Achieving the Dream
2009 Annual Narrative & Financial Report
(Revised May 22, 2009)

Name of Institution: University of Hawai‘i Community Colleges (UHCC)

Date Submitted: April 30, 2009

Achieving the Dream Funder (if applicable): Kamehameha Schools, Office of Hawaiian Affairs, University of Hawai‘i Community Colleges

Grant Number (if applicable): N/A

Report submitted by:

Name: T. Kamuela Chun

Title: Director, Achieving the Dream

Phone: 808-934-9808

Email: kamu@hawaii.edu
## University of Hawai‘i Community Colleges

### 2009 Achieving the Dream Annual Report

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I. Committed Leadership

a. How have the president, chancellor, and/or campus CEO participated in your Achieving the Dream work this year? Check all that apply.

- Participated actively on the Achieving the Dream Core Team or equivalent working group
- Regularly monitored the college’s Achieving the Dream work
- Made presentations about Achieving the Dream issues to:
  - faculty & staff
  - community groups
  - trustees, Board of Regents
- Other. Please describe:

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- Web site
- Regular reports to trustees
- Regular reports to faculty and staff
- Regular reports to students
- Special Achieving the Dream reports
- On-campus Achieving the Dream events
- Other. Please describe: In both the fall and spring semesters, the Vice President for Community Colleges met with faculty and staff at each of the seven community colleges and presented information, data, and future directions the community colleges need to consider in ensuring greater student success. This included AtD data and goals, gatekeeper courses, newly developed outcomes for UHCC’s Strategic Plan, and budget forecasts. He also shared information on a panel presentation about performance funding at the State Policy Meeting in San Francisco, February, 2009. Additionally, chancellors provided time for campus teams to present AtD data, strategies and goals at the convocations of each semester at their respective community colleges.

At the system level, there were opportunities to bring together administrators, faculty, and staff from each community college. Two events in particular are noted here. Just after returning from the AtD Strategy Institute in San Francisco, a couple members of the
AtD Core and Data Team spoke at a gathering of the “3-Deans”, which included the Chief Academy Officers/Deans of Instructions, the Deans of Student Services, and the Deans/Directors of Continuing Education and Training. They got together to share best practices and identify common needs, one of which was mandatory new student orientation. Bernadine Fong, our AtD coach, also addressed the group on collaboration and how the academic deans and student services deans might work more closely together. The second event was UHCC’s Best Practice in Assessment, a two-day annual conference for faculty and staff on assessment practices by their peers. The forty plus sessions included a hands-on workshop instructing participants on how to access data through E-Stats and through the University of Hawai’i system.

Additionally, a variety of assessment tools were made available by the Office of the Vice President for Community Colleges in print and on-line including: UHCC’s Strategic Planning Outcomes and Performance Measures, UHCC Fact Book, UHCC DIAD, Annual Reports on Program Data, and UH System Measuring Our Progress.

II. Use of Evidence to Improve Policies, Programs, and Services

**IT and IR Capacity**

a. Number of FTEs at your institution devoted to institutional research: 10.75

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Note: In the UHCC system office there is a Director of Academic Planning, Assessment, and Policy Analysis, but no institutional researcher position. At Kaua‘i Community College, its Dean of Student Services is extracting student data as needed.

b. Has your institution upgraded its institutional research capacity this year?

☐ No

☐ Yes

If yes, briefly describe the changes and their impact on the college:

c. Number of FTEs at your institution devoted to information technology: 34.25

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d. Has your institution upgraded its information technology capacity this year?

☐ No
☒ Yes

If yes, briefly describe the changes and their impact on the college:  As noted in our application to participate in AtD, we do not have a student tracking system. Our relatively new student information system shared by the ten campus of the University of Hawai‘i is weak on standardized reporting. In late summer 2008, as a supplement to our student information system, the University of Hawai‘i System purchased Cognos, a business intelligence tool, which will provide the opportunity to display standard reports in an on-line location that is open to all. One of the first reports that will be available (by fall 2009) will be system-wide and college level performance on the five AtD overall goals, although it will not have individual student record tracking capability. In December 2008, the UHCC system office convened the IR staff from the seven colleges to define and finalize the elements and the presentation of the Five AtD Goals (UHCC system level and individual college level) in the Cognos reporting format.

UHCC system office staff are engaged in additional training and development to move data used in the Strategic Plan and AtD to the Cognos reporting/display environment.

e. How has your institution used data in institutional decision making this year? Check all that apply.

☒ Program review and evaluation
☒ Strategic planning
☒ Budget preparation

Briefly describe your practices and their impact to date:  By UHCC policy, all programs are reviewed annually with a comprehensive program review at least every 5 years. Each year, the programs receive a list of achievement data to be used in analysis and to determine the program health in the areas of demand, efficiency, and effectiveness. Non-instructional units are also reviewed annually, although the data elements not found in the student information system are self-reporting. These data are analyzed by the program faculty and staff and used to prepare the annual report of program data which includes an update on current action plans and new action plans. Resources that are required to achieve the action plans are also included for developing the budget for the next year.
The program action plans must be aligned with the strategic goals of the college (and University of Hawai‘i Community College system). In the past year, The UHCC system began discussing the development of a separate review of Developmental Education data. Previously the Developmental Education program data has been submerged within the general and pre-professional education programs (Liberal Arts) at all but one college. In fall 2009, the UHCC system will pilot the separate review with outcome and performance measures more tailored to Developmental Education. Many of the data elements will come from or follow definitions used in AtD.

At the time colleges developed their AtD intervention strategies, The UHCC system, through the Strategic Planning Council, was finalizing Strategic Outcomes and Performance Measures at the system and college level. The University of Hawai‘i System Strategic Planning Goals, with emphasis on Native Hawaiian Educational attainment, aligns closely with the AtD Initiative. Embedding AtD goals within the Strategic Plan is a major accomplishment as UHCC’s strategic outcomes are tied to biennium budget requests. Native Hawaiian student outcomes are now specifically identified as one of the system wide goals.

Given the current economy and the uncertainties of the State budget, the Vice President for Community Colleges made clear in his recent visits to each college that we are committed to the goals of the Strategic Plan and will budget accordingly. If UHCC and its colleges need to cut its budget, reductions will occur elsewhere.

f. What institutional research challenges has the college faced this year? Check all that apply.

☐ None
☐ Too few IR staff positions
☒ Unfilled staff positions
☐ IR staff skill deficits
☒ Difficulty retrieving useful, timely data
☒ Other. Please describe: Workload capacity continues to be perceived as an issue at some colleges. The UHCC system has moved to lessen the workload demands by standardizing reporting elements, compiling, and providing data for reports common to all seven colleges (e.g.: program review, AtD, Perkins, etc.). There are challenges to not having a student tracking system; and, challenges in attempting to compile “system-wide
data” from seven colleges with different curriculum, policies, and practices. The UHCC system relies upon E-Stats for longitudinal data.

g. Has the institution analyzed longitudinal/student cohort data this year?
   - No
   - Yes, and this use of data pre-dates Achieving the Dream
   - Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? Just prior to joining AtD, two groups were convened; one assessed financial aid participation and the other examined remedial/developmental education. UHCC used data from E-Stats comparing 2006 to 2007 participation and success rates by cohorts in developmental education. System and college data (including enrollment, retention, persistence, graduation, transfer, financial aid participation, and developmental education) were presented at each campus for all students and for Native Hawaiian students (UHCC’s AtD target population). Colleges also used 2007 data from E-Stats to develop specific interventions particularly in developmental education. Some of these interventions were piloted this year but their outcomes may not be evident until a few years from now.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?
   - No
   - Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?
   - No
   - Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? Intervention strategies were developed based on data provided through E-Stats and the University’s published data reports (MAPS) for AY 2006. They were also used to set the Strategic Pan performance goals for the UHCC system and individual colleges and to determine annual goals and gather actual performance levels.
for 2007 and 2008. UHCC decided to focus its AtD efforts on Native Hawaiians as the data sets presented by ethnicity showed Native Hawaiians lagged behind in their retention, persistence, and graduation rates; completion rates in developmental courses and gatekeeper courses. It also showed that Native Hawaiians participation in financial aid programs were lower than all other students. As such, UHCC embedded its Strategic Plan Outcomes with its AtD goals. Intervention strategies for AtD address the Native Hawaiian students’ participation in financial aid programs; and increased success in developmental course completion; increase in persistence, graduation and transfer rates.

As this is our first year of implementation of AtD strategies, results on the effect of intervention strategy will be reported in next year’s annual report and revisions to the interventions strategies noted. Three graphs are presented below in Section IV.C Item 2 on reading, writing, and math completion rates for 2006 and 2007. By 2015, UHCC seeks to increase those rates to 80%.

If no, please explain why:

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?
   ☒ Evaluation is still being designed
   ☐ We have collected some early data
   ☐ We have collected and analyzed 1-2 semesters of data
   ☐ We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?

   The challenges to designing and conducting an evaluation on the effectiveness of the intervention strategies are similar to the ones faced in designing the intervention strategies themselves; first determining what data to look at, how far to drill down, determining the strategies themselves, and finding evidence of successful use of specific strategies. So too in designing the evaluation, staff are challenged in determining and extracting pertinent data for cohorts of participants, some thinking that the cohort might be too small to make any changes in the overall data of Native Hawaiians. For some, there is the challenge of determining the level of detail needed and the sense that evaluating an intervention requires a special set of skills that they as individuals might not have been trained to use. Another challenge for colleges in both designing and evaluation strategies
was in extracting cohort data from Banner. While Banner performs many functions, it is not very user-friendly, and has limitations in extracting cohort data. 

How are you addressing these obstacles? 

There were several discussions with the colleges (individual college meetings, AtD Core/Data Team meetings, and IR Cadre meetings) on the need to evaluate the effectiveness of their intervention strategies and our assigned data coach provided some technical assistance along with an evaluation tool to use. The University of Hawaii System purchased Cognos, a business intelligence tool, to display and aggregate data on major system-wide initiatives such as AtD and to make the reports accessible to a wider audience.

III. Broad Engagement 

Faculty and Staff

a. In what ways have full-time faculty been actively engaged in your Achieving the Dream efforts this year? 

(Note: Full-time faculty participation varied from college to college. Please see colleges’ reports in Appendix section for respective colleges’ engagement.)

☑ Provided oversight or coordination of Achieving the Dream interventions  
☑ Designed new student success initiatives

☐ Participated in focus groups related to Achieving the Dream interventions (Faculty participation in focus groups varied amongst the colleges, from little or none, to some. It might not be to the extent that other AtD institutions have, but it’s a start for UHCC. The majority of the colleges’ team leaders and members are faculty members who are aware of their respective colleges’ campus politics, culture, etc. UHCC relies on them to work with their faculty and staff.  

☑ Participated in regular discussions related to Achieving the Dream interventions

☑ Participated in professional development to further student success  
☑ Participated in data collection and/or analysis

☐ Other. Please describe:

b. In what ways have part-time or adjunct faculty been actively engaged in your Achieving the Dream efforts this year?
(Note: Part-time and adjunct faculty participation varied from college to college. Please see colleges’ reports in Appendix section for respective colleges’ engagement.)

☑ Provided oversight or coordination of Achieving the Dream interventions
☑ Designed new student success initiatives
☑ Participated in focus groups related to Achieving the Dream interventions
☑ Participated in regular discussions related to Achieving the Dream interventions
☑ Participated in professional development to further student success
☑ Participated in data collection and/or analysis
☐ Other. Please describe:

c. In what ways has staff been actively engaged in your Achieving the Dream efforts this year?

☑ Provided oversight or coordination of Achieving the Dream interventions
☑ Designed new student success interventions
☑ Participated in focus groups related to Achieving the Dream interventions
☑ Participated in regular discussions related to Achieving the Dream interventions
☑ Participated in professional development to further student success
☑ Participated in data collection and/or analysis
☐ Other. Please describe:

Students and External Stakeholders

d. How have you involved students in your work this year?

☑ Surveys. Please list surveys conducted: 2008 CCSSE Survey, Entering Student Survey, Graduate and Student Leaver Survey, 4 learning community surveys, instructional surveys. Surveys vary from college to college, but all administered the 2008 CCSSE survey and in addition to their standard CCSSE reports, received special reports for Native Hawaiian students as compared to all other students.

☑ Focus groups. Please describe:

☑ Students participated on planning or advisory committees. Please describe: Representatives from each colleges’ student government participated on the Strategic Planning Committee.

☑ Other. Please describe: At some colleges students were involved in planning some student success interventions like the college’s New Student Orientations.

e. How have you involved the external community this year?
K-14 collaboration. Please describe: UHCC is in regular dialogue with the director for the State’s P-20 Initiative who sits on the State Policy Team. Hawai’i’s P-20 initiative includes such activities as HI-Pass (modeled on CAL-Pass), the American Diploma Project, and Math Summits (including the Algebra II project). In the next year, P-20 will take the lead in developing a longitudinal data system as part of the American Recovery and Reinvestment Act of 2009.

Community Conversations, following Public Agenda model
Community forums or meetings. Please describe:
Other. Please describe:

f. How have you shared information and lessons with external audiences?


Presentations to community groups
Press releases
Scholarly articles disseminated statewide or nationally
Other. Please describe: The UHCC system office staff are programming the display (reports and dashboards) of the Strategic Plan and Achieving the Dream goals using the Cognos reporting tool. Anticipated release early fall 2009. This will give public access to UHCC system and individual colleges’ performance in meeting the Strategic Plan Goals and the five overarching ATD Goals. As mentioned above, A variety of assessment tools were made available in print and on-line including: UHCC’s Strategic Plan, UHCC Fact Book, UHCC DIAD, and UH System Measuring Our Progress. (click to follow link). Additionally, each college developed a website specific to its AtD initiative:

http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD_page.htm
http://honolulu.hawaii.edu/intranet/atd/index.html
http://info.kauai.hawaii.edu/admin/gov/atd/atdhome.htm
www.leeward.hawaii.edu/AtD
http://maui.hawaii.edu/inside/dream/?page_id=2
http://www.wcc.hawaii.edu/ir/AchievingDream/GatekeeperCourses.html
http://www.wcc.hawaii.edu/ir/AchievingDream/AtDVersion14.pdf
http://www.achievingthedream.org/default.tp
g. Was your institution’s Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?
   ☐ No
   ☐ Yes
   If yes, please provide the reference.

IV. Systemic Institutional Improvement

*Institutional Management*

**Item 1. Progress in Implementing Proposed Interventions.** Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I**: Implemented as planned
- **D**: Delayed
- **M**: Modified
- **C**: Cancelled
- **S**: Taken to scale
- **OT**: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

**Priority Area A: Financial Aid Participation**

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<th>Intervention</th>
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<td><strong>UHCC (3 strategies)</strong></td>
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<td>A.1. Review performance standards for financial aid participation</td>
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<td>A.2. Provide coordination amongst the financial aid officers and staff at each college</td>
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<td>A.3. Research financial aid software program needs particularly to assist with expediting the financial aid process</td>
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<td>A.5. Conduct an ongoing random qualitative survey of Native Hawaiian students or focus groups to understand barriers to completing financial aid application process.</td>
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<td>A.6. Develop financial aid component for First Year Experience</td>
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<td>A.7. Ongoing student focus groups for financial aid</td>
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<td><strong>Kapi‘olani Community College (4 strategies)</strong></td>
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<td>A.8. Cross campus team to enhance student customer service</td>
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<td>A.9. Engage campus in conversation about increasing financial aid participation</td>
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<td>A.10. Develop financial aid position for Kahikoluamea (student success department)</td>
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<td>A.11. Develop/implement orientation for parents for financial aid</td>
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<td>A.12. Use College Outreach Coordinator (Kuilei) to meet and assist high school students with financial aid</td>
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<td><strong>Kaua‘i Community College (1 strategy)</strong></td>
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<td>A.13. Counsel individual students and parent on the various aspects of financial aid such as filling out a FAFSA, applying for loans, scholarships, etc.</td>
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<td><strong>Leeward Community College (3 strategies)</strong></td>
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<td>A.14. Identify and remove the “roadblocks” that prevent Native Hawaiian students from receiving financial aid.</td>
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<td>A.15. Sustain and explore partnerships with Native Hawaiian focused institutions, groups, and community leaders to increase Native Hawaiian student awareness of and participation in financial aid.</td>
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<td>A.16. Explore new technologies that will assist the Native Hawaiian students apply for financial aid.</td>
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<td><strong>Maui Community College (6 strategies)</strong></td>
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<td>A.17. Increase the number of Financial Aid presentations (Discussions/Workshops/Community Events) in Maui County designed for students and families, targeting the Hawaiian population.</td>
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<td>A.18. Work with Hawaiian Programs and Lau‘ulu to promote financial aid accessibility for the Hawaiian population: e.g. support Scholarship ‘Aha (Dec.), MCC College Day (Jan.), College Goal Sunday (Feb.)</td>
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<td>A.19. Increase exposure of high school and intermediate school students to financial aid opportunities. Activities will target Hawaiian student populations at each high school through partnerships with counselors, teachers and students.</td>
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<td>A.20. Research state financial aid policies to discover why the UH system does not receive as much state or institutional funding as comparable schools in other states (<a href="http://www.nces.ed.gov/collegenavigator">www.nces.ed.gov/collegenavigator</a>) in an effort to increase financial aid opportunities for Native Hawaiians.</td>
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<td>A.21. Create a Financial Aid Outreach Counselor position to</td>
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institutionalize and expand Gear Up program strategies that will improve the relationship between high school students, especially Hawaiian students, and MCC’s Financial Aid office to increase the number of applicants requesting financial aid.

A.22. Conduct annual focus groups and/or conduct online surveys with recipients and faculty to evaluate current progress; institutionalize best practices re: increasing the number of FA applicants; and, create a longitudinal tracking system to follow up on recipients who receive Financial Aid to verify graduation.

**Windward Community College (1 strategy)**

A.23. Complete 200 pre application forms with junior high school students at the Windward CC feeder schools.

### Priority Area B: Developmental Education Intervention

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<th>Intervention</th>
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<td><strong>UHCC (2 Strategies)</strong></td>
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<td>B.1. Work with the Developmental Education Taskforce on all the colleges to address issues identified by AtD as critical to the academic success of developmental students including Native Hawaiian students. Many of the recommendations made by the Developmental Education Taskforce will require institutional transformation to adequately address the concerns. Clarify institutional process for transformation.</td>
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<tr>
<td>B.2. Work with English and math faculty across the UHCC system to discuss issues of curriculum, SLOs and assessment. UHCC will work with the Vice Chancellors Academic Affairs/Deans of Instruction to coordinate these meetings and provide necessary staff support. It is expected that there will be some areas of overlap with the work of the Developmental Education Taskforce.</td>
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<tr>
<td><strong>Hawai‘i Community College (4 strategies)</strong></td>
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<td>B.3. Develop Mandatory College Success Cohort (First Year Experience) for fulltime entering students who score into two or more developmental classes.</td>
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<td>B.4. Establish new College 101 Course with life skills, financial aid, learning skills</td>
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<td>B.5. Expand Summer Bridge Cohort/Learning Communities with developmental education and Hawaiian Lifestyles.</td>
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<td>B.6. Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes.</td>
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<td><strong>Honolulu Community College (9 strategies)</strong></td>
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<td>B.7. Embedding student tutors in remedial and</td>
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<tr>
<td>Developmental Math and English Classes to Focus on Better Completion Rates</td>
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<td><strong>B.8.</strong> Pair learning skills courses with Native Hawaiian component and remedial and developmental courses</td>
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<td><strong>B.9.</strong> Embedding student tutors in remedial/developmental classes for greater student participation in supplemental instruction</td>
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<td><strong>B.10.</strong> Summer remedial and developmental courses and communicate availability to targeted high-risk student populations</td>
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<td><strong>B.11.</strong> Incorporate study skills course content into learning communities within developmental education</td>
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<td><strong>B.12.</strong> Use current analysis tools and analyze previous remedial classes for impact of instructional methods</td>
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<td><strong>B.13.</strong> Scholarships for remedial students based on academic performance and continued pursuit of educational goals</td>
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<td><strong>B.14.</strong> Early alert system and added support to improve completion rates in remedial classes</td>
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<td><strong>B.15.</strong> Work with UHCCs to develop system-wide developmental education program and/or course Student Learning Outcomes</td>
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**Kapi‘olani Community College (5 strategies)**

| **B.16.** Establish student success department (Kahikoluamea) | ☒ ☒ ☒ ☒ ☒ |
| **B.17.** Research/develop/implement diagnostic tests for students who place into developmental courses | ☒ ☒ ☒ ☒ ☒ |
| **B.18.** Provide post diagnostic test advising | ☒ ☒ ☒ ☒ ☒ |
| **B.19.** Plan for and offer alternative instructional formats for developmental courses | ☒ ☒ ☒ ☒ ☒ |
| **B.20.** Bring in consultant to work with math faculty to review curriculum | ☒ ☒ ☒ ☒ ☐ |

**Kaua‘i Community College (6 strategies)**

| **B.21.** Require mandatory advising for all new students, probationary students, and Remedial/Developmental students (in Math and English) for successive semesters until they enter a CTE program or are at the 100 levels of math and English. | ☒ ☒ ☒ ☒ ☒ |
| **B.22.** Create a College Success Center with two instructors of Remedial/Developmental Math and English to provide coordination and instruction exclusively for those students who test below college level in those subject areas. A counselor will be assigned part time to the Center to help identify students, once criteria have been agreed upon by the college. | ☐ ☒ ☒ ☒ ☒ ☒ |
| **B.23.** The CSC instructors will develop curricula, contextual learning opportunities, linked courses, learning communities | ☒ ☒ ☒ ☒ ☒ |

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15
|   | Leeward Community College (6 strategies) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.24 | Hire Assistant English instructors. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.25 | Provide peer assisted program (PAP) tutors for English 18, 22, and 100. Supplement Math/Science lab tutoring with PAP tutors for Math 22/24/25. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.26 | Create Math/Science Lab with a dedicated math/science coordinator. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | Maui Community College (6 strategies) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.27 | Early Alert |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.28 | Remedial/Developmental Math Curriculum Modification |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.29 | Math Study Skills Project |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.30 | Re-evaluation of Math Textbooks |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.31 | Team Success (Language Arts) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.32 | Developmental Education Learning Communities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.33 | Professional Development (Math Faculty) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.34 | Change non-credit English into a 3-Credit course. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.35 | Articulate & Align Developmental English Courses including developing common SLOS with all other UHCCs. May need to hire outside evaluators to align courses vertically on the campus. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.36 | Articulate & Align Developmental Math Courses including developing common SLOS with all other UHCCs. May need to hire outside evaluators to align courses vertically on the campus. Support the retention and persistence of Hawaiian students enrolled in developmental Math courses through culturally appropriate support services and monitor the Hawaiian student enrollment and completion in the following developmental Math courses: Math 22, Math 23, Math 25, and Math 27. As evidence by successful enrollment in the following courses and tracking toward certificates and/or degrees: to Math 107 (Vocational); to Math 100/115 and Math 135 to 203 for (BUS, Vocational); to Math 100, 111 & 112 or Math 115 (Liberal Arts-non-calculus); to Math 135 and 203 or to Math 140, 205 to 206 to 231 to 232 (Liberal Arts-Calculus) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B.37 | Create and institute Professional Development Workshops for counselors who advise and all instructors who teach students in Developmental Education that will focus on pedagogy and Hawaiian culture. Ho’okahua will support professional development activities for Math faculty to increase their content and pedagogical knowledge in addressing learners with diverse learning needs (i.e. Cognitive Tutor). Implement the use of program review |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
strategies to aid programs (math and English) in identifying instructional and curricular strengths and weaknesses. Based on their findings, programs will develop strategies to address areas of concern and implement necessary curricular and instructional changes. Changes should stem from research that supports the effectiveness of chosen methods and or curricula within the target population or similar populations. These methods may include active, applied, integrated and cooperative learning as well as other student centered strategies.

B.38. Create a Grants Coordinator position to find grants to support hiring additional tutors, purchasing of equipment, supplemental instruction materials, (Internet based and traditional) and all related support services for developmental education students.

B.39. Design and implement an evaluation methodology that will report on organizational impediments and opportunities for supporting the improved education of Hawaiian students. Conduct annual focus groups and/or an online survey with students and faculty to evaluate services, institutionalize best practices for instructing and counseling for Hawaiian students and work towards a process that will ensure continued student success for them all minority and underrepresented groups.

**Windward Community College (2 strategies)**

B.40. Require all new students to take Compass test and enhance COMPASS testing – Web based testing, diagnostic testing, preparation workshops, and post interpretation.

B.41. Develop four learning communities.

<table>
<thead>
<tr>
<th>Priority Area C: Successful Progress and Graduation or Transfer</th>
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<tbody>
<tr>
<td><strong>Intervention</strong></td>
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<tr>
<td><strong>UHCC (3 strategies)</strong></td>
</tr>
<tr>
<td>C.1. Review colleges’ graduation requirements and make recommendation for consistency.</td>
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<tr>
<td>C.2. Monitor progress made on colleges’ plans.</td>
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<tr>
<td>C.3. Continue to disseminate transfer data for all students and Native Hawaiians.</td>
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<tr>
<td><strong>Hawai‘i Community College (4 strategies)</strong></td>
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<tr>
<td>C.4. Conduct focus groups to impact Gatekeeper courses that are not in the developmental category.</td>
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<tr>
<td>C.5. Establish more formal bridging program with Hawai‘i Community College and Kipuka Center for Native Hawaiian Students at University of Hawai‘i at Hilo.</td>
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<tr>
<td>C.6. Expand Hawaiian Life Styles degree from A.A.S. to</td>
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<tr>
<td>A.S. degree and develop pathways to baccalaureate programs at UHH, UHM, UHWO and other universities.</td>
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<tr>
<td>C.7. Increase use of Strategic Enrollment Management (SEM) to focus on recruitment, retention, graduation and transfer of NH students.</td>
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**Honolulu Community College (11 strategies)**

<table>
<thead>
<tr>
<th>C.8. Develop faculty development opportunities to encourage curriculum redesign and incorporate best practices</th>
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<tbody>
<tr>
<td>C.9. Campus-wide discussions and faculty working groups to develop “campus best practices” for gatekeeper courses</td>
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<tr>
<td>C.10. Research the effectiveness of current 4 learning communities</td>
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<tr>
<td>C.11. Develop other learning communities that may improve success in gatekeeper courses</td>
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<tr>
<td>C.12. Develop student focus groups for feedback on learning communities</td>
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<tr>
<td>C.13. Discipline wide community college meetings to improve student success in gatekeeper courses</td>
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<tr>
<td>C.14. Establish targeted groups to allow for effective counseling and notification of learning community courses.</td>
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<tr>
<td>C.15. Create a cross-campus team to evaluate need for mandatory orientation for specific high-risk student populations</td>
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<tr>
<td>C.16. Create a cross-campus team to evaluate the need for mandatory advising for specific high-risk student populations</td>
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<tr>
<td>C.17. Utilize technology in communicating program requirements and progress to completion through the STAR Academic Journey</td>
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<tr>
<td>C.18. Create a working team to define and implement a first alert system for students at risk for failure: withdrawal from developmental courses, gatekeeper courses, students on academic action, etc.</td>
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**Kapiʻolani Community College (9 strategies)**

<table>
<thead>
<tr>
<th>C.19. Develop/implement college success course with emphasis on Hawaiian students and values</th>
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<tr>
<td>C.20. Develop/implement a structured academic advising model in connection with students’ Personal Learning Plans</td>
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<tr>
<td>C.21. Train faculty advisers to implement structured academic advising model.</td>
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<tr>
<td>C.22. Develop/implement an early alert system</td>
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<td>C.23. Plan for and provide a two-day new student orientation</td>
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<td>C.24. Offer COMPASS Brush-up courses</td>
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<td>C.25. Develop/implement a career pathways model</td>
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<td>C.26. Implement a degree pathway partnership between</td>
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University of Hawai'i Manoa and Kapi'olani CC for Native Hawaiian students.


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<tr>
<th>Kaua'i Community College (2 strategies)</th>
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<tbody>
<tr>
<td>C.28. Implement an Early Alert system to provide support for students within the first two weeks of instruction.</td>
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<tr>
<td>C.29. Provide professional development to educate staff in Hawaiian values and strategies for teaching, as well as strategies for teaching remedial and developmental students. Currently the college has a Title III Teaching and learning Coordinator, a professional development coordinator, and Hawaiian resource people. Workshops are incentivized but further incentives such as release time, funding for conferences, etc. will also be made available through our professional development fund.</td>
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<tr>
<th>Leeward Community College (4 strategies)</th>
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<tr>
<td>C.30. Project Hoku (Students on Warning Status)</td>
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<tr>
<td>C.31. Leeward Community College - Wai'anae Interventions</td>
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<tr>
<td>C.32. College Success Courses</td>
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<td>C.33. Native Hawaiian Student Support Programs</td>
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<tr>
<th>Maui Community College (5 strategies)</th>
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<tr>
<td>C.34. Initiate a mandatory orientation process for graduating high school students for Maui County. In the first year a New Student Orientation (NSO) will be implemented. Students will not be able to register until they attended a NSO meeting. In the following three years, the process will be refined to include contact not only with regular faculty and staff but extramural programs as well.</td>
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<td>C.35. Develop and pilot FYE program focused on developmental education based on Student Success from the current Native Hawaiian Cohort from the Title III Program, Mu'o A'e. Design, implement and monitor intensive student support services for Hawaiian students that will include: cultural development; personal and academic counseling; financial assistance; and, college readiness skills.</td>
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<td>C.36. Develop an Early Alert System (EAS) to identify students who are having difficulties in the 4-6 weeks of the semester and offering them the appropriate support services to meet their needs.</td>
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<td>C.37. Implement faculty advising of liberal arts students.</td>
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<td>C.38. Design and implement an evaluation model to document the essential elements for retention and</td>
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persistence for Native Hawaiians. Conduct annual focus groups and/or online surveys with students and faculty to evaluate current progress, institutionalize best practices, and work towards a process that will ensure continued student success.

**Windward Community College (2 strategies)**

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<th>Interventions</th>
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<tr>
<td>C.39. Develop a graduation / transfer plan for every student.</td>
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<td>C.40. Promote the value of receiving the Associates in Art degree.</td>
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**Priority Area D: Data Collection, Analysis, and Utilization**

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<td><strong>UHCC (3 strategies)</strong></td>
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<tr>
<td>D.1. Review performance standards for financial aid participation</td>
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<td>D.2. Provide coordination amongst the financial aid officers and staff at each college</td>
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<td>D.3. Research financial aid software program needs particularly to assist with expediting the financial aid process</td>
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<td><strong>Hawai’i Community College (4 strategies)</strong></td>
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<td>D.4. Increase capacity for data collection and analysis for key staff – Add 1 IR, train in Cognos</td>
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<td>D.5. Establish methodology and conduct entrance surveys to determine educational motivation and intent.</td>
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<td>D.6. Conduct exit surveys to gather information on the student's college experience and reasons for exit.</td>
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<td>D.7. Conduct on-going Well-Being Survey for incoming students to gather qualitative data.</td>
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<td><strong>Honolulu Community College (3 strategies)</strong></td>
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<td>D.8. Request 1 FTE for the IR department to focus on data management and analysis</td>
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<td>D.9. Request 1 FTE focused on assessment and work in conjunction with data management and analysis</td>
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<td>D.10. Publish and communicate the results of data collection and assessment through campus-wide discussions</td>
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<tr>
<td><strong>Kapi‘olani Community College (7 strategies)</strong></td>
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<td>D.11. Establish and Institutional Effectiveness office</td>
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<td>D.12. Review IR capacity to determine what is needed and make recommendations</td>
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<td>D.13. Implement recommendations from review</td>
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<tr>
<td>D.14. Conduct focus groups with students in gatekeeper courses</td>
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<td>D.15. Build statistical models and create evaluation instruments to measure impact of interventions</td>
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<td>D.16. Implement a knowledge management system (Cognos)</td>
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<td>D.17. Build capacity by teaching program personnel how to conduct evaluations and use findings to make decisions</td>
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**Kaua‘i Community College (3 strategies)**

| D.18. Re-evaluate the need for an institutional researcher to improve data capacity and process through normal budget procedures. |  |
| D.19. Develop evaluation instruments associated data collection systems to measure effects of intervention for each work plan initiative and assist in implementation. |  |
| D.20. Train faculty and staff on data analysis through the use of SAS/Cognos in conjunction with assessment, program review, and AtD projects. |  |

**Leeward Community College (1 strategy)**

| D.21. Expansion of Institutional Research Capabilities |  |

**Maui Community College (4 strategies)**

| D.22. Re-evaluate Institutional Research positions to closely align with a new software system, Cognos. Evaluate roles and responsibilities and explore an increase of one IR/IT position to create a department, design research systems for state and extramural funded programs, increase analysis capacity and support for the campus. |  |
| D.23. Report by semesters on intervention strategies and their impact on course completions. The IR Office will publish, communicate/disseminate data and assessment results re: student success on a consistent basis to establish and maintain a Culture of Evidence. Support the budget allocation process through the collection of data and analysis to improve programs, services and student success rates. |  |
| D.24. Implement new software system, (i.e. Cognos); provide training, technical assistance, systemic strategies to improve system functions that will best serve its users. |  |
| D.25. Develop a rigorous evaluation template used by the campus and consortium that will support a community of practice that will increase the awareness strategies such as STEM disciplines and the important role of math, especially for Hawaiian students and evaluation of the effectiveness and efficiency of the Research Office. This template will be shared with all UHCC campuses. |  |

**Windward Community College (3 strategies)**

| D.27. Train faculty on the use of Cognos and ESTATS. |  |
| D.28. Evaluate all AtD activities. |  |
a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation: Please see respective colleges’ report found in appendix section for delays, modifications, or cancellations.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges? Please see respective colleges’ report found in appendix section for obstacles faced this year and how colleges addressed their challenges.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? Please see respective colleges’ report found in appendix section for changes proposed for next year.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:\footnote{1}

- Completion of college-level “gatekeeper” math and English courses. UHCC is in its first year of implementation and does not yet have the data for three years, 2008-2011. However, UHCC and its colleges initiated discussion about development math and English before we joined AtD, 2006-2007. Below is data extracted from E-Stats we are using as baseline data.

\begin{center}
\textbf{UHCC: AtD Students Enrolled in Any Developmental Education Course Who Complete at Least One Course Within Their First Year (READING)}
\end{center}

![Chart showing data on UHCC AtD students](chart.png)

\begin{footnotesize}
\begin{itemize}
\item All Students Grad.
\item All Students Actual
\item Native Hawaiian Grad.
\item Native Hawaiian Actual
\end{itemize}
\end{footnotesize}
Term-to-term and year-to-year retention (Note: These numbers were reported in E-Stats and are a baseline by which this year will be compared.)
1. Completion of certificates or degrees

**UHCC: Degrees and Certificates of Achievement Awarded**

![Bar chart showing degrees and certificates awarded from FY 06 to FY 16.](chart.png)

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

In February, 2009, at the “3-Deans” meeting, one of the colleges presented results from their mandatory new student orientation. At the end of the day, colleges were asked to prioritize best practices shared that they would like to see implemented at all colleges. Mandatory new student orientation was the top priority. This is a strategy several colleges included in their AtD plan. It will be a couple of years before this is brought to full scale across all colleges, but it is being reported here for now as a strategy that has great potential for increasing student success.

A second strategy that several colleges implemented is designing learning communities that pair a remedial/developmental course (usually a reading course) with a special interest course (i.e.: Hawaiian Studies course).

This year, math instructors were brought together to discuss ways to align their curriculum. A UH system wide Math Summit was held in December 2008, and a larger one in March 2009, [http://www.hawaii.edu/mathsummit/](http://www.hawaii.edu/mathsummit/), that brought together math instructors from all colleges in the University of Hawai‘i system (two and four year institutions).
Please see individual college reports found in the appendix section for their specific intervention.

**Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.**

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* in conjunction with annual report submission. Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

- [ ] We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.
- ☒ We will certify once we are finished. Individual colleges will enter data related to their strategies.

**Item 4. Institutional Policies, Planning, and Funding.**

a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?
   - [ ] No
   - ☒ Yes

   If yes, please describe: While the alignment and integration of AtD varies from college to college, every college is using data to drive their decision making process. See individual college reports found in appendix section for details.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?
   - [ ] No
   - ☒ Yes

   If yes, please describe: AtD goals helped to shape the system’s and individual colleges’ strategic outcomes. To the five goals (complete college remedial or “developmental” courses; complete “gatekeeper” courses, particularly the first college-level or degree-credit courses in math and English; successfully complete the courses they attempt; persist from term to term and year to year; and complete credentials), UHCC added increasing financial aid participation and increasing data collection, analysis, and utilization to its plan.
c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No  ☑ Yes

If yes, please describe: On-going assessment of course and program student learner outcomes (SLOs) are part of accreditation standards, colleges efforts to assess AtD strategies' effectiveness positively align and integrate with AtD and colleges' accreditation efforts. One of the accreditation recommendations for some of the colleges was to develop and institutionalize services that address the learning needs of the underprepared student. Colleges' AtD intervention strategies from financial aid to the College Success Center to hiring an IR to new student orientations, etc. affect the target population of students.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☐ No  ☑ Yes

If yes, please complete the following table.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCC</td>
<td>$200,000</td>
<td>Upgrading information technology</td>
</tr>
<tr>
<td>UHCC</td>
<td>$100,000</td>
<td>Support for AtD system-wide coordination</td>
</tr>
<tr>
<td>Carl Perkins Funds</td>
<td>$50,000</td>
<td>Support for staff development (Best Practices in Assessment; “3-Deans Meeting”; Math Summit)</td>
</tr>
</tbody>
</table>

Note: Please see individual college reports found in the Appendix for details of their respective financial resources. What is not noted is the in-kind, assigned time by staff towards AtD. With the exception of the director, AtD participation by the UHCC Core and Data Team is in addition to their other regularly assigned responsibilities.

e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☐ No  ☑ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
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26
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<tr>
<th>organization</th>
<th>amount</th>
<th>resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamehameha Schools</td>
<td>$100,000</td>
<td>Supports participation in AtD and AtD Strategy Institute</td>
</tr>
<tr>
<td>Office of Hawaiian Affairs</td>
<td>$100,000</td>
<td>Supports participation in AtD and AtD Strategy Institute</td>
</tr>
</tbody>
</table>

**Organization**

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☑ Achieving the Dream Core Team
☑ Achieving the Dream Data Team
☑ Other. Please describe: We began the year with two teams, the Core Team and the Data Team, but found it more productive to combine them and have them meet as one team. Similar core teams were convened at each community college. The UHCC Strategic Planning Council, comprised of the seven Chancellors, Faculty Senate Chairs, Student Government Leaders, and Office of the Vice President for Community Colleges leaders, guide and monitor the AtD outcome measures embedded within the Strategic Plan.

**Professional Development**

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☑ On-campus training on using data and research to improve programs and services
☑ Off-site training on using data and research to improve programs and services
☑ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
☑ Other. Please describe: As mentioned above workshops were conducted on how to access and use E-Stats and other data sources available through the University of Hawaii. Additionally, Benito Solorzano, from the American-Association of Community Colleges (AACC), provided technical training on accessing E-Stats and the on-line reporting requirements twice to the Core and Data Team. He also set up a blog for colleges to use to connect with each other and to look at each other’s data. The UHCC system IR Cadre met regularly to review and support use of AtD data in the college plans and the UHCC Strategic Plan. The group also worked collectively.
to standardize the compiling and submission of AtD data to JBL. Staff from the OVPCC placed the compiled data into a local data warehouse accessible to IR staff from each of the colleges.

A large contingent of system wide staff, including several Institutional Researchers attended the 2009 Strategy Institute.

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

At the system level, there are two very important accomplishments to report this year: the integration of AtD goals and outcomes into the strategic plan and outcomes; and, the alignment of data elements and capacity to facilitate required system level data collection and reporting (e.g. Strategic Plan, AtD, Program Review, Perkins, National Community College Benchmark, Financial aid). Individual community college accomplishments can be found in the appendix under their respective reports.

As mentioned above, the AtD strategies and outcome measures were embedded in UHCC’s strategic outcomes. This is a major accomplishment as UHCC’s strategic outcomes are tied to its biennium budget and Native Hawaiian outcomes are now specifically identified as one of the major areas of focus. Strategic outcomes are stated for each community college as well as for the UHCC system.

Through the IR Cadre and in consultation with the Vice Chancellors Academic Affairs/Deans of Instruction and the Deans of Student Services, UHCC worked to improve accuracy and consistency in data elements supporting major system wide reports. The process includes standardization of elements, standardization on definitions, and standardization on data sources. Staff in the Office of the Vice President for Community Colleges compiled the data submitted by the colleges to JBL into a common data warehouse accessible to each IR Cadre member. Prior to submitting Fall 2007 cohort data, the system office facilitated a review and revision of courses identified and reported as the English, Reading, and Math gatekeepers. The re-identification takes into account a student’s intended career path and will provide more accurate information. Prior to submitting data to AtD in December 2008, IR staff at the UHCC system and the individual colleges collaborated to use single data gathering definitions and routines. While each college remains responsible for their data submission, the results have produced more
comparability when viewed system wide. Additionally, the UHCC system office continues to work on common use of data/data definitions across reports. – For example, using the same definitions in different reports if the element has the same name. Lacking a student tracking system, UHCC system continues to use the data submitted to JBL and displayed through e-Stats to report longitudinal effort.

b. Briefly describe your greatest disappointment or setback (if any) this year?

There were several challenges we faced this year in implementing the intervention strategies. For the most part, it can be summed up by saying the process of transforming institutions into a culture of evidence is an ardent undertaking; considering colleges and universities across the nation have a somewhat self-perpetuating culture. While this was our first year to begin implementation of the planned intervention strategies, there was still much discussion on the how to implement, who would be involved, and how it would be evaluated. Toward the end of the year, it was evident to our coaches that we also needed to increase the engagement of more faculty and staff and give them the responsibility of reporting on their respective intervention strategies.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

Workload issues became more evident as we progressed further into AtD. It was hard to anticipate the amount of work we committed to once we joined this initiative. Lacking a student tracking system at the individual student level continues to challenge our ability to collect and analyze data. That said, everyone involved does see the worth of this initiative and the bigger picture of student success, especially for Native Hawaiians. AtD complements our efforts in some areas; and, stretches us in other areas.

VI. Annual Interim Financial Report

Budget report submitted as required. File name “University of Hawai’i Community Colleges_2009_Budget Report_4-30-09”
Appendix A
Hawai‘i Community College
2009 Achieving the Dream Annual Narrative Report

Name of Institution: University of Hawai‘i, Hawai‘i Community College
Date: April 30, 2009
Achieving the Dream Funder (if applicable): Self-Funded
Grant Number (if applicable): N/A
Report submitted by:
Name: Noe Noe Wong-Wilson
Title: Native Hawaiian Student Success Coordinator/Instructor
Phone: (808) 974-7602
Email: wongwils@hawaii.edu

I. Committed Leadership
a. How have the president, chancellor, and/or campus CEO participated in your Achieving the Dream work this year? Check all that apply.
   ☑ Participated actively on the Achieving the Dream Core Team or equivalent working group
   ☑ Regularly monitored the college’s Achieving the Dream work

Made presentations about Achieving the Dream issues to:
   ☑ faculty & staff
   ☐ community groups
   ☐ trustees
   ☐ Other. Please describe:
b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- Web site
- Regular reports to trustees
- Regular reports to faculty and staff
- Regular reports to students
- Special Achieving the Dream reports
- On-campus Achieving the Dream events
- Other. Please describe: Campus AtD Team Meetings held monthly. AtD goals have been incorporated into the Campus Strategic Plan.

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 1 Institutional Researcher

b. Has your institution upgraded its institutional research capacity this year?

- No
- Yes

If yes, briefly describe the changes and their impact on the college:

c. Number of FTEs at your institution devoted to information technology: 1.25 Info Technology Specialists for Data Resources

d. Has your institution upgraded its information technology capacity this year?

- No
- Yes

If yes, briefly describe the changes and their impact on the college: $276,000 has been added to the College’s Technology Purchase Plan to upgrade technology,

e. How has your institution used data in institutional decision making this year? Check all that apply.

- Program review and evaluation
- Strategic planning
Budget preparation

Briefly describe your practices and their impact to date: Program units rely on data which is provided to them by the Institutional Research office to develop their Annual and Comprehensive Review. Each program unit submits a Comprehensive Program Review each five years. These submittals are reviewed systematically by the College Effectiveness Review Committee comprised of a representative from Administration and all constituencies within the campus, including faculty, staff, clerical and student government. The program actions plans are reviewed and rated for their effectiveness and recommendations for their budget request are submitted to the Chancellor and top administrators for their consideration. The process is data driven, transparent and inclusive.

What institutional research challenges has the college faced this year? Check all that apply.

- [x] None
- [x] Too few IR staff positions
- [x] Unfilled staff positions
- [x] IR staff skill deficits
- [x] Difficulty retrieving useful, timely data
- [ ] Other. Please describe:

f. Has the institution analyzed longitudinal/student cohort data this year?

- [x] No
- [ ] Yes, and this use of data pre-dates Achieving the Dream
- [ ] Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it?

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

- [x] No
- [ ] Yes

If no, please explain why: IR staff does not have confidence in the E-Stats database. It appears that there are still errors in the data, either in the submission, or the corrected data has not been uploaded into the current E-Stats database.
Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

☐ No
☒ Yes

If yes, what data did you use? We used course completion data for Developmental Reading, Writing and Math classes for students enrolling in these classes in the first year. We also looked at Gatekeeper courses originally identified from the Fall 2005, 2006 and 2007 cohorts and compared them to the Fall 2008 cohort. The same formula was applied to determine whether a course was a deemed a gatekeeper course.

How did you use this analysis to develop and refine your intervention strategies? The main focus for our strategies and interventions is course completion for Developmental classes in Reading, Writing and Math. We are most interested in working with those NH students whose Compass scores place them in two or more Developmental areas upon enrollment. These are the students that will take the longest time to complete any degree program since they must complete the Developmental course sequence before they begin accruing college credit.

If no, please explain why:

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

☐ Evaluation is still being designed
☐ We have collected some early data
☒ We have collected and analyzed 1-2 semesters of data
☐ We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?

How are you addressing these obstacles? The largest obstacle is the identification of reliable data from the various resources available. These include campus generated data, system generated data and E-Stats data. The data does not always match which makes it difficult to have confidence in the course information. There is concern regarding the use of standardized routines to report data across the seven campuses within the University of Hawai‘i Community Colleges system.
III. Broad Engagement

*Faculty and Staff*

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- [X] Provided oversight or coordination of Achieving the Dream interventions
- [X] Designed new student success initiatives
- [ ] Participated in focus groups related to Achieving the Dream interventions
- [X] Participated in regular discussions related to Achieving the Dream interventions
- [X] Participated in professional development to further student success
- [X] Participated in data collection and/or analysis
- [ ] Other. Please describe:

b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

- [ ] Provided oversight or coordination of Achieving the Dream interventions
- [ ] Designed new student success initiatives
- [ ] Participated in focus groups related to Achieving the Dream interventions
- [X] Participated in regular discussions related to Achieving the Dream interventions
- [ ] Participated in professional development to further student success
- [ ] Participated in data collection and/or analysis
- [ ] Other. Please describe:

c. In what ways has *staff* been actively engaged in your Achieving the Dream efforts this year?

- [ ] Provided oversight or coordination of Achieving the Dream interventions
- [ ] Designed new student success interventions
- [ ] Participated in focus groups related to Achieving the Dream interventions
- [X] Participated in regular discussions related to Achieving the Dream interventions
- [ ] Participated in professional development to further student success
- [X] Participated in data collection and/or analysis
- [ ] Other. Please describe:

*Students and External Stakeholders*

d. How have you involved *students* in your work this year?
Surveys, Please list surveys conducted: CCSSE Survey

Focus groups. Please describe:

Students participated on planning or advisory committees. Please describe: Strategic Planning Committee, AtD Campus Team

Other. Please describe:
e. How have you involved the external community this year?

K-14 collaboration. Please describe: P-20 Initiative

Community Conversations, following Public Agenda model

Community forums or meetings. Please describe:

Other. Please describe:

f. How have you shared information and lessons with external audiences?


Presentations to community groups

Press releases

Scholarly articles disseminated statewide or nationally

Other. Please describe:

g. Was your institution’s Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?

No

Yes

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- I: Implemented as planned
- D: Delayed
- M: Modified
- C: Cancelled
- S: Taken to scale
- OT: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes* Online Tool

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.6. Conduct an ongoing random qualitative survey of Native Hawaiian students or focus groups to understand barriers to completing financial aid application process.</td>
</tr>
<tr>
<td>A.7. Develop financial aid component for First Year Experience</td>
</tr>
<tr>
<td>B.3. Develop Mandatory College Success Cohort (First Year Experience) for fulltime entering students who score into two or more developmental classes.</td>
</tr>
<tr>
<td>B.4. Establish new College 101 Course with life skills, financial aid, learning skills</td>
</tr>
<tr>
<td>B.5. Expand Summer Bridge Cohort/Learning Communities with developmental education and Hawaiian Lifestyles.</td>
</tr>
<tr>
<td>B.7. Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes.</td>
</tr>
<tr>
<td>C.4. Conduct focus groups to impact Gatekeeper courses that are not in the developmental category.</td>
</tr>
<tr>
<td>C.7. Establish more formal bridging program with Hawai‘i Community College and Kipuka Center for Native Hawaiian Students at University of Hawai‘i at Hilo.</td>
</tr>
<tr>
<td>C.8 Expand Hawaiian Life Styles degree from A.A.S. to A.S. degree and develop pathways to baccalaureate programs at UHH, UHM, UHWO and other universities.</td>
</tr>
<tr>
<td>C.9. Increase use of Strategic Enrollment Management (SEM) to focus on recruitment, retention, graduation and transfer of NH students.</td>
</tr>
<tr>
<td>D.4. Increase capacity for data collection and analysis for key staff – Add 1 IR, train in Cognos</td>
</tr>
<tr>
<td>D.5. Establish methodology and conduct entrance surveys to determine educational motivation and intent.</td>
</tr>
<tr>
<td>D.6. Conduct exit surveys to gather information on the student’s college experience and reasons for exit.</td>
</tr>
<tr>
<td>D.7. Conduct on-going Well-Being Survey for incoming students to gather qualitative data.</td>
</tr>
</tbody>
</table>
a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

A4. Work on online form fill-able applications have been delayed due to increase in workload for financial aid office staff. This strategy is being moved to the Year 2.
A6. Follow up surveys for financial aid recipients have been postponed due to increase in workload and no increase in staffing as anticipated. This strategy is moved to Year 2.
C4. Focus group training is scheduled for Fall 2009. This strategy is moved to Year 2.
D4. Due to the restrictions on funding, this strategy for improving data collection is deleted.
D5. Exit surveys for Fall 2008 cohort members who do not persist will be conducted in Fall 2009.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

Faculty engagement continues to be a challenge. Hawai‘i Community College has two major campuses; one in East Hawai‘i (Hilo) and one over 2-1/2 hours drive away in West Hawai‘i (Kona). Faculty, staff and students in Hilo attend classes on two separate campuses – Manono Campus and sharing facilities with the University of Hawai‘i at Hilo. Although the UH-Hilo campus is only one mile away, the faculty and students who teach and attend classes do not interact on a daily basis with faculty and students from the Manono Campus. This is a challenge for engaging in face-to-face discussion on a regular basis. While we rely on electronic technology to communicate with each other, for an initiative like AtD, the lack of regular and frequent face to face engagement is a barrier. While the administration supports professional development activities, an all-campus meeting at the beginning of each semester, and special meetings and presentations from visiting top administrators, it is a challenge to engage all faculty and staff effectively.

Data gathering has been difficult given the limited staff support available to the initiative, and lack of access to a desktop friendly data program like Cognos. The Banner SIS is not user friendly. It has been near impossible to track cohorts, except manually.

While the first year was dedicated to data collection, this last year was spent on setting up the structure for some significant strategies. The necessary components are now in place for a successful First Year Experience cohort, for example. Data gathering has improved although we have yet to effectively use the E-Stats data for our initiative.
new communications strategy is being developed to engage faculty and staff across campuses. A new position as Coordinator of Marketing and Recruitment has been established which will assist with the AtD initiative communications process.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? The next year will bring more focus on a limited number of activities. We will implement fully the Freshman Year Experience cohort, train campus teams in focus group activities, and work to improve gatekeeper courses. Faculty engagement is a priority, so given the challenges with our multi-campus facilities, we will develop other effective methods of communication and dialog. A special strategy will be developed for the West Hawai‘i campus with their faculty and staff.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:

- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

Efforts are being made to improve the enrollment of students in their Developmental Reading, Writing and Math Classes within the first year. In Fall 2006, 53 of 88 NH students who attempted any Developmental Education Course in Reading in their first year of enrollment completed the course. In Fall 2007, 61 of 82 NH students who attempted any Developmental Education Course in Reading in their first year of enrollment completed the course. In Fall 2006, 77 of 121 NH students who attempted any Developmental Education Course in Math in their first year of enrollment completed the course. In Fall 2007, 56 of 105 NH students who attempted any Developmental Education Course in Math in their first year of enrollment completed the course. Currently, students are not required to enroll in either College Success courses or in Developmental Education courses unless prescribed by the Major Program in which they enroll. Liberal Arts students are not required to enroll in their Reading, Writing or Math
classes within the first year. Actual enrollment of all NH students was 699 in Fall 2006 and 837 in Fall 2007.

In Fall 2006, 33 of 69 NH students who attempted any Developmental
Education Course in Writing in their first year of enrollment completed the course. In Fall 2007, 47 of 80 NH students who attempted any Developmental Education Course in Writing in their first year of enrollment completed the course.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

The First Year Experience cohort planned to begin in Fall 2009 is the first intervention to address the mandatory enrollment of Native Hawaiian students in two Developmental classes as well as the IS 101 College Success course. Although this first cohort is limited to 25 students, there is already discussion among faculty and staff to expand this effort to include additional cohorts for Fall 2009. The move to mandatory placement in Developmental Education classes for students who place in these areas, as well as mandatory enrollment in the IS 101 College Success course will require a large shift in thinking, planning and organization by the entire faculty and student support structure at the college. The momentum has begun with the establishment of the first cohort and will continue, hopefully, to full scale implementation over a period of time.

Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☒ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the Interventions to Improve Student Outcomes Online Tool.


a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No
☒ Yes

If yes, please describe: The AtD goals have been aligned with Hawai‘i Community College Campus’ Strategic Plan, and AtD data is being incorporated into the Program Review
process. The Program Review submittal is required on an annual basis, and a Comprehensive Review is submitted every five years, or whenever a program submits a request for funding out of the five-year cycle. Comprehensive Program Review submittals are reviewed by a team of faculty and staff selected for this task, and recommendations are made to the Chancellor to fund accordingly.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No
☒ Yes

If yes, please describe: The AtD goals have been aligned from top to bottom, including the 2008-2015 University of Hawai‘i System Strategic Outcomes, an addendum to the current strategic plan, the University of Hawai‘i Community Colleges Strategic Plan and the Hawai‘i Community College Strategic Plan.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No
☒ Yes

If yes, please describe: While this is an ongoing process, the AtD goals which are ultimately the University of Hawai‘i Community Colleges and System-wide Strategic outcomes are aligned with the accreditation activities.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
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</thead>
<tbody>
<tr>
<td>General Funds</td>
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<td>Well-Being Survey</td>
</tr>
<tr>
<td>General Funds</td>
<td>$276,000</td>
<td>Upgrade to information technology</td>
</tr>
</tbody>
</table>

e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☐ No
Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III Strengthening Hawaiian Institutions Grant</td>
<td>$235,635</td>
<td>Implementation of the FYE Cohort Tutoring&lt;br&gt;1 Native Hawaiian Counselor&lt;br&gt;Overall administrative Support&lt;br&gt;Native Hawaiian Student Success Coordinator&lt;br&gt;Faculty Development program</td>
</tr>
<tr>
<td>Special Federal Funding Omnibus Bill 2009</td>
<td>$75,000</td>
<td>General AtD Support</td>
</tr>
<tr>
<td>UHM School of Social Work</td>
<td>10,000</td>
<td>Well-Being Survey Incentives</td>
</tr>
</tbody>
</table>

**Organization**

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

- Achieving the Dream Core Team
- Achieving the Dream Data Team
- Other. Please describe:

**Professional Development**

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

- On-campus training on using data and research to improve programs and services
- Off-site training on using data and research to improve programs and services
- Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
- Other. Please describe:

**V. Summary of Accomplishments and Disappointments**

a. Briefly describe your greatest accomplishment this year. The greatest accomplishment this year is the permanent establishment of the IS 101 College Success course. This 3-
credit course has no prerequisites for Reading, Writing or Math and is therefore poised for enrollment by entering students whose Compass Scores place them in Developmental Education areas. The course also satisfies a Social Science requirement for the Liberal Arts Degree Program. This seems like a small step, however, previous attempts to establish a similar course has met with severe opposition from faculty members in the past. Generally, the faculty felt that a student must attain a higher level of skill in Reading and Writing in order to attempt a class of this nature. This course is the first college level student success course established without prerequisites in the entire University of Hawai‘i Community College System of seven campuses. Its establishment has allowed us to include the class in the First Year Experience Hulu‘ena Cohort which is being established in Fall 2009 and which will service twenty-five NH first-time entering students whose Compass scores place them in two or more Developmental areas.

b. Briefly describe your greatest disappointment or setback (if any) this year? The greatest challenge is meaningful and frequent engagement with faculty in this process. One great topic of sensitivity is in the Gatekeeper Course area. Faculty engagement is also affected by the physical separation of our campus sites which makes frequent and meaningful interface and interaction with faculty difficult at best.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Despite physical and fiscal challenges, much has been accomplished at Hawai‘i Community College over the past year. Among leadership on campus, the Achieving the Dream initiative maintains a high profile. We are fortunate to have such a high percentage (more than 35%) of NH students currently enrolled. The percentage of NH’s who have been accepted in the Fall 2009 is at an all time high at 54.5%. Our challenge is to support these students to educational and life success during a time of economic downturn. The commitment to the initiative is solid and we will continue with our steady movement toward success.
Appendix B
Honolulu Community College
2009 Achieving the Dream Annual Narrative Report

Name of Institution: University of Hawai‘i, Honolulu Community College
Date: April 30, 2009
Achieving the Dream Funder (if applicable): Self-Funded
Grant Number (if applicable): N/A
Report submitted by:
Name: Janice Tyau Petersen
Title: Distance Learning Coordinator
Phone: (808) 845-9437
Email: janicep@hawaii.edu

I. Committed Leadership
a. How have the president, chancellor, and/or campus CEO participated in your Achieving the Dream work this year? Check all that apply.
   ☑ Participated actively on the Achieving the Dream Core Team or equivalent working group
   ☑ Regularly monitored the college’s Achieving the Dream work

Made presentations about Achieving the Dream issues to:
   ☑ faculty & staff
   ☑ community groups
   ☑ trustees

☐ Other. Please describe:
b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- [x] Web site
- [ ] Regular reports to trustees
- [x] Regular reports to faculty and staff
- [ ] Regular reports to students
- [x] Special Achieving the Dream reports
- [x] On-campus Achieving the Dream events
- [ ] Other. Please describe:

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 1

b. Has your institution upgraded its institutional research capacity this year?

- [x] Yes

If yes, briefly describe the changes and their impact on the college: A second IR position at the college is under recruitment this Spring 2009.

c. Number of FTEs at your institution devoted to information technology: 9

d. Has your institution upgraded its information technology capacity this year?

- [x] Yes

If yes, briefly describe the changes and their impact on the college:

e. How has your institution used data in institutional decision making this year? Check all that apply.

- [x] Program review and evaluation
- [x] Strategic planning
- [x] Budget preparation

Briefly describe your practices and their impact to date: Achieving the Dream goals were included in all three areas above.
f. What institutional research challenges has the college faced this year? Check all that apply.

☐ None
☐ Too few IR staff positions
☐ Unfilled staff positions
☐ IR staff skill deficits
☒ Difficulty retrieving useful, timely data (Timing of freezes, Banner issues)
☒ Other. Please describe: Integrating all available data and potential analyses with decision making, budgeting, and planning.

g. Has the institution analyzed longitudinal/student cohort data this year?

☐ No
☐ Yes, and this use of data pre-dates Achieving the Dream
☒ Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? Data from English and Math completions were used to examine progression of students through the system.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

☐ No
☒ Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

☐ No
☒ Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? Completion data from students participating in the Early Alert System, including remedial, development English and math students and Native Hawaiian students, will be used to determine efficacy and prioritization of services and future refinement or continuation of the intervention.

If no, please explain why:
Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?
- ☐ Evaluation is still being designed
- ☑ We have collected some early data
- ☐ We have collected and analyzed 1-2 semesters of data
- ☐ We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?
Obstacles include determining the use of qualitative or quantitative analysis, who is going to collect information (including student ID numbers), which group is the correct control relative to the experimental (intervention) group, who would be performing the analyses and drawing the proper conclusions, and how competing interventions would ultimately be continued or discontinued based on scarce resources available to them. Also, faculty and staff involved in ATD activities feel they need more training in how to design and conduct the evaluations, given our inability to obtain timely and accurate information from our student database. When we begin to use the COGNOS software that the system office has acquired, hopefully next year, and given training on the new system, we should be able to conduct better evaluations of our interventions.

How are you addressing these obstacles? We are addressing these with continued campus meetings to discuss the most beneficial methods of organizing the data gathering, analysis, and eventual action for each intervention. Also, the second IR position is currently under recruitment.

III. Broad Engagement

Faculty and Staff

a. In what ways have full-time faculty been actively engaged in your Achieving the Dream efforts this year?
- ☑ Provided oversight or coordination of Achieving the Dream interventions
- ☑ Designed new student success initiatives
- ☑ Participated in focus groups related to Achieving the Dream interventions
- ☑ Participated in regular discussions related to Achieving the Dream interventions
- ☑ Participated in professional development to further student success
- ☑ Participated in data collection and/or analysis
b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

c. In what ways have *staff* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

**Students and External Stakeholders**

d. How have you involved *students* in your work this year?

- Surveys
  - Please list surveys conducted: CCSSE, Entering Student Survey, Student Leaver Survey, 4 learning community surveys, instructional surveys
- Focus groups
  - Please describe: Student Government focus group
- Students participated on planning or advisory committees
  - Please describe: All major governance committees: Planning Council, Faculty Senate Executive Committee, and Committee on Student Affairs.
- Other. Please describe:

e. How have you involved the *external community* this year?

- K-14 collaboration
Please describe:

☐ Community Conversations, following Public Agenda model
☐ Community forums or meetings

Please describe:

☒ Other. Please describe: No activity

f. How have you shared information and lessons with external audiences?

☐ Conference presentations

Please list conferences:

☐ Presentations to community groups
☐ Press releases
☐ Scholarly articles disseminated statewide or nationally

☒ Other. Please describe: No activity

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- I: Implemented as planned
- D: Delayed
- M: Modified
- C: Cancelled
- S: Taken to scale
- OT: Uploaded, with evaluative data, to the Interventions to Improve Student Outcomes Online Tool

<table>
<thead>
<tr>
<th>Intervention</th>
<th>I</th>
<th>D</th>
<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority A: Financial Aid (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-1 Ongoing student focus groups for financial aid feedback</td>
<td>☒</td>
<td></td>
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<tr>
<td>A-2 Cross campus team to enhance student customer</td>
<td>☒</td>
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<tr>
<td>Service</td>
<td>Priority B: Developmental Intervention (9)</td>
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</tr>
<tr>
<td>B-1</td>
<td>Embedding student tutors in remedial and developmenta...</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>B-2</td>
<td>Pair learning skills courses with Native Hawaiian component...</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<td></td>
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<tr>
<td>B-3</td>
<td>Embedding student tutors in remedial/developmental classes for...</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>B-4</td>
<td>Summer remedial and developmental courses and communicate availability to targeted high-risk student populations</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>B-5</td>
<td>Incorporate study skills course content into learning communities within developmental education</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>B-6</td>
<td>Use current analysis tools and analyze previous remedial classes for impact of instructional methods</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>B-7</td>
<td>Scholarships for remedial students based on academic performance and continued pursuit of educational goals</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>B-8</td>
<td>Early alert system and added support to improve completion rates in remedial classes</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>B-9</td>
<td>Work with UHCCs to develop system-wide developmental education program and/or course Student Learning Outcomes</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>Priority C: Successful Progress and Graduation or Transfer (11)</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Develop faculty development opportunities to encourage curriculum redesign and incorporate best practices</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-2</td>
<td>Campus-wide discussions and faculty working groups to develop “campus best practices” for gatekeeper courses</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-3</td>
<td>Research the effectiveness of current 4 learning communities</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>C-4</td>
<td>Develop other learning communities that may improve success in gatekeeper courses</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-5</td>
<td>Develop student focus groups for feedback on learning communities</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-6</td>
<td>Discipline wide community college meetings to improve student success in gatekeeper courses</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-7</td>
<td>Establish targeted groups to allow for effective counseling and notification of learning community courses</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>C-8</td>
<td>Create a cross-campus team to evaluate need for mandatory orientation for specific high-risk student populations</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-9</td>
<td>Create a cross-campus team to evaluate the need for mandatory advising for specific high-risk student populations</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>C-10 Utilize technology in communicating program requirements and progress to completion through the STAR Academic Journey</td>
<td></td>
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<tr>
<td>--------------------------------------------------</td>
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<tr>
<td>C-11 Create a working team to define and implement a first alert system for students at risk for failure: withdrawal from developmental courses, gatekeeper courses, students on academic action, etc.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Priority D: Data Collection, Analysis and Utilization (3)**

<table>
<thead>
<tr>
<th>D-1 Request 1 FTE for the IR department to focus on data management and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-2 Request 1 FTE focused on assessment and work in conjunction with data management and analysis</td>
</tr>
<tr>
<td>D-3 Publish and communicate the results of data collection and assessment through campus-wide discussions</td>
</tr>
</tbody>
</table>

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation: There was no activity in Year 1 for Interventions B-3, B-6, and C-7, and so the campus will include those activities in Year 2. Interventions C-8, C-9, and D-2 are all scheduled as Year 2 interventions, and as such, will start next year.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

A problem arose with the wording of the 25 interventions. Because the phrasing mixed various combinations of the following working units (remedial math and ENG classes in the College Skills Center (CSC), developmental math and ENG classes, Native Hawaiian initiatives, learning communities, and various units of Student Services, the interventions lost focus. Honolulu Community College has addressed these challenges with plans to consolidate the interventions into better working units next year, with a more manageable listing of overarching interventions. The wording of the original interventions will be included under larger umbrella intervention wording.

What changes do you propose for next year? Why do you believe the proposed changes will produce better results?

Besides revising the interventions, Honolulu Community College should have a permanent Chancellor, a position now under recruitment, and plans to have more faculty engagement activities for Achieving the Dream. While a small number of full-time and adjunct faculty and staff have been fully and actively engaged in Achieving the Dream interventions, as noted in sections III a and III B, a much broader faculty engagement and
training are crucial to the implementation of the Achieving the Dream initiative at the college and should produce better results.

**Item 2. Detailed Intervention Description.**

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes.

**Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.**

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☐ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the Interventions to Improve Student Outcomes Online Tool.

**Item 4. Institutional Policies, Planning, and Funding.**

a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No  ☒ Yes

If yes, please describe: Achieving the Dream work was aligned and integrated with campus strategic outcomes.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No  ☒ Yes

If yes, please describe: The following were aligned and integrated: University of Hawai‘i Strategic Plan, University of Hawai‘i Community Colleges Strategic Plan, Honolulu Community Colleges Strategic Plan, the budget planning process of the Planning Council.
c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No
☒ Yes

If yes, please describe: The campus Accreditation Liaison Officer sits on the Honolulu Community College Achieving the Dream Campus Team.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-Funds</td>
<td>$10,000</td>
<td>Priority B: Remedial Student Tutoring</td>
</tr>
<tr>
<td>F-Funds</td>
<td>USDOE Title III Native Hawaiian grant: % of time/salary</td>
<td>Priority B, C: Learning Communities</td>
</tr>
</tbody>
</table>

e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☒ No
☐ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
</table>

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☒ Achieving the Dream Core Team
☐ Achieving the Dream Data Team
☒ Other. Please describe: Honolulu Community College’s ATD Team
Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

- ☐ On-campus training on using data and research to improve programs and services
- ☐ Off-site training on using data and research to improve programs and services
- ☐ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

☐ Other. Please describe: Multiple units of the campus and University of Hawai‘i Community Colleges system provided student success professional development opportunities for faculty and staff.

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

The greatest accomplishment was the work of the HCC ATD Campus Team, assuming leadership roles in piloting activities for the intervention strategies while involving a few others on campus.

b. Briefly describe your greatest disappointment or setback (if any) this year?

The changes in campus leadership, the fiscal reality of budget reductions and restrictions, and the timing coinciding with the campus-wide Accreditation Mid-Term Report were all factors in impeding further growth of campus engagement in Achieving the Dream.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

The presence of the Interim Chancellor, on a 1-year leave from the position of Associate Vice President of Academic Affairs for the University of Hawai‘i Community Colleges, was crucial in ensuring the presence of the Achieving the Dream initiative on campus. The Vice Chancellor of Academic Affairs worked with the campus representative on the UHCC ATD Core Team to coordinate the Achieving the Dream activities.
I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

- [ ] Participated actively on the Achieving the Dream Core Team or equivalent working group
- [x] Regularly monitored the college’s Achieving the Dream work

Made presentations about Achieving the Dream issues to:

- [x] faculty & staff
- [x] community groups
- [ ] trustees
- [ ] Other. Please describe:
b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- Web site
- Regular reports to trustees
- Regular reports to faculty and staff
- Regular reports to students
- Special Achieving the Dream reports
- On-campus Achieving the Dream events
- Other. Please describe: AtD goals have been streamlined with strategic planning goals and the College reports regularly on its strategic planning outcomes to all of its stakeholders.

II. Use of Evidence to Improve Policies, Programs, and Services

*IT and IR Capacity*

a. Number of FTEs at your institution devoted to institutional research: 3

b. Has your institution upgraded its *institutional research* capacity this year?

- No
- Yes

If yes, briefly describe the changes and their impact on the college: The College hired one FTE IR person in fall 2008 and another FTE IR person in April 2009.

Number of FTEs at your institution devoted to information technology: 5

c. Has your institution upgraded its *information technology* capacity this year?

- No
- Yes

If yes, briefly describe the changes and their impact on the college: The College purchased Cognos, a knowledge management system

d. How has your institution used data in institutional decision making this year? Check all that apply.

- Program review and evaluation
- Strategic planning
Budget preparation

Briefly describe your practices and their impact to date: The results of program review are used to inform program tactical plans which are developed with an eye on short-range objectives that arise out of needs specific to each program or unit of the College. Tactical plans have a shorter cycle of three years and are aligned with the long-range goals outlined in the College’s strategic plans and with budget allocation requests.

e. What institutional research challenges has the college faced this year? Check all that apply.
   □ None
   ☒ Too few IR staff positions
   □ Unfilled staff positions
   □ IR staff skill deficits
   ☒ Difficulty retrieving useful, timely data
   □ Other. Please describe:

   g. Has the institution analyzed longitudinal/student cohort data this year?
      □ No
      □ Yes, and this use of data pre-dates Achieving the Dream
      ☒ Yes, and we began this use of data after joining Achieving the Dream

      If yes, what data did you use and how did you use it? The College looked at 2007 data that was uploaded into e stats to help plan specific interventions especially in developmental education. These interventions were piloted in 2008-2009 or will be piloted in 2009-2010 and 2010-2011.

      If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?
   □ No
   ☒ Yes

   If no, please explain why:

Process for Identifying Achievement Gaps

   i. Have you looked at any data this year to diagnose achievement gaps among groups of students?
      □ No
If yes, what data did you use? The College used quantitative indicators including course completion, persistence, graduation and transfer rates. How did you use this analysis to develop and refine your intervention strategies? The College used 2006 and 2007 data to identify achievement gaps and plan interventions to close the gaps. For example, we found that there was an achievement gap between Native Hawaiian students and other students receiving the Pell grant. We worked with our native Hawaiian students to complete the FAFSA and were able to increase the number of PELL recipients from 111 to 142.

If no, please explain why: 2007-2008 was a planning year for the college.

**Process for Formulating and Evaluating Solutions**

j. What is the current status of your evaluation?

- [x] Evaluation is still being designed
- [ ] We have collected some early data
- [ ] We have collected and analyzed 1-2 semesters of data
- [ ] We have collected and analyzed 3 or more semesters of data

What obstacles (if any) have you faced in designing or conducting the evaluation?

- The few interventions piloted in the 2008-2009 school year are small so the College has a very small sample size. At this time, the College does not know which of these interventions will be successful and be brought to scale.
- One of the College’s interventions required a pre/post test, but the pre test was returned to students because of a miscommunication.
- Many of our interventions won’t be piloted until 2009-2010 or 2010-2011 and the evaluation component is still being developed.

How are you addressing these obstacles? The College is trying to eliminate dysfunctional communication and information sharing systems. The College is developing a student management database to track students that the College is working with, but are not yet enrolled at the College.

**III. Broad Engagement**

*Faculty and Staff*
a. In what ways have full-time faculty been actively engaged in your Achieving the Dream efforts this year?

☐ Provided oversight or coordination of Achieving the Dream interventions
☐ Designed new student success initiatives
☐ Participated in focus groups related to Achieving the Dream interventions
☐ Participated in regular discussions related to Achieving the Dream interventions
☐ Participated in professional development to further student success
☐ Participated in data collection and/or analysis
☐ Other. Please describe:

b. In what ways have part-time or adjunct faculty been actively engaged in your Achieving the Dream efforts this year?

☐ Provided oversight or coordination of Achieving the Dream interventions
☐ Designed new student success initiatives
☐ Participated in focus groups related to Achieving the Dream interventions
☐ Participated in regular discussions related to Achieving the Dream interventions
☐ Participated in professional development to further student success
☐ Participated in data collection and/or analysis
☐ Other. Please describe:

c. In what ways have staff been actively engaged in your Achieving the Dream efforts this year?

☐ Provided oversight or coordination of Achieving the Dream interventions
☐ Designed new student success interventions
☐ Participated in focus groups related to Achieving the Dream interventions
☐ Participated in regular discussions related to Achieving the Dream interventions
☐ Participated in professional development to further student success
☐ Participated in data collection and/or analysis
☐ Other. Please describe:

Students and External Stakeholders

d. How have you involved students in your work this year?

☐ Surveys. Please list surveys conducted: CCSSE
☐ Focus groups. Please describe:
☐ Students participated on planning or advisory committees. Please describe: Some students are involved in planning some student success interventions like the College’s New Student Orientations.
☐ Other. Please describe:

e. How have you involved the external community this year?
☐ K-14 collaboration. Please describe:
☐ Community Conversations, following Public Agenda model
☐ Community forums or meetings. Please describe:
☒ Other. Please describe: All of the College’s CTE programs work with advisory boards. Community members were also on the College’s Strategic Planning Committees in which AtD goals were integrated.

f. How have you shared information and lessons with external audiences?
☐ Conference presentations. Please list conferences:
☐ Presentations to community groups
☐ Press releases
☐ Scholarly articles disseminated statewide or nationally
☐ Other. Please describe:

g. Was your institution’s Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?
☒ No
☐ Yes

If yes, please provide the reference. This may include web site links or URLs, the dates and pages on which stories were published in specific magazines, newspapers, or other publications and/or the dates stories were aired on specific radio or television stations. Please include items published periodically, monthly, or weekly as well as daily and community, neighborhood, city/town, regional and state media outlets.

IV. Systemic Institutional Improvement

Institutional Management
### Item 1. Progress in Implementing Proposed Interventions

Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I**: Implemented as planned
- **D**: Delayed
- **M**: Modified
- **C**: Cancelled
- **S**: Taken to scale
- **OT**: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

<table>
<thead>
<tr>
<th>Intervention</th>
<th>I</th>
<th>D</th>
<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
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</thead>
<tbody>
<tr>
<td>Engage campus in conversation about increasing financial aid participation</td>
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<tr>
<td>Develop financial aid position for Kahikoluamea (student success department)</td>
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<td>Develop/implement orientation for parents for financial aid</td>
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<tr>
<td>Use College Outreach Coordinator (Kuilei) to meet and assist high school students with financial aid</td>
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<tr>
<td>Establish student success department (Kahikoluamea)</td>
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<td>Research/develop/implement diagnostic tests for students who place into developmental courses</td>
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<td>Provide post diagnostic test advising</td>
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<td>Plan for and offer alternative instructional formats for developmental courses</td>
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<tr>
<td>Bring in consultant to work with math faculty to review curriculum</td>
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<td>Develop/implement college success course with emphasis on Hawaiian students and values</td>
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<td>Develop/implement a structured academic advising model in connection with students’ Personal Learning Plans</td>
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<tr>
<td>Train faculty advisers to implement structured academic advising model.</td>
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<td>Develop/implement an early alert system</td>
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<td>Plan for and provide a two-day new student orientation</td>
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<td>Offer COMPASS Brush-up courses</td>
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<td>Develop/implement a career pathways model</td>
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<td>Implement a degree pathway partnership between University of Hawai’i Manoa and Kapi‘olani CC for Native Hawaiian students.</td>
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<tr>
<td>Offer professional development for faculty on learning, learning theory and the best instructional, assessment and retention strategies for Native Hawaiian students.</td>
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<tr>
<td>Establish and Institutional Effectiveness office</td>
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<tr>
<td>Review IR capacity to determine what is needed and make recommendations</td>
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<tr>
<td>Implement recommendations from review</td>
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<tr>
<td>Conduct focus groups with students in gatekeeper courses</td>
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</tbody>
</table>
a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

1. Financial aid position never came to fruition because of severe budget cutbacks.
2. The College did not bring in a math consultant because of the budget. However, the University of Hawaii System and Department of Education brought in Dr. Uri Treisman who discussed the current problems in mathematics and best practices to address the crisis and Dr. Carol Twigg who discussed course redesign for mathematics. As a result of these discussions, the College will pilot a course redesign of its developmental math sequence in summer 2009.
3. The counselors are developing an academic advising model that involves a personal learning plan for students, but are not training faculty advisors.
4. The early alert system has not been implemented yet. It is still being discussed.

b. What obstacles have you faced this year in implementing planned strategies and interventions? Some of the obstacles are a lack of monetary and human resources. Also, getting data it still challenging. How have you addressed these challenges?

c. What changes do you propose for next year? The College needs to meet with IR personnel to discuss making data more easily available, and to have them give feedback on the evaluation plans. Why do you believe the proposed changes will produce better results? The small pilots won't impact quantitative outcomes like completion and retention rates for a couple of years. In the mean time, the College needs better ways of determining the impact of the treatment so we can decide whether or not to bring an intervention to scale.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years\(^4\): Data Based on AtD cohort

The College is in its first year of implementation so does not have data for three years.
Alternatively, you may provide student success data on other measures relevant to the specific student success interventions undertaken. The documentation of increases in student achievement should be in an area where your institution has sought to improve overall student success or close gaps in achievement among student groups. You are encouraged to present data on increases in the rates of student success as well as the absolute numbers of students succeeding, since the latter can be affected by changes in enrollment rather than in student performance.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population. The data recorded for 2006 and 2007 are not reflective of interventions which we began piloting in fall 2008. Also 2008-2009 pilots are small – the College has not brought the interventions to scale.

Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission. Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☐ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the Interventions to Improve Student Outcomes Online Tool.


a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No
☒ Yes

If yes, please describe: The College’s AtD work is integrated into the College’s strategic planning, tactical planning, and budget processes.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No
☒ Yes
If yes, please describe: The College integrated AtD goals with its strategic plan.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No
☒ Yes

If yes, please describe: The College is engaging in data driven decision making which is a shared goal of both accreditation and AtD. With data driven decision making as its focus, the College is strengthening its Program Review (which academic and support units submit) process; emphasizing student learning outcomes and measuring direct evidence of student learning especially at the program and institutional levels; evaluating student support interventions/activities to improve student learning.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kahikoluamea learning center renovation</td>
<td>735,000</td>
<td>Learning assistance, pathways, alternative instructional formats</td>
</tr>
<tr>
<td>Pathway academies</td>
<td>10,000</td>
<td>Alternative instructional formats, Personal learning plans and portfolio</td>
</tr>
</tbody>
</table>


e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☒ Yes

If yes, please complete the following table.

<table>
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</tr>
</tbody>
</table>
a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☒ Achieving the Dream Core Team
☐ Achieving the Dream Data Team
☐ Other. Please describe:

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☒ On-campus training on using data and research to improve programs and services
☒ Off-site training on using data and research to improve programs and services
☒ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
☐ Other. Please describe:

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

• The College established the Kahikoluamea, a student success department, and hired 1 full time Kahikoluamea math instructor and is in the process of hiring 2 full time Kahikoluamea writing instructors.

• The College hired 2 full time IR analysts this year.

• The College implemented two small pilot projects: 1) The College created four 1-credit modules (reading and research, rhetorical grammar, writer’s workshop, and creative writing) to support students weak in any of these areas who are taking English 22 and English 100 (both are gateway courses). The modules were piloted in spring 2009. The College is using a pre/post test design to measure effectiveness of the treatment. 2) The College modularized its basic math course. Students testing into this course are given a diagnostic test and based on their strengths and weaknesses are placed into a module. The modularized design was first piloted in fall 2008.

b. Briefly describe your greatest disappointment or setback (if any) this year? The College is still working out a feasible system for getting current data to faculty and staff so they can
make decisions to improve interventions. Getting timely, accurate data out of the student database continues to be problematic.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?
Appendix D
Kaua‘i Community College
2009 Achieving the Dream Annual Narrative Report

Name of Institution: University of Hawai‘i, Kaua‘i Community College
Date: 4/30/09
Achieving the Dream Funder (if applicable): Self-Funded
Grant Number (if applicable): N/A
Report submitted by:
Name: Ramona Kincaid
Title: Director University Center and Academic Support
Phone: (808) 245-8336
Email: rkincaid@hawaii.edu

I. Committed Leadership
a. How have the president, chancellor, and/or campus CEO participated in your Achieving the Dream work this year? Check all that apply.

☐ Participated actively on the Achieving the Dream Core Team or equivalent working group
☒ Regularly monitored the college’s Achieving the Dream work

Made presentations about Achieving the Dream issues to:

☐ faculty & staff
☐ community groups
☐ trustees
☐ Other. Please describe:
b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

☑ Web site
☐ Regular reports to trustees
☐ Regular reports to faculty and staff
☐ Regular reports to students
☑ Special Achieving the Dream reports
☑ On-campus Achieving the Dream events
☐ Other. Please describe:

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 0

b. Has your institution upgraded its institutional research capacity this year?

☑ No
☐ Yes

If yes, briefly describe the changes and their impact on the college:

c. Number of FTEs at your institution devoted to information technology: 5.0

d. Has your institution upgraded its information technology capacity this year?

☑ Yes
☐ No

If yes, briefly describe the changes and their impact on the college: The University of Hawai‘i Community College’s system office purchased Cognos, a performance management software, to help provide data for decision making. It has not been activated yet.

e. How has your institution used data in institutional decision making this year? Check all that apply.

☑ Program review and evaluation
☑ Strategic planning
☑ Budget preparation
Briefly describe your practices and their impact to date: Program review occurs annually with a comprehensive program review every 5 years. Each year the programs receive a list of achievement data along with a measurement of health for demand, efficiency, and effectiveness. Non-instructional units must collect their own data. These data are analyzed and used to prepare the annual program review which includes an update on current action plans and new action plans. Resources that are required to achieve the action plans are also included for developing the budget for the next year. The program review action plans must be aligned with the strategic goals of the college (and University of Hawaii Community College system). This year the campus and the UHCCs are focusing on retention for basic skills students and native Hawaiians, in particular.

f. What institutional research challenges has the college faced this year? Check all that apply.

☐ None
☒ Too few IR staff positions
☒ Unfilled staff positions
☐ IR staff skill deficits
☒ Difficulty retrieving useful, timely data
☐ Other. Please describe:

g. Has the institution analyzed longitudinal/student cohort data this year?

☐ No
☐ Yes, and this use of data pre-dates Achieving the Dream
☒ Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? This 2008-9 academic year is the first year of collecting data so we have not used the longitudinal data that is available to us. The E-Stats tool contains four years of data (2004-2007) that we can use for comparison. This year we have looked at historic data having to do with specific interventions like the amount of students receiving financial aid and the amounts distributed. Some projects in the remedial and developmental area are looking at persistence from fall to spring and later, fall to fall. The learning community courses are looking at success rates as compared with previously taught courses, etc.

If no, please explain why:
h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

☐ No
☒ Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

☐ No
☒ Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? We used the UHCC Strategic Planning data to look at disparities between ethnic groups and identified an achievement gap for Native Hawaiian students. Since we are very small, we created intervention strategies that would support all students and focused our attention on those that placed into the basic skills areas.

Additionally, CCSSE was used. The Kauai Community College showed that our students scored lower than average in the benchmarks for Academic Challenge (-0.3) and Student - Faculty Interaction (-1) when compared to other small colleges. A closer look at the frequency distribution tables that isolate Native Hawaiian students reveals that in the area of Academic Challenge, for all questions, a higher per cent of Native Hawaiian students answered “very little” (academic challenge) when compared to the other students. In the area of Student-Faculty Interaction the same was true. Based on this CCSSE data, the AtD college team included faculty professional development on Hawaiian Values as an intervention to address student-faculty interaction and professional development workshops on teaching methods particularly for basic skills students to address academic challenge. This could potentially have a multipurpose impact on developmental success and retention rates.

If no, please explain why:

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

☐ Evaluation is still being designed
☒ We have collected some early data
We have collected and analyzed 1-2 semesters of data
We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation? How are you addressing these obstacles? We don’t have an institutional researcher so we impose upon the Dean of Students to get our data. We also have a very small student population (1200) so when we look at some of our data, it is almost negligible in terms of significance.

III. Broad Engagement

Faculty and Staff

a. In what ways have full-time faculty been actively engaged in your Achieving the Dream efforts this year?
   ☒ Provided oversight or coordination of Achieving the Dream interventions
   ☒ Designed new student success initiatives
   ☒ Participated in focus groups related to Achieving the Dream interventions
   ☒ Participated in regular discussions related to Achieving the Dream interventions
   ☒ Participated in professional development to further student success
   ☒ Participated in data collection and/or analysis
   ☐ Other. Please describe:

b. In what ways have part-time or adjunct faculty been actively engaged in your Achieving the Dream efforts this year?
   ☐ Provided oversight or coordination of Achieving the Dream interventions
   ☐ Designed new student success initiatives
   ☐ Participated in focus groups related to Achieving the Dream interventions
   ☐ Participated in regular discussions related to Achieving the Dream interventions
   ☒ Participated in professional development to further student success
   ☐ Participated in data collection and/or analysis
   ☐ Other. Please describe:

c. In what ways have staff been actively engaged in your Achieving the Dream efforts this year?
   ☒ Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success interventions
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

**Students and External Stakeholders**

d. How have you involved *students* in your work this year?
   - Surveys. Please list surveys conducted: CCSSE
   - Focus groups. Please describe:
   - Students participated on planning or advisory committees. Please describe:
   - Other. Please describe: Students are invited to and some do participate in workshops held by professional development committee on Hawaiian values. The UHCCs also participate in the Community College Survey on Student Engagement every two years (2002-2008).

e. How have you involved the *external community* this year?
   - K-14 collaboration. Please describe:
   - Community Conversations, following Public Agenda model
   - Community forums or meetings. Please describe:
   - Other. Please describe:

f. How have you shared information and lessons with external audiences?
   - Conference presentations. Please list conferences:
   - Presentations to community groups
   - Press releases
   - Scholarly articles disseminated statewide or nationally
   - Other. Please describe: We have created a website at [http://info.kauai.hawaii.edu/admin/gov/atd/atdhome.htm](http://info.kauai.hawaii.edu/admin/gov/atd/atdhome.htm) and provide updates to the college during convocation.

g. Was your institution’s Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?
   - No
   - Yes
IV. Systemic Institutional Improvement

*Institutional Management*

**Item 1. Progress in Implementing Proposed Interventions.** Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I:** Implemented as planned
- **D:** Delayed
- **M:** Modified
- **C:** Cancelled
- **S:** Taken to scale
- **OT:** Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool.*

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<tr>
<th>Intervention</th>
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<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
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<tbody>
<tr>
<td>1. Counsel individual students and parent son the various aspects of financial aid such as filling out a FAFSA, applying for loans, scholarships, etc.</td>
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<td>2. Require mandatory advising for all new students, probationary students, and Remedial/Developmental students (in Math and English) for successive semesters until they enter a CTE program or are at the 100 levels of math and English.</td>
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<td>3. Create a College Success Center with two instructors of Remedial/Developmental Math and English to provide coordination and instruction exclusively for those students who test below college level in those subject areas. A counselor will be assigned part time to the Center to help identify students, once criteria have been agreed upon by the college.</td>
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<td>4. The CSC instructors will develop curricula, contextual learning opportunities, linked courses, learning communities as needed. The need will be determined by programs, math or English instructors and CTE faculty, or individual faculty.</td>
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<td>5. Hire Assistant English instructors.</td>
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<td>6. Provide peer assisted program (PAP) tutors for English 18, 22, and 100. Supplement Math/Science lab tutoring with PAP tutors for Math 22/24/25.</td>
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<td>7. Create Math/Science Lab with a dedicated math/science coordinator.</td>
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</table>
8. Implement an Early Alert system to provide support for students within the first two weeks of instruction.

9. Provide professional development to educate staff in Hawaiian values and strategies for teaching, as well as strategies for teaching remedial and developmental students. Currently the college has a Title III Teaching and Learning Coordinator, a professional development coordinator, and Hawaiian resource people. Workshops are incentivized but further incentives such as release time, funding for conferences, etc. will also be made available through our professional development fund.

10. Re-evaluate the need for an institutional researcher to improve data capacity and process through normal budget procedures.

11. Develop evaluation instruments associated data collection systems to measure effects of intervention for each work plan initiative and assist in implementation.

12. Train faculty and staff on data analysis through the use of SAS/Cognos in conjunction with assessment, program review, and AtD projects.

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation: Item 3: The establishment of a College Success Center (CSC) depended on the hiring of one faculty member each in Developmental Math and English. As of March 1, 2009 the English position has been filled. Item 5: The hiring of English assistants has been delayed due to lack of funding and a curriculum proposal change by the English department. Item 10: The need for an IR has been established but there has been a freeze on hiring. Item 12: The Cognos software has not been implemented but we continue to work with SAS. We have been experiencing delays in rolling this out to the wider campus due to our own technical problems.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

Item 3: The creation of our CSC and attendant projects were delayed because the hiring process was slow. It is difficult enough to find people with the developmental background (because there are not that many programs) but it can be even harder attracting people to move to a rural island. The English position was announced three times and the Math position will be announced for the fourth time. We did hire the English position and she is researching several initiatives and launching a project in the fall. Items 5 and 10 have
been delayed due to the hiring freeze and the economic downturn. We are not sure if we will be able to overcome this obstacle in the foreseeable future. Staff and faculty training on data is somewhat reliant on having an institutional researcher. We will be trying to roll out a limited version SAS for the purposes of training in the summer.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? As yet we are not proposing changes until we have had a closer look at our Fall and Spring data. It is too early in our process to propose changes.

Item 2. Detailed Intervention Description.

In Fall 2008 a Hawaiian Studies 107 section and an English 22 section were delivered as a learning community. In all 20 students were involved (about 2% of our population). For the ENG 22 class, the percentage of students who successfully completed the linked course was 65%. In the previous year the instructor did not teach this class but in the F06-S07 five ENG 22 courses were taught and four were below 60% while one was at 70%. For the HWST class, the percentage of students who successfully completed the linked course was 75%. In the previous year 4 HWST 107 courses were taught; all were between 67% and 70%. Of the 20 students in the Fall 2008 linked courses, 16 of them (80%) continued in Spring 2009. The same students will be tracked to see if they persist to Fall 2009. There is a linked course this Spring 2009 semester that will be similarly measured and tracked.

Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission. Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☐ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the Interventions to Improve Student Outcomes Online Tool.
✓ We will certify once we are finished.


a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No
Yes
If yes, please describe: All of the AtD projects are fully integrated into the core activities of the units responsible for their implementation. Some of these activities were already starting even before AtD and the data collection and analysis were added to the process. The smaller projects have created evaluation measures that align with the appropriate AtD outcomes (i.e. persistence, retention, success, etc). In turn, all of the Achieving the Dream outcomes are embedded in Kauai Community College’s strategic measures (a subset of the University of Hawaii Community Colleges strategic measures).

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No
☒ Yes
If yes, please describe: See 4a.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No
☒ Yes
If yes, please describe: One of the accreditation recommendations for the college was to develop and institutionalize services that address the learning needs of the underprepared student. Each of our AtD intervention strategies from Financial Aid to the College Success Center to hiring an IR affects this population of students.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☒ No
☐ Yes
If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount (% of time on AtD)</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
</table>

The college is using general funds in the form of salaries for the coordinators and implementers of the Achieving the Dream initiatives.
e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☐ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Organization**

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☐ Achieving the Dream Core Team
☐ Achieving the Dream Data Team
☐ Other. Please describe:

**Professional Development**

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☐ On-campus training on using data and research to improve programs and services
☐ Off-site training on using data and research to improve programs and services
☐ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

☐ Other. Please describe: Training on data and research has been made available for program review and assessment. The college has an assessment coordinator that meets with faculty in groups or individually to train them in the collection of data to measure student learning outcomes. Annually, faculty and staff receive data sets about their programs that measure program health and progress on program improvement plans. Faculty have received previous training on how to interpret this data.

V. Summary of Accomplishments and Disappointments
a. Briefly describe your greatest accomplishment this year.
   Our greatest accomplishment was embedding our AtD measurements into our strategic
goal measurements. On the campus our greatest accomplishment is having faculty and
staff look at data, discuss student achievement measures, and plan with these in mind.

b. Briefly describe your greatest disappointment or setback (if any) this year?
   Our greatest disappointment is that our data sets are so small that significance does not
register in our numbers.

C. Is there anything else you would like MDC or your funder (if applicable) to know about
your work this year?
Appendix E
Leeward Community College
2009 Achieving the Dream Annual Narrative Report

Name of Institution: University of Hawai‘i, Leeward Community College
Date: April 30, 2009
Achieving the Dream Funder (if applicable): Self-Funded
Grant Number (if applicable): N/A
Report submitted by:
Name: Aulii Ross
Title: Native Hawaiian Student Support Coordinator
Phone: 808-455-0555
Email: aulii@hawaii.edu

I. Committed Leadership
a. How have the president, chancellor, and/or campus CEO participated in your
   Achieving the Dream work this year? Check all that apply.
   ☒ Participated actively on the Achieving the Dream Core Team or equivalent working
     group
   ☒ Regularly monitored the college’s Achieving the Dream work
   Made presentations about Achieving the Dream issues to:
     ☒ faculty & staff
     ☐ community groups
     ☐ trustees
     ☐ Other. Please describe:

b. In what other ways has your institution shared information and lessons from your
   Achieving the Dream work and the student success agenda this year? Check all that
   apply.
Web site
☐ Regular reports to trustees
☐ Regular reports to faculty and staff
☐ Regular reports to students
☐ Special Achieving the Dream reports
☐ On-campus Achieving the Dream events
☒ Other. Please describe: Four working teams of faculty and staff who have content expertise relative to AtD and the University of Hawai‘i Community Colleges’ Strategic Outcomes were established. Activities that contribute toward AtD goals were identified and reports of their effectiveness were gathered. AtD tactics were identified and submitted by Divisions and Support Areas as part of the College’s 2009 Annual Program Review process. Dissemination of campus outcomes will commence in Fall 2009.

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 3.25 FTE

b. Has your institution upgraded its institutional research capacity this year?
   ☐ No
   ☒ Yes

   If yes, briefly describe the changes and their impact on the college: Institutional Analyst (1.0 FTE) hired 11/08.

c. Number of FTEs at your institution devoted to information technology: 9 FTE (1.0 vacant position)

d. Has your institution upgraded its information technology capacity this year?
   ☐ No
   ☒ Yes

   If yes, briefly describe the changes and their impact on the college: We expanded the campus wireless network to cover the entire campus. The wireless network is available to everyone with a University of Hawai‘i username and password. We invested in server virtualization technology so that we can “virtualize” some of our servers. This allows us to reduce the number of physical servers in the campus server farm without reducing the
amount of services that can be delivered. This virtualized environment also improves the campus Backup and Disaster Recovery abilities. The reduction of physical servers also reduces the amount of electricity to run the servers. An additional benefit is the heat generation will be reduced and lower our electrical needs for air conditioning. The final benefit is that we don’t have to buy as many servers thus saving the purchase costs as well as reducing our carbon footprint needed to produce and ship the servers.

e. How has your institution used data in institutional decision making this year? Check all that apply.
   ☑ Program review and evaluation
   ☑ Strategic planning
   ☑ Budget preparation

Briefly describe your practices and their impact to date: AtD is embedded in the College and UHCC System Strategic Plan, and benchmarks and targets have been set for 2008-2015. Actual AtD/Strategic Plan data for 2008 were received from the UHCC System office in April 2009.

The College’s Annual Program Review (APR) process includes program, course, and support area assessments, program institutional research data, student achievement data, and a SWOT (Strength, Weakness, Opportunity, and Threat) analysis. The APR process results in prioritized initiatives and planning lists, based on data, which become the College Plan and provide the basis for biennium budget requests and budget reallocations. During the College’s APR process (2008-2009), the Vice Chancellor of Academic Affairs initiated a process to connect data from program reviews to operational budgets for Instructional Divisions, Student Services, and Academic Services.

f. What institutional research challenges has the college faced this year? Check all that apply.
   ☐ None
   ☐ Too few IR staff positions
   ☐ Unfilled staff positions
   ☐ IR staff skill deficits
   ☐ Difficulty retrieving useful, timely data
   ☐ Other. Please describe: New hire being trained

g. Has the institution analyzed longitudinal/student cohort data this year?
Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? We used the placement, enrollment, and performance data of students taking developmental ENG and MATH courses to motivate the implementation of measures to improve developmental education. The data will also be used as baseline data which will help us to see whether or not the steps we are taking are actually improving student performance.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

Yes

If yes, what data did you use?

Simple analyses performed showing whether or not students placed in developmental courses were taking and passing developmental courses and how many and what percent were eventually enrolling and successfully completing college level courses.

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies?

Among the College’s student success interventions that address AtD goals, data are still being gathered and assessment methods are still being designed. For example, the data show that Native-Hawaiian/Part-Hawaiian students actually attempt and complete developmental English (Reading) courses at almost the same rate or sometimes at a slightly higher rate than non-Hawaiian students. However, course completion data gathered thus far show that Hawaiian students are not yet as successful as their non-Hawaiian classmates in developmental writing and mathematics. Instructors in these
subjects have discussed the need for modifying developmental curricula, to meet AtD and UH Strategic Plan goals. Review of the course completion data also determined that we would be using the data for the 2006 cohort as baseline for the interventions that would be taking place in 2007 and 2008.

If no, please explain why:

**Process for Formulating and Evaluating Solutions**

j. What is the current status of your evaluation?
   - [x] Evaluation is still being designed
   - [ ] We have collected some early data
   - [ ] We have collected and analyzed 1-2 semesters of data
   - [ ] We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?
   - Faculty in Remedial/Developmental Education, Academic Support & Student Services energetically designed interventions toward improving student achievement rates, yet didn’t always embed assessment methods prior to implementing the activity.
   - How are you addressing these obstacles?
   - Incorporation of data collection and evaluation methods will be emphasized among working groups in Year 3. Groups will be asked not to continue further implementation without developing Student Learning Outcomes, data fields to collect and evaluation methods.

**III. Broad Engagement**

*Faculty and Staff*

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?
   - [x] Provided oversight or coordination of Achieving the Dream interventions
   - [x] Designed new student success initiatives
   - [ ] Participated in focus groups related to Achieving the Dream interventions
   - [x] Participated in regular discussions related to Achieving the Dream interventions
   - [x] Participated in professional development to further student success
   - [x] Participated in data collection and/or analysis
   - [ ] Other. Please describe:
b. In what ways have part-time or adjunct faculty been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

c. In what ways have staff been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success interventions
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

Students and External Stakeholders

d. How have you involved students in your work this year?

- Surveys. Please list surveys conducted: Community College Survey of Student Engagement (CCSSE)
- Focus groups. Please describe: Financial Aid Office consulted with Student Government on how services were being used and understood.
- Students participated on planning or advisory committees. Please describe:
- Other. Please describe:

e. How have you involved the external community this year?

- K-14 collaboration. Please describe:
- Community Conversations, following Public Agenda model
- Community forums or meetings. Please describe:
- Other. Please describe:

f. How have you shared information and lessons with external audiences?
g. Was your institution’s Achieving the Dream work mentioned or featured in a local or national print or electronic media story?

☐ No
☐ Yes

If yes, please provide the reference.

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- I: Implemented as planned
- D: Delayed
- M: Modified
- C: Cancelled
- S: Taken to scale
- OT: Uploaded, with evaluative data, to the Interventions to Improve Student Outcomes Online Tool

<table>
<thead>
<tr>
<th>Intervention</th>
<th>I</th>
<th>D</th>
<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
</tr>
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<tbody>
<tr>
<td>Early Alert</td>
<td>X</td>
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<tr>
<td>Project Hoku (Students on Warning Status)</td>
<td>X</td>
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<tr>
<td>Mandatory Student Orientation</td>
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<tr>
<td>LCC-W Interventions</td>
<td>X</td>
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<tr>
<td>Remedial/Developmental Math Curriculum Modification</td>
<td>X</td>
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<tr>
<td>Math Study Skills Project</td>
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<tr>
<td>Re-evaluation of Math Textbooks</td>
<td>X</td>
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<tr>
<td>Financial Aid Interventions</td>
<td>X</td>
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<tr>
<td>Team Success (Language Arts)</td>
<td>X</td>
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<tr>
<td>Developmental Education Learning Communities</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>College Success Courses</td>
<td>X</td>
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<tr>
<td>Native Hawaiian Student Support Programs</td>
<td>X</td>
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<tr>
<td>Professional Development (Math Faculty)</td>
<td>X</td>
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Expansion of Institutional Research Capabilities

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

**Mandatory Student Orientation:** The appointment of the Native Hawaiian Student Support Coordinator (NHSSC) made a change in this initiative’s leadership necessary, as the NHSSC had been appointed to design, implement and evaluate the mandatory orientation initiative. The new leaders are working on new learning objectives and format to deliver the initiative in Fall 2010.

**Developmental Education Learning Communities:** Though the faculty had pursued professional development for learning community curriculum design in Summer ‘08 and had the courses ready for Spring 2009 enrollment, the effective enrollment management strategies were not yet in place to ensure that the target population enrolled. The courses were dropped due to lack of enrollment.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

The challenges faced by our Working Teams this year were twofold:

1) **Strategy Assessment:** A few teams were challenged to develop assessment methods as part of the strategy implementation process. Those teams have sought assistance from the Office of Planning, Policy and Assessment (OPPA) staff and will incorporate evaluation strategies with their continuation of implementation efforts. The larger challenge faced this year was that most teams did not have easy access to institutional data. Campuses are assured by the UHCC System that the Cognos system will provide much better access to staff and faculty than the current Banner system. The Campus Core Team will work with Work Team members to ensure that evaluation measures are identified and assessment methods are incorporated with all strategies by Fall 2009.

2) **AtD Goals:** Because the College participated in three strategic endeavors (Strategic Plan, Vice Chancellor’s Developmental Education Task Force, and Annual Program Review) in close proximity to each other, the Campus Core Team had to answer many questions about which initiatives to report for AtD. It was clear that more AtD publicity was needed to clarify staff & faculty understanding of AtD goals. By Fall 2009, an AtD
resource/publicity website and a calendar of Working Team “Talk Story” sessions will be developed.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results?

Similar to the response to the previous question, better publicity about AtD goals and progress, as well as in-service trainings related to data access and evaluation methods, will greatly improve the College’s participation in the AtD Initiative. Additionally, some thought to engaging staff & faculty with AtD activities in “fun” ways would likely energize our third year's participation.

**Item 2. Detailed Intervention Description.**

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:

Most of the initiatives arising directly out of our AtD planning were not implemented until Spring 2009. Other efforts had been previously initiated as responses to the College’s Unit Program Reviews or to data presented by the Office of the Vice President for Community Colleges, especially in the areas of Developmental Education and Financial Aid. These interventions were neither initiated in response to AtD goals nor specifically designed to bring about the outcomes specified in the AtD Implementation Proposal.

Hence, efforts by the Financial Aid Office to increase outreach and improve communication with students have evidently had a significant effect: a participation rate about 4.5 percentage points higher than planned and disbursing over $450,000 in total financial aid more than planned (actually disbursing the amount that should have been reached in 2015).

A hypothesis that can be made about those data is that increased participation in financial aid programs positively affected semester-to-semester persistence rates as evidenced by the 68% persistence Fall-to-Spring terms. Related to AtD measures, 221 native-Hawaiian students from the 2006 cohort who re-enrolled in Spring 2007 which was actually 46 more than the 175 anticipated.

But changes in Developmental Math, which is the chief area where our Native Hawaiian students fall behind the non-Hawaiian students, were only begun in Spring...
2009, thus we will not see results in terms of course completion rates at the end of the semester and in terms of successful completion of subsequent courses by the end of the next two semesters.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes.

The College does not yet have data specified as core “Achieving the Dream measures” for most of the interventions because they were established and developed apart from AtD. The twelve interventions reported herein were identified as part of our Achieving the Dream initiative because they relate and contribute to AtD goals and outcomes, but they may have actually begun before LCC was involved in AtD. These interventions include: Early Alert, Project Hoku, Leeward Community College-Wai’anae Interventions, Math Study Skills Project, Financial Aid Interventions, Team Success, and Native Hawaiian Student Support Programs.

We collected data on these projects, but not using “Achieving the Dream measures.” Because most of the interventions resulted from Unit Program Review, Unit/Course Student Learning Objectives and a White Paper on Developmental Education Findings, measures that support those areas were the focus of assessment and evaluation. For example, Project Hoku aimed to move students from Warning status to Satisfactory Academic Progress (SAP) status. The assessment for Project Hoku involved the numbers and percentages of students moving from Warning to Probation, Warning to SAP.

They would not necessarily be the students identified in the AtD cohorts or might involve mixtures of students in various cohorts. Several of them, like Early Alert and Project Hoku, were pilot projects involving relatively small numbers of students. The changes resulting would not even register in terms of AtD Cohort measures.

Other interventions, like the Math curriculum modifications and College Success classes, were only begun in Spring 2009. We will not see results until the end of the semester or in the next semester. Mandatory Student Orientations and Development Education Learning Communities have not actually been carried out as yet.

**Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.**

To fulfill compliance requirements, all colleges are required to upload current intervention
descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☒ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.

**Item 4. Institutional Policies, Planning, and Funding.**

a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No  ☒ Yes

*If yes, please describe:* Since AtD has been embedded in the College Strategic Plan, AtD activities and tactics have become part of the Division and Support Area Annual Program Review process.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No  ☒ Yes

*If yes, please describe:* Since AtD has been embedded in the College Strategic Plan, AtD activities and tactics have become part of the Division and Support Area Annual Program Review process.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No  ☒ Yes

*If yes, please describe:* Because on-going assessment of course and program Student Learning Outcomes (SLOs) are part of our accreditation standards, our efforts to assess AtD strategies’ effectiveness positively align and integrate with AtD and our accreditation efforts.

d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

☐ No
Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$88,413.70</td>
<td>Developmental Math Curricular Modifications, Early Alert, Team Success, Learning Support</td>
</tr>
</tbody>
</table>

e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☐ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
</table>

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☐ Achieving the Dream Core Team
☐ Achieving the Dream Data Team
☐ Other. Please describe: Vice Chancellor’s Developmental Education Task Force

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☐ On-campus training on using data and research to improve programs and services
☐ Off-site training on using data and research to improve programs and services
☐ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
☐ Other. Please describe: Campus sponsored membership in National Association of Developmental Education (NADE)

V. Summary of Accomplishments and Disappointments
a. Briefly describe your greatest accomplishment this year.

The College’s greatest accomplishment this year was establishing a working organizational structure for those involved with Achieving the Dream. The Native Hawaiian Student Support Coordinator (NHSSC) has been designated the AtD campus leader. After her appointment, NHSSC enlisted the help of select faculty, administrators, and staff who were not part of the AtD Core and Data Teams to begin work on AtD strategy implementation and evaluation. This year’s greatest accomplishment was that the groups 1) understood the AtD goals and 2) began working toward implementing and evaluating their strategies.

b. Briefly describe your greatest disappointment or setback (if any) this year?

The greatest setback was launching the Native Hawaiian Student Support Coordinator position late in the Fall 2008 semester, which delayed the AtD Team appointments until early Spring 2009.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

In addition to aligning the AtD goals with the College’s Strategic Plan goals, Leeward Community College launched a Native Hawaiian Student Support Center (Halau ‘Ike o Pu‘u‘ula) in Spring 2009 using a combination of State and grant funded faculty/staff positions to better serve the target population and meet its student success goals. As the Halau faculty and staff develop its comprehensive and culturally relevant retention and success programs, the College will be well-prepared to sustain its ability create opportunities for student success.
I. Committed Leadership

a. How have the president, chancellor, and/or campus CEO participated in your Achieving the Dream work this year? Check all that apply.

☐ Participated actively on the Achieving the Dream Core Team or equivalent working group

☐ Regularly monitored the college’s Achieving the Dream work

Made presentations about Achieving the Dream issues to:

☒ faculty & staff

☐ community groups

☐ trustees

☒ Other. Please describe: The Chief Academic Officer for Maui CC sits on the core team representing the University of Hawai‘i Community Colleges system’s Deans of Instruction. At the campus level, she works in conjunction with the Puko’a Executive
b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- [ ] Web site
- [ ] Regular reports to trustees
- [ ] Regular reports to faculty and staff
- [ ] Regular reports to students
- [ ] Special Achieving the Dream reports
- [ ] On-campus Achieving the Dream events
- [x] Other. Please describe: ATD was presented at fall and spring convocations.

II. Use of Evidence to Improve Policies, Programs, and Services

**IT and IR Capacity**

a. Number of FTEs at your institution devoted to institutional research: One .5 FTE

b. Has your institution upgraded its institutional research capacity this year?

- [x] No
- [ ] Yes

If yes, briefly describe the changes and their impact on the college:

c. Number of FTEs at your institution devoted to information technology: One .25 FTE
d. Has your institution upgraded its information technology capacity this year?

- [x] No
- [ ] Yes

If yes, briefly describe the changes and their impact on the college:

e. How has your institution used data in institutional decision making this year? Check all that apply.

- [x] Program review and evaluation
- [x] Strategic planning
- [x] Budget preparation

Briefly describe your practices and their impact to date:
ATD and student success initiatives based on the five core ideas for ATD are being integrated into program review and evaluation. Native Hawaiian success is one of five main goals in the UH Strategic Plan. Positions cannot be requested without data to justify the position in the biennium budget.

f. What institutional research challenges has the college faced this year? Check all that apply.
   - None
   - Too few IR staff positions
   - Unfilled staff positions
   - IR staff skill deficits
   - Difficulty retrieving useful, timely data
   - Other. Please describe: The Banner system is not user-friendly, access to it needs to be more accessible to all regular staff and faculty.

g. Has the institution analyzed longitudinal/student cohort data this year?
   - No
   - Yes, and this use of data pre-dates Achieving the Dream
   - Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? Program review data and position justification and other various queries as needed from Maui Community College’s Institutional Research department were used for our analyses.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?
   - No
   - Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?
   - No
   - Yes
If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? JBL, Banner. We use data to drill down and focus on identifying and then refining our interventions.

If no, please explain why:

**Process for Formulating and Evaluating Solutions**

j. What is the current status of your evaluation?

- [ ] Evaluation is still being designed
- [x] We have collected some early data
- [ ] We have collected and analyzed 1-2 semesters of data
- [ ] We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation? How are you addressing these obstacles? Getting training and technical assistance to form a plan however, our ATD coaches have been extremely helpful in helping us to narrow our focus on the most important problems and how they can be addressed in our plan.

**III. Broad Engagement**

*Faculty and Staff*

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- [x] Provided oversight or coordination of Achieving the Dream interventions
- [x] Designed new student success initiatives
- [ ] Participated in focus groups related to Achieving the Dream interventions
- [x] Participated in regular discussions related to Achieving the Dream interventions
- [x] Participated in professional development to further student success
- [x] Participated in data collection and/or analysis
- [ ] Other. Please describe:

b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

- [ ] Provided oversight or coordination of Achieving the Dream interventions
- [ ] Designed new student success initiatives
c. In what ways have staff been actively engaged in your Achieving the Dream efforts this year?

☒ Provided oversight or coordination of Achieving the Dream interventions
☐ Designed new student success interventions
☐ Participated in focus groups related to Achieving the Dream interventions
☒ Participated in regular discussions related to Achieving the Dream interventions
☒ Participated in professional development to further student success
☒ Participated in data collection and/or analysis
☐ Other. Please describe:

Students and External Stakeholders

d. How have you involved students in your work this year?

☒ Surveys

Please list surveys conducted: Our Freshman Year Experience funded by our Title III grant included data from Survey Monkeys done at least two times per semester. Satisfaction surveys were also taken online from students who participated in our mandatory student orientation.

☒ Focus groups

Please describe: Freshman Year Experience from our Title III grant included data from focus groups done at least three times per semester.

☒ Students participated on planning or advisory committees

Please describe: The Maui CC ATD Campus Team had one student member who regularly attended our meeting, a replacement is being sought now.

☐ Other. Please describe:

e. How have you involved the external community this year?

☐ K-14 collaboration. Please describe:

☐ Community Conversations, following Public Agenda model

☐ Community forums or meetings. Please describe:
f. How have you shared information and lessons with external audiences?
   - Conference presentations. Please list conferences:
   - Presentations to community groups
   - Press releases
   - Scholarly articles disseminated statewide or nationally
   - Other. Please describe: The chancellor will be asked to inform and present this initiative to community groups to seek future funding.

g. Was your institution’s Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?
   - No
   - Yes
   If yes, please provide the reference.

IV. Systemic Institutional Improvement

*Institutional Management*

**Item 1. Progress in Implementing Proposed Interventions.** Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- I: Implemented as planned
- D: Delayed
- M: Modified
- C: Cancelled
- S: Taken to scale
- OT: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

<table>
<thead>
<tr>
<th>Intervention</th>
<th>I</th>
<th>D</th>
<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Increase the number of Financial Aid presentations (Discussions/Workshops/Community Events) in Maui County designed for students and families, targeting the Hawaiian population.</td>
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<tr>
<td>A2. Work with Hawaiian Programs and Lau‘ulu to promote financial aid accessibility for the Hawaiian population: e.g. support Scholarship ‘Aha (Dec.), MCC College Day (Jan.), College Goal Sunday (Feb.)</td>
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<td>A3. Increase exposure of high school and intermediate</td>
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school students to financial aid opportunities. Activities will target Hawaiian student populations at each high school through partnerships with counselors, teachers and students.

A4. Research state financial aid policies to discover why the UH system does not receive as much state or institutional funding as comparable schools in other states (www.nces.ed.gov/collegenavigator) in an effort to increase financial aid opportunities for Native Hawaiians.

A5. Create a Financial Aid Outreach Counselor position to institutionalize and expand Gear Up program strategies that will improve the relationship between high school students, especially Hawaiian students, and MCC’s Financial Aid office to increase the number of applicants requesting financial aid.

A6. Conduct annual focus groups and/or conduct online surveys with recipients and faculty to evaluate current progress, institutionalize best practices re: increasing the number of FA applicants and create a longitudinal tracking system to follow up on recipients who receive Financial Aid to verify graduation.

B1. Change non-credit English into a 3-Credit course.

B2. Articulate & Align Developmental English Courses including developing common SLOS with all other UHCCs. May need to hire outside evaluators to align courses vertically on the campus.

B3. Articulate & Align Developmental Math Courses including developing common SLOS with all other UHCCs. May need to hire outside evaluators to align courses vertically on the campus. Support the retention and persistence of Hawaiian students enrolled in developmental Math courses through culturally appropriate support services and monitor the Hawaiian student enrollment and completion in the following developmental Math courses: Math 22, Math 23, Math 25, and Math 27.

As evidence by successful enrollment in the following courses and tracking toward certificates and/or degrees: to Math 107 (Vocational); to Math 100/115 and Math 135 to 203 for (BUS, Vocational); to Math 100, 111 & 112 or Math 115 (Liberal Arts-non-calculus); to Math 135 and 203 or to Math 140, 205 to 206 to 231 to 232 (Liberal Arts-Calculus)

B4. Create and institute Professional Development Workshops for counselors who advise and all instructors who teach students in Developmental Education that will focus on pedagogy and Hawaiian culture. Ho’okahua will support professional development activities for Math faculty
to increase their content and pedagogical knowledge in addressing learners with diverse learning needs (i.e. Cognitive Tutor). Implement the use of program review strategies to aid programs (math and English) in identifying instructional and curricular strengths and weaknesses. Based on their findings, programs will develop strategies to address areas of concern and implement necessary curricular and instructional changes. Changes should stem from research that supports the effectiveness of chosen methods and or curricula within the target population or similar populations. These methods may include active, applied, integrated and cooperative learning as well as other student centered strategies.

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<tbody>
<tr>
<td>B5.</td>
<td>Create a Grants Coordinator position to find grants to support hiring additional tutors, purchasing of equipment, supplemental instruction materials, (Internet based and traditional) and all related support services for developmental education students.</td>
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<td>B6.</td>
<td>Design and implement an evaluation methodology that will report on organizational impediments and opportunities for supporting the improved education of Hawaiian students. Conduct annual focus groups and/or an online survey with students and faculty to evaluate services, institutionalize best practices for instructing and counseling for Hawaiian students and work towards a process that will ensure continued student success for them all minority and underrepresented groups.</td>
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<tr>
<td>C1.</td>
<td>Initiate a mandatory orientation process for graduating high school students for Maui County. In the first year a New Student Orientation (NSO) will be implemented. Students will not be able to register until they attended a NSO meeting. In the following three years, the process will be refined to include contact not only with regular faculty and staff but extramural programs as well.</td>
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<td>C2.</td>
<td>Develop and pilot FYE program focused on developmental education based on Student Success from the current Native Hawaiian Cohort from the Title III Program, Mu'o A'e. Design, implement and monitor intensive student support services for Hawaiian students that will include: cultural development; personal and academic counseling; financial assistance; and, college readiness skills.</td>
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<td>C3.</td>
<td>Develop an Early Alert System (EAS) to identify students who are having difficulties in the 4-6 weeks of the semester and offering them the appropriate support services to meet their needs.</td>
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<td>C4. Implement faculty advising of liberal arts students.</td>
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<td>C5. Design and implement an evaluation model to document the essential elements for retention and persistence for Native Hawaiians. Conduct annual focus groups and/or online surveys with students and faculty to evaluate current progress, institutionalize best practices, and work towards a process that will ensure continued student success.</td>
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<td>D1. Re-evaluate Institutional Research positions to closely align with a new software system, Cognos. Evaluate roles and responsibilities and explore an increase of one IR/IT position to create a department, design research systems for state and extramural funded programs, increase analysis capacity and support for the campus.</td>
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<td>D2. Report by semesters on intervention strategies and their impact on course completions. The IR Office will publish, communicate/disseminate data and assessment results re: student success on a consistent basis to establish and maintain a Culture of Evidence. Support the budget allocation process through the collection of data and analysis to improve programs, services and student success rates.</td>
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<td>D3. Implement new software system, (i.e. Cognos); provide training, technical assistance, systemic strategies to improve system functions that will best serve its users.</td>
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<td>D4. Develop a rigorous evaluation template used by the campus and consortium that will support a community of practice that will increase the awareness strategies such as STEM disciplines and the important role of math, especially for Hawaiian students and evaluation of the effectiveness and efficiency of the Research Office. This template will be shared with all UHCC campuses.</td>
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a. For those interventions that have been delayed, modified, or canceled, please provide a more detailed explanation:

When our team looked at our interventions, we realized that several were unnecessary and either came under one big umbrella such as the intervention in Section A, Financial Aid. Other interventions for evaluations in each section were redundant; we learned that they didn’t need to be separated out as a separate intervention but that evaluations and assessments would be included in all interventions, so they were also canceled.

There was also a delay because Maui Community College’s approach to the inclusion of the ATD plan into the University of Hawai‘i Community Colleges (UHCC) Strategic
Outcomes varied from the system’s approach. Maui Community College’s Strategic Plan 2003-2010 was the driving force with the ATD plan and the UHCC’s strategic outcomes integrated into it. This required additional discussions among the campus leadership and thus delayed full faculty involvement; much of the work that has been accomplished thus far came directly out of the ATD campus team or occurred independently from a specific group (e.g. New Student Orientation). Soon, sub-committees comprised of faculty and staff will take one or more of the ATD interventions and meet regularly to implement, assess, evaluate and report results back to our ATD campus team.

Interventions A1 will be modified and combined under one heading: “Increase Financial Aid Participation by Native Hawaiians” because the interventions A2 and A3 are very similar to A1. The Financial Aid office will continue to work with Hawaiian Programs and the Lau‘ulu to Council (consortium of Native Hawaiian Programs on campus) to promote financial aid accessibility for the Hawaiian population and will continue to target Hawaiian student populations at each high school through partnerships with counselors, teachers and students. Thus, A2 and A3 will be canceled and included with intervention A1. Intervention A4 will be canceled and turned over to our ATD State Policy Team. Our ATD coaches recommended that this was more appropriate given the nature of the intervention. Intervention A5 delayed. This position appears on Tier 1-UHCC Biennium Budget but due to economic downturn and budget restrictions and may be funded when the economy improves. Intervention A6 will be canceled because assessments and evaluations are already included in each of the individual interventions and will be made evident by including qualitative and quantitative data and analysis for improvements.

Intervention B2 has been delayed. The UHCC systems office focused on the critical needs of the math programs at all campuses. English will be discussed at a later time. Intervention B3 has been delayed however, it is in-progress and actions have been taken to fully implement it. Although two math summits occurred, more discussion needs to occur re: common Student Learning Outcomes and alignment of courses. One course has been chosen as a common course at all seven campuses, Math 103, Algebra. With this common course number, data can be compared among campuses and best practices can be identified and implemented to increase NH success. Intervention B4 will be modified under one intervention, “Create and institute Professional Development Workshops for counselors, academic advisors and all instructors who work with Developmental students
that will focus on learning the pedagogy and Hawaiian culture.” Intervention B5 has been delayed due to the economic downturn and budget restrictions. This position may be funded when economy improves. Intervention B6 will be canceled. Assessments and evaluations are already included in each of the individual interventions and will be evident by including qualitative and quantitative data and analysis for improvements.

Intervention C3 was delayed; however it is in-progress and actions are being taken to fully implement it. The EAS committee has been meeting and is discussing Academic Probation Policies and focuses on career and technical education students. Perkins funds have been secured for a retention coordinator position (who will handle EAS). Title III is also piloting an EAS; results have been poor regarding faculty participation. Intervention C5 will be canceled. Assessments and evaluations are already included in each of the individual interventions and will be made evident by including qualitative and quantitative data and analysis for improvements.

Intervention D1 has been delayed due to economic downturn and budget restrictions. Position may be funded when the economy improves. Intervention D2 has been delayed. Once Cognos software is fully implemented, data will be disseminated to faculty and staff on a regular basis. A survey to assess and evaluate these services will also be developed. Intervention D3 was delayed. Training of staff is behind schedule. In fall 2009 training of additional staff will be scheduled. Intervention D4 will be canceled. Assessment and evaluation are already included in each of the individual interventions and will be made evident by including qualitative and quantitative data and analysis for improvements.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges? Getting a grasp of the magnitude of the initiative was the greatest obstacle and then connecting it to current as well as new campus and University of Hawai‘i strategies. We addressed these challenges by having discussions at faculty/staff meetings and presented this initiative at the fall 2008 and spring 2009 convocations. We also experienced data extraction problems with Banner, delays in training and implementation of Cognos, hiring of a retention coordinator although the position was advertised twice.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? See item 4a on page 14 for proposed changes. We believe
these changes will produce a more focused effort and we’ve made the changes based on early data indicators that are showing promising results.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:

DATA AND RESPONSES ARE STILL FORTHCOMING FOR THIS SECTION.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

DATA AND RESPONSES ARE STILL FORTHCOMING FOR THIS SECTION.

Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☑ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the Interventions to Improve Student Outcomes Online Tool.


a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No
☑ Yes

If yes, please describe:

   Our 2008 mandatory New Student Orientation (NSO) is our crowning achievement thus far because it has shown a 13% improvement in retention over the previous year when we didn’t have an NSO. In fall 2008, 374 students registered and 350 or 94% are still enrolled in spring 2009 compared to fall 2007 when 376 registered and 305 re-enrolled in spring 2008 or 81%. We are currently targeting graduating high school freshmen but would like to expand our orientation to include all freshmen including non-traditional students.
We also discussed the processes that students go through in registration and also in their educational plans. Currently our policy states that students “wishing to enroll in an English or mathematics course, or a course requiring” these courses as a prerequisite “may take the Compass placement test.” We discussed the importance of mandating placement testing for all new students because we found that some students (especially Native Hawaiians) are not being tested and are “off the grid” as far as our accountability of their academic advising. We are currently in discussion about drafting a letter to our policies committee to discuss getting this change approved. Having said that and knowing that our data shows that over 70% of our students are testing into developmental education, the logistics of changing our focus to these types of classes is the next hurdle for us to overcome.

Another policy we want to enforce is to require that all developmental students take English and math in their first year. Additionally we want to make sure that once the math sequence is started, it is not interrupted. Again, logistical issues are being discussed.

Our First Year Experience pilot, funded thru Title III, was very successful; 48 of the 49 who started in the fall are still enrolled. Title III is also going to be introducing a Student Success course to the curriculum committee next month to possibly take to scale. We know that student success programs and Freshman Year Experience programs are successful at many ATD colleges and we hope to take them to scale as soon as possible.

Activities identified in this initiative have been supported through institutional campus funding and other extramural funding sources including the Carl Perkins Act and the Title III grant, Strengthening Hawaiian Institutions.

We are also anticipating the training for Cognos, a desktop tool, to make data more accessible to all staff and faculty so that we truly can begin to establish a culture of evidence on our campus. The first round of training has taken place and the next round is scheduled for this fall.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No
☒ Yes

If yes, please describe: ATD is included in section one of the overall strategic plan for UH. The UH strategic plan has five sections and started in 2008 and will continue until 2015;
Native Hawaiian Educational Attainment is the first section. This strategy is to help position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians (http://www.hawaii.edu/ovppp/uhplan/SOPM.pdf). The goals are as follows:

**GOAL: INCREASE 6–9% PER YEAR**

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<tbody>
<tr>
<td>Undergraduate</td>
<td>846</td>
<td>762</td>
<td>762</td>
<td>808</td>
<td>856</td>
<td>916</td>
<td>980</td>
<td>1,059</td>
</tr>
<tr>
<td>Graduate</td>
<td>124</td>
<td>118</td>
<td>118</td>
<td>125</td>
<td>133</td>
<td>142</td>
<td>152</td>
<td>164</td>
</tr>
<tr>
<td>Total</td>
<td>970</td>
<td>880</td>
<td>880</td>
<td>933</td>
<td>989</td>
<td>1,058</td>
<td>1,132</td>
<td>1,223</td>
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</table>

Note: Goals based on percentage increases every two years (FY 09–FY 10 = 6%; FY 11–FY 12 = 7%; FY 13–FY 14 = 8%).

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No
☒ Yes

If yes, please describe: The UH Strategic Plan is part of the accreditation process, and one of its major goals is linked to the success of Native Hawaiian students. The ATD work requires the creation of a culture of evidence to stimulate discussion and make informed programmatic and fiscal decisions. These are the same requirements of our accreditation commission. ATD requires formative and summative evaluations, creating a culture of evidence, requiring discussion among the stakeholders to change or modify programs, and using that evidence to craft budgetary requests.

d. Have additional institutional financial resources been committed toward Achieving the Dream interventions this year?

☐ No
☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Community College Systems Office (UHCC)</td>
<td>200,000</td>
<td>Priority Area D: Data Collection, Analysis and Utilization will be affected by purchasing the Cognos software tool.</td>
</tr>
</tbody>
</table>
e. Have additional external financial resources been committed toward Achieving the Dream interventions this year?

☐ No  ☑ Yes

If yes, please complete the following table. You may add additional cells as necessary.

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<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamehameha Schools/Bishop Estates (KSBE)</td>
<td>100,000</td>
<td>The amount reflected is shared among all seven campuses. All interventions are being supported.</td>
</tr>
<tr>
<td>State Office Of Hawaiian Affairs (OHA)</td>
<td>100,000</td>
<td>The amount reflected is shared among all seven campuses. All interventions are being supported.</td>
</tr>
</tbody>
</table>

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☑ Achieving the Dream Core Team

☐ Achieving the Dream Data Team

☑ Other. Please describe: Achieving the Dream Campus Team at Maui CC

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☐ On-campus training on using data and research to improve programs and services

☐ Off-site training on using data and research to improve programs and services

☐ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

☐ Other. Please describe:

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.
Our mandatory New Student Orientation (NSO) is our greatest achievement thus far because it has shown a 13% improvement in retention over the previous year when the campus did not have an NSO program. In fall 2008, 374 students registered and 350 or 94% are still enrolled in spring 2009 compared to fall 2007 when 376 registered and 305 re-enrolled in spring 2008 or 81%. We are currently targeting graduating high school freshmen but would like to expand our orientation to include all freshmen including non-traditional students.

b. Briefly describe your greatest disappointment or setback (if any) this year?

The economic downturn and the negative impact it has had on the funding of new positions that are part of our implementation plan has been the greatest setback to date.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

We appreciate the continued support of our funders, KSBE, OHA and UHCC. We are making steady progress toward achieving our ATD Goals and increasing Native Hawaiian Success and all students’ success at Maui CC.
Appendix G
Windward Community College
2009 Achieving the Dream Annual Narrative Report

Name of Institution: University of Hawai‘i Windward Community College
Date: April 20, 2008
Achieving the Dream Funder (if applicable): Self-Funded
Grant Number (if applicable): N/A
Report submitted by:
Name: Lui K. Hokoana
Title: Vice Chancellor of Student Affairs
Phone: 808-235-7370
Email: lhokoana@hawaii.edu

I. Committed Leadership
a. How have the president, chancellor, and/or campus CEO participated in your
   Achieving the Dream work this year? Check all that apply.
   - [ ] Participated actively on the Achieving the Dream Core Team or equivalent working
     group
   - [x] Regularly monitored the college’s Achieving the Dream work
   Made presentations about Achieving the Dream issues to:
     - [x] faculty & staff
     - [ ] community groups
     - [ ] trustees
     - [ ] Other. Please describe:

b. In what other ways has your institution shared information and lessons from your
   Achieving the Dream work and the student success agenda this year? Check all that
   apply.
☑ Web site
☐ Regular reports to trustees
☑ Regular reports to faculty and staff
☐ Regular reports to students
☐ Special Achieving the Dream reports
☑ On-campus Achieving the Dream events
☐ Other. Please describe:

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 3
b. Has your institution upgraded its institutional research capacity this year?
   ☐ No
   ☑ Yes
   If yes, briefly describe the changes and their impact on the college: The college assigned AtD to a specific person in IT and the campus is participating with the system to implement Cognos on our campus.

c. Number of FTEs at your institution devoted to information technology: 3
d. Has your institution upgraded its information technology capacity this year?
   ☐ No
   ☑ Yes
   If yes, briefly describe the changes and their impact on the college: The campus has reorganized the Information Technology department resulting in more staff and resources to the department.

e. How has your institution used data in institutional decision making this year? Check all that apply.
   ☑ Program review and evaluation
   ☑ Strategic planning
   ☐ Budget preparation
   Briefly describe your practices and their impact to date:
f. What institutional research challenges has the college faced this year? Check all that apply.
- [ ] None
- [ ] Too few IR staff positions
- [ ] Unfilled staff positions
- [x] IR staff skill deficits
- [x] Difficulty retrieving useful, timely data
- [ ] Other. Please describe:

g. Has the institution analyzed longitudinal/student cohort data this year?
- [ ] No
- [ ] Yes, and this use of data pre-dates Achieving the Dream
- [x] Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? The campus ran a series of data to determine whether or not mandatory New Student Orientation (NSO) makes a difference for students. It was a huge undertaking because it required extracting data for incoming cohorts for four years. We are still analyzing the data but the preliminary results suggest NSO makes a difference. The college also ran data on placement test scores and math completion rates. The data will help to identify strategies to increase course alignment with our feeder high schools and adjust the required score to pass a math class.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?
- [ ] No
- [x] Yes

If no, please explain why:

**Process for Identifying Achievement Gaps**

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?
- [ ] No
- [x] Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? There appears to be a persistence gap between Native Hawaiians
and non-Native Hawaiians. To address this, the campus created a learning community between Hawaiian Studies 107 and English 22. As was expected, the learning community attracted many Hawaiian students, approximately 80% of the group. We are still analyzing the data to determine whether or not the learning community is a successful intervention to address this gap.

If no, please explain why:

**Process for Formulating and Evaluating Solutions**

j. What is the current status of your evaluation?

- [ ] Evaluation is still being designed
- ☒ We have collected some early data
- [ ] We have collected and analyzed 1-2 semesters of data
- [ ] We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation? Two barriers exist at Windward Community College. First, we need to better disseminate the data and explain what the data means. Second, our IR staff is slowly gaining enough skill to run data for the college. We are confident that IR can run the AtD data, but they have problems when we ask for data outside of this data set.

How are you addressing these obstacles?

To address our first obstacle we will be scheduling workshops on looking at and analyzing the AtD data via the website. We will also schedule quarterly data information sessions for our campus community. At these sessions faculty and staff can learn about the data being collected on campus and how it is being used to improve student success. To address the second issue we have retained people in the system to run reports for us that cannot currently be run by our own IR staff. We used this strategy to run the New Student Orientation data set. Additionally, we are looking at training opportunities for IR staff to improve their capacity to run data for the campus.

**III. Broad Engagement**

*Faculty and Staff*

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- ☒ Provided oversight or coordination of Achieving the Dream interventions
• Designed new student success initiatives
• Participated in focus groups related to Achieving the Dream interventions
• Participated in regular discussions related to Achieving the Dream interventions
• Participated in professional development to further student success
• Participated in data collection and/or analysis
• Other. Please describe:

b. In what ways have part-time or adjunct faculty been actively engaged in your Achieving the Dream efforts this year?
• Provided oversight or coordination of Achieving the Dream interventions
• Designed new student success initiatives
• Participated in focus groups related to Achieving the Dream interventions
• Participated in regular discussions related to Achieving the Dream interventions
• Participated in professional development to further student success
• Participated in data collection and/or analysis
• Other. Please describe:

c. In what ways have staff been actively engaged in your Achieving the Dream efforts this year?
• Provided oversight or coordination of Achieving the Dream interventions
• Designed new student success interventions
• Participated in focus groups related to Achieving the Dream interventions
• Participated in regular discussions related to Achieving the Dream interventions
• Participated in professional development to further student success
• Participated in data collection and/or analysis
• Other. Please describe:

**Students and External Stakeholders**

d. How have you involved students in your work this year?
• Surveys. Please list surveys conducted: Community College Survey of Student Engagement (CCSSE)
• Focus groups. Please describe: Asked students and faculty what are the barriers to student success at campus. Asked the entire faculty and staff at Windward Community College and approximately 400 students.
Students participated on planning or advisory committees. Please describe: Students sit on the AtD planning committee as well as the campuses Strategic planning committee.

Other. Please describe:

e. How have you involved the external community this year?

☑️ K-14 collaboration. Please describe: Presented our AtD plan to our principals and counselors at our feeder high schools.

☐ Community Conversations, following Public Agenda model

☐ Community forums or meetings. Please describe:

☐ Other. Please describe:

f. How have you shared information and lessons with external audiences?

☑️ Conference presentations: Please list conferences: Native Hawaiian Education Association Annual Convention

☐ Presentations to community groups

☐ Press releases

☐ Scholarly articles disseminated statewide or nationally

☐ Other. Please describe:

g. Was your institution’s Achieving the Dream work mentioned or featured in a local or national print or electronic media story?

☑️ No

☐ Yes

If yes, please provide the reference.

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- I: Implemented as planned
- D: Delayed
- M: Modified
- C: Cancelled
• **S**: Taken to scale
• **OT**: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

<table>
<thead>
<tr>
<th>Intervention</th>
<th>I</th>
<th>D</th>
<th>M</th>
<th>C</th>
<th>S</th>
<th>OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 200 pre application forms with junior high school students at the Windward CC feeder schools.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Require all new students to take Compass test and enhance COMPASS testing – Web based testing, diagnostic testing, preparation workshops, and post interpretation.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Develop 4 Learning Communities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a graduation / transfer plan for every student.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote the value of receiving the Associates in Art degree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Develop an Institutional Research committee.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train faculty on the use of Cognos and ESTATS.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate all AtD activities.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

Promote the value of an Associates of Arts degree: The team felt that we needed to gather more data on this initiative. It may be that students are not getting the degree because we have courses that do not transfer as requirements.

Train faculty on the use of Cognos and E-Stats: Cognos was not ready to be rolled out this year. It was important for us to roll out the two products simultaneously to provide the maximum return on our training monies.

Evaluate all AtD activities: IR staff is still developing protocols to carry out assessment for the various activities. We anticipate this activity to be up and running in the next year.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

In October last year the AtD team made a conscientious decision to fold our AtD plan into the campus Strategic Plan, we were successful in doing that. The AtD team expected that the plan would gain momentum by being part of the campus strategic plan that did not happen. We are now reestablishing the AtD initial team and expanded it to include other members. We have also decided to rework some of the AtD strategies to come up with maybe 2 or 3 in each area. In order to keep the student success at the forefront of the campus the team has planned a series of workshops that deals with student success.
The seminars are not meant to teach any specific skill rather it is to keep the idea of student success on the minds of Windward Community College faculty and staff. Hopefully this will maintain momentum to carry out the AtD strategies and improve student success on campus.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? We are currently working on changes, but we are convinced a streamlined plan will better serve the campus and our students.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:
   - Course completion
   - Advancement from remedial to credit-bearing courses
   - Completion of college-level “gatekeeper” math and English courses

In the reading and writing remedial courses at WCC Native Hawaiian students did better than their counterparts. In math Native Hawaiians were just under their counterparts in regards to passing the course successfully.

However, all in reading, writing, and math the college as a whole is well below the goal of 80% for each respective discipline. The college has much work to do in remedial education.

- Term-to-term and year-to-year retention

This graph shows that the Native Hawaiian persistence rate for the AtD cohort are comparable to non-Hawaiians; it also shows marked improvement from the previous school year. However, the rates for students completing 20 credits or more by their first year is still low; which is troublesome because a student who earns at least 20 credits after their first year is more likely to graduate.

- Completion of certificates or degrees
b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

Windward Community College offered its first Learning Community in fall 2008. A total of 22 students enrolled in English 22 and Hawaiian Studies 107. Data is still being collected from the cohort. The impressions of the teacher were very different. The English teacher felt this group did worst than the other students in her other English 22 courses. The Hawaiian studies teacher felt the students did better than the English 22 students in his other Hawaiian Studies 107 class. This is an interesting dichotomy. The paring will be offered one more semester, after that semester we will be able to view an entire year of data for the students in this learning community. That data will determine the future of this learning community.

Item 3. Uploading data to the Interventions to Improve Student Outcomes Online Tool.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the Interventions to Improve Student Outcomes Online Tool in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.
We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.

**Item 4. Institutional Policies, Planning, and Funding.**

a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?
   - □ No
   - ✔ Yes
   
   If yes, please describe: The AtD plan has been integrated into the WCC strategic plan.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?
   - □ No
   - ✔ Yes
   
   If yes, please describe: (See “a” above)

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?
   - ✔ No
   - □ Yes
   
   If yes, please describe:

d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?
   - □ No
   - ✔ Yes
   
   If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $ amount</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>8,000</td>
<td>Learning Community</td>
</tr>
</tbody>
</table>

e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?
   - ✔ No
   - □ Yes
   
   If yes, please complete the following table. You may add additional cells as necessary.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Approx. $</th>
<th>Which interventions are these resources supporting?</th>
</tr>
</thead>
</table>

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Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?
   - Achieving the Dream Core Team
   - Achieving the Dream Data Team
   - Other. Please describe:

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?
   - On-campus training on using data and research to improve programs and services
   - Off-site training on using data and research to improve programs and services
   - Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
   - Other. Please describe:

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.
   - Getting the AtD plan integrated into the campus strategic plan.

b. Briefly describe your greatest disappointment or setback (if any) this year?
   - Once the plan was integrated into the strategic plan the campus did not rally around the plan, not just the AtD items but all the items. It appeared the initial process drained the campus.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?