



Native Hawaiian Gateway Courses for the 2008-2009 Academic Year

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Gateway courses generally are heavily enrolled courses that have low pass rates. They are defined here as the subset of the 50 most enrolled courses at the institution with pass rates below 70%. Typically they are defined for an institution using all students, and then the performance of various subpopulations may be examined in these institutional gateway courses. One problem with this approach is that the subpopulations may have their own unique heavily enrolled courses with low pass rates that are not in the list of institutional gateway courses. If gateway courses are identified for a

Native Hawaiian Gateway Courses			
Course	Students	Pass Rate	Gateway for All Students
ACC 201	50	64.00%	Y
ART 101	79	51.90%	Y
BIOL 130	84	48.81%	Y
BIOL 130L	59	45.76%	Y
BIOL 171	34	47.06%	
CHEM 100	57	56.14%	Y
CHEM 161	40	52.50%	
CULN 111	39	48.72%	
CULN 115	30	46.67%	
ECON 130	30	46.67%	Y
ENG 21	50	68.00%	
ENG 22	138	64.49%	Y
ENG 100	277	59.21%	Y
FSHE 185	75	69.33%	
GEOG 102	31	61.29%	
HIST 151	125	64.00%	Y
HLTH 125	107	57.94%	Y
HWST 100	48	68.75%	
ICS 100	60	58.33%	
ICS 101	36	63.89%	
JPNS 101	42	66.67%	
MATH 24	133	56.39%	Y
MATH 25	125	56.00%	Y
MATH 81	36	63.89%	
MATH 100	56	50.00%	Y
MATH 103	80	60.00%	Y
MATH 135	53	50.94%	Y
PCM 23	53	50.94%	Y
PHIL 110	58	58.62%	Y
PSY 100	142	69.01%	
SOC 100	62	58.06%	Y

specific subpopulation this may show that the subpopulation may be disadvantaged in succeeding in certain majors because they are having problems completing courses that are not a problem to the general population.

The current study identified gateway courses for both Native Hawaiian and all students at Kapi'olani Community College during the 2008-2009 academic year. Of the 50 most enrolled courses for Native Hawaiian students, 31 meet the definition of a gateway course. All 18 of the gateway courses for all students are included within the Native Hawaiian list. The remaining 13 courses are unique to Native Hawaiian students and are shaded in the table to the left.

The shaded courses reveal some obstacles that are unique to Native Hawaiian students. Most of the gateway courses for all students are introductory level courses. However, BIOL 171 and CHEM 161 are also gateway courses for the Native Hawaiians. This creates additional obstacles for Native Hawaiian students to advance in science careers that require advanced biology and chemistry.

Two culinary and two information and computer sciences courses are unique gateway courses for Native Hawaiian students. Because of this, culinary arts and computer science graduates may exhibit an under-represented Native Hawaiian population.

ENG 21 also is a unique gatekeeper course for Native Hawaiians. Developmental courses are a substantial challenge for all students, but Native Hawaiians face an additional obstacle with ENG 21.

Similarly, Math 81 is also a unique gatekeeper course for Native Hawaiians at the developmental level, with the result that the entire math course

sequence, from PCM 23 through Math 135, including Math 100, are now serving to block or prolong progress for Native Hawaiian students in completing their degree or certificate within a reasonable period of time regardless of major.

The implications of this study strongly support the intervention of Title III, NSF, and ARRA funded strategies for math and English in Kahikoluamea, LLL and Math/Science departments. The newly created CTE Academies for Business, Hotel/Travel and Culinary specifically focus on completion of Math 81 and Eng 22 through a model that incorporates Hawaiian culture and values and is designed to improve course completion through contextualized curriculum. The Culinary Academy also includes CULN 111, another unique gateway class for Native Hawaiian students. Future Title III funded Academies will include a focus on Math 24-103 and Eng 22-100 utilizing newly developed strategies such as the Math Emporium model and Banzai Pipeline (Eng 22-100) in learning communities featuring pedagogies that combine community-based, place-based, and outcomes-based projects with an emphasis on technology and career/life-exploration (MyPlan) features.

Data collected in this study also examined unique gateway courses for Filipino students revealing another pattern of gateway courses. Further study is expected to be ongoing.

Notes:

1. Pass rates were calculated based on D and higher grades.

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