

A photograph of a university campus walkway. The path is paved and leads through a lush green area with several palm trees on the left and large, dense trees on the right. In the background, a building is visible. Several people are walking along the path, some in groups and some alone. The overall scene is bright and sunny.

*Elevating Student Engagement Pathways and Success  
Through the College's New Organizational Structure:*

*and*

**The Role of Student Services Personnel  
as Pathways Champions**

*Leon Richards,  
Chancellor,  
University of Hawai'i, Kapi`olani CC.  
March 19, 2009*

# Objectives

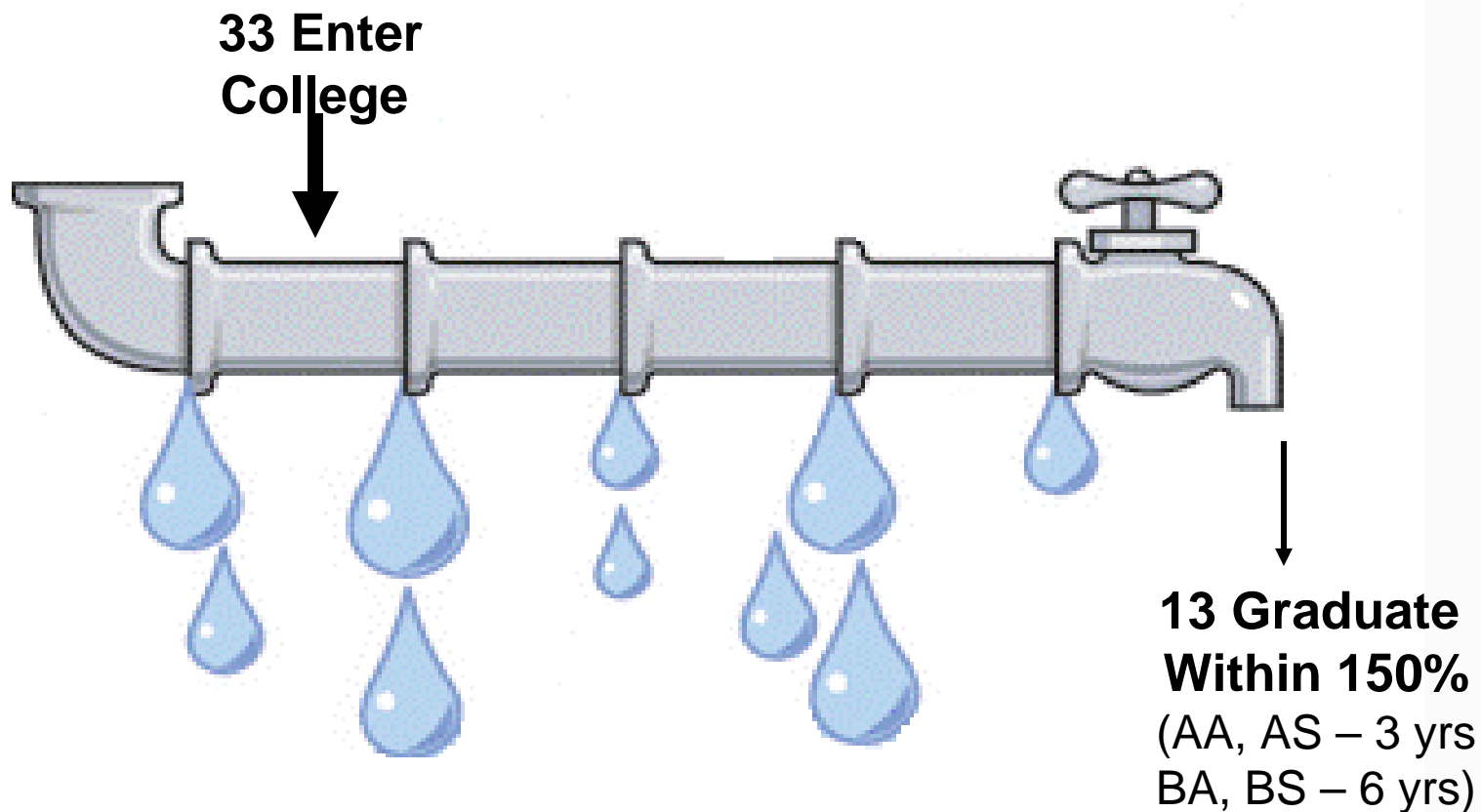


- Review Kapi`olani student needs
- Review some of the ways the UHCC system is addressing these needs
- Relate what the College is doing to address these needs
- Discuss what counselors as *pathways champions* can do to address these needs



# I. STUDENT NEEDS

# FIXING HAWAII'S LEAKY EDUCATION PIPELINE

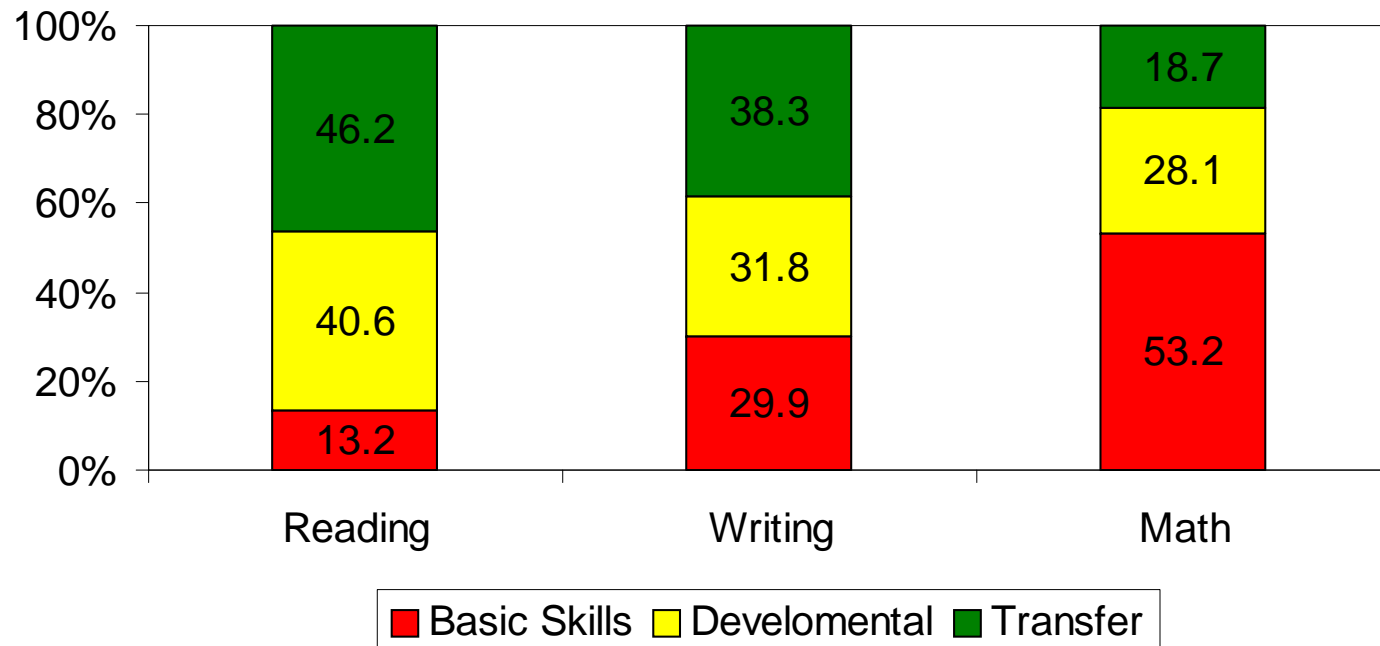


Source: NCES Common Core Data, NCES IPEDS 2004 Residence and Migration Survey, NCEC IPEDS 2004 Fall Enrollment Survey and Graduation Rate Survey

# UH Community Colleges' Entering Student Placement



**Fall 2006 Recent High School Graduates  
COMPASS Test Takers**



# Kapi'olani Gatekeeper Courses

Course	% Students Succeeding (C or higher)	% of cum fall headcount (approx # )
ENG 100	60%	11% (2400)
ZOOL 141	57%	7%
MATH 25	45%	6%
HIST 151	66%	6%
ENG 22	61%	6%
MATH 24	42%	5%
ART 101	59%	4%
MATH 103	46%	4%
MATH 100	52%	4% (870)

**Courses that enroll more than one half of one percent of Fall 2004/5/6 cumulative headcount and < 70% are successful (highest enrolled courses listed) (Total Gkpr courses = 59)**

# Kapi'olani Gatekeeper Courses

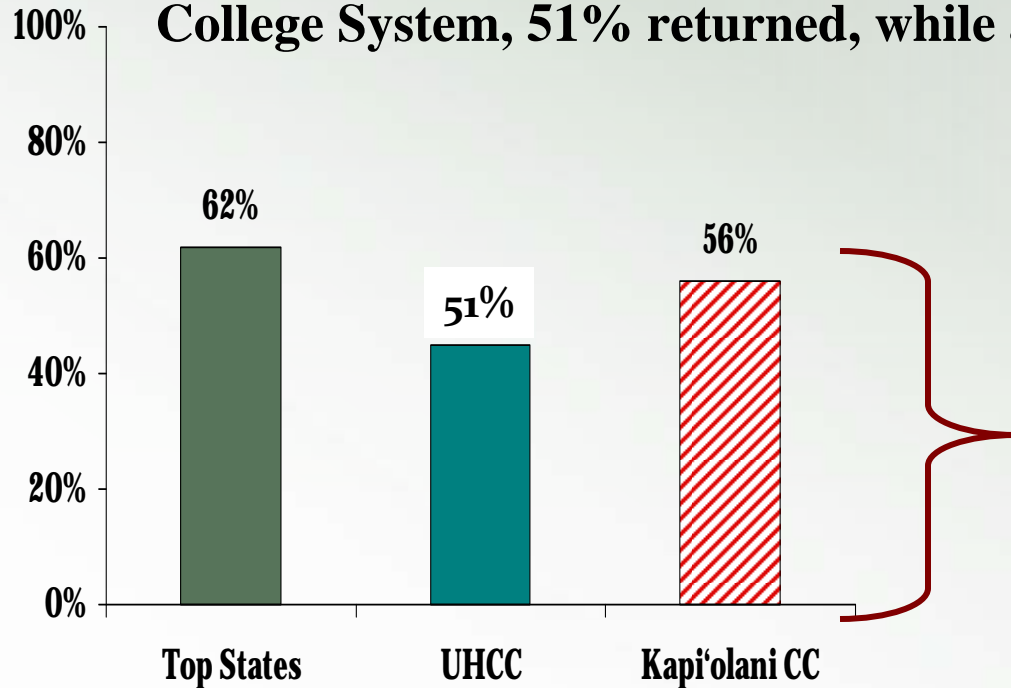
Course	% Students Succeeding (C or higher)	% of fall cum headcount
MATH 203	39%	0.5%
BIOL 171	40%	0.8%
MATH 24	42%	5.21%
MATH 140	42%	1.41%
MATH 135	44%	2.56%
PHIL 110	44%	1.59%
MATH 25	45%	6.37%
MATH 103	46%	4.08%
ECON 130	48%	2.1%

**Courses that enroll more than one half of one percent of Fall 2004/05/06 cumulative headcount and <70% are successful  
(Total Gkpr courses = 59)**

# Continuation: If they don't come back they don't complete



**2006:** In the top states, 62% of entering community college students returned their second year. In the UH Community College System, 51% returned, while at Kapi'olani 56% returned.

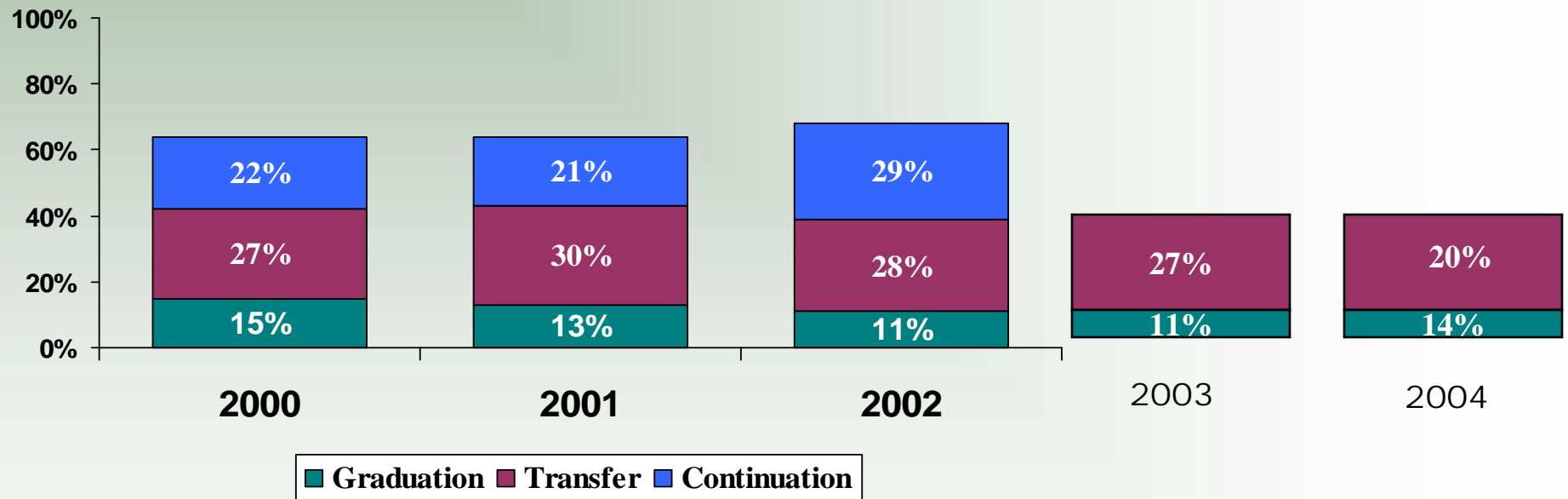


**2007:** At Kapi'olani CC 60% overall return (69% of FT & 47% of PT).

Source: *Measuring Up 2006 Completion and IPEDS*



# Kapi'olani Graduation, Transfer, or Continuation within 3 years

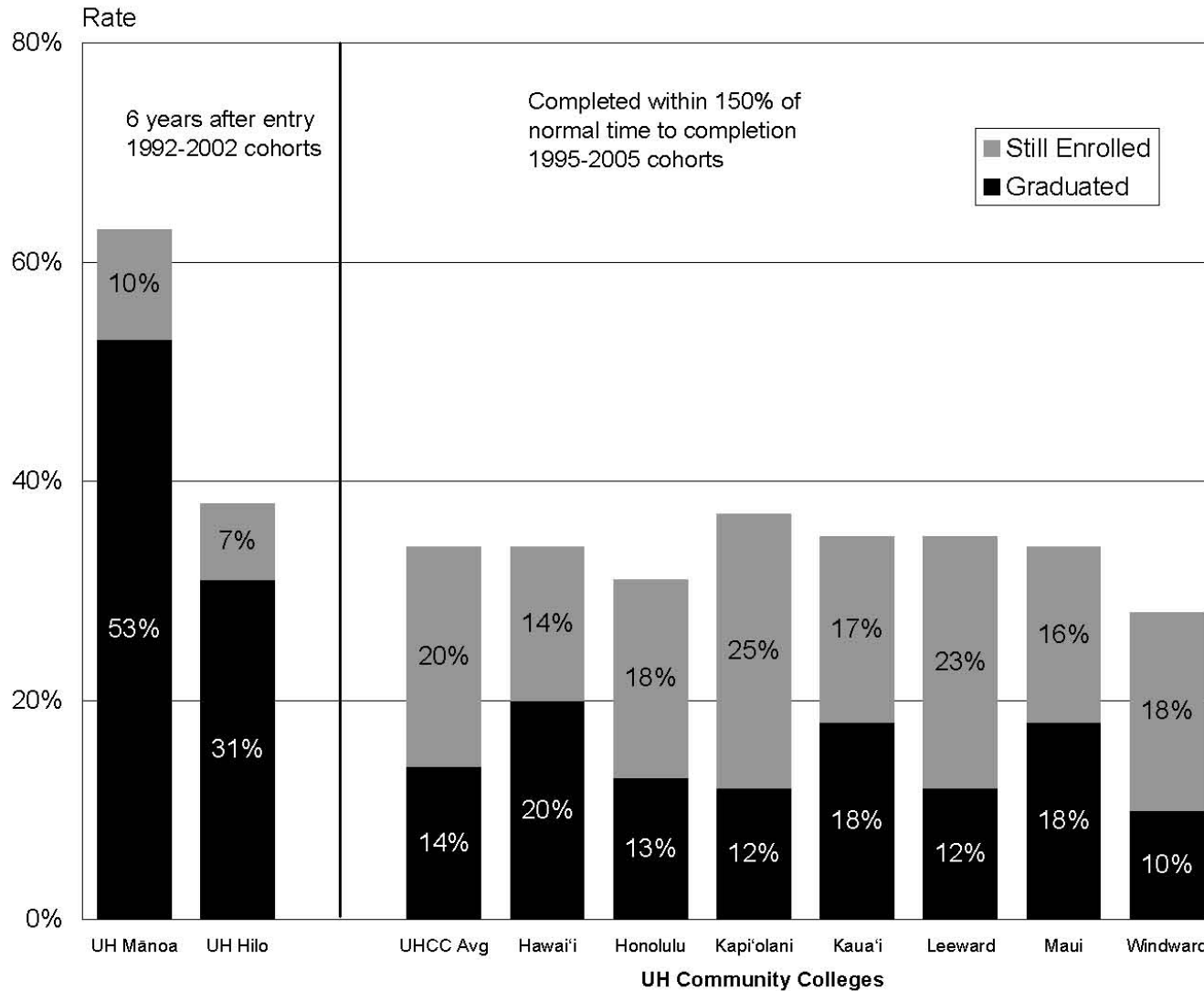


Source: IPEDS Graduation Rate Survey for first time, full time students who entered Fall 2002.

# UNIVERSITY OF HAWAI'I

## Average Graduation and Persistence Rates, Fall Cohorts

### First-time Full-time Degree-seeking Undergraduates



**Graduation rates for the most recent cohort** are 51% at UH Mānoa and 33% at UH Hilo for the **Fall 2002** cohort six years after entry, and at the UH community colleges for the **Fall 2005** cohort completing within 150% of normal time to completion: 15% overall, 19% at Hawai'i CC, 13% at Honolulu CC, 17% at Kapi'olani CC, 25% at Kaua'i CC, 11% at Leeward CC, 23% at Maui CC, and 9% at Windward CC. UH-West O'ahu began admitting first-time students effective Fall 2007, and is not included here since graduation and persistence data are not yet required or available.

## II. Kapi`olani's Efforts to *Elevate* Student Engagement & Support to Increase Student Success



# *Elevating Student Engagement and Support for Student Success*

- **1.** The College is participating in **Achieving the Dream (AtD): UHCC Five-Year Initiative** to increase number of students who successfully:
  - **complete remedial/developmental courses;**
  - **complete “gatekeeper” courses;**
  - **complete all enrolled courses with C or higher;**
  - **re-enroll from one semester to the next; and**
  - **earn certificates and/or degrees.**



## Need: *Elevate* Student Engagement and Support for Student Success

- **2.** *the College is participating in The Survey of Student Engagement (CCSSE) that one strategy to maximize student Developmental Education (college-ready support).*

*Community College* which in 2007 suggests engagement is to *elevate* and *up levels of student*

- 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: *Elevate* Student Engagement and Support for Student Success

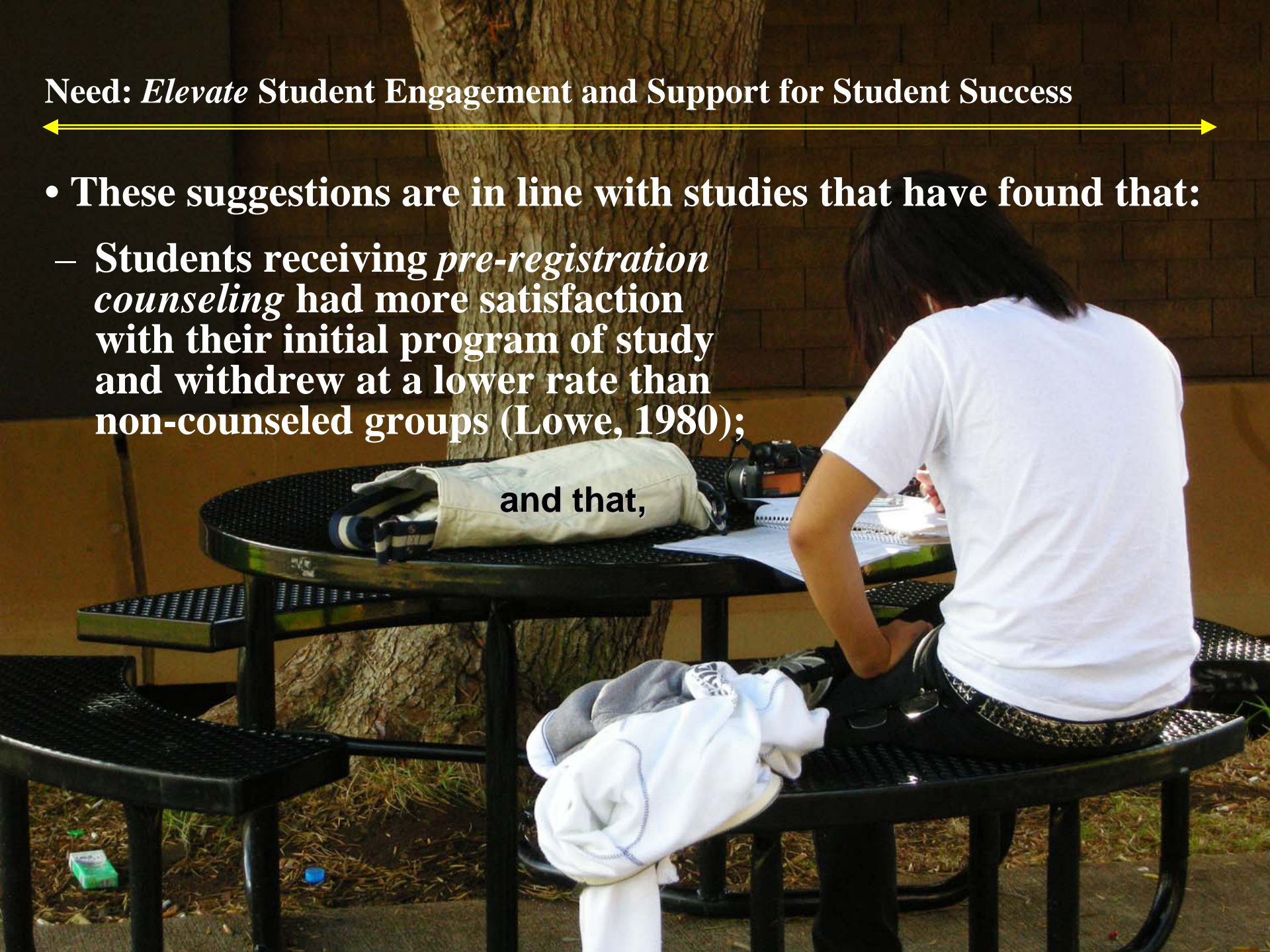
- The CSSE report suggests focusing attention and resources on:
  - *Supporting* students in their first semester work;
  - Beginning with *accurate and effective placement information*;
  - Providing enough *developmental course* selections taught by qualified faculty;
  - *Monitoring* academically underprepared students – percentage of students who successfully complete a developmental course and begin college-level work – to evaluate strategies and adjust them if necessary;
  - *Paying attention* to *academically underprepared* students who are working hard but not getting solid results; and
  - Placing particular priority on *identifying interventions* that may help students successfully complete remediation and progress to college-level work.



## Need: *Elevate* Student Engagement and Support for Student Success

- These suggestions are in line with studies that have found that:
  - Students receiving *pre-registration counseling* had more satisfaction with their initial program of study and withdrew at a lower rate than non-counseled groups (Lowe, 1980);

and that,



A photograph of a person lying on their back on a wide, light-colored concrete ledge. The person is wearing a dark jacket with yellow stripes on the sleeves and blue jeans. They are positioned in the lower right quadrant of the frame. The background shows a building with large windows and a sign, illuminated by warm, yellowish light, possibly from streetlights or building lights. The overall scene suggests a state of exhaustion or disengagement.

## Need: *Elevate* Student Engagement and Support for Student Success

- These suggestions are in line with studies that have found that:
  - Students receiving only perfunctory counseling had significantly more program changes, withdrew at a higher rate, and failed to return for the second quarter at a higher rate than did the students who underwent pre-registration counseling (Lowe, 1980);

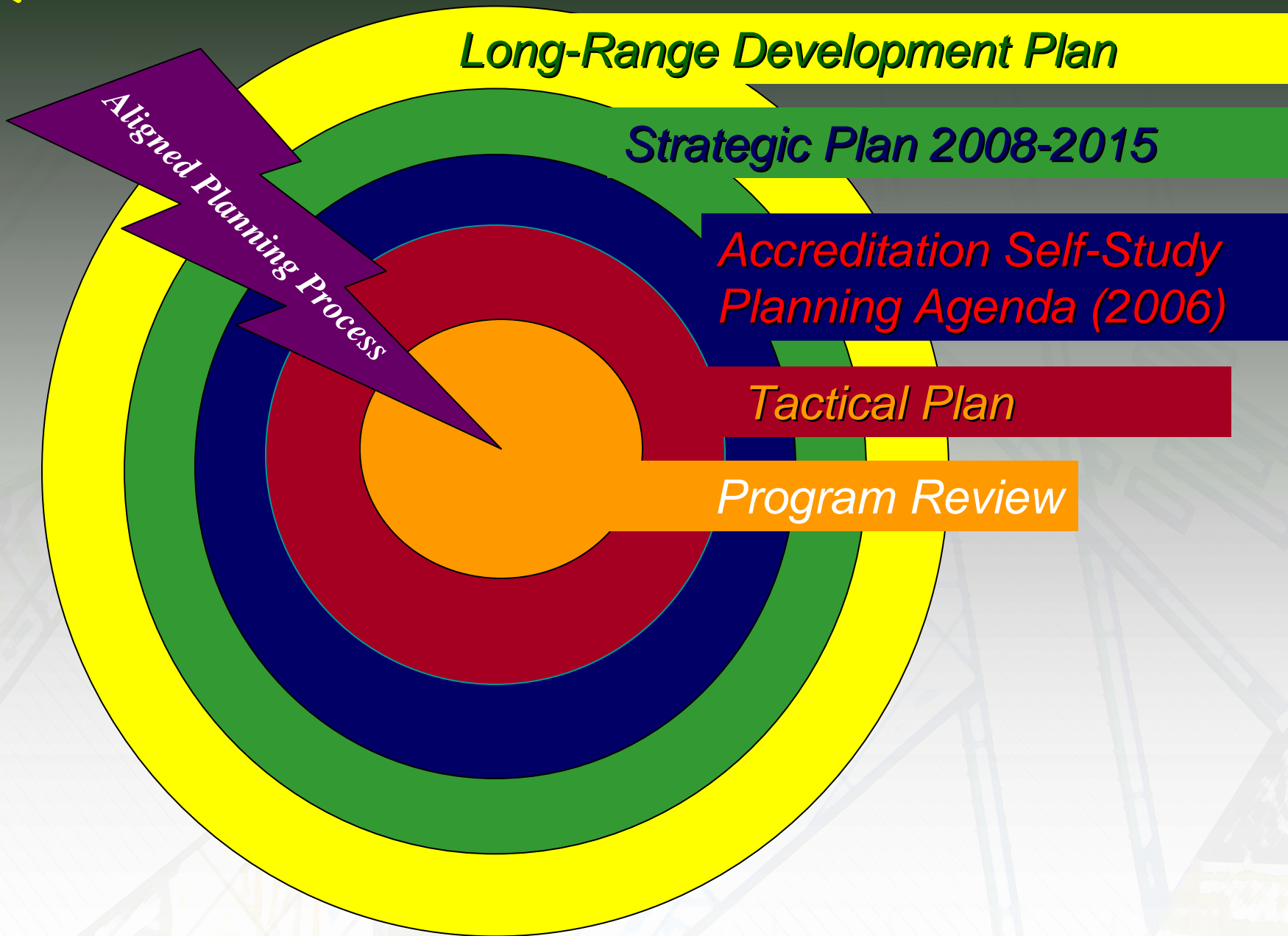


## Need: *Elevate* Student Engagement and Support for Student Success

- **3.** To meet student needs the College has developed performance measures and campus-wide strategies related to Strategic Outcomes as part of its Strategic Plan, 2008-2015, such as:
  - Native Hawaiian educational attainment.
  - Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
  - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.



*Align KCC Planning with UH and UHCC Organizing Principles:*



# *Elevating Student Engagement & Support for Student Success*

- **4.** To meet student needs the College has reorganized its structures so as to improve **collaboration and coordination** of programs administratively by:
  - 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)*;
  - Promoting informed efforts to do resource allocations including obtaining grants connected to / based on *institutional research and assessment / data-based decision-making*;



**KCC**  
*Reorganized Structure*



President, University of Hawai'i System  
Vice President for Community Colleges

**Office of The Chancellor, Kapi`olani Community College**

**Policy, Planning, & Assessment Council (PPAC)**

**Governance Bodies**

**Office for International Education**

**Office for Institutional Effectiveness**

**Office for Student Services**

**Student Services**

**Kekaulike Information and Service Center (KISC)**

**Kahikoluamea**  
*(\* Academic Pathways Academies)*

**Office for Academic Affairs**

**Academic Support & Resources**

**Kapi'olani Deaf Center**

**Arts & Sciences**

**Health Education**

**Hospitality, Business, & Legal Education**

**Office for Community and Continuing Education**

**Community and Continuing Education**

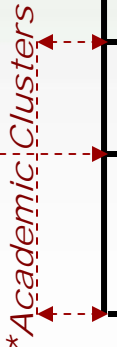
**Office for Administrative Services**

**Business Office**

**Human Resources Office**

**Auxiliary Services, Security Services, and Facilities Management**

*\*Academic Clusters*



*[N.B.: \*Dotted arrows added to illustrate the two-way communication & support & collaboration between Academic Pathways Academies and Academic Clusters and their programs.]*



# Pathways:

*One Aspect of the Student Engagement & Success Model*

## Pre-Pathways

*(Pathway Planning & Academic/Student Services Support)*

- **Ku`ilei** - High School to College connection.
- Activities such as **Summer Bridges**, i.e., programs for high school Juniors and Seniors to to develop interests, e.g., in science and college.
- **Kahikoluamea** Academic Pathways Academies as bridges to explore Academic Clusters, i.e., a group of academic majors.

## Pathways Selection/Preparation

*(Academic & Student Support & Post Pathways Planning)*

**Kahikoluamea** – Integrates students’ Developmental ed. needs with career exploration, & student support Services.

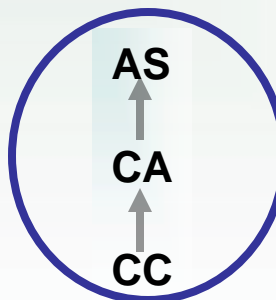
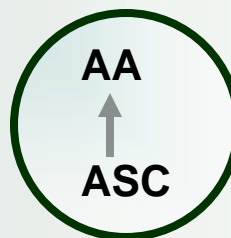
## Career Laddering

**Ka`ie`ie** – facilitates transfer to UH Manoa.

**Mananawai** – facilitates transfer to UH West Oahu, e.g. Respiratory Care & Accounting.

## Pathways

*(Pathways Implementation & Post Pathways Planning/Prep)*



## Post-Pathways Outcomes

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

↓

**Bachelor Degree Completion**

**Career/Employment**

**Lifelong Learning**



# Kapi'olani CC Integrated Purposeful Student Pathway

## Pre-Pathway

**Kuilei, Gear-Up, Summer Bridges, etc...**

Outreach and on campus programs for prospective and incoming students.

### Student Transition

Awareness & Adaptation

### High School - College

Students make thoughtful and informed choices about postsecondary education based on an awareness of their general career and academic interests and achievement.

### Performance Indicator:

Students make decisions about enrollment at KCC in a timely manner that allows for full participation in application, assessment, orientation, financial aid, and registration processes.



## Pathway Selection & Preparation

### Kahikoluamea Pathway Academies

An organized learning community that integrates students' developmental education needs with career exploration, student development, and student support services.

### Student Transition

Progression & Development

### Introduction to College First Year

Students make academic and social connections and successfully complete their first year course work at Kapi'olani Community College.

### Performance Indicator:

Students establish and update an educational plan; students are prepared to enter/continue college level course work; and students participate in campus events and activities.



## Degree Pathways

### Academies – Academic Clusters Ka'ie'ie, Mananawai

Students bridge from academies to academic clusters and choose a program within a cluster to begin their degree pathway.

Ka'ie'ie & Mananawai are dual admission, dual enrollment programs focused on students' working toward their degree.

### Student Transition

Progression towards educational and career goals

### Progression Towards a Degree

Students become increasingly self-directed in their ability to make informed decisions based upon their career and educational goals.

### Performance Indicator:

Students commit to educational plans that guide their course choices.



## Post-Pathway

### Graduation Transition - Ka'ie'ie; Mananawai

Ka'ie'ie facilitates transfer to UH Manoa

Mananawai facilitates transfer to UH West Oahu

### Student Transition

Preparation to transfer/  
career/enrichment

### Transfer/Career Lifelong Learning

Students make appropriate preparation to transition to employment or to transfer to a four-year university.

### Performance Indicator:

Students define plans for continued education or employment after graduation. Students maintain an electronic portfolio and resume which reflect continual movement toward self-actualization.



# III. Student Engagement & Success: The Role of Kahikoluamea



## *Student Engagement & Success: The Role of Kahikoluamea*

- **A. *Kahikoluamea*** will serve as an entry point for all first year students.

- *Kahikoluamea* will *consolidate resources* [Holomua, *First Year Experience* and *Malama Hawai'i*].

- Furthermore, it will *align resources and services* in order to meet the needs of entering students, e.g., by incorporating Kuilei, our high school-to-college transition program.

- **In collaboration with academic clusters and student organizations and activities**, this department will serve students *beyond* those who need remedial/development courses.





# *Student Engagement & Success: The Role of Kahikoluamea*

## ➤ B. Students needing college-readiness education

### First Year Academic Pathway Academies:

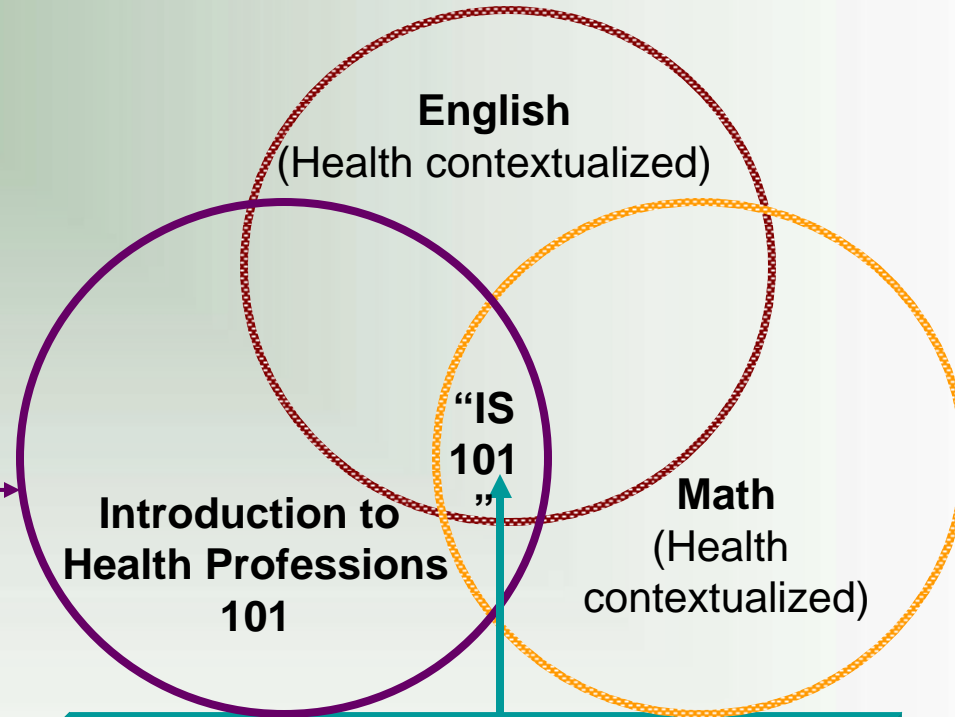
- An Academic Pathway Academy is a *cohesive and comprehensive learning community of practice* that links:
  - students, instructional and student support faculty and support staff (including peer mentors and peer tutors) with
  - *contextualized* college-readiness (remedial and developmental) courses, and
  - a *College Success* course “101,” 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.



# ▪ Kahikoluamea and First Year (FY) Academic Pathway Academies

Health Education Academy →

Health Academic Cluster



## College Success Course "IS 101"

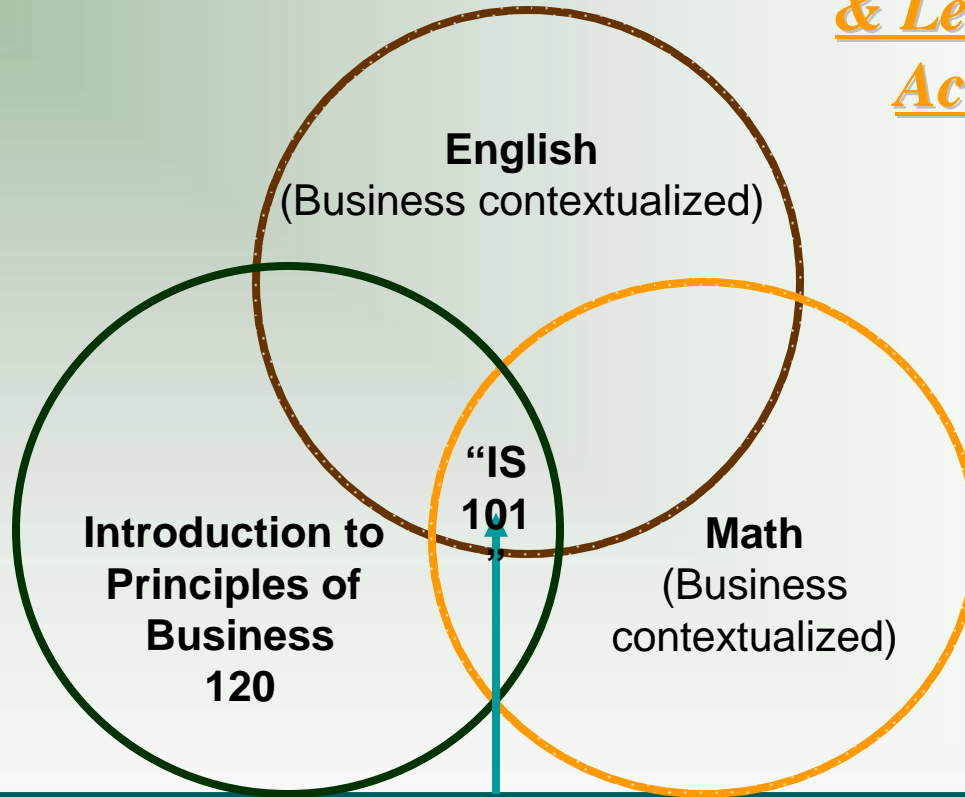
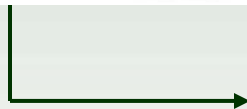
- Personal Learning Plan
- SOS Workshops
- Career Exploration
- Hawaiian Values & Concepts
- Supplemental Instruction (SI)
- eportfolio
- Service Learning
- Peer Mentors/Tutors

▪ *Kahikoluamea and First Year (FY) Academic Pathway Academies*

*Business Education Academy*



*Business, Hospitality,  
& Legal Education  
Academic Cluster*



College Success Course “IS 101”

Through collaborative research the College wants to illustrate how new students who enroll in College Success Course (IS101) have better success as demonstrated by higher semester completion rates, higher enrollment for the next semester, & higher number of credits completed.

## *Student Engagement & Success: The Role of Kahikoluamea*

- 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 Kapi‘olani CC.



## *Student Engagement & Success: The Role of Kahikoluamea*

- Academic Pathway 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**



## *Student Engagement & Success: The Role of Kahikoluamea*

- Students will benefit from the Academic Pathways Academies of Kahikoluamea by:
  - Meeting college-ready skills *requirements*;
  - *Starting majors* while completing college-ready courses (remedial/developmental 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*.

## *Student Engagement & Success: The Role of Kahikoluamea*

Therefore, **Kahikoluamea** elevates Developmental Education by:

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



# IV. Counselors as *Pathways Champions*





# Counselors as *Pathways Champions*

## A. Current conditions:

- The changing characteristics of our students, declining State support, advances in technology, the reorganization of our college, and its updated strategic plan have a transforming effect on the role of counseling.
- *Student Engagement and Success* [e.g., through FY academic pathway academies, academic clusters, degree pathways and related certificates, enhanced teaching and concentrations, ePortfolios, SLOs, enhanced teaching learning spaces, etc.] ***requires counselors to work differently in*** helping students to complete their academic objectives;
- ***Retention, persistence and completion*** are our institutional, as well as systemic, priorities.



# Counselors as *Pathways Champions*

## B. Preliminary Questions:

- What is my role in creating and implementing *FY Academic Pathway Academies* and making them successful learning experiences for students (as measured by retention, persistence, completion);
- What is my role in creating and implementing *Academic Clusters* and making them successful learning experiences for students (as measured by retention, persistence, completion); &
- What is my role in helping students *successfully navigate* academic pathways academies, academic clusters, degree pathways programs, and transitions to other majors as needed, as well as transfers to four-year colleges?



# Counselors as *Pathways Champions*

## C. Preliminary Thoughts and Principles on the *Emerging* Role of Counselors and Related Student Services Personnel

### 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:

- **planning and implementing** retention and student success initiatives;
- **providing** programs & services that meet academic and social needs outside the classroom;
- **designing** student success initiatives that combine both academic content and social interactions; and
- **utilizing and evaluating** class strategies to promote and enhance the ecology of engaged learning and teaching for retention & persistence.



# Counselors as *Pathways Champions*

## C. Preliminary Thoughts and Principles (cont.)

### 2. Coordinate, coordinate, coordinate...

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



# Counselors as *Pathways Champions*

## C. Preliminary Thoughts and Principles (cont.)

### 3. The Student, The STUDENT, THE *WHOLE STUDENT*)...

- There is a focus on the education of the *whole student*. As instructional faculty serve as faculty advisors, *counselors begin to be more involved in the teaching process* through:

- participation in classroom activities;
- having students make good use of campus learning resources and centers & other learning activities outside of the classroom.



- Instructional faculty and counselors accept the responsibility for *embedding skill building into classroom activities* such as collaborative learning skills, writing skills, building self-confidence, career exploration, service learning, etc.

# Counselors as *Pathways Champions*

## C. Preliminary Thoughts and Principles (cont.)

### 3. The Student, The STUDENT, THE *WHOLE STUDENT*)...

- As part of their responsibilities, *counselors actively engage students* in orientation sessions, early alert programs, summer bridge programs, and promote students' involvement in ongoing co-curricular student activities as part of their *responsibility* in helping students complete their educational objectives.
- 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.**



# Counselors as *Pathways Champions*

## C. Preliminary Thoughts and Principles (cont.)

### 4. Evaluate, evaluate, evaluate...

- Instructional faculty and counselor faculty begin to *compile and analyze data* for the purpose of developing innovative models for student success.
- Counselors become familiar with the *assessment of students' learning through co-curricular programs and services* as part of the college's assessment-planning process and *culture of evidence*.
- Instructional faculty become familiar with the assessment of *non-academic aspects of student life* that affect learning in the classroom and pathways success.



# Counselors as *Pathways Champions*

## D. *Core Functions* at Kapi`olani CC for All Counselors

- To meet students' needs, the counselors provide strong support for student success and function as:
  - *a) student developers,*
  - *b) learning pathways guides, &*
  - *c) resources managers*





# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

- **Student developers:** As *student developers*, counselors communicate to students the importance of skill building and other academic requirements, especially to maintain high enrollment of at-risk students, and to increase retention, persistence and completion.
- **Learning pathways guides:** As *learning pathways guides* counselors assist, manage and encourage students to build a pathway so as to increase their opportunity for success.
- **Resource managers:** As *resource managers*, counselors make use of cost-effective approaches.



# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 1. *Student Developers*:

- ***Provide*** counseling, information and support services to meet the students' developmental needs by:
  - ***Assisting*** each interested student in making informed and realistic decisions in the areas of educational and career choices.
  - ***Offering*** services that reflect the understanding that student development includes social, intellectual, psychological and ethical development.

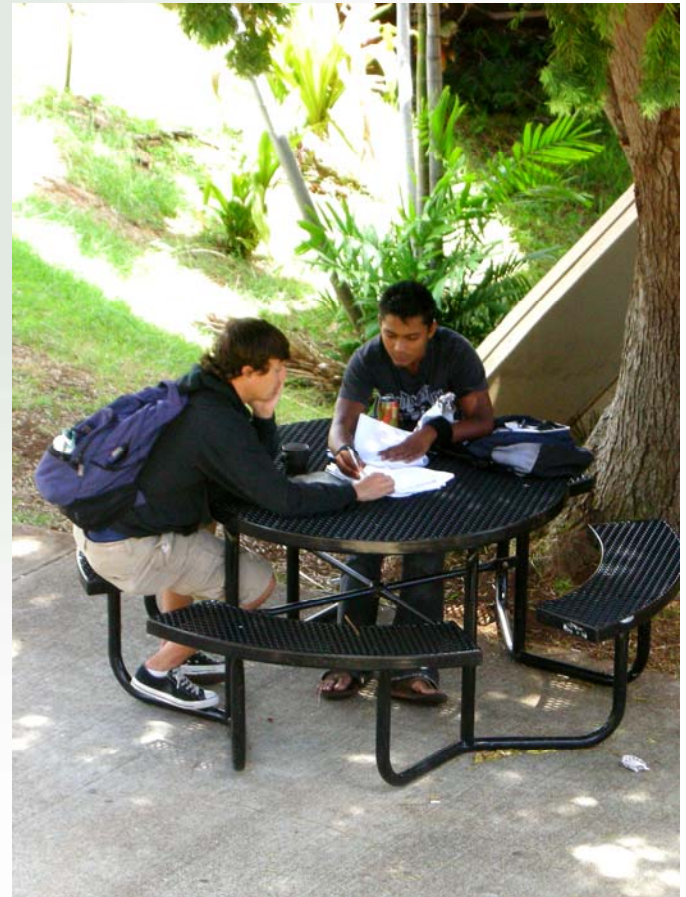


# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 1. Student Developer

- **Providing** credit courses, seminars, group discussions and one-on-one opportunities to assist students in making realistic career and educational decisions.



# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 2. *Learning Champions*:

- Provide counseling and support services to help students build a *pattern of success* by:
  - *being a central point* in the primary intake and processing services, such as mandatory orientation including registration, pathway advising, test interpretation, career planning, etc.;
  - *assessing student ability* by using placement tests and interest inventories;
  - *assisting in establishing or clarifying* education and career goals;



# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 2. *Learning Champions*:

- *directing students to use college resources* to meet their expectations;
- *working with prospective college students* before they enroll at Kapi‘olani CC; and
- *focusing on under-prepared and under-represented students* who more than likely live in poorer socioeconomic conditions, less likely to have solid college preparatory experiences and more subjected to factors that unduly interfere with their academic achievement and development.



# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 3. *Cost effectiveness and resource managers:*

- Address the challenge of reviewing and expanding the traditional role and future role of counseling to *manage the current personnel and fiscal resources* in new FY academic pathways academies and the Academic Clusters, degree pathways, certificates and concentration by:
  - *expanding and focusing* counseling services, establishing clear links with other service professionals within the college and community;
  - *setting up cost-effective personnel resources* as peer counselors, peer mentors & tutors;

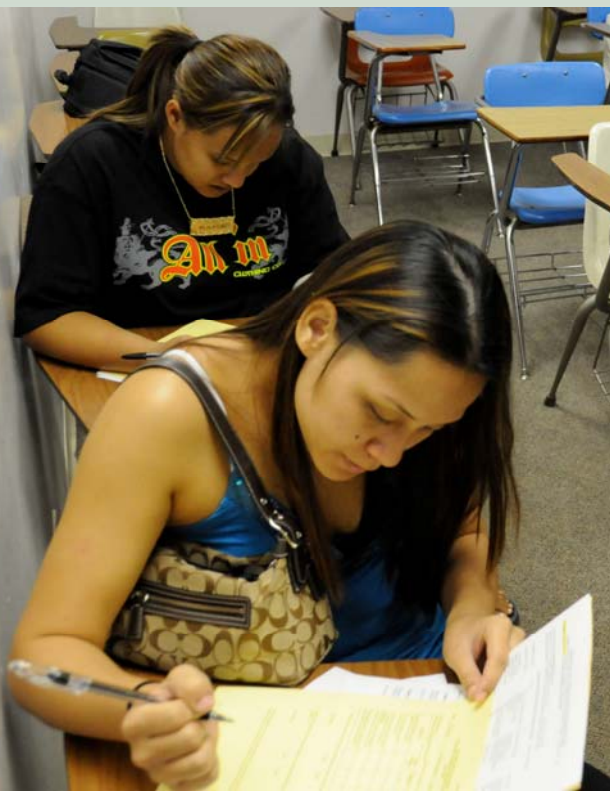


# Counselors as *Pathways Champions*

## D. *Core Functions* for All Counselors

### 3. *Cost effectiveness and resource managers:*

- *reviewing* the effectiveness of counseling each year in terms of retention, persistence, completion, etc.;



- *using technology* to effectively deliver counseling services such as providing occupational and educational information to meet the needs of this generation of students, *e.g., by 2015 offering 25-30% of counseling services online*; and
- *using* self-help materials and advisors, non-credit courses and collaboration with other professionals.

University of Hawai`i, UHCC System,

ATD

Second Decade

Kapi`olani CC Mission, Plans, Goals, Outcomes

Counselor's  
Role

Student Developers

Learning Pathways  
Guides

Resource Managers

Pathways  
Champion

Student  
Retention,  
Persistence,  
& Success

UHCC Mission

UHCC Strategic Plan





Elevating Student Engagement Pathways and  
Success in the New Reorganization:

**The Role of Student Services Personnel**  
**as *Pathway Champions***

**Leon Richards, Chancellor**  
University of Hawai`i, Kapi`olani  
March 19, 2009