Kapiʻolani Community College

Evidence Rationale: In fall 2006, only 24% (111) of Native Hawaiian students eligible for financial aid were Pell grant recipients (*University of Hawaiʻi Strategic Plan data*). Unmet financial need and insufficient amounts of institutional aid provided by public institutions may force students to work considerable hours to finance their education. Choy (1999), found that students who worked fifteen or fewer hours were more likely than students who worked more to attend a full year of college, which suggests that working more than 15 hours per week negatively affects persistence. Additionally, full-time students are more likely to persist than part-time students. Part-time students are less likely to meet with their instructors and advisers, as well as utilize learning assistance programs such as tutoring and SI (Braxton, Hirschy, and McClendon, 2004). In fall 2006, the successful completion rate of full-time students was 25.6% whereas only 11.7% of part-time students successfully completed courses.

Measurable Changes after two years: 28.3% (153) of first-time freshman will receive aid

Measurable changes after four years: 31.8% (190) of first-time freshman will receive aid

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Develop a financial aid adviser position for Kahikoluamea (a student success department) to meet and assist students who are eligible for aid, but not receiving it with financial aid questions and forms.	X				Kahikoluamea Chair and Dean of Student Services
Develop/implement orientation for parents to begin completing financial aid forms (can coincide with student orientation which is already in place).	X	X	X	X	FYE Coordinator, Financial Aid Coordinator
Use college outreach counselor (Kuilei) to meet and assist high school seniors coming to KapCC with financial aid questions and forms.	X	X	X	X	College outreach counselor

Kapiʻolani Community College

Evidence Rationale: In fall 2006, 37.8% (65) of Native Hawaiian students placed into developmental reading courses, 55.8% (96) placed into developmental English courses, and 75.6% (130) placed into developmental math courses (UH Strategic Planning Data, 2008). In 2006, the successful completion rate for Native Hawaiian students (AtD cohort) in developmental math was 52% (46). In 2006, the completion rate for Native Hawaiian students taking developmental reading was 57% (13), and the completion rate for developmental writing was 71% (42).

According to a recent study done by Gerlaugh, Thompson, Boylan, and Davis (2007), offering learning support outside of the classroom is important for student success. Since fall 2005, the average grade for students attending SI sessions in developmental math was 2.35 compared to 1.94 for students who did not attend SI sessions. In fall 2006, 95% of students who received writing tutoring perceived it to be helpful and to positively impact their grade.

AMATYC (2006) recommends that placement of students into the math curriculum be based on the analysis of multiple measures.

Research suggests that structured academic counseling is important for helping students find their way through college (Cohen & Brawer, 1996) and that structured advising positively affects retention and graduation (Tinto, 2004). Early alert systems that incorporate a network of individuals (faculty, mentors, academic support units, peer support groups) are most effective at helping students address early adjustment difficulties (Kuh, Kinzie, Schuh, Whitt and Associates, 2005).

Measurable Changes after two years: 62% (60) of Native Hawaiian students will complete developmental math successfully; 74% (48) will complete developmental writing successfully and 64% (15) will successfully complete developmental reading

Measurable changes after four years: 69% (71) of Native Hawaiian students will complete developmental math successfully; 77% (52) will complete developmental writing successfully and 65% (17) successfully complete developmental reading

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Establish student success department (Kahikoluamea) that combines developmental studies, English 100 and Math 100, FYE, Hawaiian values, and counseling/advising services for first time students	X	X			KapCC Chancellor

Research /develop/implement diagnostic tests with learning styles component for students who place into developmental English and math courses.	X	X			Math and English Coordinators
Provide post diagnostic test advising and mandate advisor assisted registration.		X	X	X	Counselors and faculty
Plan for and offer alternative instructional formats in developmental math and English (see *Implementation Plan for the White Paper on Dev Ed* for different types of instructional approaches).		X	X	X	Math and English Coordinators and Kahikoluamea chair
Develop/modify/implement integrated learning assistance and support (tutoring, supplemental instruction, peer mentoring).	X	X	X		LC Coordinator
Develop/modify/implement college success course with emphasis on Hawaiian students.	X	X	X		FYE Coordinator
Develop/implement career pathways model.	X	X	X		Career Pathways Counselor
Develop/implement a structured academic advising model in connection with Personal Learning Plans (PLPs). Mandate advising for all students enrolled in developmental education courses. Doubly deficient meet with counselors while all others meet with faculty advisers.	X	X	X	X	Kahikoluamea Counselors and Chair and Pathways Counselor
Train faculty advisers to implement the structured academic advising model from above.	X	X			Kahikoluamea Counselors
Develop/implement an early alert system that targets students who are having difficulty in developmental courses. (Interventions depend on a student's area of difficulty – students may be referred to a counselor, a course-based learning assistance program such as SI or tutoring, a financial aid counselor, TRIO, student success course etc.	X	X	X		Counselors and faculty
Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes (ties into UHCC system plan for shared SLOs)	X	X			Coordinators on Dev Ed System Committee

Kapi'olani Community College

Evidence Rationale: In 2006-2007**,** the total number of degrees awarded was 757 (includes multiple awards to some students). 65 of those degrees and certificates awarded were for Native Hawaiian students. Only 3% of Native Hawaiian students graduate. The completion rates for entering full-time Native Hawaiian after 1 semester is 11.6% (20 out of 172 students). The percentage of Native Hawaiian students completing courses with a C or better has been steadily decreasing since 2004. The course completion rate in 2004 was 82%; in 2005, the course completion rate was 65% and in 2006, it was 62%. In College Algebra (a gatekeeper course), the course completion rate for Native Hawaiian students was 40%. In English 100 (gatekeeper), the course completion rate for Native Hawaiians was 63%.

Many researchers today recognize that learning support for students at all levels of postsecondary education is necessary. Campus tutorial services and learning centers (Arendale, 1998, 2004; McDaniel, James and Davis, 2000) often provide skills assessments, one-on-one and small group tutoring, peer mentoring, academic advising, early alert systems, computer assisted instruction, workshops on learning/study skills, videotaped instruction, and Supplemental Instruction, all of which recognize that all learners can be "at risk" at different periods in their postsecondary careers (Arendale, 2004; Boylan Bonham, and Bliss, 1997; Casazza and Silverman, 1996; Martin and Blanc, 2001; Maxwell, 1987; Tinto, 1993).

Measurable Changes after two years: 73 certificates/degrees will be awarded to Native Hawaiian students. The percentage of Native Hawaiian students successfully completing courses will increase to 64%.

Measurable changes after four years: 84 certificates/degrees will be awarded to Native Hawaiian students. The percentage of Native Hawaiian students successfully completing courses will increase to 67%.

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Plan for and provide orientation that includes pre compass advising for all new students so that students understand the implications of placement results.	X	X	X		FYE Coordinator
Offer math brush-up courses and other test preparation materials so students are prepared to take COMPASS	X	X			FYE Coordinator

Develop Personal Learning Plan for first time college students			X	X	Dean of Student Services
Develop/modify/implement integrated learning assistance and support (tutoring, SI, peer mentoring) for gatekeeper courses.			X	X	Department chairs, SI Coordinator, Tutoring Coordinators
Develop/implement early alert system that targets students who are having difficulty in gatekeeper courses.			X	X	FYE Coordinator and Counselors
Develop/implement a degree pathway partnership, Ka'ie'ie, between University Hawai'i Manoa and KapCC for Native Hawaiian students	X	X			Pathways coordinator, Kahikoluamea Chair and Dean of Student Services
Offer professional development on learning, learning theory, and the best instructional and assessment techniques, and retention strategies for Native Hawaiian students for faculty who teach gatekeeper courses.	X	X	X	X	CELTT, Department chairs

Kapiʻolani Community College

Evidence/Rationale: The College's current institutional research office has 1 FTE. The unit is not able to meet the demand for data collection and analysis necessary for college wide data driven decision making. Many of the College's faculty and staff are not accustomed to participating in evaluations. There is a tendency among faulty, staff, and administrators to not take evaluation seriously and to treat it more as an afterthought rather than building it into the planning process.

Measurable changes after two years: The College has trained a cadre of faculty and staff leaders to conduct formative evaluations in their areas and utilize the results of the evaluations to improve their programs and units.

Measurable changes after four years: Data driven decision-making is embedded into the campus culture as evidenced by the routine evaluation of its efforts to improve student success and by using the results of these evaluations to improve policies, programs, and services.

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Establish an Institutional effectiveness office to enhance IR capacity and promote use of data.	X				Chancellor, Coordinator of grants and research
Review IR capacity to determine what is needed and make recommendations.	X				Coordinator of Institutional Effectiveness Office
Implement recommendations from IR capacity review.		X	X	X	Coordinator of Institutional Effectiveness Office
Conduct focus groups with students in gatekeeper courses to get insight into practices that work and those that do not.	X	X			IR and Assessment coordinator
Build statistical models and create evaluation instruments to measure the impact of the college's intervention strategies.	X	X	X	X	IR and Assessment coordinator
Develop a knowledge management system (Cognose) to monitor	X	X			IR staff

student progress and share data.					
Build capacity by teaching program personnel how to conduct evaluations and use findings to make decisions.	X	X	X	X	IR staff