College Mission Statement (or provide link)
KCC website

Elevating Developmental Education:
The Kahikoluamea Program Data clearly demonstrates the ever-increasing demand in Developmental Education. With the challenges in enrollment growth, the Kahikoluamea Department has been successful in its effort to improve student success. The College needs to again elevate its remedial/developmental education efforts to achieve its mission and to help students achieve their dreams.

Kahikoluamea: The Establishment of a New Department–
In 2009, the College’s Reorganization Plan was approved by the B.O.R. The plan addressed the need to improve collaboration and coordination of programs administratively by:

- Promoting informed efforts to do resource allocations including obtaining grants connected to / based on institutional research and assessment / data-based decision-making;
- Promoting the integration & implementation of academic and program pathways for access & success (e.g., through coherent student services & support);
- Promoting the establishment of First Year (FY) academic academies and academic clusters (i.e., coherent and articulated academic pathways).

In concert with the College’s Reorganization, Kahikoluamea Department was proposed as part of the Reorganizational Plan:

- One of the key features of Pathways is to design a model that creates Pathway First Year Academic Academies. Kahikoluamea will operate these Pathway FY Academies so that they parallel and
transition students into the Academic Clusters.
- Kahikoluamea has also consolidated resources [i.e., Holomua merger with First Year Experience (FYE) and Malama Hawai‘i] in order to increase educational practices that engage students and raise their levels of persistence and achievement at the College.

Kahikoluamea will continue to honor and expand on the mission of the Holomua which was established in 1998 for the purpose of:
- Focusing on student success and support;
- Creating a safe place for students to learn foundational skills and adjust to college life;
- Exploring educational and career goals;
- Allowing faculty to become expert resources in developmental education; and
- Attracting and hiring faculty with commitment to basic and developmental education.

Program Mission Statement (or provide link)
See above. Also reference University of Hawaii System Strategic Outcomes 1 & 2. Kahikoluamea website @KCC homepage

OVERALL PROGRAM HEALTH (Check one)

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<th>Cautionary</th>
<th>Unhealthy</th>
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Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data)

Program Review data demonstrates that Kahikoluamea continues the legacy of successfully meeting the needs of its target population.

Enrollment: In Fall 2007, the Kahikoluamea Department enrolled 1,778 students. In Fall of 2008 the Department enrolled 2,253 students. An increase of 433 students.

✓ Math:
In Fall 2008, the number of students in “College Ready” Math increased from 1,182 to 1,529, an increase of 347 students.

✓ English:
English enrollment increased from 600 students to 724 and the total
number of students in both Math and English College Ready courses increased from 386 to 471.

**Success Rates:**

- **Math:**
  In Fall 2007, the Math success rate was 51.81%. There was a slight Improvement in Fall 2008 to 52.2%.

- **English:**
  In Fall 2007, the average College Ready English success rate was 58.81%. In the Fall of 2008 the rate increased slightly to 55.9%.

**Other Indicators:**

In Fall 2007, Kahikoluamea faculty taught 75 sections of College Ready courses, 11 more than the previous Fall. However, average class size increased in Fall 2008 as did “rate of fill”, which increased from 102.12 to 103.02%.

**Conclusion:**

Based on the above data, Kahikoluamea ranks as a healthy program.

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**Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year’s action plan) – Program Review Requirements II and III are combined in this section.**

**Redesign of College Ready Education and New Student Orientation to Elevate Student Success through New Engagement Initiatives, Curriculum Redesign**

The goal and objectives of College Ready Education will also address the needs of all new students, not just those who are academically under-prepared.

- In the Fall semester 2008, 9,212 students enrolled in classes at Kapi‘olani Community College.
  - Of these 1,823 were first time students of which 1,105 or 58.93% were enrolled in at least one remedial/developmental course);
• 2,515 or 28.62% of the 9,212 students were enrolled in at least one remedial/College Ready course. This compared to a 21.32% of the college in Fall 2007, an increase of 7.30%.

Part III. Action Plan -

Continue the Implementation of the Redesign of College Ready Education and Mission of Kahikoluamea

Strategies:
- The Community College Survey of Student Engagement (CCSSE) 2007 suggests one strategy to maximize student engagement is to elevate College Ready Education.
  - The CCSSE report states “community colleges cannot significantly strengthen student success unless they first focus on providing effective College Ready education and appropriate levels of student support.”
  - Initial Achieving the Dream data from 27 colleges showed that students who successfully completed a college-ready course--any College Ready 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 College Ready education.
- The CCSSE report proposes focusing attention and resources on:
  • Supporting students in their first semester work;
  • Beginning with accurate and effective placement information;
  • Providing enough College Ready course selections taught by qualified faculty;
  • Monitoring academically underprepared students – percentage of students who successfully complete College Ready courses 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.
Pathways:

Kahikoluamea Pathway First Year (FY) Academic Academies –
- As one of the key features of Pathways and based upon the Holomua model, a **Pathway FY Academic Academy** is a **cohesive and comprehensive learning community of practice** that links:
  - Students, faculty, and support staff (including peer mentors and peer tutors) with
  - **Contextualized** College Ready (remedial and developmental) courses, and
  - A **College Success** course Na Wa’a 109, and an
  - **Introduction to a field of study** (e.g., Arts & Sciences, Health Education, or Business, Hospitality, and Legal Education), and
  - Extra-curricular and required **student engagement** activities.

- Kahikoluamea will begin to offer these Pathway FY Academies so that they parallel and transition students into the **Academic Clusters**.
- Kahikoluamea will continue **consolidating resources** [i.e., Holomua merger with *First Year Experience* (FYE) and *Malama Hawai’i*] in order to increase educational practices that **engage students** and raise their levels of persistence and achievement at the College.
- The Kahikoluamea Department is striving to **align resources and services** in concert with the College’s mission and purposes to meet the diverse needs of entering students, e.g. by incorporating Ku’ilei, a high school to college transition program.
- Kahikoluamea via the **Pathway FY academic academies will begin to** address the needs of all 1,539 entering new students, not just those who are academically underprepared.
- Thus, in **collaboration** with academic clusters and student organizations and activities, this Department will serve students **beyond** those who need College Ready courses.
- The Pathway FY Academic Academy is 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 KCC.

- Pathway FY Academic Academies also provide an organizing framework for the College Success Course Na Wa’a 109:
  - 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, Tutoring, Creation of Student Technology Mentors

- Thus, Pathway FY Academic Academies allow students to start their majors while completing College Ready courses (remedial/developmental skills requirements).

- Students can benefit from the Pathway FY Academic Academies of Kahikoluamea by:
  - Meeting College Ready 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.

- Kahikoluamea creates a learning space that fosters community involvement and encourages concern/passion for collaborative, active learning and teaching to enhance student engagement and success while allowing for the changing needs/expectations of students, faculty, and staff;

- Kahikoluamea also develops and implements pre-enrollment, retention, and persistence strategies that identify/remove barriers to student success in order to ensure students’ transition into one of the
In conclusion, Kahikoluamea offers a cohesive and comprehensive program that features:

- **Pathway FY Academic Academies** that lead to academic clusters;
- Use of content material from various majors integrated into College Ready Math and English courses/assignments;
- Early development of eportfolios as a means to evaluate one’s work, one’s self, one’s learning, and one’s goals;
- Early exploration/evaluation of academic and career goals through pathways established by the College; and
- Use of and integration of our host culture’s values/concepts, and “sense of place,” in instruction, counseling, advising, and student engagement activities, thereby honoring our host culture while being enhanced by it.

**Part IV. Resource Implications (physical, human, financial)**

Kahikoluamea was awarded a Title III request for supplemental funds for approximately $720,000 for renovation of the old Holomua Center. This past year, we have been awarded $1.9 million from another Title III request for supplemental funds for renovation of the downstairs portion of the building. The project is become known as "Kahikoluamea Renovation Phase 2". The college has also been awarded a new Title III Grant of 3.2 million dollars over the next five years. Kahikoluamea will play a major role in the initiation of this new grant. Overall, the Department is still funded from fees collected through Kahikoluamea's Pre-College Communication (PCC) and Pre-College Mathematics (PCM) classes. These monies are currently used to cover the student worker payroll as well as the purchase of all supplies and equipment for the Department. PCC and PCM are zero credit classes, which are not included in the College’s total count of student semester hours (SSH). Therefore, it is difficult to calculate the cost per SSH given that the PCC/PCM accounts are not included in the Department’s annual budget allocation.

Annual Report Program Data and analysis located on college website at:

quill.kcc.hawaii.edu/page/planning