AtD: A five-year initiative

Goal is to increase number of students who successfully:

- complete remedial/developmental courses;
- complete “gatekeeper” courses;
- complete all enrolled courses with C or higher;
- re-enroll from one semester to the next; and
- earn certificates and/or degrees, or transfer.
National partner organizations:

- American Association of Community Colleges;
- Community College Leadership Program;
- Community College Research Center;
- Institute for Higher Education;
- Jobs for the Future;
- MDC (managing partner); MDRC; and
- Public Agenda.
Hawai‘i’s Partners and Funders

The Kamehameha Schools
The Office of Hawaiian Affairs
The University of Hawai‘i, Community Colleges
Achieving the Dream colleges

2007 (4th Round)

ARKANSAS
National Park Community College, Hot Springs
Ouachita Technical College, Malvern
Phillips Community College, Helena
Pulaski Technical College, North Little Rock

HAWAII
The University Of Hawaii Community College System, statewide

MASSACHUSETTS
Bunker Hill Community College, Boston
Northern Essex Community College, Lawrence
Roxbury Community College, Roxbury

MICHIGAN
Bay De Noc Community College, Escanaba
Henry Ford Community College, Dearborn
Jackson Community College, Jackson
Lake Michigan College, Benton Harbor
North Central Michigan College, Petoskey
Wayne County Community College, Detroit

OKLAHOMA
Oklahoma City Community College, Oklahoma City
Rose State College, Midwest City
Tulsa Community College, Tulsa

SOUTH CAROLINA
Aiken Technical College, Aiken
Orangeburg-Calhoun Technical College, Orangeburg
Technical College Of The Lowcountry, Beaufort
Trident Technical College, Charleston

TEXAS
Paris Junior College, Paris
The Victoria College, Victoria
University Of Houston, Houston

VIRGINIA
Northern Virginia Community College, Annandale
We are committed to:

- examining data on student achievement;
- basing decisions on data;
- confronting and addressing achievement gaps;
- monitoring our progress closely; and
- sharing our findings broadly
- tying resources to the numbers
Year 3 – What have we accomplished?

- Creation of system and campus-wide cultures of evidence and data driven decision making
- Embedding goals into strategic outcomes by college to measure results
- Campus plans focused on CC strategic outcomes
  - Evaluation and reporting each year on progress
Year 3 – What have we accomplished?

- Participated in National ATD Conferences to share best practices in increasing student success

- Held the First Annual Hawaii Strategy Conference

- Launched a series of initiatives
  - Campus wide initiatives
  - Initiatives funded through ARRA funding
Measuring Our Success: establishing strategic goals; 3% or 5% compounded increase over baseline per campus
### Per campus; system roll up; out year goals; actuals

#### 3.1 Increase Extramural Funds (E & E) by 3% Per Year

<table>
<thead>
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<tr>
<td>Extramural Fund E&amp;E</td>
<td>$24,529,647</td>
<td>$25,186,160</td>
<td>$26,941,745</td>
<td>$26,719,006</td>
<td>$27,521,509</td>
<td>$28,347,246</td>
<td>$29,197,683</td>
<td>$30,073,593</td>
<td>$30,975,801</td>
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<td>$766,513</td>
<td>$785,525</td>
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<td>Actual</td>
<td>$24,529,647</td>
<td>$25,186,160</td>
<td>$26,941,745</td>
<td>$26,719,006</td>
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<td>$30,975,801</td>
<td>$6,449,154</td>
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<tr>
<td><strong>Hawaii CC</strong></td>
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<tr>
<td>Extramural Fund E&amp;E</td>
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<td>$2,623,560</td>
<td>$2,908,767</td>
<td>$2,995,515</td>
<td>$3,085,380</td>
<td>$3,177,641</td>
<td>$3,273,279</td>
<td>$3,371,477</td>
<td>$3,472,621</td>
<td>$73,301</td>
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<td><strong>Honolulu CC</strong></td>
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<tr>
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<td>$1,800,078</td>
<td>$1,863,350</td>
<td>$1,919,251</td>
<td>$1,976,829</td>
<td>$2,036,134</td>
<td>$2,097,219</td>
<td>$2,160,135</td>
<td>$2,224,358</td>
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<tr>
<td><strong>Kapiolani CC</strong></td>
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<td>Extramural Fund E&amp;E</td>
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<td>$4,847,824</td>
<td>$4,963,759</td>
<td>$5,143,057</td>
<td>$5,297,349</td>
<td>$5,465,260</td>
<td>$5,619,957</td>
<td>$5,788,556</td>
<td>$5,962,213</td>
<td>$1,255,588</td>
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<td>$5,143,057</td>
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<td>$0</td>
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<td><strong>Kauai CC</strong></td>
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<td>Extramural Fund E&amp;E</td>
<td>$1,142,228</td>
<td>$1,174,435</td>
<td>$1,209,668</td>
<td>$1,245,958</td>
<td>$1,263,337</td>
<td>$1,281,037</td>
<td>$1,291,492</td>
<td>$1,462,337</td>
<td>$1,444,407</td>
<td>$304,179</td>
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<td>$1,209,668</td>
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Degrees Certificates Achievement Conferred in Majors Leading to High Wage Occupations

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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<tbody>
<tr>
<td>06-07</td>
<td>1,481</td>
</tr>
<tr>
<td>07-08</td>
<td>1,481</td>
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<tr>
<td>08-09</td>
<td>1,519</td>
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<tr>
<td>09-10</td>
<td>1,559</td>
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<tr>
<td>10-11</td>
<td>1,600</td>
</tr>
<tr>
<td>11-12</td>
<td>1,641</td>
</tr>
<tr>
<td>12-13</td>
<td>1,685</td>
</tr>
<tr>
<td>13-14</td>
<td>1,729</td>
</tr>
<tr>
<td>14-15</td>
<td>1,774</td>
</tr>
<tr>
<td>15-16</td>
<td>1,821</td>
</tr>
</tbody>
</table>
AtD Cohort making progress in first year
(20 credits FT 12 credits PT)
Matching goals with actuals looks like this

- For enrollments as well for performance in courses, persistence, transfer, financial aid, there is a system roll-up number, a Hawaiian breakout, and a campus version of same.
UHCC Fall Enrollment

- Goal
- Fall Enrollment

Year
- AY06
- 25,260
- 25,260
- 25,563
- 26,195
- 26,526
- 26,865
- 27,213
- 27,574
- 27,942

Headcount
- 20,000
- 25,000
- 30,000
- 35,000
Native Hawaiian enrollment now 22.2%
70% of all Native Hawaiians are enrolled at the CCs
HonCC Fall Enrollment
HonCC Native Hawaiian Enrollment
UHCC Enrollment Growth Native Hawaiians

Fall 06  | Fall 07  | Fall 08  | Fall 09  
---      | ---      | ---      | ---      
1,405    | 1,536    | 1,752    | 2,218    
573      | 639      | 750      | 929      
1,754    | 1,939    | 2,238    | 2,707    
732      | 835      | 1,028    | 1,101    

Legend:
- Yellow: Recent Hi Sch
- Green: Other <22 yr old
- Orange: 22-24
- Blue: 25-49
- Pink: >49

Further Breakout
UHCC Increase Degrees & CAs Awarded All Students

- Goal
- Actual

AY06 07 08 09 10 11 12 13 14 15

882 1,078 993 1,128 1,021 1,072 1,126 1,182 1,241 1,303
UHCC: Increase Degrees & CAs Awarded
Native Hawaiian
UHCC: Number of students finishing 20 cr hrs. or 12 cr hrs. with a C or above (ATD)

Persistence and gatekeeper issues (ATD)
First Year AtD Cohort: % Successful All Students

By end of year Full Time (complete 20 credits)  Part Time (complete 12 credits) with gpa >= 2.0
UHCC Student Success: from the course to annual credit hour completion to graduation to transfer

Remedial/Developmental

<table>
<thead>
<tr>
<th></th>
<th>% Who Need Writing</th>
<th>Writing Success</th>
<th>% Who Need Math</th>
<th>Math Success</th>
<th>Writing &amp; Math Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48.8%</td>
<td>59.4%</td>
<td>75.9%</td>
<td>53.9%</td>
<td>80%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>50.1%</td>
<td>56.0%</td>
<td>81.4%</td>
<td>48.4%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Attacking gatekeepers

Gatekeeper Courses:

In addition to many other data points, AtD asks colleges to look at courses with high annual enrollment rates and a high rate of students not succeeding. These are called “gatekeeper courses” as they are often pre-requisites to other courses and tend to block a student from continuing towards a degree or certificate.

The Chief Academic Officers at each college have defined gatekeepers as courses that have enrolled more than one half of one percent of a college’s unduplicated annual headcount and less than 70% of the registered students receive a C or higher (or equivalent grade).

Success is what counts.
### Honolulu Gatekeepers Lowest Success

<table>
<thead>
<tr>
<th>Course</th>
<th>% Students Succeeding (C or higher)</th>
<th>% of headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>32%</td>
<td>1.62%</td>
</tr>
<tr>
<td>AEC 118</td>
<td>37%</td>
<td>0.77%</td>
</tr>
<tr>
<td>MATH 205</td>
<td>37%</td>
<td>0.52%</td>
</tr>
<tr>
<td>MATH 20C</td>
<td>40%</td>
<td>6.66%</td>
</tr>
<tr>
<td>MATH 20D</td>
<td>40%</td>
<td>6.35%</td>
</tr>
<tr>
<td>MATH 103</td>
<td>42%</td>
<td>4.18%</td>
</tr>
<tr>
<td>MUS 106</td>
<td>43%</td>
<td>0.68%</td>
</tr>
<tr>
<td>ENG 20E</td>
<td>43%</td>
<td>3.22%</td>
</tr>
<tr>
<td>FT 205</td>
<td>43%</td>
<td>0.62%</td>
</tr>
<tr>
<td>ENG 20D</td>
<td>44%</td>
<td>3.45%</td>
</tr>
</tbody>
</table>

Courses that enroll more than one half of one percent of AY 2008-2009 headcount and <70% are successful.
(Total Gatekeeper courses = 66)

*Success is what counts.*
### Honolulu Gatekeepers Highest Enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th>% Students Succeeding (C or higher)</th>
<th>% of headcount (approximate #)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>57%</td>
<td>11% (881)</td>
</tr>
<tr>
<td>MATH 20B</td>
<td>53%</td>
<td>7%</td>
</tr>
<tr>
<td>MATH 20C</td>
<td>40%</td>
<td>7%</td>
</tr>
<tr>
<td>ICS 100</td>
<td>65%</td>
<td>6%</td>
</tr>
<tr>
<td>MATH 20D</td>
<td>40%</td>
<td>6%</td>
</tr>
<tr>
<td>PSY 100</td>
<td>60%</td>
<td>6%</td>
</tr>
<tr>
<td>ENG 22</td>
<td>65%</td>
<td>6%</td>
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<tr>
<td>HIST 151</td>
<td>51%</td>
<td>6%</td>
</tr>
<tr>
<td>MATH 25</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>MATH 24</td>
<td>50%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Courses that enroll more than one half of one percent of AY 2008-2009 unduplicated headcount and <70% are successful. (Total Gatekeeper courses = 66)

*Success is what counts.*
Goal 2: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete "gatekeeper" courses, such as introductory math and English courses.

Measure Definitions:
The first reading, writing or math course required for the degree is defined as a gatekeeper. Adjustments are made for degree requirements.

1. Attempters: Students in the Achieving the Dream Cohorts who attempted gatekeeper courses.
2. Successful Completers: A grade of C/equivalent or higher earned within the cohort's first academic year (first fall, first spring, and first summer).
3. Non-Successful Completers: Students who attempted the course, but did not earn a C/equivalent or higher.

College: UHCC System
Reprompt
To see individual college data, select from the drop down menu selector, then press Reprompt.

Gatekeeper Writing
Successful Completion

Cohort Success

<table>
<thead>
<tr>
<th>Year</th>
<th>Attempters</th>
<th>Successful Completers</th>
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<tbody>
<tr>
<td>2004</td>
<td>2,121</td>
<td>1,422</td>
</tr>
<tr>
<td>2005</td>
<td>2,043</td>
<td>1,293</td>
</tr>
<tr>
<td>2006</td>
<td>2,139</td>
<td>1,337</td>
</tr>
<tr>
<td>2007</td>
<td>2,307</td>
<td>1,382</td>
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<tr>
<td>2008</td>
<td></td>
<td>1,697</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort Success</th>
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</thead>
<tbody>
<tr>
<td>2004</td>
<td>33%</td>
</tr>
<tr>
<td>2005</td>
<td>37%</td>
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<tr>
<td>2006</td>
<td>37%</td>
</tr>
<tr>
<td>2007</td>
<td>60%</td>
</tr>
<tr>
<td>2008</td>
<td>62%</td>
</tr>
</tbody>
</table>
Vice President’s Innovation & Intervention Fund

- 2 cycles have been processed:
  - 2009–10 System Remediation and Developmental Committee recommended 12 projects with outcomes;
    - 400k was allocated to fund projects and the work of the committee
  - 2010–11 projects have just been submitted for review and editing; 13 projects have been proposed;
    - $400k is current total for this round
Campus Initiatives

- Increase FA awareness and outreach
- Launch of Learning Communities
  - Pairing Native Hawaiian curriculum with developmental courses
  - Pairing study skills courses with developmental courses
  - Pairing gatekeeper courses with study skills courses
- Creation of Early Alert programs
- Implement mandatory orientation and registration sessions
Campus Initiatives

- Math and English course redesign
  - Using computer mediated tools
  - Emporium models
  - Embedding study skills
  - Brush up sessions

- Examining campus policies such as:
  - Mandatory Compass placement exam
  - Mandatory registration into developmental courses

- Native Hawaiian Bridge programs

- First Year Experience programs
Launch of Initiatives Using ARRA Funding

- Math and English course redesign
  - Computer mediated tools (ALEKS, MyMathLab, MyReadingLab, MyWritingLab)
  - Faculty release time
  - Professional development opportunities
  - Peer tutors
- Creation of Compass brush up and Math Prep classes
- UHCC System–Wide New Student Orientation
- UHCC Reading Summit
End
UHCC: Science, Technology, Engineering, and Math Degrees and Certificates
UHCC: Degrees and Certificates in CTE Programs Leading to High Wage Occupations

AY 05-06: Goal = 1,481, Awarded Actual = 1,481
AY 06-07: Goal = 1,481, Awarded Actual = 1,524
AY 07-08: Goal = 1,525, Awarded Actual = 1,521
AY 15-16: Goal = 1,820

Legend: Yellow = Goal, Blue = Awarded Actual
HonCC ($44,700) implement computer mediated instruction in basic Math Course (Math 20 BCD) using ALEKS (comprehensive online math program). Faculty will modify curriculum as they integrate ALEKS into course design.

HawCC ($59,976) Implementing a set of packaged courses (college course, academic success /study skills and developmental math/English) for a cohort of first year students.

MauC ($13,500) – Provide learning support through Smarthinking, comprehensive online tutoring program, to students enrolled in developmental education courses.
Math course redesign based on Cleveland State CC’s emporium model. KapCC ($60K) and MauC ($99K) both deploying but MauC using different software package and organized modules differently.

WinCC ($35,420) – implementing math preparatory course for students who are failing or find themselves overwhelmed in a developmental math course. Students can switch to math prep course without penalty, and continue to develop their skill level until they reenroll in the developmental math course the next semester.

LeeCC ($11,065) – Implementing Accelerated Eng 22 and Eng 100 course that can be completed in one semester.