



UNIVERSITY of HAWAII  
**KAUAI**  
COMMUNITY COLLEGE

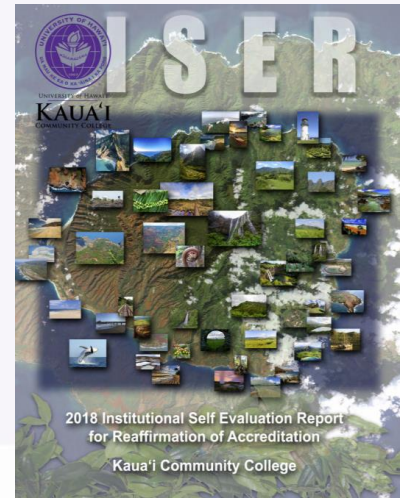
# **Quality Focus Essay Updates**

**College Conversation  
October 23, 2020**



# What is a Quality Focus Essay?

- Component of the Institutional Self Evaluation Report (ISER) where institutions propose **new ideas and innovative projects** that will **improve student learning and or student achievement**
- **2-3 areas** from the self-evaluation are identified to act upon over a multi-year period
- 5,000 word limit
- Must be **realistic** and culminate in a set of **observable and measurable outcomes**
- Critical focal point for **institution's midterm report**



# QFE Development

- **College-wide College Conversations** were held with faculty, staff, and students during the **fall 2017** (Oct 27th) and **spring 2018** (Jan 12th) semesters informed these projects
- Both projects focus on **student success**

**Students Faculty Staff**

## **College Conversation: Quality Focus Essay**

**Friday, October 27th  
Fine Dining Room  
Noon to 2:00 p.m.  
Lunch provided!**

As part of Kaua'i Community College's application for re-accreditation by the Accrediting Commission for Community and Junior Colleges (accjc.org), the College is considering plans for its Quality Focus Essay.

**These are multi-year plans to improve some aspect of the College, focusing especially on student learning and achievement.**

**Your ideas are needed to shape the future---  
bring your best, and be part of the conversation!**

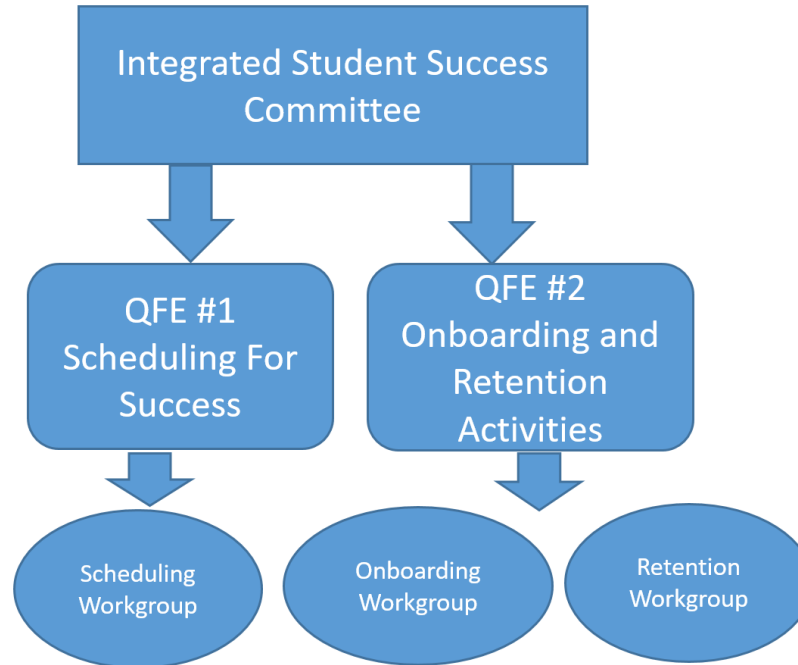
**any questions? email Jon Kalk: [kalk@hawaii.edu](mailto:kalk@hawaii.edu)**

### **Agenda:**

12:00 to 12:20	What is the QFE?
12:20 to 1:00	Small group discussion over lunch - work out ideas
1:00 to 1:30	Report and record
1:30 to 2:00	Advocate for ideas



# Integrated Student Success Committee (ISS)



# QFE #1 “Scheduling for Success”

- **Spans 5 years** (2018-2023)
- **Goal: Examine course scheduling** in terms of modality, location, time, days, length, etc., to best align with current student and community needs
- **Desired outcome: Improve on-time degree completion** and provide **novel scheduling opportunities** for working adults to pursue post-secondary education

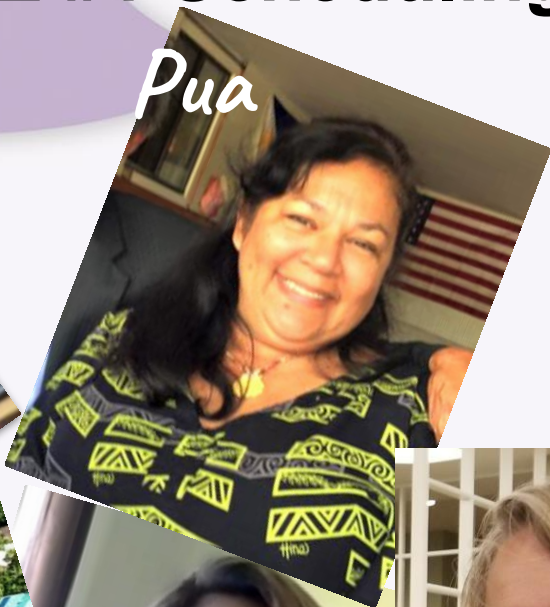




# QFE #1 Scheduling Team



Ann



Pua



Loni



Frankie



Kimi



Pat



Mary



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# One Night to Success

Fall 2019



# The Idea, Target and Timeline

- **Six credits a semester - 2 semesters pilot**
- **Hybrid** (Evening and Online course)
- **Working Adults with 36-48 credits earned** in Liberal Arts
- **164 invitations letters sent**
- **36 responded**
- **14 started cohort Fall 2019**
- **Wrap around student support**
- **May 2018:** Shark Tank Idea UHCC
- **July 2018:** Community Outreach event, 'Advance Your Career'
- **November 2018:** Conversations with administration and faculty
- **Spring 2019:** Letters went out to possible students
- **August 2019:** Welcome Back Orientation



# Outcomes

- **Fall semester:** 1 student dropped, 1 graduated and 1 changed their major
- **Spring semester:** 1 student changed their major, 2 graduated and 3 dropped (e.g., 2 due to covid and 1 for personal reasons). Seven students went on to fall 2020.
- **Student survey** was positive in that students found the cohort model very supportive.



# Expanding the Cohort Model

Many programs have been using the cohort model (Ex. Culn, Nurs.)

## What's new?

We are expanding this model for a wider audience of students who may need some common classes their 1st (and 2nd) semesters

Since Fall 2018, we've run cohorts for:

- STEM
- Liberal Arts
- PreNursing



# Why Cohorts?

- Builds **community**
- Guarantees **student-friendly schedules**
  - all needed classes are available
  - no conflicts
  - no long gaps
- Increases student **success & retention**

[STEM cohort flyer](#)



# STEM Cohort Highlights

## Success in Math 103:

**95%** success for cohort vs **61%** for non-cohort

## Fall to Fall Persistence (coming back to KCC for a 2nd year):

**75%** for cohort vs **52%** for non-cohort

# Survey Result

15. Did you think being in the STEM Cohort and taking multiple classes with the same group of students was helpful? Please explain.

Yes, it provides an environment where everyone know each other and is willing to help.

Yes because I was able to talk to anyone in the class to help me

I think it was amazing because we were able to study and learn more about everyone else and work together outside of class for homework and other work

Very helpful, I didnt feel foreign to my classmates because chances are we all had the same problems.

Yes! Better support system-I can reach out for help to others and feel comfortable.

I think it is helpful because you are able to communicate with a group of students about things that are going on in the different classes

Yes. It makes us interact w our peers to help each other succeed.

Yes. We were to do study

Yes it was helpful because we all had the same experience with each teacher and we could help one another.

Yes I think it is helpful because I can work together with the other students. We are becoming like a team of support for each other

Yes, we know each other and get to help or get help from each other

I think it was because you really get to know your other classmates and it makes it easier to talk and ask them for help on homework or to get together to do study groups.

Gain relationships with out classmates.

Yes because you build a relationship and make friends. It makes it easier to work in groups.



# Designing a Cohort

- **What problem are you solving?**
  - ex. Traditionally low success or high attrition, hard-to-build schedule
- **Buy-in:** Plan with counselor and instructional faculty
- **Cast a wide net:** Try to get the largest target audience that would need a common set of classes



# Compressed Classes

**-same content, credits, & instruction time, but taught over a shorter span of time**

**Example:** 3-credit class taught with “double instruction time” per week in 8 weeks instead of 16 weeks

- MTWR 8:30-9:45

OR

- Class 2 days per week, 2.5 hrs/class

# Compressed classes

- Does not require curriculum changes
- System-wide “part of term” dates

## Examples of KauCC offerings:

- Online Lib Arts AA
  - 5 week Eng 100
- Math sequences
  - 8 week Math 111 + 8 week Math 112
  - Summer 2 week Math 100

# Acceleration

- one course combining content from multiple courses)
- Typically fewer total credits
- Higher success
- More sustainable option for some chronically low enrolled classes

## Ex. Math 253: Accelerated Calculus III

- Covers Calculus III-IV content in one semester
- 4 credits instead of 6 total credits

Two Course Sequence vs Accelerated Course	
F19-S20	F20 (no need in S21)
7 students in calculus III, 4 in calculus IV 33 SSH, 6 faculty FTE Cost per student taking both: 6 cr tuition	11 students in calculus III+IV 44 SSH, 4 faculty FTE Cost per student: 4 cr tuition

# Next steps

## Cohorts:

- Increase cohort options (Ex. Creative Media)
- Improve recruiting
  - Consider getting a cohort population, then building cohort schedule
    - “Hi student, what do you need and when?”
  - Interview students who have participated (marketing?)
- More intentional community building in online setting
- Standardize scheduling process (ex. course linking, approvals?, etc)

## Compressed/Accelerated Courses:

- Do we have more courses that could benefit from the models?
- Look at: low enrolled courses, sequential courses, cohorted courses



# English: Scheduling for Success

- **Moving to 100/100L**, which enrolls 10 students placed into college-level composition and 10 students enrolled in developmental composition has enabled us to offer ENG 100 at double the number of times, providing more flexible options for students to fulfill this requirement. In addition, we continue to offer ENG 100 at night nearly every semester, and offered ENG 100/100L for the first time in Fall 2020.
- **Last AY, we linked ENG 75 offered in the Spring to ENG 100/100L offered in the Fall.** This **student-suggested innovation** encouraged the class to move as a cohort to ENG 100/100L with the same instructor, at the same time block, and increased student success.

# English: Scheduling for Success (Cont.)

- In Summer 2020, we offered a **six-week (compressed)** section of **ENG 75** in Summer Session 1 followed by a **six-week (compressed)** section of **ENG 100/100L** in Summer Session 2, thus offering incoming students at any level the opportunity to **fulfill their composition requirement in 12 weeks**. Unfortunately, due to the **pandemic**, both of these courses were **cancelled**.
- In Fall 2020, we offered a **stand-alone section of ENG 100 as part of a Pre-Nursing learning community**. This class filled almost immediately, proving its popularity; the instructor reports that the students in this section are the strongest out of all of his Fall semester students.

# **Princeville Off-site Course: *REQUEST***

- **Fall 2017 System meeting**
  - **Employee Incentives**
    - **Barriers**
    - **GM's Request**
  - **Space and Assistance**



# Princeville Off-site Course: ***DELIVERY***

- **Hire Lecturer**
- **Secure Space**
- **Promote Offering**
- **Register Students**
- **Student Resources**





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# **NEW** **NORTH SHORE** **ACCOUNTING CLASS**

FALL 2018 | ACCOUNTING 124

**LIVE ON THE NORTH SHORE?**  
**KCC TOO FAR AWAY?**

**WELL, WE'RE COMING  
TO YOU!**

**BASIC ACCOUNTING  
SKILLS**

Course counts for college  
credit and certification

BEING TAUGHT AT:





# **Princeville Off-site Course: *RESULTS***

- **Initial 8 Students, 4 Registered, 3 Completed**
  - **Life Happens**
  - **One Student Continued On**
    - **New Opportunities**

# **Part-time Scheduling**

- ❖ **Campus-wide Shift Over Time**
  - ❖ **Program Shift**
  - ❖ **Part-time Schedule Created**
- ❖ **COVID-19, Program Contraction/Consolidation**

# **Certificates of Achievement**

- ✓ **Campus-wide Shift Over Time**
  - ✓ **Program Shift**
  - ✓ **Shorter Pathways**
  - ✓ **Pros and Cons**





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**Industry  
Recognized:**

**QuickBooks  
Certified User  
Certification**

A promotional graphic for QuickBooks Certified User certification. It features a smiling man in a white shirt. Overlaid on the image are several elements: a green banner with the text "BE ACCOUNTABLE FOR YOUR STUDENTS' SUCCESS", a white box with "QUICKBOOKS CERTIFIED USER", a blue box with the URL "WWW.CERTIPOINT.COM/QUICKBOOKS", and the QuickBooks logo at the bottom right. There are also decorative plus signs and a dashed line.

**BE ACCOUNTABLE**  
FOR YOUR STUDENTS' SUCCESS

QUICKBOOKS CERTIFIED USER

[WWW.CERTIPOINT.COM/QUICKBOOKS](http://WWW.CERTIPOINT.COM/QUICKBOOKS)

quickbooks

# Block Scheduling

- ❑ **Background**
  - ❑ **Process**
  - ❑ **Results**
- ❑ **Flexibility**
  - ❑ **K.I.S.S.**



## Block Schedule Example

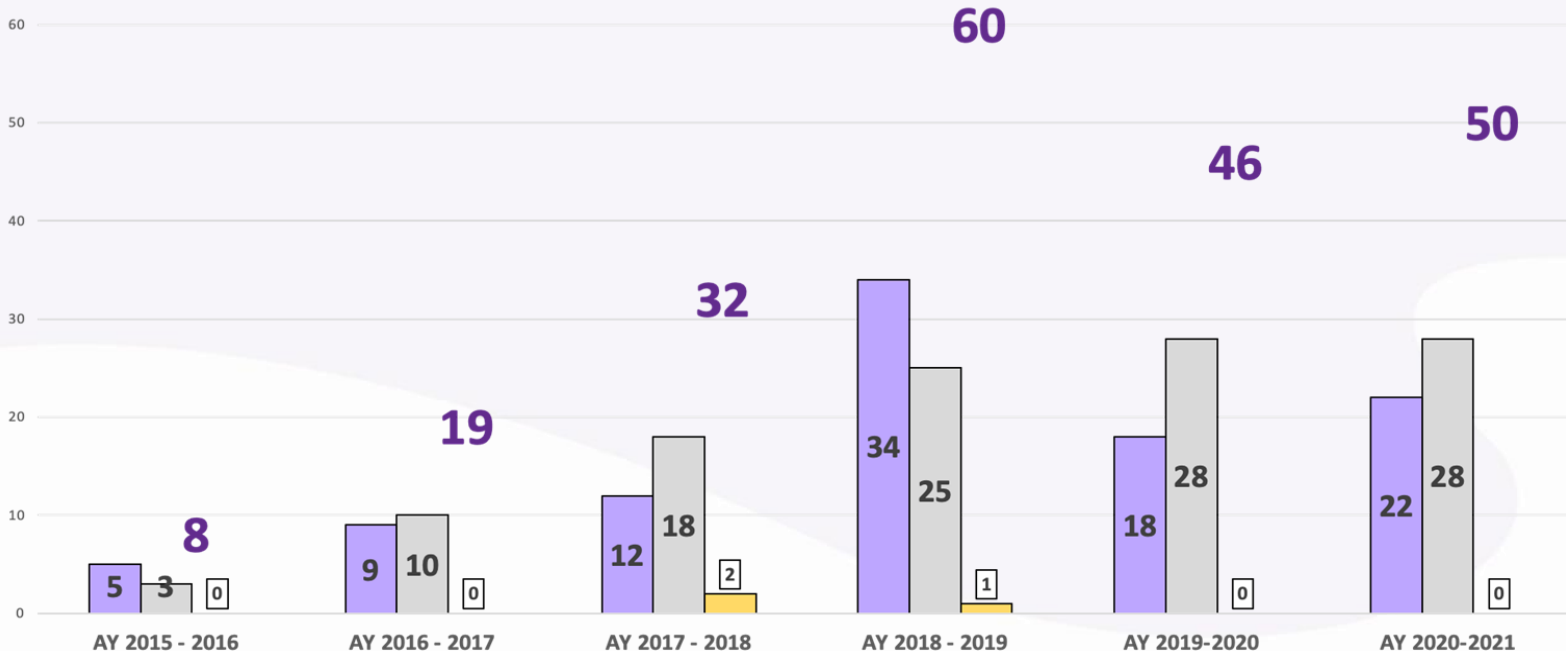
Monday		Wednesday		Friday		
8:30	9:20	8:30	9:20	8:30	9:20	MWF Option
8:55	9:45	8:55	9:45	8:55	9:45	MWF Option
<b>8:30</b>	<b>9:45</b>	<b>8:30</b>	<b>9:45</b>			<b>Block Schedule</b>
9:55	10:45	9:55	10:45	9:55	10:45	MWF Option
10:20	11:10	10:20	11:10	10:20	11:10	MWF Option
<b>9:55</b>	<b>11:10</b>	<b>9:55</b>	<b>11:10</b>			<b>Block Schedule</b>



# Off-Campus Offerings: Number of EC Courses

## Early College Courses

Fall Spring Summer





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# Hybrid and Online Offerings



# **Programs with ACCJC Online Approval: 0-6**

- **Accounting**
- **Hospitality and Tourism**
- **GIS**
- **Plant Biology and Tropical Agriculture**
- **Business**
- **Liberal Arts**



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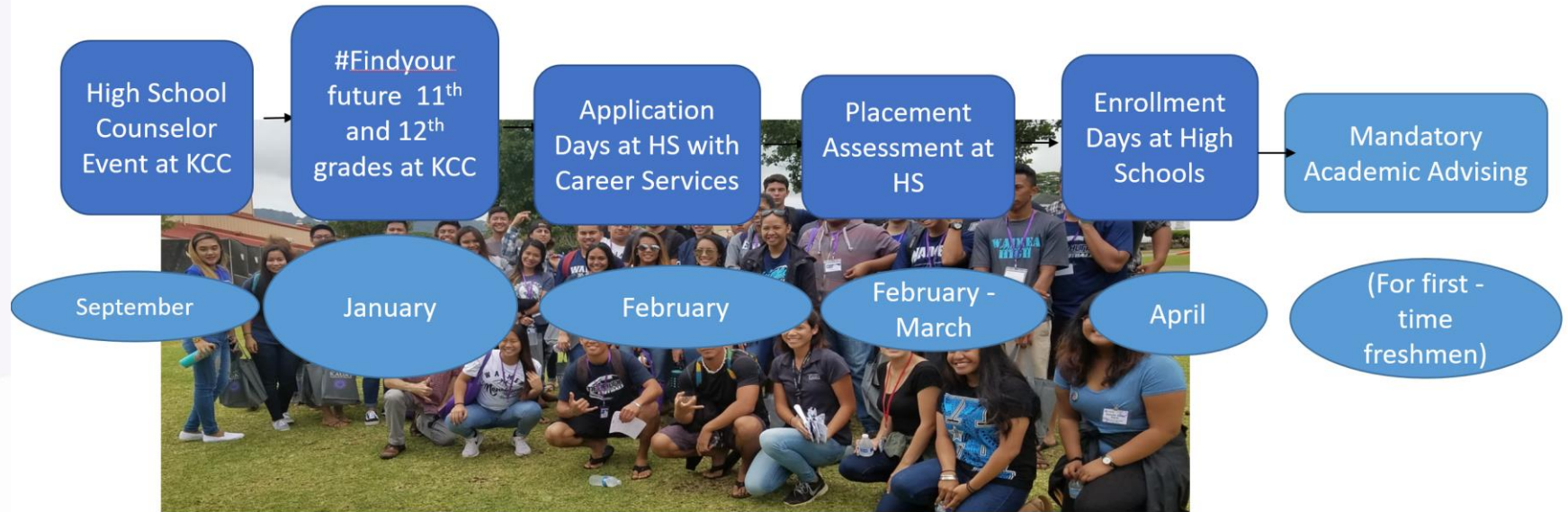
# Next Steps QFE #1



## QFE #2: “Integrated Career and Academic Services for Grades 11-14”

- College saw **decline in direct high school enrollees during 2015-2018** (UHCC System Strategic Priority Goal) despite relatively **stable senior class sizes** at the three primary feeder high schools
- Goal: **increase enrollments** in this population from fall 2018 - spring 2022
- Desired outcomes: specific programming will engage high students to **explore and choose a major**, complete an **application**, complete **placement** assessment, develop an **education plan**, and **enroll** in the College

# Delivery of Services - Pre Covid



All Events include Financial Aid!

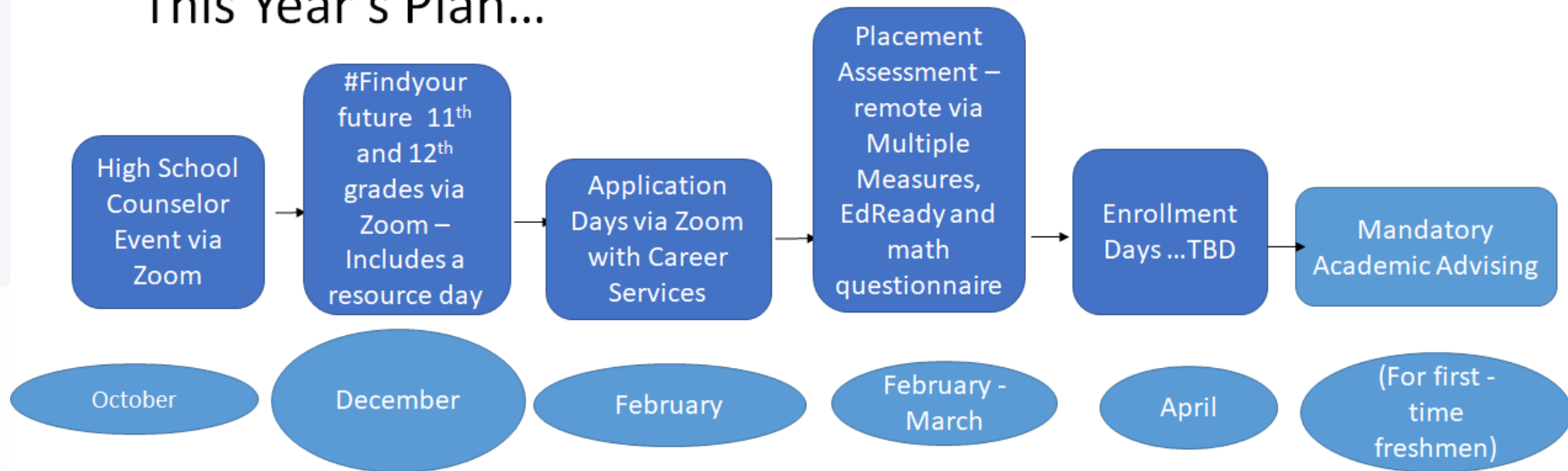


# Next Steps QFE #2

**Bring the Programs online!**



## This Year's Plan...





# #Findyourfuture

## Day 1

**8:30 - 8:45 Main Room Welcome**

**8:45 - 9:00 KCC Overview**

**9:00 - 9:30 Breakout 1**

- **Pathway 1 Business (ACCT, BUS, HOST)**
- **Pathway 2 Trades (Automotive, Carpentry, EIMT, FENG)**
- **Pathway 3 Health Services (Nursing, Medical Assisting, Nurse Aide, Public Health)**

**9:30 -9:45 - Return to Main Room**

- **Ambassadors or mentors Q&A (raffle, Q&A about session or program)**

**9:45 - 10:15 Breakout 2**

- **Pathway 4 Public & Human Services (ECED, CULN)**
- **Pathway 5 Arts & Communication (Creative Media, Visual Arts, Performing Arts)**
- **Pathway 6 Natural Resources (AG, STEM, Biological, Physical, Engineering)**

**10:15 - 10:30 Closing**

- **Review Day 2**
- **Evaluation (google forms)**



# Breakout Sessions for Programs

**Sessions - 30 minutes, one zoom link provided, each program will have a breakout session - day 1**

- **Introductions (5 mins)**
- **Videos of program (3-5 mins meeting video)**
- **Talking points what is not in video or elaborate (10 -15 mins meeting presentation)**
  - **Career Opportunities (job duties, pay, Kauai market)**
  - **Transfer Opportunities to other UH school and Online**
  - **Activity**
- **Interaction (5-10 mins)**
  - **Answer Q&A and Chat (5-10 mins)**
  - **Game**

# #Findyourfuture

## Day 2 - Support Services

**8:30 - Main Room Welcome by Academic Counselors**

**8:45 - 8:55 Academic Counselors**

**9:00 - 9:30 Breakout 1**

- Pathway 1 Transfer/Liberal Arts/Online - Wade (?) and Rhonda (?)
- Pathway 2 [ASC](#) (tutoring, library resources) - Tina and Jay
- Pathway 3 Clubs/Student Government/SAC - John (?) and Crystal (?)

**9:30-9:45 Return to Main Room**

- Q&A with FinAid Carna/Kuulei

**9:45 - 10:15 Breakout 2**

- Pathway 4 [Disabilities/Veteran Services/Hale Malama - Alicia and Berna](#)
- Pathway 5 Career/Undecided/Student Employment - Melissa and student workers
- Pathway 6 Waialeale/Kipaipai - Lahea and Kalei

**10:15 - 10:30 Closing**

- A&R Next Steps/Steps to Enroll
  - [UHCC Application Tip Sheet](#)
  - [Spring 2021 and Fall 2021 UHCC Application Tutorial](#)





# How are we Doing?

DIRECT ENTRY	2015	2016	2017	2018	2019	2020
Total	2,980	2,725	2,596	2,637	2,570	2,738
HAW	339	334	348	292	331	278
HON	335	326	293	335	311	357
KAP	669	601	576	622	533	638
KAU	189	199	180	162	186	201
LEE	848	722	657	700	666	667
MAU	374	337	360	327	342	350
WIN	226	206	182	199	201	247



# **Our Upcoming Scorecard - 2017 to 2022**

- **Number and Percentage of Students Directly attending KCC/High School**
- **Number and Percentage of Students Directly attending KCC, who have at least 3 credits of Early College/High School**
- **FAFSA Completion Rate/High School**
- **Pell Eligibility Rate/High School**
- **First year fall to spring Persistence/High School**
- **First year fall to spring Persistence/High School**
- **College Level Math and English Placement Rates**
- **College Level Math and English one year Completion Rates**



# Next Steps Midterm Report

- Midterm Report due to ACCJC by **October 17, 2022**
- Provides an update on the **progress of QFEs** (as well as responses to **Team recommendations** for improvement and **self improvements** identified in the ISER by the College)
- Requirements for QFE Reporting: Goals, outcomes, data, any changes in student learning or achievement as a result of the projects, intent to expand, and feasibility of replicating



A scenic view of a tropical coastline. In the foreground, there's a sandy beach curving along the shore, bordered by a dense line of green trees and foliage. The ocean is a deep blue, with white waves breaking near the shore. The sky is filled with soft, white clouds. The overall atmosphere is peaceful and beautiful.

**Questions and Feedback**

**Mahalo!**