

Kahikoluamea, 2009-2012

Mission Statement:

Kahikoluamea was created upon a foundation of Hawaiian values. In turn, we would like to transmit these values to all of our students, regardless of race, ethnicity, or national origin. Our name, Kahikoluamea, symbolizes strength through unity; the Kahikoluamea Center strives to provide a unified educational experience through programs such as the year-long integrated First Year Experience. Our goal is to link our college-ready and 100-level courses with specific career or liberal arts fields, creating coherent student pathways that go beyond orientation and placement of students into Math and English courses. Towards this effort, counselors will play an active role in shaping not only co-curricular activities, but also having a “guiding hand” in student academic choices. In addition, Kahikoluamea aims to engage the faculty to assist students in co-curricular support.

While the Kahikoluamea Center welcomes all students campus-wide, our mission to support first-time students, particularly those of Native Hawaiian ancestry and underrepresented groups. The goal of the Center is to provide a welcoming space for students to engage in collaborative learning and to foster a sense of community and positive energy in order to help students successfully complete their courses and achieve their educational goals. (<http://kahikoluamea.kcc.hawaii.edu>)

Relation to the KCC Strategic Plan

Strategic Outcome A: Native Hawaiian Education Attainment

- Position Kapi`olani Community College and the University of Hawai`i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.
 - Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1303 (Achieving the Dream and Title III performance measure; KCC Strategic Plan Performance Measure A1)
 - Increase the percentage of Hawaiian students, who if assigned to a developmental reading, writing or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 75 percent; in developmental math from 52 to 72 percent. (Achieving the Dream and Title III performance measures; KCC Strategic Plan Performance Measure A3)

Strategic Outcome B: Hawai`i's Educational Capital

- Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
 - Increase total fall enrollment by two percent per year, from 7,272 to 8,918 (KCC Strategic Plan Performance Measure B1)
 - Increase the percentage of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent. (Achieving the Dream and Title III performance measures; KCC Strategic Plan Performance Measure B3)

Kahikoluamea will address the Performance Measures A1 and B1 by improving pathways to success in student services and academic programs. Tactical interventions in support of the Integrated Purposeful Student Pathway model are:

Kahikoluamea	Pre-Pathway →	Pathway selection and Preparation →	Degree Pathways in Academic Programs →	Post-Pathway in Academic Programs
First Year Experience	<ol style="list-style-type: none"> 1. Kuilei Program: counseling services located at the high schools (Maximum intake 1500 students) 2. Kuilei Financial Aid Outreach: to incoming high school students (750 students) 3. New Student Orientation: mandatory for all first year students (1800 students) 4. Peer Mentors: in NSO, COMPASS Brush Ups, financial aid outreach (20 peer mentors) 5. `Imiloa – Pathway to Success 	<ol style="list-style-type: none"> 1. `Imiloa (My Plan) (students fall 2011 -) 		
Malama	<ol style="list-style-type: none"> 1. Malama counseling 2. Malama financial aid outreach 3. Peer Mentors in Malama lab, NSO 	<ol style="list-style-type: none"> 1. Malama counseling 2. Peer Mentors in Malama lab 		
Kahikoluamea	<ol style="list-style-type: none"> 1. Kahikoluamea counseling 2. Success workshops 	<ol style="list-style-type: none"> 1. Kahikoluamea counseling 2. `Imiloa, My Plan 3. `Imiloa Peer Mentors (8 peer mentors) 4. Na Wa`a ePortfolio 5. `Imiloa Studio 	<ol style="list-style-type: none"> 1. `Imiloa, My Plan 2. Na Wa`a ePortfolio 3. `Imiloa Studio 	<ol style="list-style-type: none"> 1. <i>Na Wa`a ePortfolio</i> 2. <i>`Imiloa Studio</i>
	Student Transition Awareness & Adaptation	Student Transition Progression and Development	Student Transition Progression towards Educational and career goals	Student Transition Preparation to transfer/career/enrichment
Student Goal/Milestone	<p>High School – College→</p> <p>Students make thoughtful choices about postsecondary education based on an awareness of their general career and academic interests and achievement.</p>	<p>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>Progression Towards a Degree→</p> <p>Students become increasingly self-directed in their ability to make informed decisions based upon their career and educational goals.</p>	<p>Transfer/Career/Lifelong Learning</p> <p>Students make appropriate preparation to transition to employment or to transfer to a four-year university.</p>

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.	Students establish and update an educational plan; students are prepared to enter/continue college level course work; complete 20 college credits in good standing.	<i>Students commit to educational plans that guide their course choices</i>	<i>Students define plans and create a professional ePortfolio for continued education or employment after graduation. Students maintain an electronic portfolio and resume which reflect continual movement toward self-actualization</i>
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Kahikoluamea will address the Performance Measure A3 and B3 through promising and innovative practices for course success. Tactical interventions in support of these new practices are:

Kahikoluamea	Innovative Practices(Number of Students Served in 2010)	Tangible results by 2012
First Year Experience	<ol style="list-style-type: none"> Maile (Math Advancement and Learning Experience) and COMPASS Brush Up (175 students) FY Kahikoluamea Academies (CTE-2010, A&S-2011, Health-2012, A&S 2013) (60 students) Work with A&S to develop 2010 First Year Academy including theme selection, training in pedagogy, selection of courses and faculty participants, etc. incorporating project-based learning models, studio hour, recruitment through Kuilei/NSO, etc. 	<ul style="list-style-type: none"> 35% of first year Native Hawaiian students will enroll in COMPASS brush ups 40% of first year Native Hawaiian students will enter college through a First Year Academy 40% of Kahikoluamea classes will integrate ePortfolios/Studio Hour into instruction
Malama	<ol style="list-style-type: none"> Course redesign such as IS 109 Tutoring Culture-based workshops for professional development Project-Based Learning models (culture-based; place-based; community-based) 	<ul style="list-style-type: none"> 20% of program courses will incorporate project-based learning or practices into course instruction
Kahikoluamea	<ol style="list-style-type: none"> Tutoring (in consultation with Library and Learning Resources) Global Skills for College Completion (GSCC)(50 students per semester) `imiloa Studio Hour (100 students) Emporium Math for Math 24/PCM 23 (750 students) Eng 22-100 Pipeline (60 students) PCC 20-Eng 21 accelerated option (25 students) Eng 22 portfolio project (400 students) 	<ul style="list-style-type: none"> Faculty will complete two cycles of program learning outcomes, assessment, evaluation, and improvement.
Student Goal/Milestone	Students make academic and social connections and successfully complete their first year course work at KCC.	<ul style="list-style-type: none"> CCSSE factors will increase for active and collaborative learning and support for learners
Kahikoluamea Performance Indicator	Students establish and update an educational plan; students are prepared to enter/continue college level course work.	<ul style="list-style-type: none"> 80% of first year students who enter in fall will complete 20 college credits in good standing by the end of their first year.

IV Strategies/Learning Interventions:

<p>Methods Involved</p>	<ol style="list-style-type: none"> 1) Research high impact test support activities, revise policies, dialog with high schools, collaborate with institutional researchers to assess and improve and communicate results to PPAC (funded through Title III) 2) Create interdisciplinary Communities of Practices to research and implement high impact educational practices for developmental student success, make site visits, collaborate with institutional researchers to assess and improve and communicate results to PPAC and governance bodies (funded through Title III) 3) Engage all stakeholders within the department during the process of developing strategies to address strategic outcome. Use data to identify and prioritize problems. Develop and maintain effective communication systems at all levels that to provide input into the budgeting, program review, and tactical planning processes. (Supported through AtD) 4) Maintain professional development for faculty as part of the department's commitment to a student success agenda. (supported through Title III and college funds)
<p>Achieving student success based on a culture of evidence through OFIE research data, AtD, Global Skills, CCSSE, and program/faculty/counselor assessment</p>	<ol style="list-style-type: none"> 1) Surveys (Kuilei Program, `Imiloa Pathways) 2) Focus Groups/Communities of Practice (Global Skills Grant, `Imiloa Pathways) 3) Pre-test/Post-test designs (OFIE will conduct NSO research in fall 2010) 4) Counselor notes in SARS and STAR (Counselor assessment team) 5) Community College Survey of Student Engagement data on developmental learners – (OFIE) 6) Math Emporium Model results (OFIE) 7) Percentage of students earning 20 credits at the completion of the first year (AtD data) 8) `Imiloa Social Networking Assessment 9) Analyzing longitudinal data on student progression (AtD data) 10) Diagnosing achievement gaps (faculty assessment projects) 11) Assessing student learning outcomes (faculty assessment projects) 12) Na Wa`a ePortfolio, MyPlan, and `Imiloa Assessment (Pathways assessment projects) <p>http://askap.wordpress.com/2009/10/07/kahikoluamea-pathways/</p>
<p>Persons Responsible:</p>	<ul style="list-style-type: none"> • Academies Coordinator – Kristine Korey-Smith • First Year Coordinator – LaVache Scanlan • Kuilei Coordinator – Sheldon Tawata • Malama Coordinator – Kawika Napoleon

	<ul style="list-style-type: none"> • Pathways Coordinator – Kelli Goya • Counselors –Mike Ane, Regina Ewing, Sharoh Moore, Sheldon Tawata, Joe Yoshida, • Faculty/discipline curricular leaders –Jill Abbott, Mark Alexander, Sang Chung, Mary Ann Esteban, Mavis Hara, Krista Hiser, Dianne Ida, Lisa Kanae, Dennis Kawaharada, Reid Sunahara, Evan Yoshimura, and many others • Department Chair for overall departmental activities including intervention programs and projects listed in this tactical plan, and for the college’s involvement in Achieving the Dream (AtD) - Kauka de Silva • Vice Chancellor for Student Affairs for all grant-funded initiatives (Title III, ARRA, Global Skills, etc.) that relate to interventions listed in this tactical plan, and for partnership programs with Student Services/Student Engagement units – Mona Lee
<p>Synergies with other programs, units, emphases and initiatives and key community partners (if any)</p>	<p>Kahikoluamea is leading the institution:</p> <ul style="list-style-type: none"> • In the creation of coherent Pathways that are purposeful and intentional in the placement of students into math and English courses (pre-pathway), in the completion of 20 credits (first-year) and into degree pathways to pursue their educational and career goals. • In the creation of the ‘Imiloa MyPlan and Na Wa’a ePortfolio for all new students to help guide them successfully toward their goals. • In the creation of learning environments that support and foster Hawaiian values • In the creation of First Year Academies that allow our students to take skills courses while enrolled in courses for their major. Here, as throughout Kahikoluamea, we will integrate technology with all aspects of our classes, thereby creating integrated learning experiences and shared assignments, and building deeper community and connections within these first year cohorts. • In our contextualized cohort curriculum which provides both academic and co-curricular support • In our linked college ready and 100-level courses and through our college success course • In the creation of ePortfolios for all new students, which will allow them to set their own benchmarks, begin to be self-reflective and independent thinkers. Through the ePortfolios students begin the process of self-assessment and acquire evaluation tools to begin and to create their own social network linked to the vibrancy of our campus • In our comprehensive and mandatory student led NSO and FYE programs • In the training of faculty in academic advising • Through our place-based learning strategies • In our collaboration and participation with such initiatives as Title III, STEM and Perkins

	<ul style="list-style-type: none"> • In our integrated advising, counseling, tutoring and mentoring programs • In our effort to not only create successful students but also to provide them with leadership skills they will need in the coming decade • Through our pursuit of enhanced technology integration in all programs and disciplines • In the elimination of barriers that keep Pell eligible students from completing their financial aid forms • In our commitment to ensure that faculty and staff and counselors receive continuous professional development opportunities • In our commitment to take the lead locally and nationally in postsecondary education and best practices • In our partnerships with the community and various agencies and institutions: Kamehameha Schools, The Polynesian Voyaging Society, Na Pali, Achieving the Dream, The Gates Foundation, Alu Like, Kupu, LaGuardia Community college, Valencia Community College and others • In our commitment to serving Native Hawaiians and underrepresented students
<p>Resources (human, physical, fiscal, technology) required to implement strategies.</p> <p>Please check appropriate funding</p> <p><input type="checkbox"/> ces</p> <p><input checked="" type="checkbox"/> General (existing)</p> <p><input type="checkbox"/> Special (existing)</p> <p><input type="checkbox"/> Grants</p> <p><input type="checkbox"/> Biennium and/or supplemental budget request</p>	<p>FTE Program Dean to accommodate the eventual transfer of English 100 and Math sections to the department. This effort will occur over 3+ years and will include planning meetings with faculty and staff. It is projected that this will involve approximately 75 new sections added to Kahikoluamea and the equivalent of eight full-time faculty.</p> <p>FTE Secretary II to the Dean</p>

<input type="checkbox"/> Others (Please list)	
i) Summary of data collected (actual)	<p>ARRA Completion reports as of August 2010:</p> <ul style="list-style-type: none"> • See Developmental Education report submitted by Kristine Korey-Smith on the Emporium model • See Financial Aid Outreach report submitted by Rhonda Liu • See FYE report submitted by Sheldon Tawata <p>AtD Goals – longitudinal tracking of fall cohort groups:</p> <ul style="list-style-type: none"> • Increase Native Hawaiian Enrollment by 3% per year (Fall 2009 goal <u>exceeded</u> by 356 students) • Increase Financial Aid Participation/Awards for Native Hawaiians (Fall 2009 goal <u>exceeded</u> by 2.2%) • Successful completion of any developmental reading course in 1st year (Fall 2007 goal <u>exceeded</u> for Native Hawaiian and all students) • Successful completion of any developmental writing class in 1st year (Fall 2007 goal was <u>not met</u> for Native Hawaiian and all students) • Successful completion of any developmental math in 1st year (Fall 2007 goal was <u>not met</u> for Native Hawaiian and all students) • Full time AtD cohort who complete at least 20 credits in the first academic year with a gpa 2.0 and greater (Fall 2008 goal <u>exceeded</u> for Native Hawaiian and all students)
j) Use of Results	<p>(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)</p>