

*Elevating Developmental Education at Kapi'olani:
Thoughts on Our Past, Present and Future*

January 8, 2009

*by
Leon Richards,
Chancellor, University of
Hawai'i, Kapi'olani*

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.”



Kapi`olani CC - *Access and Success*



- 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.***

Kapi`olani CC – *Access and Success*

- In Fall 2007, Kapi`olani 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, Kapi`olani 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

Enrollment in Holomua	F03	F04	F05	F06	F07
Total # of students in remedial or developmental Math	1,347	1,168	1,152	1,117	1,182
Total # of students in remedial or developmental English	742	689	624	583	600
Total # of students in <i>both</i> Math & Eng remedial or developmental	471	397	360	340	386

Holomua Assessment



Effectiveness of Holomua

Success Rate of Holomua	F03 %	F04 %	F05 %	F06 %	F07 %
Avg Holomua Math success rate (A-D)	56.27	56.54	57.73	58.28	60.61
Avg Holomua English success rate (A-D)	65.37	64.85	70.16	68.44	70.67
Avg Holomua Math success rate (A-C)	48.20	48.41	45.14	47.36	51.81
Avg Holomua English success rate (A-C)	58.82	58.92	63.59	57.97	58.81

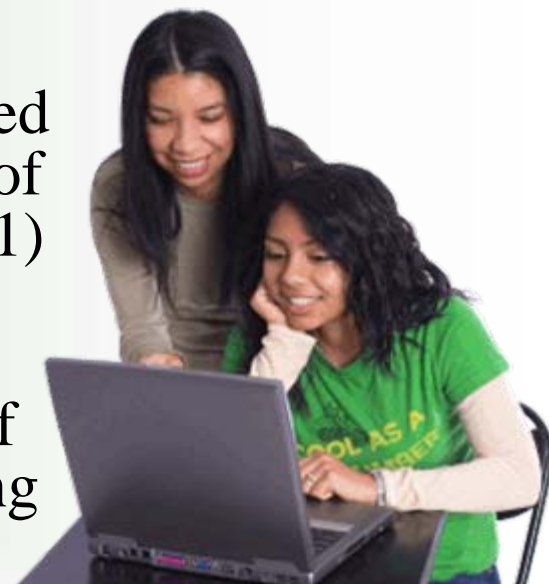
Holomua Assessment



- *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)*.



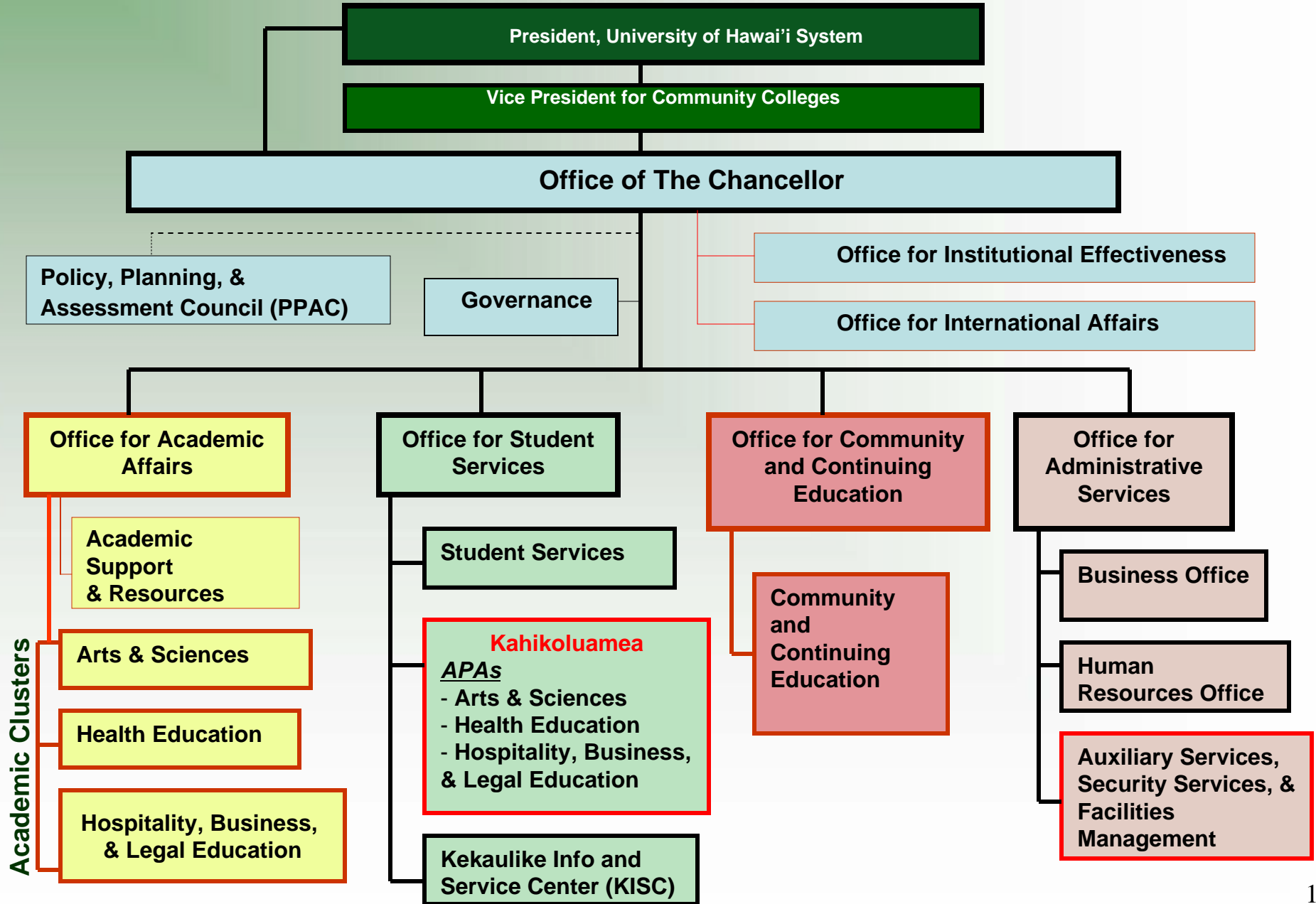
From Holomua to Kahikoluamea

- ***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.

Holomua to Kahikoluamea: Success Through Academic Clusters



From Holomua to Kahikoluamea

- 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

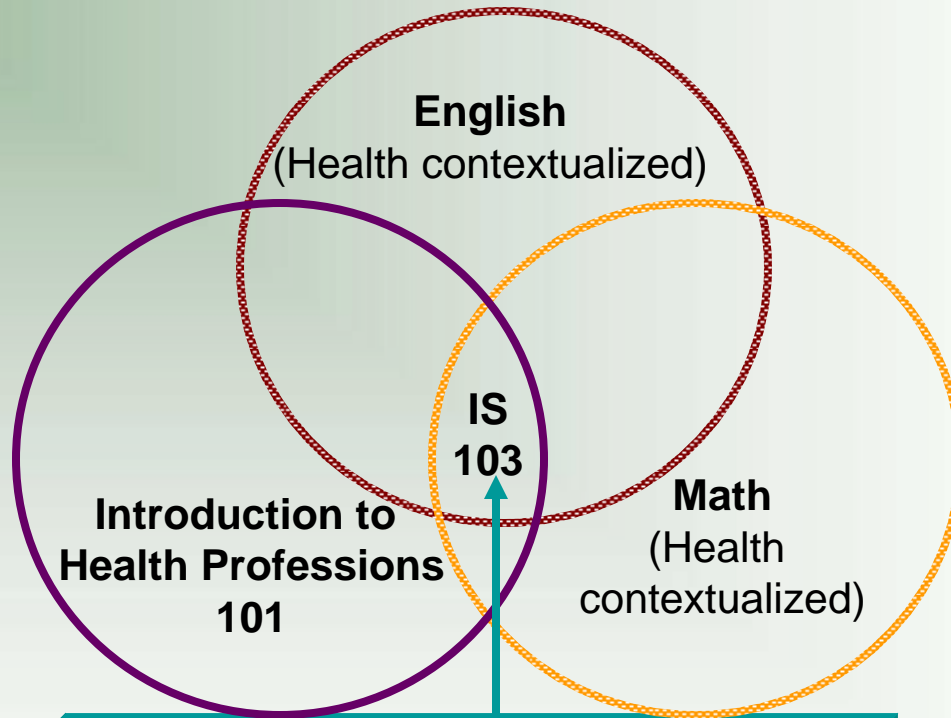
- An APA is a *cohesive and comprehensive learning community of practice* that links:
 - students, faculty and support staff (including peer mentors and peer tutors) with
 - *contextualized* college ready (remedial and developmental) courses, and
 - a *College Success* course 103, and an
 - *Introduction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



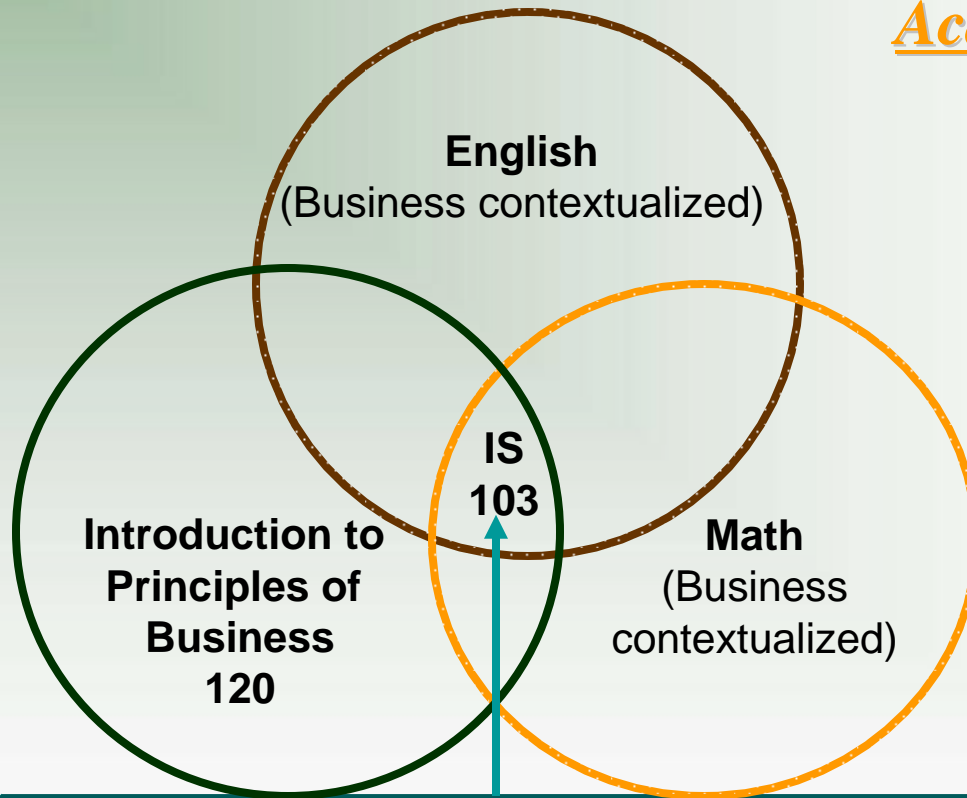
College Success Course IS 103

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

Business Education Academy



*Business, Hospitality,
& Legal Education
Academic Cluster*



College Success Course IS 103

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.



Kahikoluamea Academic Pathways Academies

- 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:



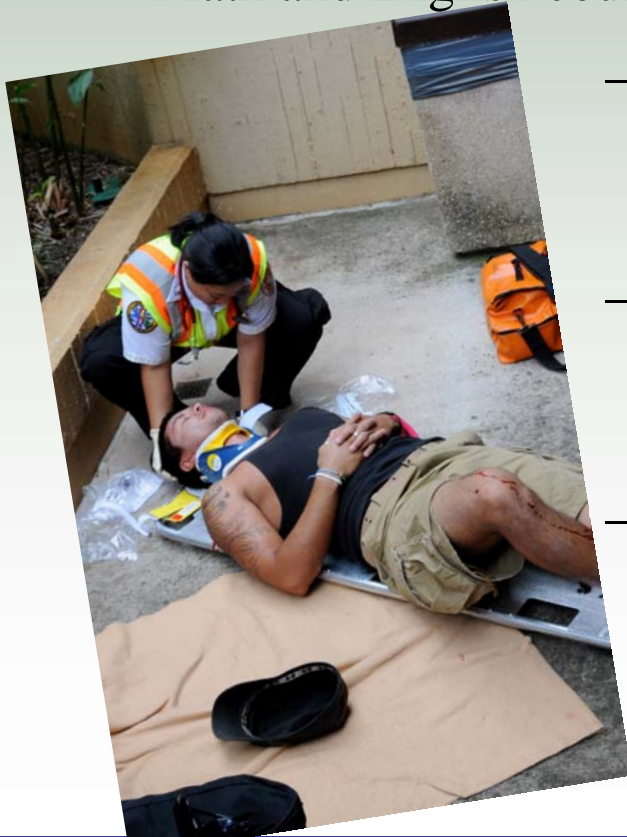
Kahikoluamea elevates Developmental Education at Kapi‘olani by:

- 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

Pre-Pathway

(Pathway Planning & Academic Support)

Ku`ilei

Kahikoluamea
Academic pathways
academies as bridges
to Academic Clusters

Activities such as
Summer Bridges

Pathway Selection/ Preparation

(Academic Support and Post Pathways Planning)

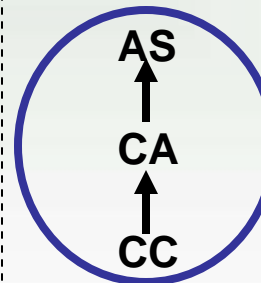
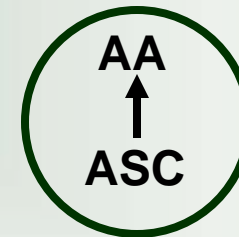
Kahikoluamea

Ka`ie`ie

Mananawai

Career Laddering

Pathways



Post-Pathway Outcomes

Transfer - Ka`ie`ie
- Mananawai
↓
Degree Completion

Career/Employment

Lifelong Learning





*Elevating Developmental Education at Kapi'olani:
Thoughts on Our Past, Present and Future*

Leon Richards, Chancellor
University of Hawai'i, Kapi'olani
January 8, 2009