



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

Presented at the conference on

Empowering Collaboration in Developmental Education

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by
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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 8,339 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.



Holomua History

- 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 *(to make progress, improve, move forward)*

- In 2002, in further response to the remedial/developmental needs of its students, and to further elevate Developmental Education, 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
Total number of students in remedial or developmental Math	1,347	1,168	1,152	1,117
Total number of students in remedial or developmental English	742	689	624	583
Total number of students in both Math and English remedial or developmental	471	397	360	340

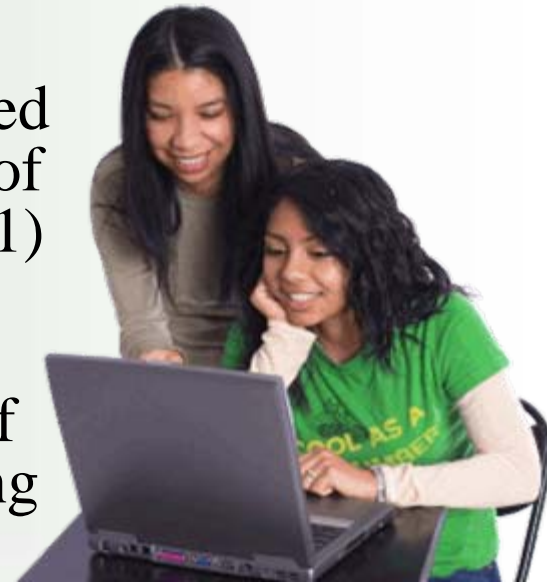
Holomua Assessment



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

Holomua: Assess/Improve

- 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.



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 First Year (FY) *academic academies* and *academic clusters (i.e., coherent and articulated academic pathways)*.



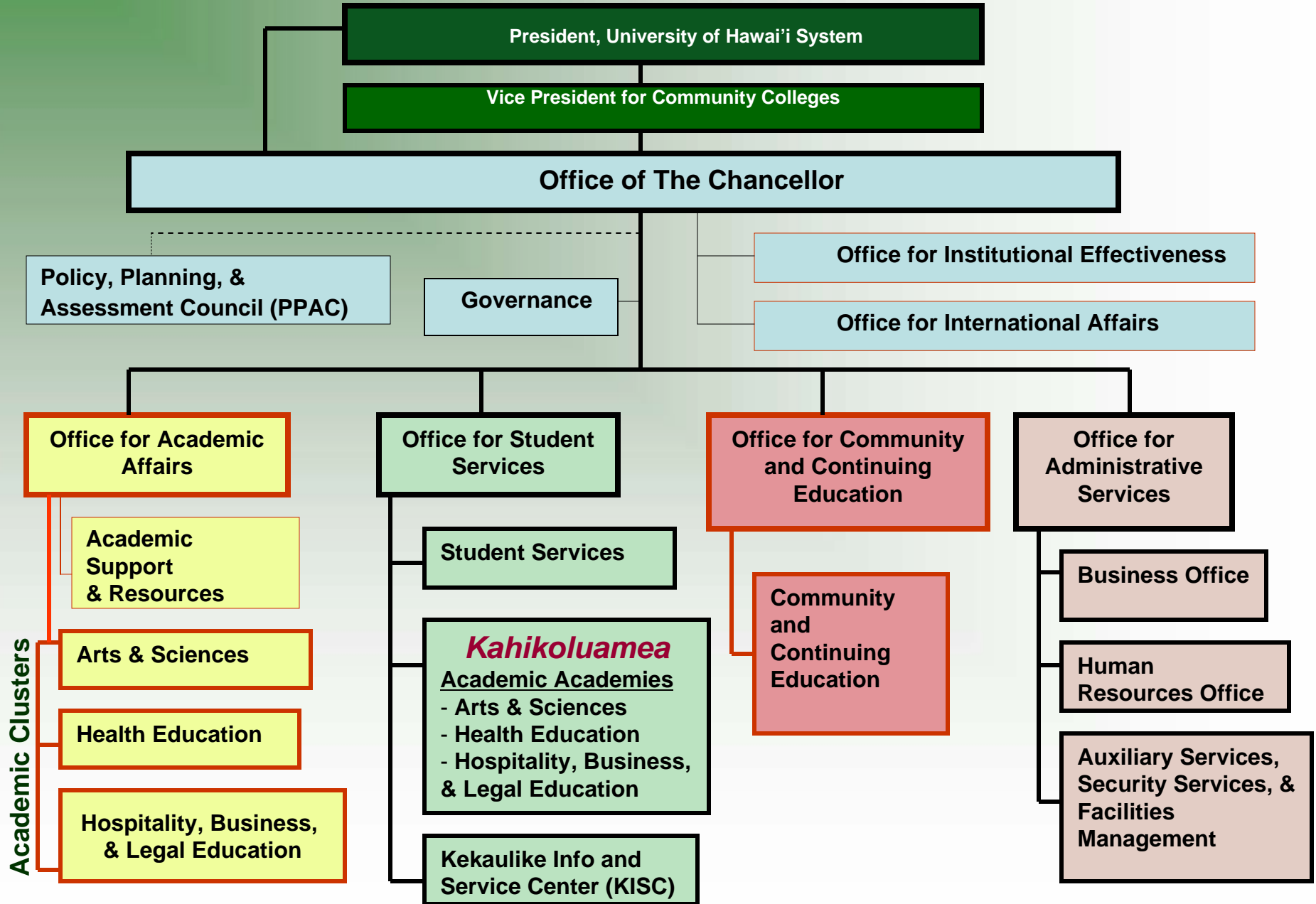
From Holomua to Kahikoluamea

- Kahikoluamea Unit was proposed as part of the Reorg Plan.
- One of the key features of Kahikoluamea is to build upon the Holomua model to create First Year *Academic Academies*. These FY Academies will parallel and transition students into the *Academic Clusters*.



- This Department will further consolidate resources in order to increase educational practices that *engage students* and raise their levels of persistence and achievement at the college.
- The proposed unit will improve the alignment of resources and services that match the College's mission and purposes to the needs of entering students.

Success Through Academic Clusters



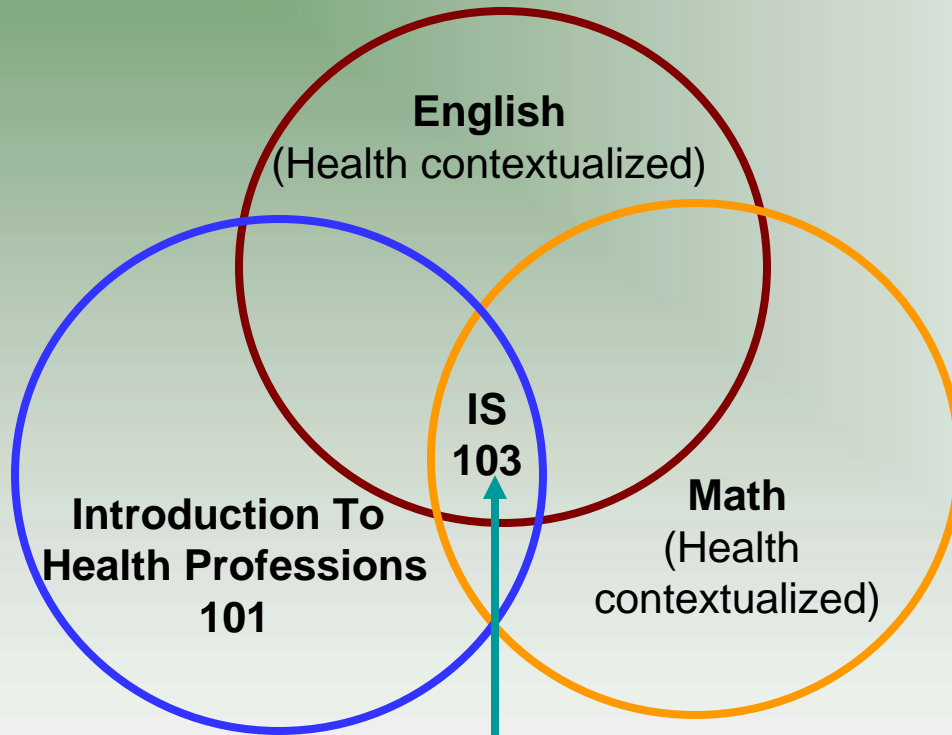
Kahikoluamea First Year (FY) Academic Academies

- A FY Academic Academy 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,
 - *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.



Kahikoluamea Academies to Academic Clusters, e.g.

Health Education Academy → Health Academic Cluster



College Success Course IS 103

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



Kahikoluamea FY Academic Academies

- The FY Academic Academy is 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 FY Academic Academies

- FY Academic Academies 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
- FY Academic Academies allow students to start their majors while completing college-ready courses (remedial/developmental skills requirements).



Kahikoluamea: Possible Students' Benefits

- Students can benefit from the FY Academic 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 related to their major; and
 - Participating in focused student *engagement and success activities*.



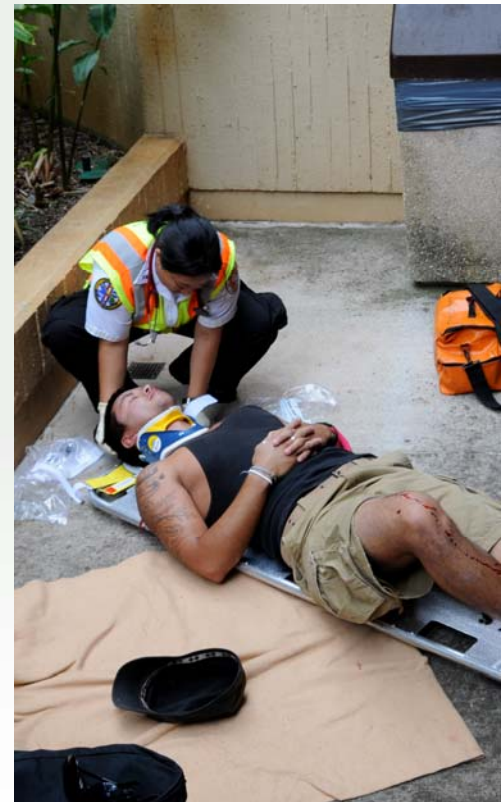
Kahikoluamea: Past, Present and Future

- 1. Create 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;
- Create and implement *pre-enrollment, retention, and persistence strategies* that identify and remove barriers to student success in order to ensure students' successful transition into one of the Academic Clusters' degree pathways.



Kahikoluamea: Past, Present and Future

- Create a cohesive and comprehensive program that features:
 - *FY Academic 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: One Aspect of the Student

Engagement & Success Model Pathway

Pre-Pathway

(Pathway Planning & Academic Support)

Ku`ilei

Kahikoluamea
FY Academic academies
as bridges to Academic
Custers

Activities such as
Summer Bridges

Pathway Selection/ Preparation

(Academic Support and Post Pathways Planning)

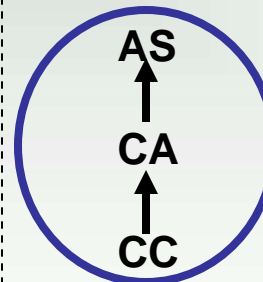
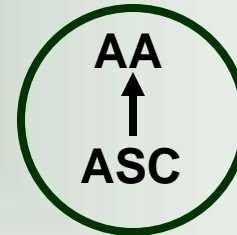
Kahikoluamea

Ka`ie`ie

Mananawai

Career Laddering

Pathways



Post-Pathway Outcomes

Transfer - Ka`ie`ie
- Mananawai

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Degree Completion

Career/Employment

Lifelong Learning





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