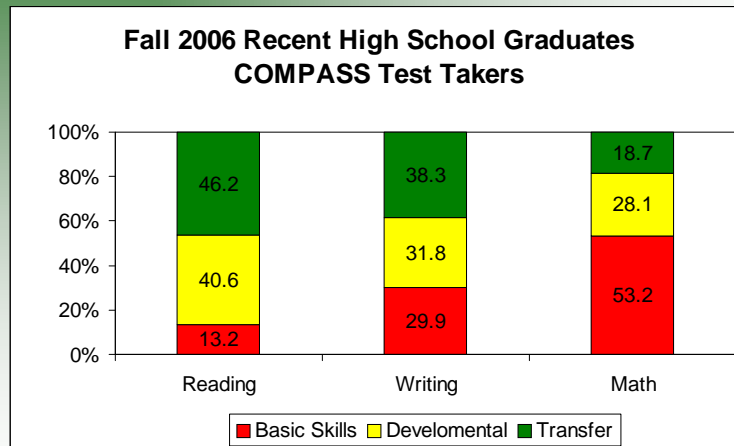
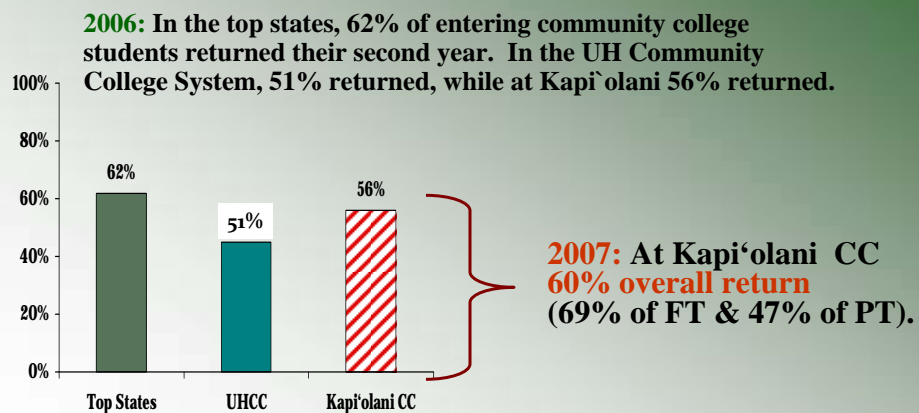


UH Community Colleges' Entering Student Placement



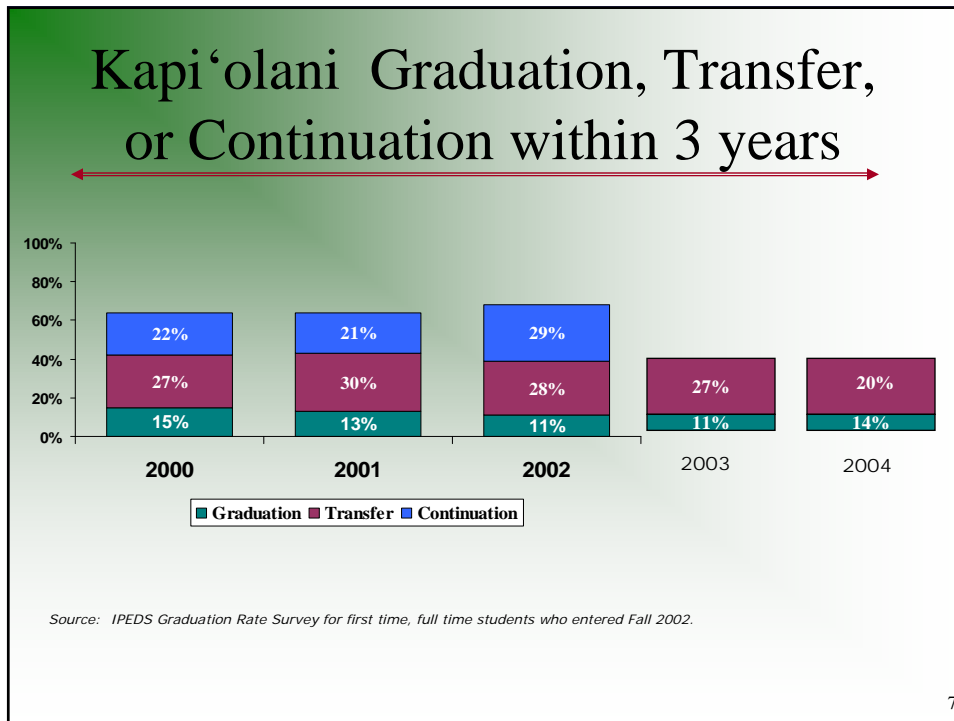
5

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



Source: Measuring Up 2006 Completion and IPEDS

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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.



Elevating Student Engagement and Support for Student Success

- **2.** the College is participating in *The Community College Survey of Student Engagement (CCSSE)* which in 2007 suggests that one strategy to maximize student engagement is to **elevate** Developmental Education (college-ready) and **up levels of student support**.



- 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.

Elevating Student Engagement Pathways & Success in the New Reorganization

Elevating Student Engagement and Support for Student Success

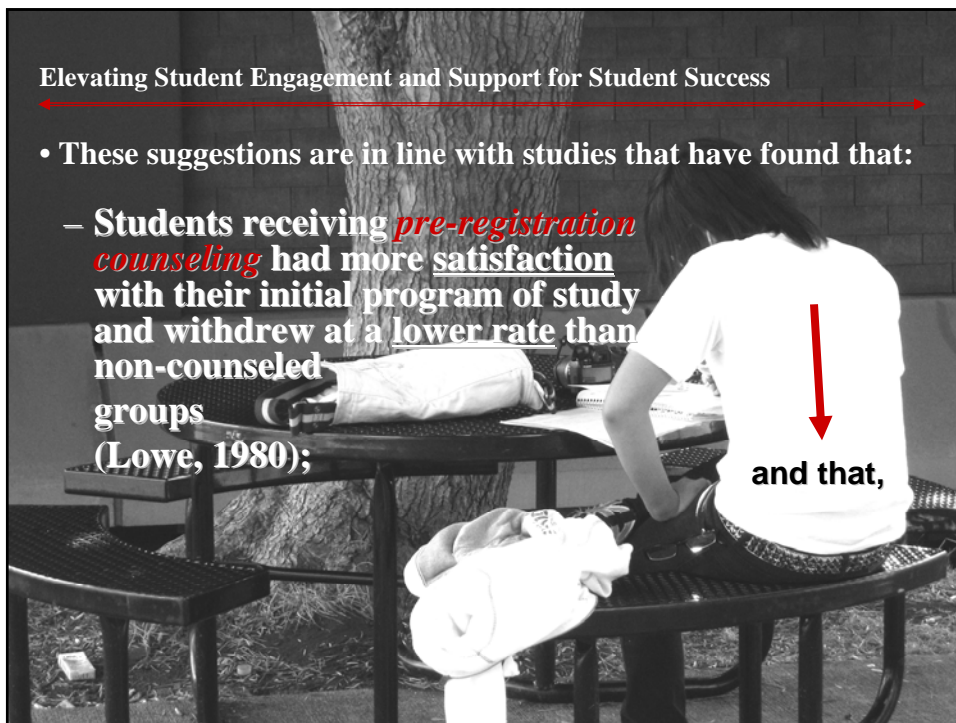
- The CSSE report suggests focusing attention and resources on:
 - **Supporting** students in their first semester work;
 - Beginning with **accurate and effective placement information**;
 - Providing enough **developmental course** selections taught by qualified faculty;
 - **Monitoring** academically 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.



Elevating 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,



Elevating Student Engagement Pathways & Success in the New Reorganization

Elevating Student Engagement and Support for Student Success

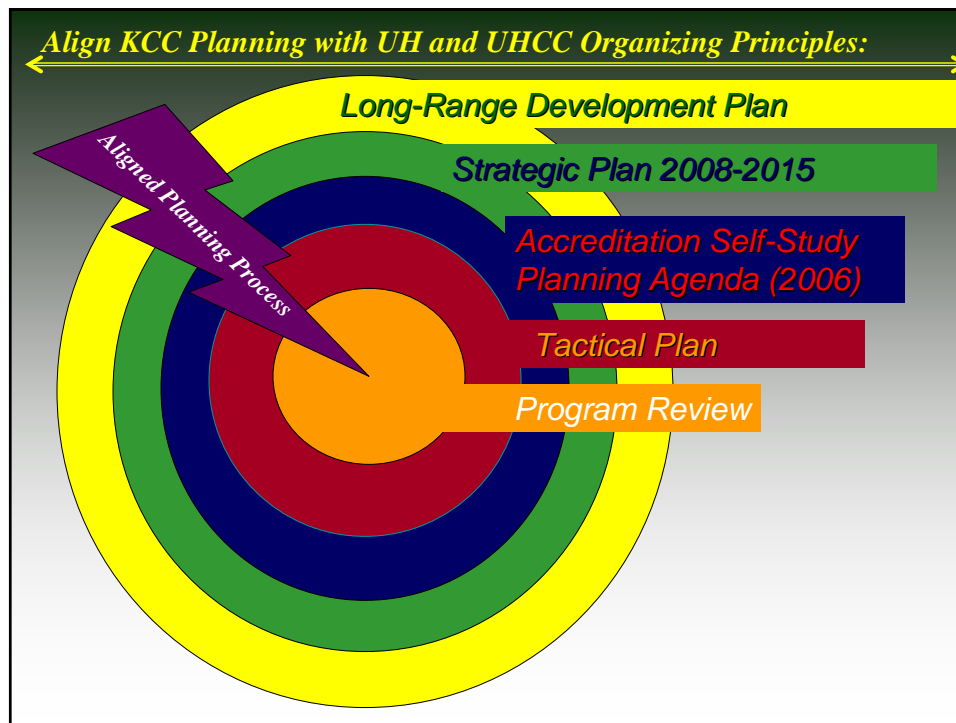
- Students receiving only **perfunctory counseling** had significantly more program changes, withdrew at a higher rate, and failed to return for the second quarter at a higher rate than did the students who underwent pre-registration counseling (Lowe, 1980).

A black and white photograph showing a person lying on their back on a concrete ledge or bench outdoors. The person is wearing a dark jacket and light-colored pants. The background shows a building and some foliage.

Elevating 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.

A color photograph showing two people, a woman and a man, sitting at a table covered with a red cloth. They are looking at and discussing documents on the table. The woman is wearing a light blue shirt and a stethoscope, and the man is wearing a patterned shirt. They appear to be in an outdoor setting, possibly a fair or a community event.



Elevating Student Engagement & Support for Student Success

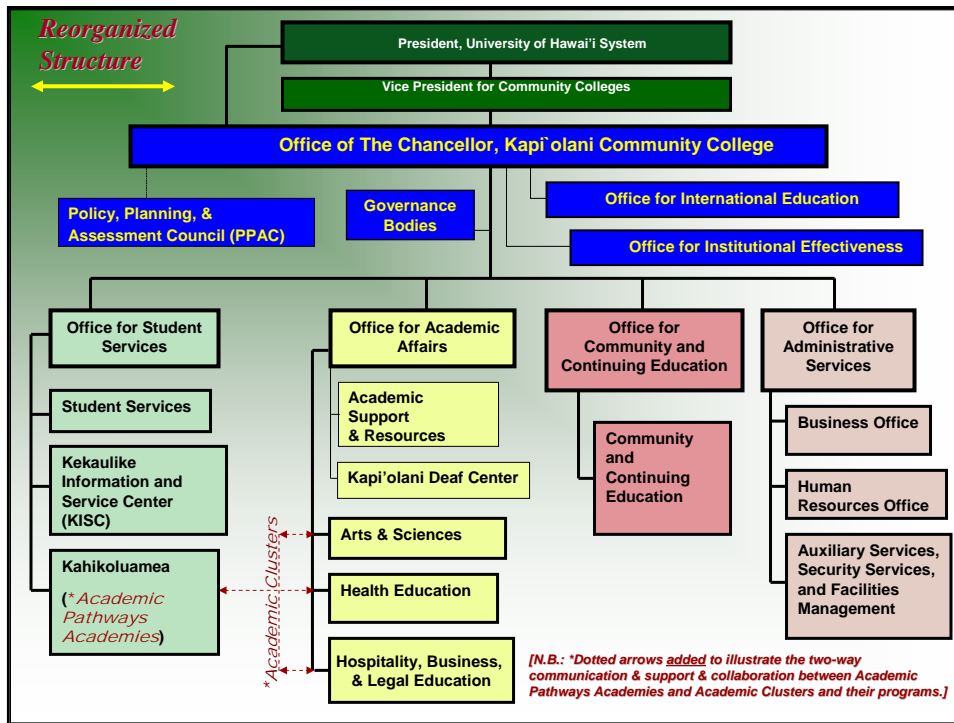
- **4.** The College organization structure, in part, has been redesigned specifically to support the *pathways model for student engagement and success*.

All efforts in assessment, planning, budgeting, pedagogical innovation, curriculum development, and support services should focus on some level on this one goal – *establishing coherent and articulated pathways to increase student engagement and success*.



The college has reorganized its structures so as to improve *collaboration and coordination* of programs administratively to this end.

Elevating Student Engagement Pathways & Success in the New Reorganization



Student Engagement & Success: The Role of Kahikoluamea

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

- **consolidating and aligning resources**

[i.e., Holomua, *First Year Experience*, *Malama Hawai'i*, and Kuilei];

- **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;

- **developing 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.



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Student Engagement & Success: The Role of Kahikoluamea

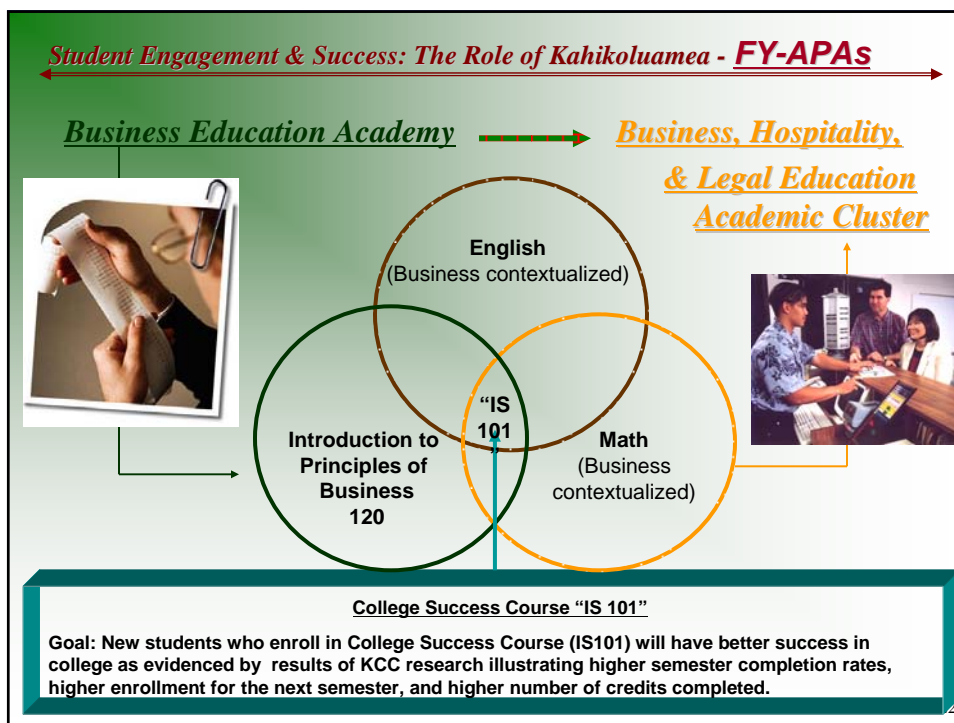
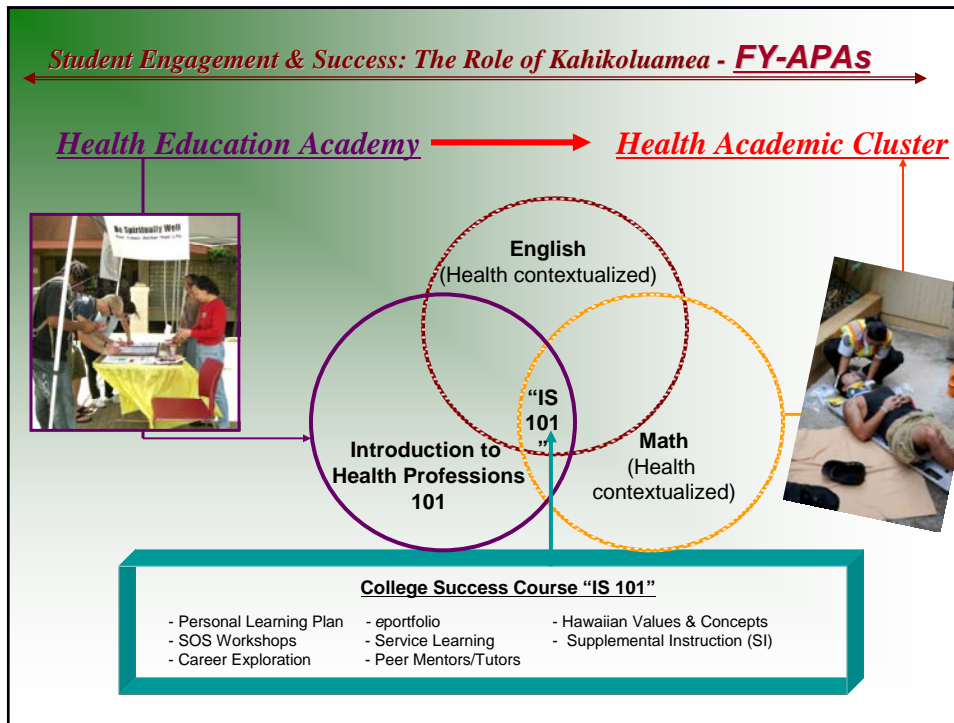
> B. **First Year Academic Pathway Academies (FY-APAs):**

- 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 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.



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Elevating Student Engagement Pathways & Success in the New Reorganization



*Student Engagement & Success: The Role of Kahikoluamea - **FY-APAs***

- 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 (IS101)*, 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;



- *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*.



SSP as Pathways Champions: Conditions

A. Current conditions:

- The **changing** characteristics of our students, **declining** State support, **continuous** advances in technology, the **reorganization** of our college, and the updating of our College's strategic plan have a **transforming effect** on the counseling role.
- **Academic Pathway Academies and clusters require a change in role and function** in helping students to complete their academic objectives.
- **Retention, persistence and completion** are our institutional, as well as systemic, priorities.



SSP as Pathways Champions: Questions

B. Questions regarding roles and functions:

- What is my role in creating and implementing **FY Academic Pathway Academies** and making them successful learning experiences for students;
- What is my role in creating and implementing **Academic Clusters** and making them successful learning experiences for students; and
- 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?



SSP as Pathways Champions: Role Focus

C. SSP Role Focus:

1. Focus on *Collaboration*

A guiding principal for this model is that there is a **high degree of collaboration** among the SSP faculty, 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.



SSP as Pathways Champions: Role Focus

2. Focus on *Coordination*

- In this model, SSP and instructional 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.



SSP as Pathways Champions: Role Focus

3. Focus on THE WHOLE STUDENT

- There is a focus on the education of the *whole student*. As instructional faculty serve as faculty advisors, *SSP 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 SSP 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.



SSP as Pathways Champions: Role Focus

3. Focus on THE WHOLE STUDENT (cont.)

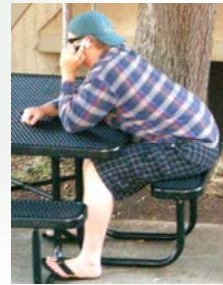
- As part of their responsibilities, *SSP actively engage students* in orientation sessions, early alert programs, summer bridge programs, and promote students' involvement in ongoing co-curricular student activities as part of their *responsibility* in helping students complete their educational objectives.
- Through the academic advising process, instructional faculty working with *SSP connect* students to various aspects of their major and **encourage internships or service learning experiences to promote learning.**



SSP as Pathways Champions: Role Focus

4. Focus on *Evaluation*

- Instructional and SSP faculty begin to *compile and analyze data* for the purpose of developing innovative models for student success.
- SSP 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.



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SSP as Pathways Champions: Functions

D. SSP Functions:

- To meet students' needs, the SSP provide strong support for student success and function as:
 - a) *student developers*,
 - b) *learning pathways guides*, &
 - c) *resources managers*
- The college is depending on its SSP to develop formats for how these functions are to be implemented. ***Your input counts!***



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SSP as Pathways Champions: Functions

1. Student Developers: As *student developers*, SSP communicate to students the importance of skill building & other academic requirements, especially to maintain high enrollment of at-risk students, & to increase retention, persistence & completion.

- **Provide** counseling, information and support services to meet the students' developmental needs by:
 - **Assisting** students to make informed and realistic decisions in the areas of educational and career choices.



SSP as Pathways Champions: Functions

1. Student Developers by: (cont.)

- **Offering** services that reflect the understanding that student development includes social, intellectual, psychological and ethical development; and
- **Providing** credit courses, seminars, group discussions and one-on-one opportunities to assist students in making realistic career and educational decisions.



SSP as Pathways Champions: Functions

2. Learning Pathways Guides: As *learning pathways guides* SSP assist, manage and encourage students to build a pathway so as to increase their opportunity for success.

- They 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 & career goals;



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SSP as Pathways Champions: Functions

2. Learning Pathways Guides by (cont.)

- *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.



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SSP as Pathways Champions: Functions

3. Cost Effectiveness and Resource Managers: As **resource managers**, SSP make use of cost-effective approaches.

- They 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 concentrations 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;



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SSP as Pathways Champions: Functions

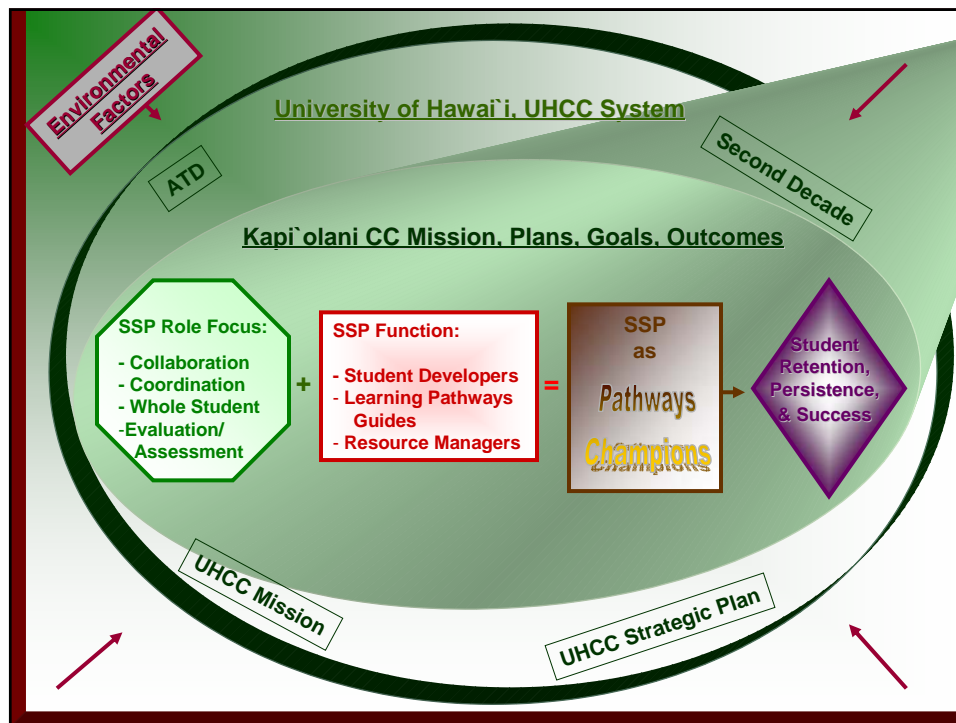
3. Cost effectiveness and resource managers by (cont.)

- **reviewing** the effectiveness of student support services, each year in terms of retention, persistence, completion, etc.;
- **using technology** to effectively deliver student support 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.



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Elevating Student Engagement Pathways & Success in the New Reorganization



Developmental Advising for Integrated Purposeful Student Pathways			
Pre-Pathway	Pathway Preparation & Selection	Degree Pathways	Post-Pathway
<p>Student Transition: High School - College</p> <p>Students make thoughtful and informed preliminary choices about post-secondary education based on an awareness of their general career and academic interests and/or achievements.</p>	<p>Student Transition: Introduction to College - First Year</p> <p>Students make academic and social connections and successfully complete their first-year course work at KCC.</p>	<p>Student Transition: Progression Towards a Degree and/or Career Goals</p> <p>Students become increasingly self-directed in their ability to make informed decisions based upon their career and educational goals.</p>	<p>Student Transition: Transfer/Career Lifelong Learning</p> <p>Students make appropriate preparation to transition to employment or to transfer to a four-year university.</p>
<p>KCC Programs/Efforts - Kuilei, Gear-Up, Summer Bridges, etc...</p> <p>Outreach and on-campus programs for prospective and incoming students.</p>	<p>KCC Programs/Efforts - Kahikoluamea Pathways Academies</p> <p>An organized learning community that integrates students' developmental education needs with career exploration, student development, and student support services.</p>	<p>KCC Programs/Efforts - Academic Clusters, Ka'ie'ie, Mananawai</p> <p>Available are coherent and articulated Academic Pathways; Ka'ie'ie & Mananawai dual admission, dual enrollment programs.</p>	<p>KCC Programs/Efforts - Graduation Transition - e.g., Ka'ie'ie, Mananawai</p> <p>Ka'ie'ie facilitates transfer to UH Manoa Mananawai facilitates transfer to UH West Oahu</p>
<p>Bloom's Affective Domain Receiving & Responding</p>	<p>Bloom's Affective Domain Receiving & Responding</p>	<p>Bloom's Affective Domain Valuing & Values Organization</p>	<p>Bloom's Affective Domain Characterization</p>
<p>Performance Indicator</p> <p>Students make decisions about enrollment at KCC in a timely manner that allows for full participation in application, assessments, orientation, financial aid, and registration processes.</p>	<p>Performance Indicator</p> <p>Students research, establish and update an educational plan; students prepare for and/or enter/persist in college-level course work; and students participate in campus events and activities.</p>	<p>Performance Indicator</p> <p>Students commit to educational plans that guide their course choices. Students bridge from pathways academies to academic clusters by choosing a program within a cluster and actively pursue their degree pathway.</p>	<p>Performance Indicator</p> <p>Students define plans for continuing ed or employment after KCC graduation. They are able to recreate the experience of goal-setting, career choice and educational planning in periods of career transition. They maintain an electronic portfolio & resume reflecting continuous movement toward self-actualization.</p>



**The Role of Student Services Personnel
in Student Pathways Engagement
and Success**

Leon Richards, Chancellor
University of Hawai'i, Kapi'olani
April 17, 2009