



Kapi'olani Community College

**Reorganization
and Student Pathways & Success**

Presented to

Student Services

November 20, 2008

by

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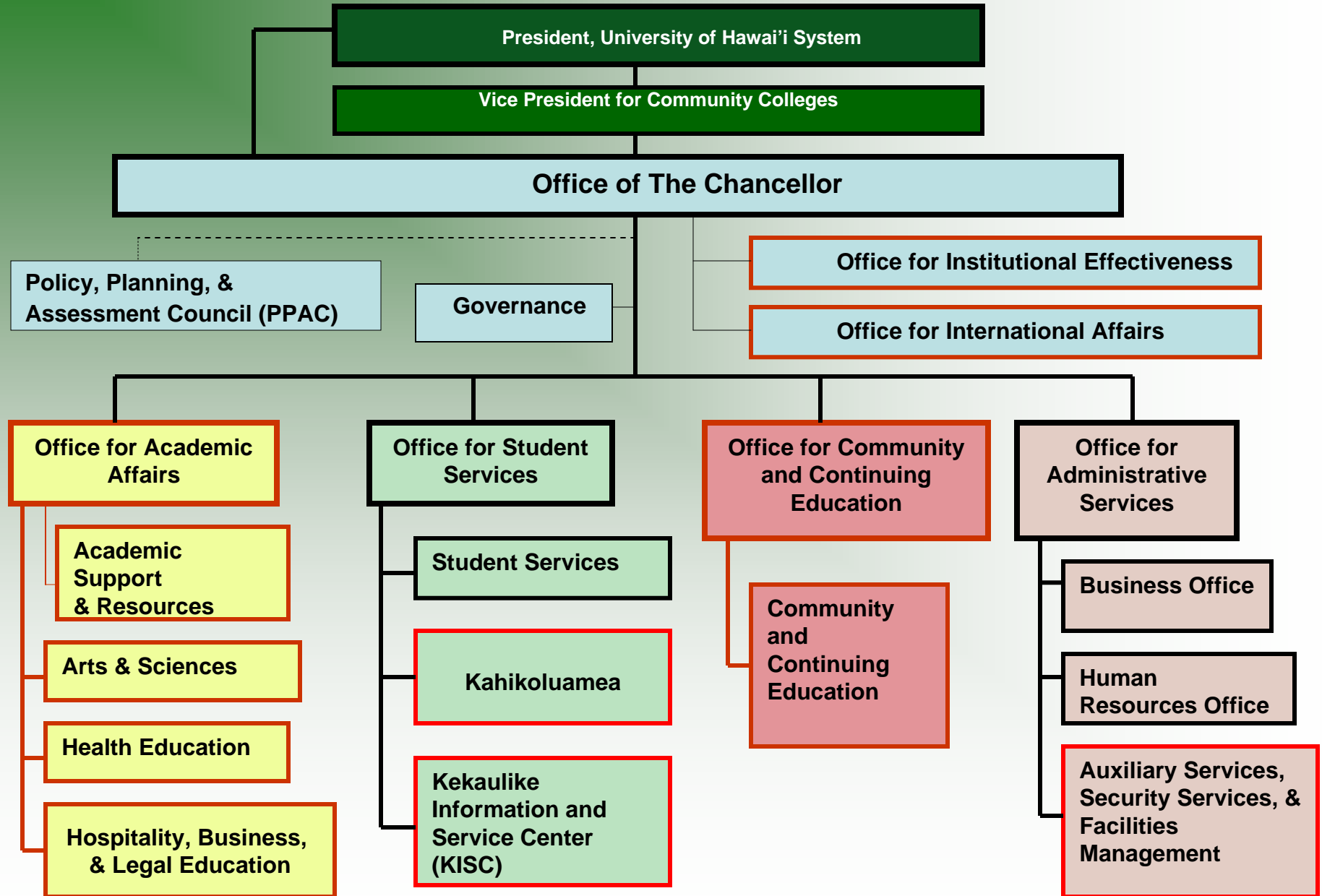
Kapi`olani CC Reorganization : *Outcomes*



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 academies and academic clusters (i.e., coherent and articulated academic pathways)*;
- Promoting organized and focused *Continuing Education* effort;
- Promoting centralized efforts for more *efficient use* of space and other campus resources.

Success Through Academic Clusters





Student Engagement & Success Pathway Model

Pre-Pathway

(Pathway Planning & Academic Support)

Ku`ilei

Kahikoluamea

- Academic academies as bridges to Academic Custers

- Activities such as Summer Bridges

Pathway Selection/Preparation

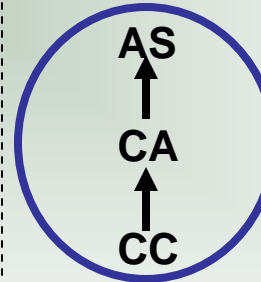
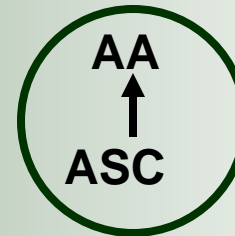
Kahikoluamea

Ka`ie`ie

Mananawai

Career Laddering

Pathways



Post-Pathway Outcomes

**Transfer - Ka`ie`ie
- Mananawai**

Degree Completion

Career/Employment

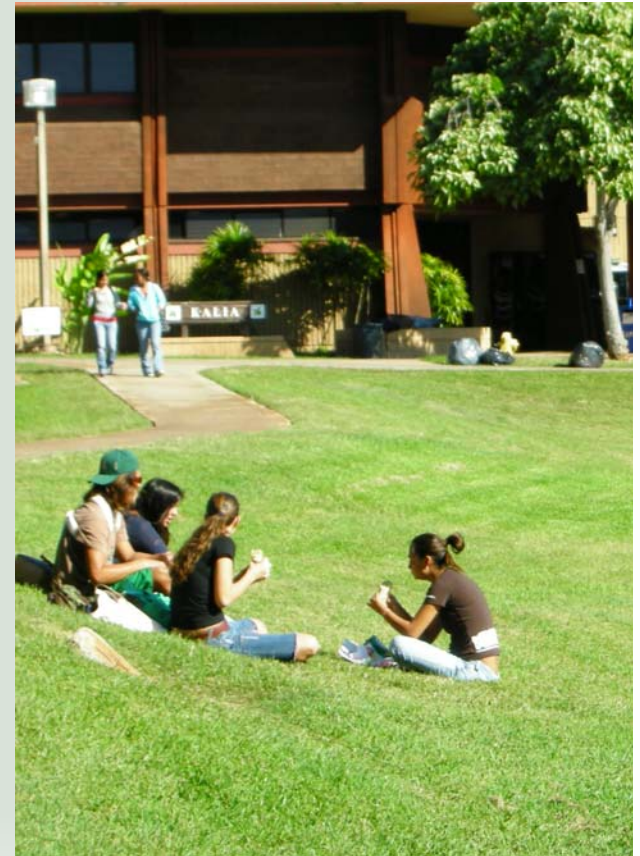
Lifelong Learning



Some Preliminary Questions -----

1.
 - What is my role in creating and implementing Academic Clusters and making them successful learning experiences for students?
 - What is my role in creating Academic Academies and making them successful learning experiences for students?
2.
 - What is an Academic Certificate /Degree Pathway?
 - *What is your role in implementing student Pathways?*
 - *What is the your role in supporting student identification of and persistence in a Pathway?*
3.
 - What is your role in creating seamless transitions for movement between Clusters, Academies, Pathways, Degrees, Certificates, and Transfers?

Culinary
Arts



Some Preliminary *Thoughts and Principles* on the expanded role of faculty and staff in the new pathways model:

1. Collaborate, collaborate, collaborate.....:

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

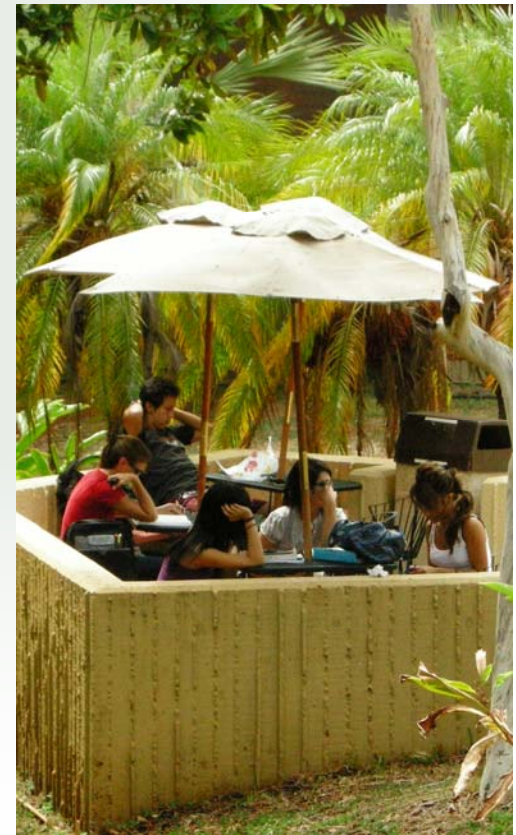
- **utilizing retention and student success** initiatives;
- **promoting student success** through the provision of programs and services to meet academic and social needs outside the classroom; and
- in **designing student success initiatives** that combine both academic content and social interactions.



Some Preliminary *Thoughts and Principles* on the expanded role of faculty and staff in the new pathways model:

2. Coordinate, coordinate, coordinate.....:

- In this model, counselors and instructional faculty begin to serve as *coordinators* for the following types of activities:
 - *Transition/outreach programs* for incoming students;
 - *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 underprepared or high-risk student groups and foster community-building



Some Preliminary *Thoughts and Principles* (cont):

3. The Whole Student (and nothing but the *Whole Student*)....:

- There is a focus on the education of the *whole student*. In the same way instructional faculty currently serve as faculty advisors, counselors begin to be *more involved in the teaching process* through participation in classroom activities and having students make good use of campus learning resources and centers and other learning activities outside of the classroom.
- *Instructional faculty accept the responsibility for imbedding skill building into classroom activities such as collaborative learning skills, writing skills, building self-confidence, career exploration, service learning, etc.*
- As part of their responsibilities, *counselors participate* in orientation sessions, early warning intervention programs, summer bridge programs, and promote students' involvement in ongoing co-curricular student activities as part of their responsibility in helping students meet the college's general education outcomes.
- In addition to discussing courses and registration through the academic advising process, instructional faculty working with counselors *connect* students to various aspects of their major and *encourage internships or service learning experiences to promote learning*.

Some Preliminary *Thoughts and Principles* on the expanded role of the counselor in the new pathways model:

4. Research, evaluate, change; research, evaluate, change,....:

- Instructional faculty, Counselors, and Support Services Staff begin to *conduct educational research* for the purpose of developing innovative models for student success.
- Counselors begin to become familiar with the *assessment of student learning* of co-curricular programs and services as part of the college's assessment-planning process.
- Instructional faculty become familiar with the assessment of non-academic aspects of student life that affect learning in the classroom and Pathways success.

Take the KCC Reorg Challenge!

- Given:
 - 1. the need to improve student persistence and College retention;
 - 2. the need to assist students in finding a pathway that allows them to function constructively in the economic life of our community;
 - 3. the need for the businesses in our community for quality personnel;
 - 4. the need for students to improve themselves and the quality of their lives and their community through learning, growth, and development; and
 - 5. the reorganized structure of the College:

Take the KCC Reorg Challenge!

- 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?

Take the KCC Reorg Challenge!

- 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?*



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