfolio
- 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

• APAs allow students to start their majors while completing college-ready courses (remedial/developmental skills requirements).
Kahikoluamea: Possible Students’ Benefits

- Students can benefit from the Academic Pathways Academies of Kahikoluamea by:
  - Meeting college-ready skills **requirements**;
  - **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**.
VI. Elevating Developmental Education - Kahikoluamea:

Kahikoluamea elevates Developmental Education at Kapiʻolani by:

- 1. Creating a **learning space** that fosters community and encourages concern and passion for collaborative and active learning and teaching **to enhance student engagement and success** and to allow for the changing needs and expectations of students, faculty, and staff;

- 2. Creating 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.
Elevating Developmental Education - Kahikoluamea:

3. Creating a cohesive and comprehensive program that features:

- **Academic Pathways Academies** that lead to academic clusters;
- Use of content material from various majors *integrated* into developmental Math and English courses and assignments;
  - Early development of *eportfolios* as a means to evaluate one’s work, one’s self, one’s learning, and one’s goals;
  - Early exploration and evaluation of academic and career goals through *pathways* established by the College; and
- Use of and integration of our *host culture’s values and concepts*, and “sense of place,” in instruction, counseling & advising, and student engagement activities, thereby honoring our host culture while being enhanced by it.
**Developmental Education Through Kahikoluamea:**

**One Aspect of the Student Engagement & Success Model Pathway**

<table>
<thead>
<tr>
<th>Pre-Pathway (Pathway Planning &amp; Academic Support)</th>
<th>Pathway Selection/Preparation (Academic Support and Post Pathways Planning)</th>
<th>Pathways</th>
<th>Post-Pathway Outcomes</th>
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<tbody>
<tr>
<td>Ku`ilei</td>
<td>Pathway Selection/Preparation</td>
<td>Pathways</td>
<td>Post-Pathway Outcomes</td>
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<tr>
<td>Kahikoluamea</td>
<td>Pathway Selection/Preparation</td>
<td>Pathways</td>
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</tr>
<tr>
<td>Academic pathways academies as bridges to Academic Clusters</td>
<td>Pathway Selection/Preparation</td>
<td>Pathways</td>
<td>Post-Pathway Outcomes</td>
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<tr>
<td>Activities such as Summer Bridges</td>
<td>Pathway Selection/Preparation</td>
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<td>Post-Pathway Outcomes</td>
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<tr>
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<td>Mananawai</td>
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<td>Career Laddering</td>
<td>Pathway Selection/Preparation</td>
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<td>Post-Pathway Outcomes</td>
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<td>Transfer - Ka<code>ie</code>ie - Mananawai</td>
<td>Pathway Selection/Preparation</td>
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<td>Post-Pathway Outcomes</td>
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<td>Degree Completion</td>
<td>Pathway Selection/Preparation</td>
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<td>Post-Pathway Outcomes</td>
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<td>Career/Employment</td>
<td>Pathway Selection/Preparation</td>
<td>Pathways</td>
<td>Post-Pathway Outcomes</td>
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<tr>
<td>Lifelong Learning</td>
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