

## Kahikoluamea Tactical Plan Academic Year 2011-12

### **Mission Statement**

Kahikoluamea means the lashing together of three canoes for stability and strength. The Kahikoluamea Department, rooted in Hawaiian values, integrates First Year Experience, Mālama Hawai'i, and foundational academic skills delivered in English (reading and writing) and in mathematics courses preparatory for college level work.

Our mission is to engage, invigorate, enlighten, and retain entering students encouraging them to identify and acknowledge their personal strengths, values, and interests, develop their life goals, and persevere in their educational pathway. We do this through classroom experiences, scholarship, and co-curricular services which provide a cohesive system of support through counseling, career planning, innovative pedagogies and models, co-curricular activities, and learning support services.

### **Our Program Learning Outcomes**

A) Through participation in the First-Year-Experience, career exploration, co-curricular and community-orientated activities, students will identify their educational goals and values that will help them make informed career choices to define their pathway at the College and contribute to the broader community.

*Strategic Outcome A, Performance Measure 4, Potential Strategy A4D, Strategic Plan, p.25*

*Strategic Outcome B, Performance Measure 6, Potential Strategies B6, Strategic Plan, p. 30)*

B) Through access to a comprehensive academic system integrated with support services, including counseling, peer mentoring, and tutoring services, students will acquire the foundational academic skills in English and mathematics skills required to move to the next level in their chosen program of study.

*Strategic Outcome A, Performance Measure 3, Potential Strategy 3D, Strategic Plan, p. 25*

*Strategic Outcome B, Performance Measure 3, Potential Strategy B3C Strategic Plan, p. 28)*

### **Relation to the KCC Strategic Plan**

Strategic Outcome A: Native Hawaiian Education Attainment

- Build 'Imiloa Pathways for Student Engagement, Learning and Success
  - Maintain Fall 2011 enrollment of Native Hawaiian students at 1,582. (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 76 percent; in developmental math from 52 to 72 percent (Achieving the Dream and Title III performance measures; KCC Strategic Plan Performance Measure A3)
  - Increase the Percent of new Hawaiian Fall Students Earning 20 or More Successful College Credits

- Increase the Fall to Subsequent Spring Reenrollment rate of Hawaiian students (excluding graduates or transfers)
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Kahikoluamea will address the Performance Measures A1 and A3 by through tactical interventions in support of the Integrated Purposeful Student Pathway model.

Kahikoluamea	Pre-Pathway →	Pathway selection and Preparation →	<i>Degree Pathways in Academic Programs</i> →	<i>Post-Pathway in Academic Programs</i>
<b>First Year Experience and Kuilei</b>	<ol style="list-style-type: none"> <li>1. Offer 3-part New Student Orientation to increase a student's engagement with the college prior to the first day of the semester</li> </ol>	<ol style="list-style-type: none"> <li>1. Offer Nā Huaka'i FY (CTE and Liberal Arts) (320 students) to close gap of 14% in NH full time FY student success rate.</li> </ol>		
<b>Malama</b>		<ol style="list-style-type: none"> <li>1. Added FY Huaka'i in address NH FY success rates</li> </ol>		
<b>Kahikoluamea counseling support</b>		<ol style="list-style-type: none"> <li>1 Administer CSI to selected Eng 21 and 22 classes targeting Native Hawaiian students.</li> </ol>		
<b>Pathways</b>		<ol style="list-style-type: none"> <li>1. Offer Na Huaka'i First Year Explorations (CTE, Liberal Arts and Health) supported by the MyPlan, 'Imiloa Studio hour, and 'Imiloa Technology Peer Mentors</li> <li>2. Integrate MyPlan into the ENG22-100 pathway</li> <li>3. Add Career Exploration to 'Imiloa (My Plan)</li> <li>4. Develop/offer 'Imiloa</li> </ol>		

		<p>Studio Hour (120 students)</p> <p>5. Incorporate 'Imiloa Technology Peer Mentors</p>		
	<p><b>Student Transition Awareness &amp; Adaptation</b></p>	<p><b>Student Transition Progression and Development</b></p>	<p><i>Student Transition Progression towards Educational and career goals</i></p>	<p><i>Student Transition Preparation to transfer/career/enrichment</i></p>
<p><b>Student Goal/Milestone</b></p>	<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; successfully complete their first year course work at KCC; create their MyPlan</p>	<p><i>Progression Towards a Degree→</i></p> <p><i>Students become increasingly self-directed in their ability to make informed decisions based upon their career and educational goals.</i></p>	<p><i>Transfer/Career/Lifelong Learning</i></p> <p><i>Students make appropriate preparation to transition to employment or to transfer to a four-year university.</i></p>
<p><b>Performance Indicator</b></p>	<p>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.</p>	<p>Students establish and update an educational plan; students are prepared to enter/continue college level course work; complete 20 college credits in good standing.</p>	<p><i>Students commit to educational plans that guide their course choices</i></p>	<p><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></p>

Strategic Outcome B: Hawai'i's Educational Capital

- “The Degree Challenge”
  - Maintain fall 2011 enrollment of all students at 9301. (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 70 to 83 percent; in developmental reading from 66 to 80 percent; in developmental math from 56 to 80 percent. (Achieving the Dream and Title III performance measures; KCC Strategic Plan Performance Measure B3)
  - Increase the Percent of New Fall Students Earning 20 or More Successful College Credits
  - Increase the Fall to Subsequent Spring Reenrollment rate (excluding graduates or transfers)

Kahikoluamea will address the Performance Measure B1 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 201120% of )	Tangible results by 2012
First Year Experience	<ol style="list-style-type: none"> <li>1. <b>New Student Orientation: Requires students to attend three sessions with the third session encouraged but not required (1800 students)</b></li> <li>2. <b>Peer Mentors: Will organize various peer mentor groups into a centralized training model.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>70% of students will successfully register after completing NSO Part II and part III</b></li> <li>2. <b>70% of students are enrolled in courses at the census date</b></li> </ol>
Malama	<ol style="list-style-type: none"> <li>1. <b>Tutoring and Peer Mentoring established separately from NHCTEP project</b></li> <li>2. <b>Culture-based workshops for professional development</b></li> <li>3. <b>Project-Based Learning models (culture-based; place-based; community-based)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>70% of targeted students utilize tutoring/Malama Center</b></li> <li>2. <b>20% of program courses will incorporate project- based learning or practices into course instruction</b></li> </ol>
Kahikoluamea	<ol style="list-style-type: none"> <li>6. <b>Pilot QuantPath, STEMpath, and English 22-100 course pathways</b></li> <li>7. <b>Pilot Library Research Project in English 22</b></li> <li>8. <b>Pilot online reading lab in English 21</b></li> <li>9. <b>Pilot LSK 30 linked to English 21 for FY students</b></li> <li>10. <b>Pilot redesigned Math 81 and Math 98</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>70% of targeted students will use online or face to face tutoring 2 or more times during the semester.</b></li> <li>• <b>Faculty will complete one cycle of program learning outcomes, assessment, evaluation, and improvement.</b></li> <li>• <b>20% of program courses will incorporate project-based learning or practices into course instruction</b></li> <li>• <b>Address 24% gap in math success rate</b></li> <li>• <b>Address 13% gap in English success rate</b></li> <li>• <b>50% of incoming ENG 22 students will successfully complete their MyPlan</b></li> </ul>
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"> <li>• <b>CCSSE factors will increase for active and collaborative learning and support for learners</b></li> </ul>
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"> <li>• <b>80% of first year students who enter in fall will complete 20 college credits in good standing by the end of their first year.</b></li> </ul>

#### IV Strategies/Learning Interventions:

<p><b>Methods Involved</b></p>	<ol style="list-style-type: none"> <li>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, GEAR UP, and UHCC system)</li> <li>2) Create interdisciplinary Communities of Practices to research and implement high impact educational practices for developmental student success; invite Joyce Romano from Valencia CC, to learn best practices and implementation on developmental advising model and system to support MyPlan; invite Peter Adams from CCBC, and faculty from CCD/Los Medanos/Chabot, to learn of other successful interventions in Eng/math success; collaborate with institutional researchers to assess and improve and communicate results to PPAC and governance bodies (funded through Title III) done</li> <li>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 including regular meeting between Chairs and Coordinators to provide input into the budgeting, ARPD, and tactical planning processes. (Supported through AtD)</li> <li>4) Meet campus' goal for assessment by submitting Program and Course level assessment plan to Dean by 9/15; ARPD by 11/15; fall 2011 course assessments by 12/22; spring 2012 course assessments by 5/31 and 2012 program assessments by 6/29/12</li> <li>5) Maintain professional development for faculty as part of the department's commitment to a student success agenda. (supported through Title III and college funds)</li> <li>6) Hire FYE Assistant to facilitate FY program growth</li> <li>7) Complete five year course reviews according to timeline submitted to Faculty Senate.</li> </ol>
<p><b>Achieving student success based on a culture of evidence through OFIE research data, AtD, Global Skills, CCSSE, and program/faculty/counselor assessment</b></p>	<ol style="list-style-type: none"> <li>1) Surveys (Kuilei Program, `Imiloa Pathways)</li> <li>2) Focus Groups/Communities of Practice (Global Skills Grant, `Imiloa Pathways)</li> <li>3) Pre-test/Post-test designs (FYE and OFIE will conduct NSO research in fall 2011)</li> <li>4) Counselor notes in SARS and STAR fully implemented by 3/12(Assessment Coordinator and Counselor assessment team)</li> <li>5) Percentage of students earning 20 credits at the completion of the first year (AtD data and Dept. Chair)</li> <li>6) Analyzing longitudinal data on student progression (AtD data and Dept. Chair)</li> <li>7) Diagnosing achievement gaps (faculty assessment projects)</li> <li>8) Assessing student learning outcomes (faculty assessment projects)</li> <li>9) MyPlan, and `Imiloa Assessment (Pathways assessment projects)</li> </ol>

<p><b>Persons Responsible:</b></p>	<ul style="list-style-type: none"> <li>• FY Huaka’i - Dennis Kawaharada, Reid Sunahara</li> <li>• First Year Coordinator – LaVache Scanlan</li> <li>• Kuilei Coordinator – Sheldon Tawata</li> <li>• Malama Student Support Coordinator – Joe Yoshida</li> <li>• Pathways Coordinator – Kelli Goya</li> <li>• Counselors –Joe Yoshida, Regina Ewing, Sharoh Moore, Kristie Malterre, Sheldon Tawata,</li> <li>• Faculty/discipline Coordinators with instructional equivalent assignments–Mary Ann Esteban (math), Georganne Nordstrom (English)</li> <li>• 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) - Sharoh Moore</li> <li>• 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</li> </ul>
<p><b>Synergies with other programs, units, emphases and initiatives and key community partners (if any)</b></p>	<p>Kahikoluamea is leading the institution:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• In the creation of the ‘Imiloa MyPlan for all new students to help guide them successfully toward their career and educational pathway</li> <li>• In the creation of learning environments that support and foster Hawaiian values</li> <li>• In the creation of First Year Nā Huaka’i 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.</li> <li>• In our contextualized cohort curriculum which provides both academic and co-curricular support</li> <li>• In our linked college ready and 100-level courses and through our college success course</li> <li>• In the creation of Pathways for FY new students, which will allow them to set their own benchmarks, begin to be self-reflective and independent thinkers. Through the MyPlan 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</li> <li>• In our comprehensive and mandatory student led NSO and FYE programs</li> </ul>

	<ul style="list-style-type: none"> <li>• In the training of faculty in academic advising</li> <li>• Through our place-based learning strategies</li> <li>• In our collaboration and participation with such initiatives as Title III, STEM and Perkins</li> <li>• In our integrated advising, counseling, tutoring and mentoring programs</li> <li>• In our effort to not only create successful students but also to provide them with leadership skills they will need in the coming decade</li> <li>• Through our pursuit of enhanced technology integration in all programs and disciplines</li> <li>• In the elimination of barriers that keep Pell eligible students from completing their financial aid forms</li> <li>• In our commitment to ensure that faculty and staff and counselors receive continuous professional development opportunities</li> <li>• In our commitment to take the lead locally and nationally in postsecondary education and best practices</li> <li>• 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</li> <li>• In our commitment to serving Native Hawaiians and underrepresented students</li> </ul>
<p><b>Resources (human, physical, fiscal, technology) required to implement strategies.</b></p> <p>Please check appropriate <b>funding</b></p> <p><input type="checkbox"/> <b>ces</b></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"/></p>	<p>\$7,500 for Early Alert Interventions instrument – CSI from Noel Levitz for Kahikoluamea Counseling</p> <p>2.0 FTE Math Lab Manager</p> <p>6 Math Lab Tutors (funds received from UHCC system office for Math Project)</p> <p>\$12,000 for Professional Development</p> <p>1.0 Asst. FYE Coordinator position to be requested (filled on a casual basis for 2011-2012)</p>

<p>Biennium and/or supplemental budget request</p> <p><input type="checkbox"/> Others (Please list)</p>	
<p><b>i) Summary of data collected (actual)</b></p>	<ol style="list-style-type: none"> <li>1. 98% of first year students who attended NSO have completed their first semester of college.</li> <li>2. Faculty completed one cycle of course assessment, evaluation, and improvement.</li> <li>3. Fall 2011 course success rates as a result of targeted interventions are as follows: <ul style="list-style-type: none"> <li>• Math 81 rates improved by 3.8% to reach 80%</li> <li>• Math 24 rates improved by 11.9% to reach 55.5%</li> <li>• Math 25 rates improved by 7.6% to reach 53.1%</li> <li>• PCM 23 rates improved by 23.2% to reach 52.2%</li> <li>• English 21 rates improved by 19% to reach 68.4%</li> <li>• English 22 rates decreased by 1% to reach 62.8%</li> </ul> </li> </ol> <p>Data on other goals/projects are being collected and will be reported in the next plan. Some activities were not started due to changes in program direction/planning.</p>
<p><b>j) Use of Results</b></p>	<p>The department will use these results to improve and refine strategies undertaken in each of the targeted areas. The data will also be disaggregated based on student's ethnic backgrounds, gender, major, and age to see if there are any significant differences in student performance.</p>