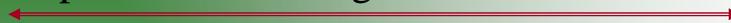




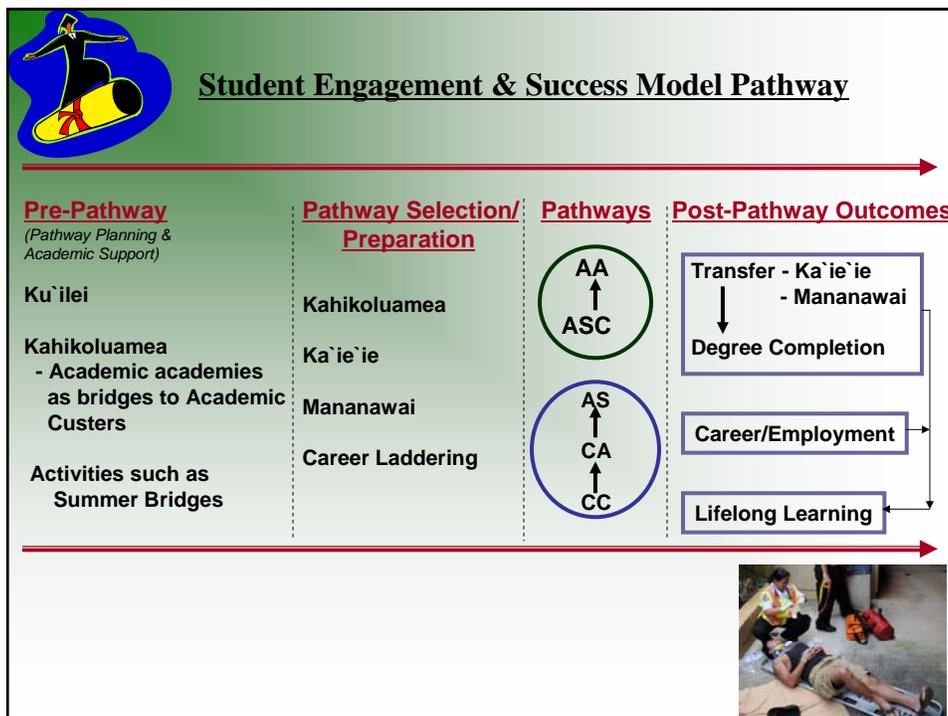
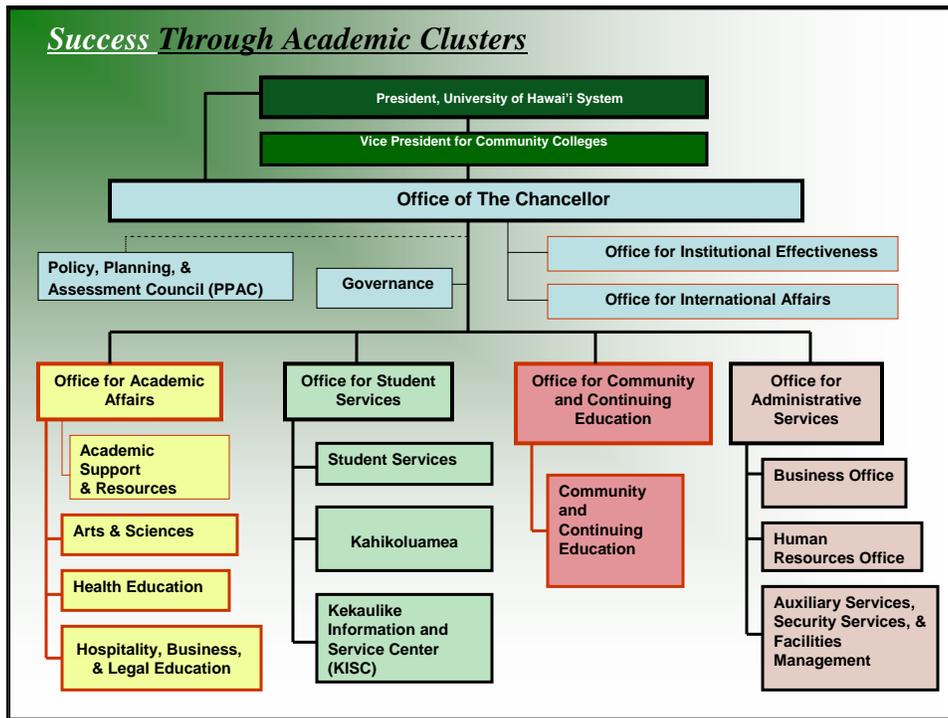
Kapi'olani CC Reorganization : *Outcomes*



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 *academic academies and academic clusters (i.e., coherent and articulated academic pathways)*;
- Promoting organized and focused *Continuing Education* effort;
- Promoting centralized efforts for more *efficient use* of space and other campus resources.

Success Through Academic Clusters

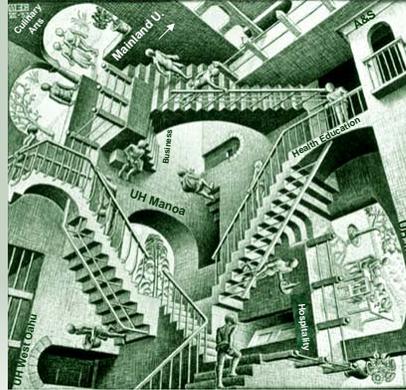


Some Preliminary Questions -----

1. What is an Academic Cluster? What are Academic Academies? What is an Academic Certificate /Degree Pathway? What is a *Pathway Counselor*? What are the *roles* of Pathway Counselors?

2. Given the Reorganization structure, including the Student Engagement & Success Model Pathway, how do we best help students make *successful decisions & choices*?

3. Within the engagement model how do we help each student be successful in *creating and navigating his/her own pathway with persistence and success*?



Some Preliminary *Thoughts and Principles* on the expanded role of the counselor in the new pathways model:

1. Collaborate, collaborate, collaborate....

A guiding principal for this model is that there is a **high degree of collaboration** among the counselors, instructional faculty and academic support faculty on:

- **utilizing retention and student success** initiatives;
- **promoting student success** through the provision of programs and services to meet academic and social needs outside the classroom; and
- in **designing student success initiatives** that combine both academic content and social interactions.

Some Preliminary Thoughts and Principles on the expanded role of the counselor in the new pathways model:

2. Coordinate, coordinate, coordinate.....

- In this model, counselors and faculty begin to serve as *coordinators* for the following types of activities:
 - *Transition/outreach programs* for incoming students;
 - *Mentoring programs* that help students navigate the institution;
 - *Peer mentor programs* where trained students offer academic and social support services to other students; and
 - *Retention programs* that focus on underprepared or high-risk student groups and foster community-building.

Some Preliminary Thoughts and Principles (cont):

3. The Whole Student (and nothing but the *Whole Student*)...

- There is a focus on the education of the *whole student*. In the same way faculty currently serve as faculty advisors, counselors begin to be *more involved in the teaching process* through participation in classroom activities and having students make good use of campus learning resources and centers and other learning activities outside of the classroom.
- As part of their responsibilities, *counselors participate* in orientation sessions, early warning intervention programs, summer bridge programs, and promote students' involvement in ongoing co-curricular student activities as part of their responsibility in helping students meet the college's general education outcomes.
- In addition to discussing courses and registration through the academic advising process, *counselors connect* students to various aspects of their major and *encourage internships or service learning experiences to promote learning*.

Some Preliminary *Thoughts and Principles* on the expanded role of the counselor in the new pathways model:

4. Research, evaluate, change; research, evaluate, change;...

- Counselors begin to *conduct educational research* for the purpose of developing innovative models for student success.
- Counselors begin to become familiar with the *assessment of student learning* of co-curricular programs and services as part of the college's assessment-planning process.

