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.
Integrated Student Success Committee (ISS)

- QFE #1: Scheduling For Success
  - Scheduling Workgroup

- QFE #2: Onboarding and Retention Activities
  - Onboarding Workgroup
  - Retention Workgroup
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
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
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 didn't 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 with 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

<table>
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<th>Two Course Sequence vs Accelerated Course</th>
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<tr>
<td>F19-S20</td>
<td>F20 (no need in S21)</td>
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<tr>
<td>7 students in calculus III, 4 in calculus IV</td>
<td>11 students in calculus III+IV</td>
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<td>33 SSH, 6 faculty FTE</td>
<td>44 SSH, 4 faculty FTE</td>
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<tr>
<td>Cost per student taking both: 6 cr tuition</td>
<td>Cost per student: 4 cr tuition</td>
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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
NEW
NORTH SHORE
ACCOUNTING CLASS
FALL 2018 I 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
Industry Recognized:

QuickBooks Certified User Certification
Block Scheduling

- Background
- Process
- Results
- Flexibility
- K.I.S.S.
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Off-Campus Offerings: Number of EC Courses

Early College Courses

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<th>Year</th>
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<td>AY 2020-2021</td>
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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
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

High School Counselor Event at KCC

#Findyour future 11th and 12th grades at KCC

Application Days at HS with Career Services

Placement Assessment at HS

Enrollment Days at High Schools

Mandatory Academic Advising

September

January

February

February - March

April

(For first-time freshmen)

All Events include Financial Aid!
Next Steps QFE #2

Bring the Programs online!

This Year’s Plan...

High School Counselor Event via Zoom → #Findyour future 11th and 12th grades via Zoom – includes a resource day → Application Days via Zoom with Career Services → Placement Assessment – remote via Multiple Measures, EdReady and math questionnaire → Enrollment Days ...TBD → Mandatory Academic Advising (For first-time freshmen)
#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
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?

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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
Questions and Feedback

Mahalo!