

# AAC&U Guided Pathways: Ensure Students Are Learning

## Kapi`olani Community College's Action Plan

### BACKGROUND

For over two decades, Kapi`olani Community College (KapCC) has committed to and supported high-impact practices such as quality project-based, collaborative learning experiences, āina-based learning, undergraduate research, writing intensive courses, Service Learning, First-Year seminars, learning communities, capstone courses, internships, and ePortfolios to foster student success within and beyond the classroom walls. Typically, these practices are assessed by an individual or group of faculty using formative, summative, indirect, and direct methods such as peer reviews, reflections, interviews, essays, rubrics, portfolios, capstones, and practica. Assessment results may indicate improvements to students' proficiency in learning outcomes, leading to curriculum modifications, new project-based, collaborative learning experiences, different pedagogical approaches, and/or adjustments to assessment practices. However, little or no evidence exists that indicates data have been segregated to examine inequities in student engagement, learning, and achievement.

While our Service Learning & Sustainability Program (see 2017-2018 data sheet<sup>1</sup>) has been assessing expected learning outcomes in regards to students who are engaged in service learning vs. students who are not<sup>2</sup>, we are uncertain to the extent of how aware students are of the impact that high-impact practices have on their learning and the achievement of student learning outcomes.

Additionally, the University of Hawaii Community College system adopted the Student Success & Guided Pathways framework in 2016, and has been steadily implementing practices to support the four pillars of the Guided Pathways: (1) clarify the paths, (2) help students get on a path; (3) help students stay on their path; and (4) ensure students are learning. KapCC has been diligently working to clarify paths, and supporting students to select and stay on their chosen paths by establishing a policy<sup>3</sup> for creating Concentrations. To date, we have 14 Concentrations<sup>4</sup>. However, little or no evidence exists to indicate: (a) if students are achieving critical thinking learning outcomes within these Concentrations via HIPs; (b) the impact that HIPs have on students' learning and the achievement of student learning outcomes within these Concentrations; and (c) that data have been disaggregated to examine inequities in student engagement, learning, and achievement within these Concentrations.

Our AAC&U project will focus on eight of the Concentrations in Elementary and Secondary Education, Biological Sciences, Economics, Physical Sciences, Engineering, English, and Information & Communications Technology.

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<sup>1</sup> [https://kapiolaniserve.weebly.com/uploads/8/5/0/6/8506005/kssl\\_fact\\_sheet\\_fa17-sp18.pdf](https://kapiolaniserve.weebly.com/uploads/8/5/0/6/8506005/kssl_fact_sheet_fa17-sp18.pdf)

<sup>2</sup> Hill, Y., Franco, R., Hiser, K., & Acoba, F. (2014). *Service Learning's Role in Achieving Institutional Outcomes: Engagement, Learning, and Achievement*. In *Service-Learning in America's Community Colleges*. New York. Palgrave Macmillan Press.

<sup>3</sup> [http://www.uhcc.hawaii.edu/ovpcc/policies/docs/UHCCP\\_5.203\\_Program\\_Credentials\\_Degrees\\_and\\_Certificates.pdf](http://www.uhcc.hawaii.edu/ovpcc/policies/docs/UHCCP_5.203_Program_Credentials_Degrees_and_Certificates.pdf)

<sup>4</sup> <https://www.kapiolani.hawaii.edu/wp-content/uploads/2018/04/2018-2019-Degree-and-Certificate-Programs-2.pdf>

## **PROJECT DESCRIPTION AND GOALS**

Our AAC&U project will focus on eight of the Concentrations: Elementary & Secondary Education, Biological Sciences, Economics, Physical Sciences, Engineering, English, and Information & Communications Technology.

The VALUE Critical Thinking rubric will be used to:

- (1) assess if students are achieving critical thinking, one of KapCC's Institutional Learning Outcomes (ILOs), within these Concentrations via HIPs;
- (2) determine, if any, the impact of HIPs on students' learning and achievement of critical thinking learning outcomes within these Concentrations; and
- (3) to examine if inequities exist in student engagement, learning, and achievement.

Our primary project goal is to strengthen the selected Concentrations by:

- (a) assessing if students are achieving critical thinking learning outcomes within these Concentrations via HIPs;
- (b) examining the impact that HIPs have on students' learning and the achievement of student learning outcomes;
- (c) examining the inequities of student engagement, learning, and achievement within these Concentrations;
- (d) refining the alignment of course learning outcomes to institutional learning outcomes;
- (e) integrating a valid and evidence-based rubric to assess students' critical thinking and learning via high-impact practices;
- (f) increasing collaboration with faculty across multiple units and disciplines;
- (g) using assessment data to inform teaching and learning practices through an equity lens; and
- (h) establishing clear and coherent career and transfer pathways for our students.

Our ultimate goal is that we want to **ENSURE THAT STUDENTS ARE LEARNING...**

Additionally, we want to refine and replicate this project with our Concentrations in Art, Business Administration, Family Resources, History, Pacific Islands Studies, and Psychology.

## **BARRIERS TO ACCOMPLISHMENT**

Our primary barriers to accomplishing our project goals are:

- Unclear alignment of our A.A. in Liberal Arts degree and Concentration programs to the requirements for success in further education and employment outcomes;
- Unclear structures/guidelines for faculty to consistently document student mastery of learning outcomes;
- Unclear structures/guidelines for faculty to consistently document results and to indicate how it will improve teaching and learning for students;
- Inconsistent and indirect links of learning outcome assessment results in program reviews to improvements of teaching and learning;
- Low faculty attendance in assessment professional development opportunities; and
- Limited time to engage in regular discussions about improving our student learning outcomes.

## **OPPORTUNITIES FOR SUPPORT**

Our greatest opportunities that will support us in implementing our goals are:

- Faculty members' dedication to supporting their students' learning and to assessing and continually improving students' learning;
- Institution's strong commitment to closing the gaps by providing faculty with professional development opportunities to engage in impactful, relevant, and meaningful assessment conversations, projects, and actions across the College;
- Utilization of high impact practices such as service learning, undergraduate research experiences, community engagement projects focused on STEM and sustainability, and 'āina-based education to foster student engagement, learning, and achievement;
- Strong collaboration with our Office for Institutional Effectiveness and Shared Services Center;
- Support from our administrators; and
- Strong community partnerships.

## **ENGAGEMENT PLAN FOR STAKEHOLDERS**

### **Campus Communication Specialist:**

- To keep our Communication Specialist engaged, the team will consistently provide updates to be communicated to the campus community; and ask for her input regarding best ways to communicate information throughout the project.

### **Dean of Arts & Sciences:**

- We are fortunate that our Dean of Arts & Sciences are part of our team. He will assist the team in engaging the Concentration faculty and assigned counselors.

### **Concentration Faculty & Assigned Counselors:**

- To keep our Concentration faculty and assigned counselors engaged, the team will regularly meet with them to gain their feedback and insights on how the project is progressing. The team will provide support at all times, and acknowledge and honor the work that they have done and continue to do. Additionally, the team will provide resources (materials, support, stipends), and professional development.

### **Office of Institutional Effectiveness:**

- To keep our Office of Institutional Effectiveness (OFIE) engaged, the team will involve them from the beginning and share our action plan. We will seek their guidance in helping us determine the type of data we need to meet our project goals. Furthermore, the team will: (a) ask OFIE to conduct our mapping and rubric norming sessions, (b) obtain their input on using the Critical Thinking VALUE rubric as an assessment tool, and (c) gain their insights on analyzing the data from the rubric and surveys, and interpreting the disaggregated data to determine the inequities in student engagement, learning, and achievement.

### **Administrators:**

- To keep our administrators engaged, the team will share our action plan and why we have selected key project stakeholders, consistently provide updates throughout the project, and answer any questions they may have as the project progresses.

### **All Key Stakeholders:**

- To keep all of our key stakeholders engaged, the team will: (a) listen, encourage input, and share how their input was taken into consideration and/or implemented, (b) acknowledge and honor their work and their dedication to student success, (c) consistently touch basis/check-in to see how they are doing and how they can best be supported (sustained engagement); (d) regularly share project updates; and (e) continually strive to be transparent.

## COMMUNICATION STRATEGY

<b>Facilitators</b>	<b>Resources &amp; Tools</b>	<b>Strategies</b> (Objectives & Key Messages for Key Faculty)	<b>Plan</b> (Coordinate with Timeline)
<ul style="list-style-type: none"> <li>•Campus Communication Specialist</li> <li>•Dean of Arts &amp; Sciences</li> <li>•Concentration Faculty</li> <li>•Concentration Assigned Counselors</li> <li>•Office of Institutional Effectiveness</li> <li>•Administrators</li> </ul>	<ul style="list-style-type: none"> <li>•Calendar &amp; Timeline - to keep the project and members on task</li> <li>•Website - to house support materials, links to AAC&amp;U, presentation slides</li> <li>•MySuccess (Starfish) - to organize groupings of students; provide a communication tool for teaching and counseling faculty with students</li> </ul>	<ul style="list-style-type: none"> <li>•Share Project Description &amp; Goals</li> <li>•Share Process &amp; Outcome Goals (measures of success)</li> <li>•Share (initial) data of students in Concentrations</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize work already done and strategies in place</li> <li>•Share (parts of the) Action Plan</li> <li>•Review responsibilities and activities for key stakeholders</li> <li>•Deadlines (By when?)</li> <li>•Priorities</li> <li>•Resources required for tasks</li> </ul>

## TEAM ACTIONS AND TIMELINE

<b>Detailed Action Steps</b>	<b>Who</b>	<b>By When</b>
1. Request all relevant data to support project.	Team	July 2019
2. Set up MySuccess.	Dean of Arts & Sciences, Team	Aug. 2019
3. Invite Concentration faculty and assigned counselors to the first project meeting.	Dean of Arts & Sciences	Sept 2019
4. Hold first project meeting to introduce the details and expectations	Team	Oct 2019

of the project, and its connection to Guided Pathways, HIPs, critical thinking, and the Critical Thinking VALUE rubric.		
5. Collect past semester(s) current syllabi and HIP-related assignments.	Team	Oct. 2019
6. Provide follow-up group or individual meetings.	Team	Oct. 2019
7. Provide support for faculty to: 1) re-design syllabi and HIP-related course assignments, and 2) map and align course to Critical Thinking ILO, Concentration outcomes.	Team	Nov. 2019
8. Hold mapping sessions to review and update the alignment/mapping of Concentration courses to Concentration outcomes to ILO - Critical Thinking; and HIP-related assignments to ILO - Critical Thinking.	Team	Nov. 2019
9. Provide faculty training on MySuccess.	Team	Dec. 2019
10. Attend VALUE rubric webinar.	Selected Team Members	January/February 2020
11. Implement sampling plan to gather 100 artifacts.	Team	March 2020
12. Provide faculty training for rubric norming.	Office of Institutional Effectiveness	April 2020
13. Gather the 100 artifacts from the results of the sampling plan.	Team	May 2020
14. Submit 100 artifacts to AAC&U.	Team	May 2020
15. Hold sessions to assess selected artifacts using the Critical Thinking VALUE rubric.	Team	May 2020
16. Send out data results of selected artifacts.	Team	Summer 2020

17. Provide meetings to support faculty and receive updates and feedback.	Team	At least once a month throughout the period of the project.
18. Check-in with faculty and counselors to receive input on their regular collaborative meetings.	Team	At least once a month throughout the period of the project.
19. Develop faculty and students surveys.	Team	March/April 2020
20. Disseminate faculty and student surveys.	Team	May 2020
21. Send out survey results.	Team	Summer 2020
22. Request data to be disaggregated.	Team	Summer 2020
23. Conduct sessions for analyzing, sharing data results, re-designing course, teaching and learning practices, and examining inequities.	Team	Summer 2020
24. Ask for current (Fall 2020) semester syllabi and HIP-related assignments.	Team	Beginning of Fall 2020
25. Compare and contrast past and current syllabi and HIP-related assignments.	Team	Beginning of Fall 2020
26. Write the project report.	Team	Fall 2020
27. Share draft report with key project stakeholders.	Team	Fall 2020
28. Share project details and results with key stakeholders and the larger campus community.	Team	Fall 2020
29. Send completed report to AAC&U.	Team	End of Fall 2020

## CAMPUS ACTIONS AND TIMELINE

Detailed Action Steps	Who	By When
1. Gather all relevant data to support project.	Office of Institutional Effectiveness	Aug. 2019
2. Attend first project meeting.	Concentration Faculty & Assigned Counselors	Oct. 2019
3. Turn in past semester(s) current syllabi and HIP-related assignments.	Concentration Faculty	Oct. 2019
4. Attend group follow-up meeting or schedule an individual follow-up meeting.	Concentration Faculty & Assigned Counselors	Nov. 2019
5. Attend support sessions to: 1) re-design syllabi and HIP-related course assignments, 2) map and align course to Critical Thinking ILO, Concentration outcomes.	Concentration Faculty	Nov. 2019
6. Attend mapping sessions to review and update the alignment/mapping of Concentration courses to Concentration outcomes to ILO - Critical Thinking; and HIP-related assignments to ILO - Critical Thinking.	Concentration Faculty & Assigned Counselors	Nov. 2019
7. Attend training session for MySuccess.	Concentration Faculty & Assigned Counselors	Dec. 2019
8. Assign one HIP-related assignment that addresses the critical thinking outcome.	Concentration Faculty	January 2019
9. Develop sampling plan.	Office of Institutional Effectiveness	February 2019
10. Attend training session for rubric norming.	Concentration Faculty & Counselors	April 2020
11. Provide 100 student artifacts to	Concentration Faculty	May 2020

project team.		
12. Attend session to assess selected student artifacts using the Critical Thinking VALUE rubric.	Concentration Faculty & Counselors	May 2020
13. Disaggregate data to examine inequities in student engagement, learning and achievement.	Office of Institutional Effectiveness	Summer 2020
14. Provide sessions to discuss assessment results and data to inform improvements to teaching and learning practices, and inequities in student engagement, learning and achievement.	Concentration Faculty	Summer 2020
15. Schedule and attend meetings for support from project team and to provide updates and feedback.	Concentration Faculty & Students	At least once a month throughout the period of the project.
16. Schedule and attend regular meetings with assigned Concentration Counselor.	Concentration Faculty & Counselors	At least once a month throughout the period of the project.
17. Participate in faculty and student surveys.	Concentration Faculty, Counselors, & Students	Summer 2020
18. Provide current (Fall 2020) semester syllabi and HIP-related assignments.	Concentration Faculty	Beginning of Fall 2020
19. Provide feedback on draft report.	Concentration Faculty, Counselors, & Students	Fall 2020
20. Participate in sharing experiences and lessons learned with key stakeholders and the larger campus community.	Concentration Faculty, Counselors, & Students	End of Fall 2020

## **EVIDENCE OF SUCCESS (How will we know we're making progress?)**

There are a number of observable actions that might occur to indicate that we are making progress:

- (1) The specific courses included in a particular Concentration would change, suggesting increased intentionality behind inclusion/exclusion decisions. (Compare current content of Concentration [which courses are included] to planned updates, if any [which courses are added/removed]; ask Concentration faculty to elucidate the rationale behind the creation of the original Concentration [Fall 2019], then compare that to any changes in the Concentration content and the rationale for those changes [Spring/Fall 2020].)
- (2) The number of courses in a particular Concentration would change, suggesting increased intentionality behind inclusion/exclusion decisions. (Compare current composition of Concentration [number of courses included] to planned updates, if any [number of courses added/removed]; ask Concentration faculty to elucidate the rationale behind the creation of the original Concentration [Fall 2019], then compare that to any changes in the number of courses in the Concentration and the rationale for those changes [Spring/Fall 2020].)
- (3) The sequence of courses, if specified, would change, suggesting increased understanding of, and intentionality behind, the relationship of courses within a specific Concentration. (Compare current course sequence, if specified, to planned updates, if any.)
- (4) The assignments used to address critical thinking within specific courses would change/undergo revision, suggesting refinements in the understanding of what constitutes critical thinking. (Compare current assignments [Fall 2019] to project assignments [Spring 2020] vis-a-vis the elements of the Critical Thinking VALUE rubric.)
- (5) The mapping of Concentration outcomes to Institutional Learning Outcomes (*Use critical and creative thinking and reasoning*) would occur, suggesting understanding of how Concentration outcomes support institutional goals.
- (6) The mapping of course outcomes to Concentration outcomes would change, suggesting refinements in the understanding of what constitutes critical thinking and how it helps students achieve the course outcomes. (Compare current course outcome mappings to Concentration outcomes [in Curriculum Central] to any new mappings that take place as part of the project).
- (7) The mapping of course assignments to course outcomes would change, suggesting refinements in the understanding of what constitutes critical

thinking and how it helps students achieve the course outcomes. (Compare current course assignment mappings to course outcomes [in Curriculum Central] to any new mappings that take place as part of the project).

- (8) The mapping of course outcomes to program outcomes would change, suggesting refinements in the understanding of what constitutes critical thinking and how it helps students achieve program outcomes. (Compare legacy course outcome mappings to the AA in Liberal Arts Thinking/Inquiry outcome [from Curriculum Central] to any new mappings that take place as part of the project).
- (9) The number of HIP-focused C4ward groups would increase, suggesting increased interest among faculty in collaborating with colleagues in pursuit of a shared goal (i.e., producing student learning). (Compare number of HIP-focused C4ward groups in Fall 2019 to number of HIP-focused C4ward groups in Fall 2020.)
- (10) The number of faculty participating in existing HIP-focused C4ward groups would increase, suggesting increased interest among faculty in collaborating with colleagues in pursuit of a shared goal (i.e., producing student learning). (Compare number of faculty in HIP-focused C4ward groups in Fall 2019 to number of faculty in those same HIP-focused C4ward groups in Fall 2020.)
- (11) Concentration faculty participation in regularly-held project meetings would be robust (66% or more of concentration faculty participating in the project will attend every meeting.)
- (12) The number of conversations between Concentration faculty and four-year universities will increase, suggesting an increased focus on alignment and articulation.
- (13) 70% of students in a specific concentration will achieve a score of at least 2 on the Critical Thinking VALUE rubric.
- (14) Formalization of Concentrations - being much more intentional about what Concentrations.
- (15) Greater contact between faculty and students.