

**KAPI'OLANI COMMUNITY COLLEGE
PROGRAM REVIEW**

**HOLOMUA
2006**

Based on data for Fall 2003 through Spring 2006

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Kapi'olani Community College

Mission Statement 2003-2010

Approved October 7, 2002 by KCC Faculty Senate

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Part I. Executive Summary of Program Status

This is the first report of the newly developed three-year program review. There are no recommendations from previous reports to discuss at this time.

Part II. Program Description

DESCRIPTION

The Holomua Department supports developmental students as they prepare for college-level courses. To assist these students, the curriculum integrates learning and study skills with academic instruction in pre-college level English and mathematics. The Holomua program team, made up of counselors, mathematics and English teachers, and learning support staff, also attends to the social and emotional development of our students.

MISSION

The Holomua Department is committed to supporting Kapi'olani Community College's open access policy by providing students with high quality, learner-centered instruction in developmental reading, writing, mathematics, and study skills to ensure their successful transition to college-level courses. The Department is also committed to helping students increase their self-confidence; develop a positive attitude toward learning; and explore their educational and career goals by providing collaborative counseling and learning support that will lead to their academic and work place success.

GOALS

The Holomua Department created the following goals in its 2004-2007 Tactical Plan:

1. Promote Holomua faculty and staff awareness of affective and behavioral needs of remedial and developmental students to ensure successful transitions to college courses.
2. Encourage and support professional development to refresh Holomua faculty members' interest in and commitment to developmental education.
3. Revise recruitment and hiring procedures so that new faculty and staff will understand that learner-centered education is the department's highest priority.
4. Promote collaborative efforts within the Holomua Department and with other departments and programs to improve efficient movement of students from remedial and developmental courses to college-level courses.

5. Strengthen collaboration between the Holomua Department and Department of Education and the community for student success.
6. Strengthen and increase learning resources and support services for remedial and developmental students through a variety of methods to improve student success.
7. Expand existing and develop new information and technology infrastructure to enhance Holomua student learning.
8. Recognize Holomua's responsibility to honor our host culture by integrating a common language and shared Hawaiian values into departmental practices and materials.

In order to align its efforts with national, system-wide, and KCC goals and objectives, the Holomua Department has: (1) considered the six goals and best practices that the National Education Association for Developmental Educators (NADE) defined for exemplary developmental education programs; (2) adopted the UHCC Strategic Plan's statement regarding "underprepared" students; and (3) adopted KCC's Strategic Plan learner-centered focus.

UHCC's Strategic Plan

University of Hawai'i Community Colleges Strategic Plan (2003-2010)

Goal A: The UH Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Action Strategies:

- Design and deliver more effective programs and services to increase success rates of underprepared students
- Allocate resources for the development of effective remedial/developmental programs and services that meet identified student needs

Kapi'olani Community College's Strategic Plan

KCC's 2003-2009 Strategic Plan:

Goal 1 To Promote Learning and Teaching for Student Success

Objective 1 Strengthen campus support for Holomua, the remedial and developmental program that integrates student learning skills with academic instruction in English and mathematics and fosters behavioral changes necessary for student success in the liberal arts and career programs.

For the rest of the Program Description, please see the Appendices.

Part III. Quantitative Indicators for Program Review

DATA
HOLOMUA
Demand

| Enrollment | F05 | F04 | F03 |
|---|-------|-------|-------|
| Total number of students in remedial or developmental Math | 1,152 | 1,168 | 1,347 |
| Total number of students in remedial or developmental English | 624 | 689 | 742 |
| Total number of students in both Math and English remedial or developmental | 360 | 397 | 471 |

| FTE Faculty | F05 | F04 | F03 |
|-------------------------------|-------|-------|-------|
| Credit (Developmental) | 17.81 | 17.05 | 17.60 |
| Non-Credit (Remedial) | 6.00 | 10.90 | 12.80 |
| Non-instructional Assignments | | | |

| FTE Lecturer | F05 | F04 | F03 |
|--------------------------|------|------|------|
| Both Credit & Non-Credit | 6.40 | 4.80 | 5.90 |

Effectiveness

| Success Rate | F05 | F04 | F03 |
|--|--------|--------|--------|
| Avg Holomua Math success rate (A-D) | 57.73% | 56.54% | 56.27% |
| Avg Holomua English success rate (A-D) | 70.16% | 64.85% | 65.37% |
| Avg Holomua Math success rate (A-C) | 45.14% | 48.41% | 48.20% |
| Avg Holomua English success rate (A-C) | 63.59% | 58.92% | 58.82% |

Efficiency

| Occupancy Rate | F05 | F04 | F03 |
|-----------------------|--------|--------|--------|
| Holomua Math | 91.59% | 91.80% | 89.09% |
| Holomua English | 94.85% | 91.49% | 83.65% |

| Average-Class Size | F05 | F04 | F03 |
|---------------------------|-------|-------|-------|
| Holomua Math | 20.96 | 20.55 | 19.81 |
| Holomua English | 20.09 | 16.79 | 15.14 |

More Data for Program Review
Holomua

Demand

| Enrollment | AY '05 - '06 | AY '04 - '05 | AY '03 - '04 |
|--|----------------|----------------|----------------|
| Semester Hours for Program Majors in All Program Classes | Not Applicable | Not Applicable | Not Applicable |
| Student Semester Hours for All Program Classes | 11,844 | 12,216 | 13,647 |
| | AY '05 - '06 | AY '04 - '05 | AY '03 - '04 |
| Number of Classes Taught | 183 | 175 | 195 |
| Semester Hours Taught | 643 | 623 | 693 |

Effectiveness

| Program | AY '05 - '06 | AY '04 - '05 | AY '03 - '04 |
|--|----------------|----------------|----------------|
| Persistence of Majors (1 Semester) | Not Applicable | Not Applicable | Not Applicable |
| Transfer Rates (for Fall Cohorts) | Not Applicable | Not Applicable | Not Applicable |
| Success at Another UH 4-Year Campus (for Fall Cohorts) | Not Applicable | Not Applicable | Not Applicable |

Efficiency

| Program | AY '05 - '06 | AY '04 - '05 | AY '03 - '04 |
|--|--------------|--------------|--------------|
| Semester Hours Taught by Lecturers | 177 | 167 | 220 |
| Percent of Classes Taught by Lecturers | | | |
| in PCC | 0.00% | 25.00% | 33.33% |
| in PCM | 0.00% | 8.33% | 13.33% |
| in ENG | 52.94% | 36.51% | 37.50% |
| in MATH | 28.05% | 32.10% | 40.00% |
| FTE Workload | 23.81 | 23.07 | 25.67 |

Part V. Analysis of Program

ANALYSIS

This report focuses upon four "health" indicators to measure the Holomua Department's overall effectiveness and efficiency. The data indicate that Holomua has been largely successful in meeting the needs of its target population.

Demand Data

In Fall 2005, the department enrolled 1776 students, 313 fewer students than in Fall 2003 when the department enrolled 2089 students. The drop in enrollment in a remedial/developmental program is perceived as a positive, not a negative sign, as this department does not seek to recruit underprepared students. Rather, it is the department's hope that fewer students will enter college underprepared, that, in fact, greater numbers will enter KCC college-ready. We cannot confirm what factors are responsible for the enrollment decline. However, we do know that the number of new students enrolling at KapCC has decreased from 15.4 % in Fall 2003 to 10.2% in Fall 2005. We also know that Hawai'i's unemployment rate dropped from 3.89% in Fall 2003 to 2.79 in Fall 2005. As the unemployment rate drops, so does enrollment in our career/technical programs which contributes to an overall decline in our target population. The drop may also be due to students' postponing enrollment in Holomua classes. We will continue to pay attention to repeater and failure rates and try to find out whether students are delaying enrolling in mathematics and English classes and why. However, a decline in population, while reasons for it still need to be explored and data collected and analyzed, is a good sign if it means that students are entering college better prepared, more motivated, and more focused on their purpose and goals.

Because of a drop in enrollment, the number of classes we offer has decreased from 195 in Fall 2003 to 183 in Fall 2005. We have been careful to observe the drop in demand, particularly in PCM, PCC, and English 21, and offered fewer courses, so that our occupancy rate will remain high.

Effectiveness/Outcome Data

Holomua's success rate in math classes improved by 1.5%. It must be noted that the success rate is a composite of the remedial math course (PCM 23), Math 24, Math 25, and Math 81. Math 81's success rate tends to be higher than success rates in Math 24 and 25. Success rates (determined by the number of students earning A-C or Cr and P grades) were 64.52% in Fall 2003, 70.27% in Fall 2004, and 63.0% in Fall 2005. Math 81 classes are taught 3 days a week, in 75 minute sessions; maximum enrollment is 25 instead of 28 in Math 24 and 25; course delivery focuses more on group work than lecture. Math 81 leads to Math 100, 100H and 115 only. The passing rate in PCM increased from 53.4% in Fall 2003 to 57.85% in Fall 2004 and decreased slightly to 56.0% in Fall 2005. The PCM faculty has worked hard to integrate learning skills into the curriculum and worked closely with Holomua counselors to intervene and assist students who might be in danger of failing. Our Math 24 success rates are the lowest overall in the department. They have ranged from 43.94% in Fall 2003 to 41.34% in Fall

2004 and 41.0% in Fall 2005. The department Tactical Plan saw this as a serious concern and created several means of dealing with the low success rates. One was to create a Supplemental Instruction (SI) Program with Perkins Grant funds. We sent our SI Coordinator to an SI Conference in August 2005. She set up SI student leader training and hired and placed 4 SI student leaders in 5 Math 24 classes. As a whole, SI participants had a mean final course grade of 2.34 versus non-SI participants whose mean final course grade was 1.46, a +0.88 difference, which is higher than the national average. The mean final course grade difference between SI participants and non-SI participants in 3 of the 5 classes was +1.12. SI participants had an average withdrawal rate of 0% in comparison to non-SI participants, whose average withdrawal rate was 23.6%. The data in the early morning and evening classes was not as positive, primarily because students had difficulty attending SI sessions due to work or other obligations before or after class. We will continue to offer SI in Math 24 prime-time classes and expand it into 2 Math 25 classes in Fall 2006. Math 25 pass rates tend to be higher (46.8% in Fall 2003 and 47.13% in Fall 2004). They dropped in Fall 2005 to 40.0%. We have yet to analyze the reasons why the drop in Fall 2005 occurred.

The rate at which students successfully pass English classes varies from PCC 20 (61.64% and 63.16% in Fall 2003 and 2004, and 69.0% in Fall 2005); English 21 (47.62%, 53.04%, and 55.0%); and English 22 (69.4%, 59.66%, and 66.0%). The decline in English 22 success rates in Fall 04 was of considerable concern to English faculty, particularly as we implemented more Learning Communities, e.g. English 22 paired with ICS 100; English 22 and Art 101; English 21 and 22; and English 22 and Math 24. We know that withdrawal rates are significantly lower in Learning Communities and that success rates tend to be higher. (e.g. Success rates in English 21/22 learning communities was 67.50% in the English 21 LC compared to 55% for the regular English 21s, and 67% for the English 22 LC compared to 66.0% for regular English 22s. Withdrawal rates for the English 21/22 learning communities averaged 8.82% in comparison to English 21 and 22 withdrawal rates for 2005—14.0% and 12.0 % respectively. But we believe, looking at data from 1999 through 2005, that Fall 2004 was an anomaly. English 22 faculty instituted a portfolio assessment requirement that we wrote into the Course Outline and Course competencies in Fall 2005. Use of the portfolios for programmatic assessment reveals general adherence to the course competencies. However, adjusting to this new means of evaluation may have affected our success rates.

Data show that student success rates in English 100 are 69.60% for students who took an English 22 class in comparison to that of students who tested into English 100 (70.51%) and that students in Math 24 have a 59.4% success rate in Math 100/103 compared to a 65.96% success rate for students who test in to Math 100/103. No data is available at this time about Math 25 student success rates in college-level Math classes.

Efficiency Data

The occupancy rate in Holomua mathematics classes rose by 2.5% between Fall 03 and Fall 05 and by 11.2% in English classes.

The department believes that its occupancy rates are high. We have made a consistent effort to cancel low-enrolled classes and to fill our remaining sections to increase efficiency and control our budget.

The rise in the percentage of classes taught by lecturers, in English, was the result of the small number of full-time faculty teaching English 22 since the department's inception. One of the Holomua writing faculty members is serving as chair (thus limiting the number of sections she can teach). Also, one FT developmental writing faculty member has been granted reassigned time to work on projects outside the department and another was on family leave in Fall 05 and assigned to projects Spring 06. This meant that we had to cover 9 sections in Fall 05 and Spring 06. We realized that there was a need to increase the number of FT writing faculty who could take an active role in departmental and college-wide responsibilities. Therefore, the department advertised a full-time, temporary developmental writing position that it will fill in Fall 06.

In mathematics, on the other hand, the percentage of lecturers has decreased from 40% to 28.05% from AY 03-05. Again, we wanted more stability in the department, a more even sharing of departmental and college-wide duties and responsibilities. Therefore, we hired two full-time, temporary faculty members in Fall 05, one a former lecturer. We also reduced the maximum enrollment from 30 to 28 in Math 24 and 25, following best practices in developmental education and AMATYC guidelines. This meant that we needed to add two more sections of math classes. Also, we increased the number of Math 81 offerings from 4 to 5. Faculty members earn 6 credits to teach this course, thus reducing the number of 3-credit classes each faculty member can teach.

Plans for Improvement

The Holomua department formed a Tactical Planning Steering Committee that met regularly in Spring 2004. This group revised the Department's mission statement, worked on program goals, and formed four working groups that convened in Fall 2004 to continue its work: Counseling, Curriculum, Faculty Development, and Holomua Center. The Tactical Plan was completed in December, 2004 and revised to adhere to a college-wide format, in Spring 2005. The Department has been working on its Implementation Plan since Fall 2005, creating baseline data and monitoring its progress to ensure continuous data analysis and improvement.

Below is a brief summary of ways in which the department has implemented its Tactical Plan (See Goal Statements on pages 3 and 4.)

Goal 1: Created a Faculty Research Committee that provided current information for professional development opportunities, locally and nationally; encouraged and supported faculty who chose to engage in classroom research; hosted a WILD Day session "Read and Share," and initiated procedures to review applications for Holomua's professional development funds. (The minutes for this and other TP committees are posted on MyUH Groups.) (Health Indicator: Effectiveness/outcome data.)

Goal 2: Created an Engaged in Education (EE) Committee that invited Holomua faculty to commit to a long-term professional development plan. Planned, organized and hosted a successful Dialoguing about Developmental Education Conference, Fall 2005. (Health Indicator: Effectiveness/outcome data.)

Goal 3: Created a Holomua Mentoring Guide and strategies for a viable mentoring program and survey to assess the program's success. (Health Indicator: Effectiveness/outcome data.)

Goal 4: Created a Supplemental Instruction Program. Added Math 25 and English 100 to existing learning communities. Wrote an English 22 course proposal for an experimental 4-credit English 22 class that will include more emphasis on self-efficacy and personal responsibility and be taught in Spring 2007. (Health Indicator: Effectiveness/outcome data.)

Goal 5: Developed an affiliation with ABE Kaimuki to teach PCM 21. (Health Indicator: Demand data.)

Goal 6: Created Furniture/Equipment Committee to develop a renovation plan for the Holomua Center and our classrooms. Initiated volunteer faculty tutoring in the Holomua Center to fulfill demand. Had a Holomua counselor on evening duty to increase support services for evening classes. (Health Indicator: Efficiency data)

Goal 7: In collaboration with CELTT, created a new tracking data base for the Holomua Center that highlights tutoring. Did a complete inventory of faculty/staff and Holomua Center computers so as to develop a long-term technology plan. (Health Indicator: Efficiency data)

Goal 8: Created a Language and Values Committee that distributed a language and values survey to faculty/staff and, on the basis of its results, will present its findings and recommendations for integration into curricula and the Holomua Center at our retreat in Fall 2006. (Health Indicator: Effectiveness/outcome data.)

Strengths

The Holomua Department represents a hard-working, cohesive, cooperative group of full-time and part-time faculty who are dedicated to the developmental population they serve. The department supports and engages in faculty development in the form of a Holomua retreat at the beginning of each semester. Holomua faculty continue to be involved in learning communities; Holomua discipline coordinators meet monthly each semester; counselors meet bi-monthly and work closely with instructors as liaisons. Counselors also provide valuable services such as presentations in classes covering areas like Brain Gym, Note-Taking Skills, Art for Learning, Goal Setting, Success Attitudes for College, Time Management, Stress Reduction for Better Test Performance, etc. The classes have included Holomua math and English classes as well as IS 103 for Malama students and a few other classes outside Holomua. The department has reached out to developmental educators in the UHCC system by initiating, planning, organizing, and hosting the first-ever system-wide Developmental Education Conference in Fall 2005, attended by 59 faculty members and administrators with representation from all but one community college. The department is open to change and willing to examine best practices in developmental education in an effort to serve our student population.

Resources

The Holomua Department runs a learning support center (the Holomua Center) that offers math and English tutoring as well as testing and computer services. One of the Tactical Plan objectives is to renovate the Center and the Holomua classroom (Goal 6) and to create a tracking program so that we can monitor and more carefully collect data on the number of students our math and English tutors serve and to keep track of the number of students using our testing center. We created a Furniture/Equipment Committee that has made recommendations as to improvements needed. Our classrooms on the second floor of 'Iliahi are two small for the number of students in them. They are not learning-centered because the tablet armchairs are too small to allow for projects we like to engage in with PCM, English 22, and LSK 30G students who use those rooms. Goal 6 states that we will “strengthen and increase learning resources and support services for remedial and developmental students through a variety of methods to improve student success.” We are stymied, to a large degree, however, by lack of space, lack of equipment that would allow for the use of different modes of delivery, and lack of technology. The latter is particularly acute, since so many of the English 100/160 classes are taught in computer classrooms, in a hybrid mode, or entirely online. Yet we are not preparing our students to integrate technology into their learning. In addition, and of even more concern, is that in Fall 2005 PCC and PCM coordinators had to remove computers from their curriculum, where they had previously been fully integrated because the computers could not sustain the software they needed to use. We can therefore not supplement students' instruction with technology, which we believe is a valuable learning tool. The department is developing a technology plan to replace the PCs (used for PCM, PCC 20, and English 21 as well as for word processing and e-mail/internet access). This is a necessity if we are to ensure students' becoming technologically literate, as they must be to succeed in their 100-level courses and in the workforce.

In addition to small second-floor classrooms, we do not have enough office space. This is of concern at a time when we are hiring new faculty. In addition, the department chair and secretary share an office, which can result in confidentiality concerns for faculty, students, and staff. We suffered computer, furniture, and carpet damage because of roof leaks in recent heavy rains in the Holomua Center. This affected services in the testing room (reducing the number of usable carrels) as well as in our PCM office, rendering one workspace unusable. And several carrels in the Holomua Center have collapsed and are now being held together by makeshift support. We are concerned about student safety and know that we must replace them with other furniture. As a result of research the Furniture and Equipment Committee has conducted, the department has submitted a request for funds for the 2007-2009 Biennium Budget for 2.0 FTE staff and \$198,000 for renovations, furniture, and technology.

Appendix Data Elements

HOLOMUA
Demand

Total number of students in remedial or developmental Math – The number of unique student headcounts enrolled in at least one of the following courses: PCM 23, Math 24, Math 25, or Math 81 during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Total number of students in remedial or developmental English – The number of unique student headcounts enrolled in at least one of the following courses: PCC 20, Eng 21, or Eng 22 during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Total number of students in both Math and English remedial or developmental – The number of unique student headcounts enrolled in at least one of the following courses: PCM 23, Math 24, Math 25, or Math 81, and at least one of the following courses: PCC 20, Eng 21, or Eng 22 during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

FTE Faculty – The number of course-semester hours taught in this program divided by 15 credits or its equivalent during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Non-instructional Assignments – The number of non-instructional credit equivalents that Holomua instructors are assigned during [Fall 2004](#) as of [March 2005](#).

Source: Prior data: [Department Statistics](#)

Current data: [SCT Datamart](#)

Effectiveness

Average Holomua Math success rate – The total number of A + B + C + CR + P grades divided by the total number of A + B + C + D + F + CR + NC + P + NP grades for all registrations in PCM 23, Math 24, Math 25, and Math 81 during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Average Holomua English success rate – The total number of A + B + C + CR + P grades divided by the total number of A + B + C + D + F + CR + NC + P + NP grades for all registrations in PCC 20, Eng 21, and Eng 22 during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Current-semester GPA in Holomua-only credit courses – The unweighted grade-point average in Math 24, Math 25, or Math 81, Eng 21, and Eng 22 courses during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Current-semester GPA for Holomua students in all credit courses – The unweighted grade-point average in all credit courses taken by the students who were identified in current-semester GPA in Holomua-only credit during [Fall 2004](#) as of [March 2005](#).

Source: [SCT Datamart](#)

Success rate in subsequent classes – For ENG: The number of students who were first time registered at KapCC in Fall 2003, who took ENG 22 in Fall 2003, who subsequently enrolled in ENG 100 and passed ENG 100 with a C or better grade DIVIDED BY the number of students who were first time registered at KapCC in Fall 2003, who took ENG 22 in Fall 2003 and who subsequently enrolled in ENG 100.

For MATH: The number of students who were first time registered at KapCC in Fall 2003, who took MATH 25 in Fall 2003, who subsequently enrolled in MATH 100, 103, 111, or 115 and passed MATH 1nn with a C or better grade DIVIDED BY the number of students who were first time registered at KapCC in Fall 2003, who took MATH 25 in Fall 2003 and who subsequently enrolled in MATH 1nn.

Source: [SCT Datamart](#)

Persistence Rate of 1st semester students – The number of students who took at least one Holomua course in [Fall 2003](#), who were registered for the first time at KapCC in [Fall 2003](#), and who also registered in any course for [Spring 2004](#) DIVIDED BY the number of students taking at least one Holomua course in [Fall 2003](#) and registered for the first time at KapCC in [Fall 2003](#).

Source: [SCT Datamart](#)

Efficiency

Holomua Math Average-Class Size– The sum of the number of students after the “Drop” deadline in PCM 23, Math 24, Math 25, and Math 81 courses divided by the number of these courses offered in the program as of [March 2005](#).

Source: [SCT Datamart](#)

Holomua English Average-Class Size– The sum of the number of students after the “Drop” deadline in PCC 20, Eng 21, and Eng 22 courses divided by the number of these courses offered in the program as of [March 2005](#).

Source: [SCT Datamart](#)

Holomua Math Occupancy Rate – The total number of students registered in PCM 23, Math 24, Math 25, and Math 81 courses divided by the sum of the number of openings for these courses during [Fall 2004 as of March 2005](#). For these indicators, the upper and lower cutoff points are set at 80% and 65% universally.

Source: [SCT Datamart](#)

Holomua English Occupancy Rate– The total number of students registered in PCC 20, Eng 21, and Eng 22 courses divided by the sum of the number of openings for these courses during [Fall 2004 as of March 2005](#). For these indicators, the upper and lower cutoff points are set at 80% and 65% universally.

Source: [SCT Datamart](#)

Appendix A: **History and Admission Requirements**

HISTORY

The Holomua Program was established in 1998 following a reorganization that changed Kapi'olani's administrative structure. The Holomua Program combined the College's existing Pre-college program for basic education with courses in developmental mathematics and English and added a counseling component, learning support, and non-credit courses.

The Holomua Task Force was created to work with the Dean of Students, named to oversee this academic area, to develop a program model that integrated learning support activities with counseling and instruction. Faculty from mathematics, English, and counseling were organized into focus groups that addressed the six goals of developmental education as defined by the National Association for Developmental Educators (NADE).

The philosophy underlying the developmental education program proposed by the faculty led to the name "Holomua," which in Hawaiian means "to progress, advance, surpass, go ahead" and reflects the mission and teaching philosophy of faculty. We believe our mission is to help our students to move ahead, to advance, both academically and personally.

Brief History of the Department

In October 2001, the Board of Regents approved the creation of the Holomua Department. A new chair was elected and the department became officially functional on January 1, 2002. The rationale for shifting basic and developmental mathematics and English courses into a department separate from Math/Sciences and Language Arts was to:

- provide necessary academic and counseling support to students as they work to complete their basic and developmental courses;
- increase communication among mathematics, English, and counseling faculty to provide positive learning environments and classroom interactions that translate into a closer integration of these disciplines within the classroom;
- focus on student success and support;
- create a safe place for students to learn foundational skills and adjust to college life;
- allow faculty to become expert resources in developmental education;
- attract and hire faculty with commitment to basic and developmental education.

Holomua is unique because many of the faculty served, first, as the designers and implementers of what was originally called the Holomua Program from 1998-1999. Not often do faculty have the opportunity to participate in a cross-curricular team effort to create a program. It is also unique because of its three-pronged (English, mathematics,

and counseling) approach to planning, personnel, professional development and pedagogical and curricular issues.

ADMISSION REQUIREMENTS

No Admission Requirements.

**Appendix B:
DEGREE REQUIREMENTS**

DEGREE REQUIREMENTS

No Degree Requirements

Appendix C: FACULTY

CURRENTLY ASSIGNED TO HOLOMUA

| Faculty | Degree | Rank |
|----------------------|---------------|---|
| Jill Abbott | M.A. | Associate Professor (English, Chair) |
| Mark Alexander | M.A. | Instructor (Mathematics) |
| Jane Calfee | M.A. | Instructor (hired Fall 03) (English) |
| Sang Don Chung | M.A. | Instructor (Mathematics) |
| Mary Ann Esteban | M.A. | Instructor (hired FT Fall 05) (Mathematics) |
| Regina Ewing | M.A. | Associate Professor (Counseling) |
| Mavis Hara | M.A. | Associate Professor (English) |
| Krista Hiser | M.A. | Instructor (English) |
| Dianne Ida | M.A. | Instructor (English) |
| Linda Kodama | M.A. | Professor (Mathematics) |
| Kristine Korey-Smith | M.A. | Instructor (English) |
| James Metz | M.A. | Assistant Professor (Mathematics) |
| Sharoh Moore | M.Ed. | Professor (Counseling) |
| Susan Nartatez | M.Ed. | Instructor (Counseling) |
| Vera Okamura | M.Ed. | Associate Professor (retired Fall 05) (Mathematics) |
| Dennis Perusse | M.A. | Instructor (hired FT Fall 05) (Mathematics) |
| Suyin Phillips | M.A. | Instructor (Spr 04-Spr 05) (Counseling) |
| LaVache Scanlan | M.Ed. | Instructor (Mathematics) |
| Gunter Schwab | M.Ed. | Assistant Professor (Mathematics) |

Part-time

| | |
|----------------------------|---|
| Brian Andrews Shigaki | Casual Hire (Fall 05)* (PCM) |
| Brandon Arakaki | Casual Hire (Fall 03-Spr 05) (PCM) |
| Kathy Chang | Lecturer (English) |
| Bebi Davis | Lecturer (Mathematics) |
| Bridget Dung | Casual Hire (Fall 04-Fall 05) (PCC) |
| Mary Ann Esteban | Lecturer (Fall 03–Spr 05) (Mathematics) |
| Thomas Gullikson | Lecturer (English) |
| Jeffrey Herman | Lecturer (Mathematics) |
| Craig Inouye | Casual Hire (PCM) |
| Diane Komenaka | Lecturer (Mathematics) |
| Gunnel Lamb-Tamura | Lecturer (English) |
| Phoenix Lundstrom | Lecturer (English) |
| Rolando Magno | Lecturer (Fall 02–Spr 04) (Mathematics) |
| Esmond Marks | Casual Hire (PCM) |
| Tai-an Miao | Casual Hire (Spr 04-Fall 04) (PCM) |
| Raffaella Negretti-Holland | Lecturer (Fall 03–Spr 06) (English) |
| Troy Phan | Casual Hire (Fall 02-Fall 03) |
| Mani Sehgal | Lecturer (Spr 05-Spr 06) (Mathematics) |

| | |
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| Pia Solywoda | Lecturer (Spr 05-Spr 06) (Mathematics) |
| Reid Sunahara | Lecturer (English) |
| Blythe Tengan | Casual Hire (PCM) (|
| Krishnan Unnikrishnan | Lecturer (Fall 03-Fall 04) (Mathematics) |
| Virginia Yoshida | Casual Hire (PCC) |

*Dates provided for Lecturers/Casual Hires who are either no longer employed in the department, or whose positions have shifted from lecturer status to full-time status.

**Appendix D:
ADVISORY COMMITTEES**

COMMITTEES

Holomua Coordinators

| | |
|----------------------|---|
| Mark Alexander | Faculty Development |
| Regina Ewing | Counseling |
| Mavis Hara | English 21 |
| Krista Hiser | English 22 |
| Kristine Korey-Smith | PCC, English Tutoring, Non-Credit, Assessment |
| Jim Metz | Math |
| LaVache Scanlan | PCM, Math Tutoring, Supplemental Instruction |