



Implementation Proposal

Section I: College Information

Name of College: University of Hawai'i Community Colleges

Submission Date: May 15, 2008

Web site: www.hawaii.edu <http://hawaii.edu/offices/cc/index.html>

Name of Organization Receiving the Grant (if different from the college):

Mailing Address of Grant Recipient: 2327 Dole Street, Honolulu, HI 96822

Street Address (if different from above): Same

Purpose Statement: Increase the educational success of Native Hawaiian students, as well as at-risk students, and low-income students.

Proposed project start date: July 1, 2008 and end date: June 30, 2012

Total amount requested: N/A

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Section II. UHCC Narrative

1. Planning Process and Results

Student Outcomes Data

The University of Hawai'i regularly collects student data from each of its colleges including its community colleges. For Achieving the Dream (AtD), the University of Hawai'i Community Colleges (UHCC) relied on the system data and data provided by E-Stats. The system provided data on student enrollment, retention, persistence, placement, and graduation rates. E-stats provided data on the AtD student cohorts.

UHCC enrolled 25,260 regular credit students in fall 2006. Eighteen percent identified themselves as Native Hawaiian or Part-Hawaiian. A concerted effort in dealing with identifying and removing barriers to minority student enrollment and retention in the late 1980's appears to have been successful, for between 1994 and 2004, Native Hawaiian student enrollment increased from 4,297 (15.5% of the total student population) to 4,465 (17.2%) students. However, a closer look at UHCC student completion data indicates that Native Hawaiian students have not been as successful as other students in course completion, persistence, graduation, or transfer to a baccalaureate college, and therefore are not as likely to be receiving the full economic benefits of their postsecondary education work. Data used to develop this implementation plan can be found in Section VI, Appendices.

Just prior to participation in the AtD initiative, UHCC examined its system data to develop its Strategic Outcomes, 2008-2015, which now incorporates the goals of the initiative. As a result, improving Native Hawaiian educational performance became a focus of our participation in AtD.

One of the benefits of participating in AtD is having access to cohort data found in E-Stats. Current E-Stats data for fall 2004, 2005, and 2006 cohorts show Native Hawaiians lag the overall population in preparation for college. For math, 66% of the Native Hawaiians placed below college level math as compared to 61% of the general population. In reading, 45% of the Native Hawaiians placed below college level as compared to 42% of the general population. In writing, 52% of the Native Hawaiians placed below college level writing as compared to 39% of the general population. Data on retention, persistence and graduation rates, and participation rates in financial aid programs came from the UHCC Strategic Outcomes. (See Section VI, Appendices for data)

Engagement of Faculty, Staff, Students, and the Community

UHCC is comprised of seven community colleges located throughout the state: Hawai'i Community College, Honolulu Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, Maui Community College, and Windward Community College. Additionally, several of the colleges operate off-campus educational centers, largely in rural communities. Providing leadership for the system is the responsibility of the office of the Vice President for Community Colleges. When selected to participate in the national AtD initiative, the UHCC system created three teams: a System Core Team, a System Data Team, and a State Policy Team to initiate the engagement with faculty, staff, students, and the community. Members of the System Core Team include representatives from the Puko'a Council, a University of Hawai'i System-wide council of Native Hawaiian faculty and staff, as well as members of the administration, with each college represented. The System Core Team, led by the UHCC director of the AtD initiative, provides system oversight of all activities associated with the initiative and makes decisions on what priorities to pursue. The System Data

Team, lead by the UHCC Director for Academic Planning, Assessment and Policy Analysis, along with selected administrators and faculty including each college's institutional researcher, is responsible for critically analyzing the achievement of students relative to the AtD goals. The third team, the State Policy Team, lead by the UHCC Associate Vice President for Academic Affairs, includes members from the community, the Hawai'i State Senate Chair of the Higher Education Committee, Office of Hawaiian Affairs, the State P-20 Initiative, the State Department of Education, and the University system. The Core Team, Data Team, and State Policy Team individually meet regularly. The AtD Director is in continuous communication with the funding sources, providing progress updates and answering any questions the funders may have. As a condition for future funding, OHA will be conducting an evaluation on our progress. Kamehameha Schools has expressed interest in helping the UHCC system meet its outcomes by aligning some of their activities with the system's efforts. Core Team members have also made presentations to the Puko'a Council, a system-wide Native Hawaiian council, and their respective campus' Native Hawaiian council.

Each college has developed its own core team to engage its faculty, staff and students. Some colleges formed a new committee specific to AtD. These campus core teams meet regularly to discuss some of the initial data and develop its implementation plan.

In fall 2007, the Vice President for Community Colleges presented initial data findings to faculty and staff at each of the seven colleges. Findings included a list of "gatekeeper" courses, data on student retention, persistence and successful completion of courses, degree attainment, and data on development education. At these meetings, staff from Kamehameha Schools also presented their initial education strategic plan that complements UHCC's student success efforts.

UHCC convened a system-wide meeting to discuss the gatekeeper courses with faculty (including developmental math and English faculty), deans of student services, and the colleges' chief academic officers to build on prior work of a system-wide Developmental Education White Paper Group completed in spring 2007. The work of the group can be viewed at http://www.hawaii.edu/vpaa/system_aa/rem_ed.html.

Priority Issues

At the time UHCC joined the AtD initiative, the University of Hawai'i system was updating its strategic planning activities to focus attention on the period 2008-2015. Data analysis from the AtD initiative was incorporated into the development of a new set of strategic outcomes for the UHCC system and each college. Conversely, the Strategic Outcomes 2008-2015 for UHCC also included specific outcomes that AtD adopted. After a series of discussions with administrators, faculty and staff, one of the focus areas in the UHCC Strategic Outcomes addressed Native Hawaiian educational attainment and is stated as such:

1. Increase Native Hawaiian enrollment by 3% per year (5,845 students by 2015) particularly in regions that are underserved.
2. Promote low-income Native Hawaiian student success and graduation by increasing the financial aid participation rate to 38% of eligible students (2,095 students), the total amount of financial aid awarded to \$14,376,835, and the number of aid recipients making satisfactory progress by 2015.
3. Increase the number and percent (to 80%) of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction by 2015.
4. Increase by 6-9% per year (803 students by 2015) the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

When the UHCC system first got involved with AtD, there were a wide variety of activities and issues to consider. As a result of its participation in both the AtD kickoff in Dallas, TX, the Strategic Institute in Atlanta, GA, and the UHCC Strategic Outcomes discussions, the following priorities were agreed upon:

Priority Area A: Financial Aid Participation (UHCC Strategic Plan 1.2)

Priority Area B: Developmental Intervention (UHCC Strategic Plan 1.3)

Priority Area C: Successful Progress and Graduation (UHCC Strategic Plan 1.4)

Priority Area D: Data Collection, Analysis and Utilization (UHCC Strategic Plan 5.5)

The efforts to increase the educational success of Native Hawaiian students will also result in improved outcomes for all at-risk students and low-income students.

Contributing Factors and Indicators

Inadequate Financial Support

Compared to the 2003-2004 National Postsecondary Student Aid Study – Undergraduate Financial Aid Estimates for 2003-2004 by Type of Institution, students at the University of Hawai‘i Community Colleges are under-utilizing financial aid services. Less than 18% of all UHCC students enrolled received some form of financial aid (need and/or merit based). The national average is 46.8%. AtD Cohort data show 38% of Native Hawaiians received some type of aid including Pell Grants. Previous results from the Community College Survey of Student Engagement (CCSSE) indicated financial aid use and satisfaction with services as concerns for UHCC students. UHCC seeks to increase the persistence and success rate of Native Hawaiians and low-income students by increasing their financial aid participation rate by 3-10% per year. However, the UHCC system still needs to find out why more Native Hawaiians are not participating in financial aid programs, even though the need is there. The Core Team was able

to recommend several additional questions on the CCSSE survey that should assist in identifying key contributing factors to low participation. The Team is awaiting that data and will modify its strategies accordingly, as well as CCSSE data related to students' participation or lack of participation in developmental education and successful completion of degree requirements. Again, once contributing factors are identified by CCSSE data for the priorities, colleges' strategies will be modified accordingly.

Inadequate Preparation for Further Education

The percentage of Native Hawaiians students who place in reading, writing and math levels below the baccalaureate level are much higher than that of all students. For example, the highest percentage of Native Hawaiians placed in developmental reading is at Honolulu CC, 73.1%. The lowest is found at Windward CC, 28.8%. The only exception to the higher percentage rate is at Leeward CC, where 33.3% the Native Hawaiian cohort placed in developmental reading, as compared to 35.7% for all students. (See data in Section VI, Appendices, Tables 5, 6, 7)

Low Retention Rates Related to Completion of Developmental Education

Of the AtD 2006 Native Hawaiian cohort enrollees in developmental courses, only 58% (146 out of 252) successfully completed developmental reading; 52% (252 out of 487) successfully completed developmental writing; and, 51% (369 out of 728) completed developmental math. We are seeking to increase the percentage of successful completion to 80% by the year 2015. That would be a 7-9% increase per year. Each community college is at various levels of development in addressing the achievement levels for Native Hawaiians. Data provided in Section VI, Appendices clearly show the disparity in performance by Native Hawaiians as compared to all students.

Low Persistence Rates

We have defined successful progress for full time students as completion of 20 credits or more in two semesters with a G.P.A. of 2.00 or better; and part-time students, 12 credits. Native Hawaiian cohort students' yearly course completion rates are on par with all AtD cohort students at only two colleges, Hawai'i and Maui Community Colleges. They are lower at all other colleges, especially Kapi'olani and Leeward Community Colleges. (See Section VI, Appendices, Table 8 and 9)

Native Hawaiian students' persistence rates from fall to spring are lower than all AtD students at six of the colleges. Only at Kapi'olani Community College is that rate better for Native Hawaiians, though at Hawai'i Community College, there is a one percentage point difference. (See Section VI, Appendices, Table 10)

Low Graduation Rates

The number of Native Hawaiians graduating lags behind the general population. In 2006, degrees were awarded to 2,713 students, 491 of whom were Native Hawaiians. The UHCC system seeks to increase its graduation/transfer rate of Native Hawaiian students by 6-9% per year. (See Section VI, Appendices, Table 11)

2. Implementation Plan Aimed at Institutional Transformation

The planned outcomes described in the work plan were adopted as part of the UHCC Strategic Outcomes 2008-2015. In order to achieve the planned outcomes, multiple issues must be addressed. These issues include: lack of clear goals on the part of students; varying student readiness and preparedness; varying graduation residency requirements amongst the campuses; unclear institutional outcome expectations; insufficient staffing and resource investments; and, inconsistent curriculum among the colleges.

Improving Student Outcomes

The UHCC system is seeking movement towards measurable changes in student achievement over the next four years. UHCC's AtD Implementation Plan is presented as a system plan and includes specific strategies for each college. The plan is based on the system and each college's analysis of existing programs and services using data prepared for the AtD that are currently available. For the UHCC Strategic Outcomes, colleges agreed on system and individual college outcomes and performance measures they intend to achieve by the year 2015, extending the AtD beyond the four-year initiative. Each college developed strategies that lead to stated outcomes and are presented in the Proposal Timeline and Action Plan that follows.

The UHCC system intends to increase participation in financial aid programs by 28% (3-10% each year); increase the success rate of Native Hawaiians in development education programs by 7-9% each year; increase persistence; increase successful progress and graduation/transfer rates by 6-9% each year; and, increase our capacity and engagement in data analysis. Over the next few months, the system will work with the colleges to determine the percentage and actual number respectively.

In designing some of the strategies, the colleges looked at past practices that were developed through the Native Hawaiian Vocational Education Project, the Native Hawaiian Community Based Education Learning Centers, and Title III programs. The colleges also used new research available and strategies shared at the Strategic Institute. For example, in Priority A, Financial Aid Participation, research tells us students who are familiar with the financial aid process are more likely to complete and submit a FAFSA (Source: Center for Higher Education Policy Analysis. (2007) Putting Money on the Table: Information, Financial Aid and Access to College. Rossier School of Education, University of Southern California); students who receive

one-on-one help to fill out their FAFSA are more likely to actually submit the FAFSA (Source: Kennedy, Brianna. Oliverez, Paz M., & Tierney, William G. (2007) *Cashing in or cashing out: Tools for Measuring the Effectiveness and Outcomes of Financial Aid Events*); and financial aid is a major factor in increasing student success. Low-income students are more likely to enroll when they realize they will be getting some assistance to attend college (Source: De La Rosa, Mari Luna., & Tierney, William G., 2007, “Breaking through the Barriers to College: Empowering Low-Income Communities, Schools, and Families for College Opportunity and Student Financial Aid”, USC CHEPA). Strategies to increase financial aid participation were designed accordingly but will be revised as the colleges learn more about why Native Hawaiians who are eligible choose not to participate in financial aid programs.

As mentioned above, UHCC convened a Developmental Education Taskforce that looked at all its developmental education offerings. This taskforce put forth a white paper with specific recommendation, some of which were incorporated in some of the colleges’ plans.

Institutional transformation within a multi-campus system such as the UHCC requires concerted actions at both the system level and within each college. At the system level, in addition to aligning policies and practices to promote student success, it is necessary to have clearly stated student success goals, to develop a student information system that provides the ability to track students progress through courses and programs, and to develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

At the college level, it is about developing the capacity to use available student data to analyze current practices, modifying college policies and operations as appropriate, developing instructional programs and services that result in improved student outcomes, assessing the

effectiveness of new practices, and making the continuous adjustments in curricula and instructional practices necessary to improve student success at the course and program levels.

Developing a Culture of Evidence

Timely access to relevant data that focuses on student success and their performance over an extended period of time is critical to the adoption of plans, reports, and analyses that support the development of an institutional culture of evidence. As noted in the investment grant application, the UHCC system has difficulties in the area of data collection and lacks a student tracking system. University planning data are captured in fall “snapshots.” The system office, at this time, has a limited capability to extract certain data from the student information system. Although there are information systems as well as technical and research analyst positions at all colleges, focusing existing staff on AtD data collection and developing research and analysis skills remain a challenge. Resources have been focused at the compliance level. Prior to integrating AtD goals into the UHCC Strategic Plan, AtD data collection and analysis was additional work to the already heavy workload demands on the college and system institutional research offices.

As a first step, it is necessary to enhance the University and UHCC student information system and strengthen the institutional analysis capacity with data tools and training to provide the reports and analysis needed to attain the Achieving the Dream goals and timelines. The University system, with assistance from the UHCC system office, has completed the procurement of Cognos Business Intelligence software as a data reporting and analysis tool, and has contracted with the California Community College system to implement a version of its Cal PASS system for the State of Hawai‘i. The UHCC system task is to coordinate the work of system and campus institutional research staff to develop reporting routines that will allow the

UHCC system to extract reliable student performance data in a timely manner. Work is starting in July to develop routine reports at the system and college level and to train professional staff in the use of Cognos. Future work will include the development of custom routines needed to assess the effectiveness of specific student interventions.

3. Evaluation

Assessing Progress

The UHCC system and individual college's strategic outcomes and performance measures for 2008-2015 set the stage for measuring our ability to assess progress in meeting established student success goals. As part of the UHCC system strategic planning process, the Strategic Planning Council comprised of student, faculty, and administrators from each college and the UHCC system meets annually to assess the progress in meeting system and college strategic outcomes. By embedding AtD goals within the UHCC strategic outcomes, the UHCC system is assuring an annual analysis of progress in meeting its outcomes for AtD.

The evaluation of specific college interventions designed to improve student success is the responsibility of each college. The colleges are responsible for the continuous review of student attainment of course and program outcomes and making changes needed to improve student retention, persistence and graduation or transfer. It is expected that each new or redesigned intervention will be evaluated to determine its effect on student success and progress, and adopted as a regular college practice if it demonstrates the ability to contribute to the accomplishment of college AtD goals.

Data Collection and Analysis

The UHCC system will use AtD Cohort data, Community College Survey Student Engagement (CCSSE) data, and the recently procured Cognos Business Intelligence software to

process and present relevant student data. This will allow the UHCC system to track student performance areas and make data available to faculty and administrators. Each college will develop an evaluation tool specific to its strategy and conduct regular reviews to ensure work is on track towards meeting our goals. Core and data team members will be encouraged to work with their respective institutional researcher in the collection and analysis of evaluative data.

At the system level, a summative evaluation will be done on progress made on meeting projected outcomes. Yearly data will be compared and tracked with historical data. At the college level, the college's core team will be responsible for the evaluation of effectiveness of the college's respective strategies and activities at the end of each year or when appropriate. Revisions to strategies will be made as appropriate.

4. Institutionalizing the UHCC System's Work

Driving Lasting Change

With the goals of AtD firmly embedded within the UHCC's Strategic Outcomes, there are specific responsibilities within the Office of the Vice President for Community Colleges to assist the campuses in meeting their AtD goals one of which is to convene and support various working groups. The Chief Academic Officers (Vice Chancellors of Academic Affairs and Deans of Instruction), the Chief Student Services Officers (Vice Chancellors of Student Services and Deans of Student Services), the White Paper Taskforce on Remedial/Developmental Instruction, and English and math faculty groups are among those identified as groups that will have areas of focus regarding AtD.

The Office of the Vice President for Community Colleges convened the Development Education Taskforce and will continue to ensure it works closely with the campuses to address issues identified by AtD as critical to the academic success of developmental student.

Additionally, English and math faculty across the UHCC system have recommended that they meet to discuss issues of curriculum, Student Learning Outcomes and assessment. The UHCC system will work with the Chief Academic Officers 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.

Leadership for Change

The leadership for changes being pursued through participation in AtD is lodged in several places within UHCC system. The Office of the Vice President for Community Colleges, along with community partners, has and will continue to provide leadership and financial support for the work of the Developmental Education Taskforce, the three teams initiated as part of the AtD initiative, and the investment in new data tools necessary to track student performance.

The institutional change process began with the work of the Developmental Education Taskforce that highlighted the need for improving the success of underprepared students. The AtD data analysis, along with college presentations, pointed out the need to improve the educational success of Native Hawaiian students. To create institutional change, the UHCC system incorporated the AtD goals into the Strategic Outcomes 2008-2015. The investment in new data tools will facilitate the data analysis and reporting necessary to assess system and college progress.

Institutional Resources

The UHCC system and college resources come largely from three sources: legislative appropriations, student tuition and fees, and federal contracts and grants. Additionally, there are opportunities for internal reallocations as established positions become vacant. The primary vehicle for shaping requests for new appropriations, for using student tuition and fees, and for

internal reallocations is the UHCC system Strategic Outcomes 2008-2015 as well as the individual college strategic plans. Incorporation of the AtD goals into the UHCC system and college plans provides a clear signal that future resource decisions will need to become closely tied with the attainment and institutionalization of programs and services that meet those outcomes.

The UHCC system and colleges are in the process of developing its 2009-2010 biennium budget request for consideration by the Legislature in January 2009. Budget requests by policy will be tied to the attainment of the UHCC Strategic Outcomes 2008-2015 that include the AtD outcomes. In addition to acquiring new state appropriations, there is likely to be a significant opportunity for internal reallocations as an increasing number of individuals retire over the next decade. At the present time, approximately 35% of the UHCC faculty members are eligible for retirement. A significant budgeted salary increase scheduled for July 1, 2008 will likely delay some individuals from retiring; however, a sizable exodus is anticipated over the next several years. This will free positions and funds to be reallocated to address UHCC's Strategic Outcomes 2008-2015

Through the priorities, strategies, and outcomes identified in UHCC's Achieving the Dream Implementation Plan, it is anticipated that UHCC will make significant progress in closing the achievement gap for at-risk students and students of color, particularly Native Hawaiian students. It is also believed that a culture of evidence will be embraced and institutional transformation towards student success realized.

Section III. UHCC Action Plan and Timeline

As stated above, this Implementation Plan is aligned with UHCC's Strategic Outcomes and Performance Measures 2008-1015. While we present this plan as a system plan, we recognize that colleges are at various stages of development in addressing student success. Some perform better than others. The Vice President for Community Colleges continues to ask those campuses that show success to share their strategies with those that need to improve. Though there are variations of strategies presented, they address the following four priorities:

Priority Area A: Financial Aid Participation (UHCC Strategic Plan 1.2)

Evidence/Rationale: Compared to the 2003-2004 National Postsecondary Student Aid Study – Undergraduate Financial Aid Estimates for 2003-2004 by Type of Institution, students at the University of Hawai'i Community Colleges are under utilizing financial aid services. 17.6% of all UHCC students enrolled received some form of financial aid (need and/or merit base). The national average is 46.8%. UHCC hopes to increase participation rate by 3-10% per year of Native Hawaiians and low income students.

Measurable Changes after Two Years: Increase Native Hawaiian financial aid participation by 3 to 10% each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase Native Hawaiian financial aid participation by 3 to 10% each year. Specific numbers can be found below in each of the colleges' plan.

Priority Area B: Developmental Intervention (UHCC Strategic Plan 1.3)

Evidence/Rationale: Of the AtD 2006 Native Hawaiian student cohort in developmental education courses, only 58% (146 out of 252) successfully completed developmental reading; 52% (252 out of 487) successfully completed developmental writing; and, 51% (369 out of 728) completed developmental math. We are seeking to increase the percentage of successful completion of Native Hawaiian students to 80%. That would be a 7-9% increase per year. (Source: ESTATS April 2008)

Measurable Changes after Two Years: Increase Native Hawaiian student success in developmental education courses by 14 to 28% each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase Native Hawaiian student success in developmental education courses by 28 to 56% each year. Specific numbers can be found below in each of the colleges' plan.

Priority Area C: Successful Progress and Graduation or Transfer (UHCC Strategic Plan 1.4)

Evidence/Rationale: The number of Native Hawaiians graduating lags the general population. In 2006, degrees were awarded to 2,713 students, 491 of whom were Native Hawaiians.

Measurable Changes after Two Years: Increase graduation/transfer rate of Native Hawaiian students by 6-9% each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase graduation/transfer rate of Native Hawaiian students by 6-9% each year. Specific numbers can be found below in each of the colleges' plan.

Priority Area D: Data Collection, Analysis and Utilization (UHCC Strategic Plan 5.5)

Evidence/Rationale: The University of Hawai'i Community Colleges research function is limited in personnel and resources to adequately address the data needs and analysis of its colleges or to allow for on-going tracking of student cohorts.

Measurable Changes after Two Years: Increase development of culture of evidence as the way of doing business

Measurable Changes after Four Years: Increase development of culture of evidence as the way of doing business

The following are the various strategies for the UHCC system and individual colleges for each of the priority areas.

***ACTION PLANS AND TIMELINE BY PRIORITY AREAS
FOR THE UNIVERSITY OF HAWAI'I COMMUNITY COLLEGE SYSTEM AND ITS SEVEN COMMUNITY COLLEGES***

Priority Area A: Financial Aid Participation (UHCC Strategic Plan 1.2)

UHCC System

Evidence/Rationale: Compared to the 2003-2004 National Postsecondary Student Aid Study – Undergraduate Financial Aid Estimates for 2003-2004 by Type of Institution, students at the University of Hawai'i Community Colleges are under utilizing financial aid services. 17.6% of all UHCC students enrolled received some form of financial aid (need and/or merit base). The national average is 46.8%. UHCC hopes to increase participation rate by 3-10% per year of Native Hawaiians and low income students.

Measurable Changes after Two Years: Increase Native Hawaiian financial aid participation by 3 to 10% each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase Native Hawaiian financial aid participation by 3 to 10% each year. Specific numbers can be found below in each of the colleges' plan.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Review performance standards for financial aid participation	X	X	X	X	TBA
Provide coordination amongst the financial aid officers and staff at each college	X	X	X	X	TBA
Research financial aid software program needs particularly to assist with expediting the financial aid process	X				TBA

Hawai'i Community College

Evidence/Rationale: Native Hawaiian students at Hawaii Community College under-utilize financial aid services. In fall 2006, 42.23% or 269 out of 637 eligible Native Hawaiian students received some form of Financial Aid. Although HawCC ranks second highest among the 7 UHCC Community Colleges, there are still 57.77% of eligible Native Hawaiian students who are not successful in receiving their Pell Awards. In addition, there was a decline in the number of Pell Grant recipients over the past several years. In 2005, 839 Pell Grants were awarded to all students. This number declined to 693 in 2006 and 653 in 2007. Although these numbers represent the larger student body, it is assumed that the number of awards granted to Native Hawaiian students was proportional.

Research shows that an increasing number of students do not pursue a postsecondary education. Many do not see the value of education beyond high school. High-school dropout rates are high and students who do pursue a postsecondary education are under-prepared. Research also proves that students and their parents over-estimate the cost of college and under-estimate the availability of financial aid. (Schmidt, Peter article)

Measurable Change After Two Years: Increase Native Hawaiian financial aid participation by 3.27% each year or 296 Native Hawaiian recipients by 2010.

Measureable Changes After Four Years: Increase Native Hawaiian financial aid participation by 3.27% each year or 316 Native Hawaiian recipients by 2012.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop online capacity for applying for financial aid. Convert On Line application forms to form-fill able. Link to MyUH site.	X				Financial Aid Director
Institute electronic F.A. management system		X			Financial Aid Director
Conduct an ongoing random qualitative survey of Native Hawaiian students or focus groups to understand barriers to completing financial aid application process.	X	X	X	X	Proposed F.A. Counselor/ Admissions/ Information Office
Develop financial aid component for First Year Experience.	X	X	X	X	Proposed Financial Aid Ed Specialist
Develop and implement an outreach program to middle and high schools students and their parents.			X	X	Proposed Financial Aid Ed Specialist

Honolulu Community College

Evidence/Rationale: In Fall 2006, Pell Grant participation among Pell-eligible Native Hawaiian students at HonCC was 138 out of 625 eligible (22.0%). UHCC hopes to increase the persistence and success rate of Native Hawaiians and low-income students by increasing their participation rate in Pell grants and in other financial aid resources.

Measureable change after 2 years: Increase the number of Native Hawaiian students receiving financial aid, beginning with those that receive Pell Grants and, in the future, include those that receive all financial aid at HonCC from 138 in 2006 to 187 in fall of 2010 (from 22.0% to an anticipated rate of 27.0%), and to increase other financial aid that student may receive.

Measureable change after 4 years: Increase the number of Native Hawaiian students receiving financial aid, beginning with those that receive Pell Grants and, in the future, include those that receive all financial aid at HonCC from 138 in 2006 to 230 in fall of 2012 (from 22.0% to an anticipated rate of 31.0%).

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop an ongoing student focus group initiative to solicit student feedback annually on the financial aid process. The groups will focus on the communication of financial aid opportunities, the application process, recommendations for improvement and identification of potential issues/concerns from the student perspective.	X	X	X	X	Financial Aid Office/ DOSS / Native Hawaiian Center
Develop a cross-campus team to evaluate and recommend necessary changes to provide enhanced customer service to students through admissions, registration, financial aid and other student services.	X	X			Financial Aid Office / DOSS / Native Hawaiian Center

Kapi'olani Community College

Evidence Rationale: In fall 2006, only 31% or 176 out of 572 eligible Native Hawaiian students received financial aid. 19% or 111 Native Hawaiian students were Pell grant recipients (*University of Hawai'i Strategic Plan data*). An additional 65 Native Hawaiian students received financial aid other than the Pell grant. Unmet financial need and insufficient amounts of institutional aid provided by public institutions may force students to work considerable hours to finance their education. Choy (1999) found that students who worked fifteen or fewer hours were more likely than students who worked more to attend a full year of college, which suggests that working more than 15 hours per week negatively affects persistence. Additionally, full-time students are more likely to persist than part-time students. Part-time students are less likely to meet with their instructors and advisers, as well as utilize learning assistance programs such as tutoring and SI (Braxton, Hirschy, and McClendon, 2004).

Measurable Changes after two years: 33% or 216 Native Hawaiian students will receive financial aid.

Measurable changes after four years: 35% or 248 Native Hawaiian students will receive financial aid.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Engage campus in conversation about increasing financial aid participation.	X				Dean of Student Services, Financial Aid Coordinator, Kahikoluamea Chair.
Develop a financial aid adviser position for Kahikoluamea (a student success department) to meet and assist students who are eligible for aid, but not receiving it with financial aid questions and forms.	X	X			Kahikoluamea Chair and Dean of Student Services
Develop/implement orientation for parents to begin completing financial aid forms (can coincide with student orientation which is already in place).	X	X	X	X	FYE Coordinator, Financial Aid Coordinator
Use college outreach counselor (Kuilei) to meet and assist high school seniors coming to KapCC with financial aid questions and forms.	X	X	X	X	College outreach counselor

Kaua'i Community College

Evidence/Rationale: Kaua'i Community College (Kaua'i CC) is far below the national average of 46.8% for students receiving financial aid. At Kauai CC the number of students receiving financial aid averages at about 22% of the total student enrollment from Fall 03 to Spring 2007. This dipped slightly in the last year to a low in Fall 07 of 163 or 15.5%. In Fall 07 three of the larger ethnic groups (Caucasian, Hawaiian and Filipino) received an even distribution of scholarships at 23% each and this varies slightly from year to year. In a recent review of basic skills literature and practices (Boroch et al. 2007, p. 38) studies have shown that grants and financial aid support have a positive impact on student persistence and when a scholarship is combined with special counseling, class enrollments and persistence were elevated. Further, when financial aid is coupled with support services such as tutoring the persistence as well as GPA is increased. It is the intent of the College to increase Financial Aid for Native Hawaiian students and increase the types of student services named in these studies that will positively impact their persistence and success.

Measurable Changes after Two Years: In the area of financial aid the college seeks to increase the number of Native Hawaiian Pell recipients to 70 and increase the participation rate to 36.6%. By 2010 the total number of students receiving any kind of financial aid will rise to 85 or 37.81% from a 2006 benchmark 77 or 37.75%. The Fall to Spring persistence in year two for the AtD cohort will be at 38 or 65% of the cohort.

Measurable Changes after Four Years: In year four, the Native Hawaiian Pell recipients will increase the number of Native Hawaiian Pell recipients to 81 and increase the participation rate to 33.6%. In 2012 the total number of students receiving any kind of financial aid should increase by 91 or 37.88%. The Fall to Spring persistence in year four for the AtD cohort will be at 42 or 67%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Financial Aid Outreach: Counsel individual students and parents on the various aspects of Financial Aid such as filling out a FAFSA, applying for loans, scholarships, etc.	See Priority D	X	X	X	Financial Aid Outreach Counselor
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. Banner can be set to block students from enrolling on their own.	See Priority D	X	X	X	Dean of Students

Leeward Community College

Evidence/Rationale: Financial aid becomes a critical factor in promoting student retention and persistence if students must work so many hours to support themselves that they are less able to focus on their studies. If more students took advantage of financial aid being offered so that they could work fewer hours, we would anticipate improvements in student performance. The national average for participation in Pell grants is about 46.8% of all students. At Leeward, the Pell Grant participation rate for all students in 2007 was about 16.0%, and while the rate for Native Hawaiian students as a group was considerably higher—29.5%--it is still well below the national average.

Measurable change after 2 years: Increase financial aid participation for Native Hawaiian students from 257 students or 34.97% in 2007 to 295 students or 36.02% by 2010.

Measureable change after 4 years: Increase financial aid participation for Native Hawaiian students from 257 students or 34.97% in 2007 to 323 students or 36.79% by 2012.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Identify and remove the “roadblocks” that prevent Native Hawaiian students from receiving financial aid.	X	X			Student Services / Financial Aid Office / Puko’a No Na Ewa / Hālau ‘Ike O Pu’uloa

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.	X	X	X	X	Same as above
Explore new technologies that will assist the Native Hawaiian students apply for financial aid.		X	X	X	Same as above

Maui Community College

Evidence/Rationale: Compared to the national average, students at the University of Hawai'i Community Colleges are under utilizing financial aid services. The National Postsecondary Student Aid Study 2003 reports that only 17.6% of all students enrolled at UHCC received some form of financial aid (need and/or merit base). The national average is 46.8%. The overall financial aid goal of Achieving the Dream/UHCC Strategic Outcomes is to be in line with the national average by 2012. In particular, the target will be to increase Native Hawaiian participation rate in the Pell grant program. As indicated in previous surveys, financial concerns were identified as a barrier to entering or continuing college. In comparison to other UHCC campuses, the percentage of Native Hawaiian students at MCC receiving Pell are significantly higher. 42% of our Native Hawaiian students are receiving Pell, compared to 30% of our general student population. Data shows, however, that the majority our Pell recipients are continuing students, rather than entering students. MCC's goal will be to increase the number of students in the Achieving the Dream cohort and receiving Pell. Aggressive recruitment strategies in the high schools and community will be necessary to reach these goals. By increasing the financial aid participation rate at each college, UHCC hopes to increase the persistence and success rate of Native Hawaiians and low-income students. The following goals are aligned with baseline calculations from the UHCC system office:

Measurable Changes after Two Years: Increase the percentage of students receiving some form of financial aid to 43% by 2010; increase the number of students in the Achieving the Dream cohort and receiving Pell grant from 45 students to 52 students in 2010; increase the number of students receiving Pell grant from 224 students in Fall 2006 to 248 students in 2010.

Measurable Changes after Four Years: Increase the percentage of students receiving some form of financial aid to 47% by 2012; increase the number of students in the Achieving the Dream cohort and receiving Pell grant from 52 students in 2010 to 66 students in 2012; increase the number of students receiving Pell grant from 248 students in 2010 to 295 by 2015.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Increase the number of Financial Aid presentations (Discussions/Workshops/Community vents) in Maui County designed for students and families.	X	X	X	X	Financial Aid Office, Educational Opportunity Ctr., Lau'ulu, Counseling Dept.
Work with Hawaiian Programs and Lau'ulu to promote financial aid accessibility: e.g. support Scholarship 'Aha (Dec.), MCC College Day (Jan.), College Goal Sunday (Feb.)	X	X	X	X	Financial Aid Office, Educational Opportunity Ctr., Lau'ulu
Increase exposure of high school and intermediate school students to financial aid opportunities through partnerships with counselors, teachers and students.	X	X	X	X	Financial Aid Office, Educational Opportunity Ctr.,
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).	X	X	X	X	Financial Aid Office,

					ATD State Policy Team
Create a Financial Aid Outreach Counselor position to institutionalize and expand <i>Gear Up</i> program strategies that will improve the relationship between high school students, and MCC's Financial Aid office to increase the number of financial aid applicants. Focus on increasing number of entering AtD cohort receiving financial aid.	X	X	X	X	Financial Aid Office, Vice Chancellor of Student Affairs
Conduct annual focus groups and/or conduct online surveys with recipients and faculty to evaluate current progress, institutionalize best practices and create a longitudinal tracking system to follow up on recipients who receive Financial Aid to verify graduation.	X	X	X	X	Financial Aid Office, Educational Opportunity Ctr.,

Windward Community College

Evidence/Rationale: The financial aid utilization rate at Windward Community College is 26% (639 / 2445 for 2006 – 2007 school year) for all students and 35% (314 / 893) for Native Hawaiians; the rates for all students and Native Hawaiian students are well below the national average which is almost 50%. WCC will need to double the number of students receiving financial aid at WCC. The goal is to increase financial aid recipients by 150 students each year for 3 years; with the first year being committed to planning to increase the access, the net financial aid increase should be approximately 450 more financial aid recipients. Rationale for Strategy: The empirical evidence from the Center for Higher Education Policy concludes that financial aid conferences that reach hundreds of students and workshops that are more specific and also reach a targeted audience are successful in increasing access to financial aid; however the most successful strategy to get students to access financial aid is one-on-one help. It is also the preferred mode amongst students. The Center also reports that students decide to enroll in college based on their financial aid awards. Thus the Center recommends that financial aid packages be made as early as possible.

Measurable Changes after Two Years: Increase financial aid access by 150 students from 639.

Measurable Changes after Four Years: Increase financial aid access by 450 students from 639.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Complete 200 pre application forms with junior high school students at the Windward CC feeder schools	X	X	X	X	Talent Search, Upward Bound, Gus Cobb-Adams, and Peer mentors
Assist 200 students complete a FAFSA. 1. Hold an Annual Scholarship Fair. 2. Hold four FAFSA workshops on campus. 3. Provide FAFSA assistance at Windward Mall fro Jan. to May. 4. Assign peer mentors to work one on one with students to complete their FAFSA.		X	X	X	Financial Aid Office, Counselors, and Gus Cobb-Adams.
Award financial aid in April.			X	X	Steven Chigawa

Priority Area B: Developmental Intervention (UHCC Strategic Plan 1.3)

UHCC System

Evidence/Rationale: Evidence/Rationale: Of the AtD 2006 Native Hawaiian student cohort in developmental education courses, only 58% (146 out of 252) successfully completed developmental reading; 52% (252 out of 487) successfully completed developmental writing; and, 51% (369 out of 728) completed developmental math. We are seeking to increase the percentage of successful completion of Native Hawaiian students to 80%. That would be a 7-9% increase per year. (Source: ESTATS April 2008)

Measurable Changes after Two Years: Increase Native Hawaiian student success in developmental education courses by 14 to 28 % each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase Native Hawaiian student success in developmental education courses by 28 to 56% each year. Specific numbers can be found below in each of the colleges' plan.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Work with the Developmental Education Taskforce on all the campuses 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.	X	X	X	X	flo wiger, Kristine Korey-Smith
Work with English and math faculty across the UHCC system to discuss issues of curriculum, SLOs and assessment. UHCC will work with the Chief Academic Officers 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.	X	X	X	X	flo wiger, Kristine Korey-Smith

Hawai'i Community College

Evidence/Rationale:

Placement in Developmental/Remedial English and Math: In the total Fall 2006 cohort of 684 students:

- 278 or 40.6% of all students placed one, two or three levels below English 102 (Reading); 120 or 51.5% out of 233 Native Hawaiian students placed one, two or three levels below English 102.
- 354 OR 51.8% of all students placed one, two or three levels below English 100 (Writing); 153 or 65.7% out of 233 Native Hawaiian students placed one, two or three levels below English 100.
- 506 or 74% of all students placed one, two or three levels below Math 100; 188 or 80.7% out of 233 Native Hawaiian students placed one, two or three levels below Math 100.

Rate of Completion of Development Classes in Fall 2006

- Of the 120 eligible NH students, 88 students entered into a Developmental Reading class. Only 53 or 60% of those students successfully completed the class.
- Of the 153 eligible NH students, 69 enrolled in a Developmental Writing class and 33 or 48% of those students successfully completed the class.
- Of the 188 eligible NH students, 121 enrolled in a Developmental math class and 77 or 64% of those students successfully completed the class.

Retention and Persistence Rates in Fall 2006

- Of the 684 students who entered in Fall 2005, 70 full-time NH students completed at least 20 credits within the first year with a GPA greater than 2.0.
- Another 26 NH students completed at least 12 credits in the first academic year with a GPA of at least 2.0
- Of the 233 students in the AtD cohort who entered in Fall 2006, only 158 or 68% registered in the Spring 2007.

Measureable Changes after two years:

- By 2010 at a growth rate of 3% compounded and a success rate of 6.7% compounded, 66% or 64 of 96 NH students will successfully complete their Developmental Reading Class.
- By 2010 at a growth rate of 3% compounded and a success rate of 9.84% compounded, 54% or 40 of 73 NH students will successfully complete their Developmental Writing Class.
- By 2010 at a growth rate of 3% compounded and a success rate of 5.99% compounded, 69% or 92 of 132 NH students will successfully complete their Developmental Math Class.

Measureable Changes after four years:

- By 2012, at a growth rate of 3% compounded and a success rate of 6.72% compounded, 72% or 73 of 102 NH students will successfully complete their Developmental Reading Class.
- By 2012, at a growth rate of 3% compounded and a success rate of 9.84% compounded, 66% or 53 of 80 NH students will successfully complete their Developmental Writing Class.
- By 2012, at a growth rate of 3% compounded and a success rate of 5.99% compounded, 73% or 103 of 140 NH students will successfully complete their Developmental Math Class.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop Mandatory College Success Cohort (First Year Experience) for fulltime entering students who score into two or more developmental classes.	X	X	X	X	COLL 101 instructor

Establish new College 101 Course with life skills, financial aid, learning skills	X	X	X	X	COLL 101 instructor
Expand Summer Bridge Cohort/Learning Communities with developmental education and Hawaiian Lifestyles.	X	X	X	X	HLS Coordinator and development education faculty
Develop Case Management system- One-on-one educational counseling/advising and monitoring to ensure that students advance from the developmental level to the college level in at least 2 academic skills areas		X	X	X	DOSS, Counselors, Case Managers
Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes.	X	X			Coordinators on Dev Ed System Committee

Honolulu Community College

Evidence/Rationale: In Fall 2006, 39 out of 75 Native Hawaiian students successfully completed a developmental English course (approximately 52%). In developmental math, 40 out of 78 Native Hawaiian students completed successfully (approximately 51%).

Measurable Change after Two Years: Increase the number to 50 in English and 52 in math for Native Hawaiian students who successfully complete the course (anticipated 61% success rate for both).

Measurable Changes after Four Years: Increase the number to 60 in English and 61 in math for Native Hawaiian students who successfully complete the course (anticipated 69% success rate for both).

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Begin pilot program of embedding student tutors in math and English developmental and remedial courses to focus on better completion rates.	X	X	X		College Skills Center / Discipline Faculty / VCAA / Native Hawaiian Center
Pair learning skills courses with a Native Hawaiian curriculum component and remedial and developmental courses.		X	X		Learning Communities Coordinator / College Skills Center / Discipline Faculty / Native Hawaiian Center
Begin pilot program of embedding student tutors in math and English developmental courses to focus on greater student participation in supplemental instruction.	X	X	X		Discipline Faculty/VCAA/Native Hawaiian Center
Offer remedial and developmental courses during the summer and communicate the availability of course offerings to targeted high-risk student populations (Native Hawaiian, low-income, 1 st generation).		X	X	X	College Skills Center / VCAA / Native Hawaiian Center
Incorporate course content focused on effective study skills into learning communities			X	X	College Skills Center /

within developmental education (based on research indicating greater success after completion of freshman English, http://www.evergreen.edu/washcenter/resources/acl/iic.html)					Discipline Faculty / Learning Communities Coordinator / Native Hawaiian Center
Develop and offer more learning communities by linking developmental courses with college-level or vocational courses so that students can apply the strategies being taught in the remedial / developmental courses to the college-level courses. For example, a Hawaiian Studies voyaging course may be linked with a developmental math in a learning community of courses.					
Use current analysis tools (e.g.: log-likelihood tests) and analyze previous remedial classes for impact of instructional methods and their applicability to current classes.	X	X	X	X	College Skills Center
Evaluate the ability to provide scholarships for students in remedial classes based on academic performance and planned / continued pursuit of educational goals.	X	X	X	X	College Skills Center / VCAA / Financial Aid / DOSS
To improve completion rates in remedial classes, a retention specialist provides active interventions, such as early alert system, in-class study skills sessions, in-class support, and student guidance sessions.	X	X	X	X	College Skills Center
Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes.	X	X			Coordinators on Dev Ed System Committee

Kapi'olani Community College

Evidence Rationale: In fall 2006, 38% (65) of Native Hawaiian students placed into developmental reading courses. Of those 31% enrolled in a developmental reading class and 50% of those successfully completed the developmental reading course. 56% or 96 Native Hawaiian students placed into a developmental writing course. Of those 59% or 57 students enrolled in a developmental writing course, and 72% or 41 students successfully completed the course. 76% or 130 Native Hawaiian students placed into developmental math courses. Of those, 65% or 84 students enrolled in a developmental math course, and 52% or 44 students successfully completed the developmental math course.

According to a recent study done by Gerlaugh, Thompson, Boylan, and Davis (2007), offering learning support outside of the classroom is important for student success. Since fall 2005, the average grade for students attending SI sessions in developmental math was 2.35 compared to 1.94 for students who did not attend SI sessions. In fall 2006, 95% of students who received writing tutoring perceived it to be helpful and to positively impact their grade.

AMATYC (2006) recommends that placement of students into the math curriculum be based on the analysis of multiple measures.

Research suggests that structured academic counseling is important for helping students find their way through college (Cohen & Brawer, 1996) and that structured advising positively affects retention and graduation (Tinto, 2004). Early alert systems that incorporate a network of individuals (faculty, mentors, academic support units, peer support groups) are most effective at helping students address early adjustment difficulties (Kuh, Kinzie, Schuh, Whitt and Associates, 2005).

Measurable Changes after two years: 31% or 22 out of 71 Native Hawaiian students who place into developmental reading will enroll in the course and 60% or 13 students will successfully complete the course. 60% or 62 out of 105 Native Hawaiian students who placed into developmental writing will enroll in a developmental writing course, and 75% or 47 students will successfully complete the course. 65% or 92 out of 142 Native Hawaiian students who placed into developmental math will enroll in a developmental math course and 61% or 66 students will successfully complete the course.

Measurable changes after four years: 23 out of 75 Native Hawaiian students who place into developmental reading will enroll in the course and 70% or 16 students will successfully complete the course. 66 out of 111 Native Hawaiian students who placed into developmental writing will enroll in a developmental writing course, and 77% or 51 students will successfully complete the course. 97 out of 151 Native Hawaiian students who placed into developmental math will enroll in a developmental math course and 68% or 66 students will successfully complete the course.

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Establish student success department (Kahikoluamea) that combines developmental studies, English 100 and Math 100, FYE, Hawaiian values, and counseling/advising services for first time students.	X	X			KapCC Chancellor
Research /develop/implement diagnostic tests with learning styles component for students who place into developmental English and math courses.	X	X			Math and English Coordinators
Provide post diagnostic test advising and mandate advisor assisted registration.		X	X	X	Counselors and faculty
Plan for and offer alternative instructional formats in developmental math and English (see <i>Implementation Plan for the White Paper on Dev Ed</i> for different types of instructional approaches).		X	X	X	Math and English Coordinators and Kahikoluamea chair
Bring in consultant from AtD college to work with math faculty to review curriculum and alternative instructional approaches.	X				Kahikoluamea Chair and Math Coordinator
Develop/modify/implement integrated learning assistance and support (tutoring, supplemental instruction, peer mentoring).	X	X	X		LC Coordinator
Develop/modify/implement college success course with emphasis on Hawaiian students.	X	X	X		FYE Coordinator
Develop/implement a structured academic advising model in connection with students' Personal Learning Portfolios (PLPs). Mandate advising for all students enrolled in developmental education courses. Doubly deficient students meet with counselors while all others meet with faculty advisers.	X	X	X	X	Kahikoluamea Counselors and Chair and Pathways Counselor
Train faculty advisers to implement the structured academic advising model from above.	X	X			Kahikoluamea Counselors
Develop/implement an early alert system that targets students who are having difficulty in developmental courses. (Interventions depend on a student's area of difficulty – students may be referred to a counselor, a course-based learning assistance program such as SI or tutoring, a financial aid counselor, TRIO, student success course etc.	X	X	X		Kahikoluamea Counselors, Chair and coordinators
Work with other UHCCs to develop system wide developmental education program and/or course Student Learning Outcomes (ties into UHCC system plan for shared SLOs)	X	X			Coordinators on Dev Ed System Committee

Kaua'i Community Colleges

Evidence/Rationale: In the past 6 years from 2002 to 2007, more than 50% of entering students at Kaua'i CC did not test into college level math and English. Kaua'i CC statistics show that on the average, 66% of the students for the past 6 years test into and take remedial or developmental math, 48% remedial or developmental reading, and 62% remedial or developmental writing. Aggregated data from 2002 to 2007 shows Native Hawaiian students as the second largest percentage of students that test into Remedial/Developmental English and Math. Institutional commitment is a factor in successful remediation programs (Boroch et al. 2007, p.18) and the college is prepared to commit funding to create a College Success Center (CSC) with Remedial/Developmental instructors. It is generally held that a centralized structure with coordinated services and a separate budget is superior to a decentralized model (Boroch et al. 2007, p. 20) and will result in better access for students, integrated services, and instructors with expertise in developmental education. This model supports higher retention and success (Boroch et al. 2007, p. 20). This is further supported by white paper produced by the University of Hawaii Community Colleges committee on Remedial and Developmental Education which recommends strong coordination and a guiding mission and vision (White Paper Group, 2006, p.30). The inclusion of instructors in the remedial studies discipline is the optimal situation for the new CSC and is preferable to part-time faculty who may not necessarily have the commitment to the college or population and may contribute to variations in grading patterns.

Along with the CSC, various services such as the Peer Assistant Program (peer tutoring), a Math/Science Lab and additional English reading and writing support will help the college focus on deficiencies in Math and English. Studies show that learning assistance services supports academic success (Boroch et al. 2007, p. 25, 83). The new Peer Assistant Program has shown some success in decreasing the number of non-completers, in 2005-6 the percentage decreased by 15.33% and by 5.3% in 2006-7. The instructors who use the program are satisfied with the program and wish to continue with it. The peer assistant program is located within the Learning Center which provides tutoring for all courses. The Learning Center will also house the Math/Science lab which will provide support not only for the gatekeeper Math courses of 22 and 24 but for all math and science courses. Assistant English instructors will be hired and assigned to gatekeeper courses such as English 21, 22 and 100. These services (beyond instruction) completes the triage of services highly desirable for student retention and success, that of financial aid, counseling, and academic support.

(Reference: Boroch, Deborah et al., (2007). *Basic Skills as a Foundation for Student Success in California Community Colleges, Part I Review of Literature and Effective Practices*. Center for Student Success, the Research and Planning Group of the California Community Colleges)

(Reference: White Paper Group Committee, (2006). *Remedial and Developmental Education in the University of Hawai'i Community College System*; University of Hawai'i Community Colleges)

Measurable Changes after Two Years: The AtD cohort of Native Hawaiian students will show an increase of successful completion of Developmental Math to 19 or 71%; an increase in Developmental Reading to 17 or 60%; and an increase in developmental writing to 12 or 66%. Full time entering students who complete at least 20 credits in the first academic year will increase by to 13 from the benchmark of 11 in Fall 2006. Part-time students who complete at least 10 credits in the first academic year will increase by to 5 at from 4 in Fall 2006. The Fall to Spring persistence in year two for the AtD cohort will be at 38 or 65% of the cohort.

Measurable Changes after Four Years: The AtD cohort of Native Hawaiian students will show an increase of successful completion of Developmental Math to 21 or 75%; an increase in Developmental Reading to 20 or 67%; and an increase in developmental writing to 14 or 71%. Full time entering students who complete at least 20 credits in the first academic year will increase by to 14 from the benchmark of 11 in the Fall 2006. Part-time students who complete at least

10 credits in the first academic year will increase to 5 from the Fall 2006 benchmark of 4. The Fall to Spring persistence in year four for the AtD cohort will be at 42 or 67%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Create a College Success Center with two instructors in the disciplines 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.	See Priority D	X	X	X	Assistant Dean of Instruction
The CSC instructors will develop curricula, contextual learning opportunities, linked courses, learning communities as needed. The need will be determined by programs, math ore English instructors and CTE faculty, or individual faculty.	See Priority D		X	X	Assistant Dean of Instruction
Hire Assistant English instructors.	See Priority D	X	X	X	Deans of Instruction
Provide peer assisted tutors for English 18, 22, and 100. Supplement Math/Science lab tutoring with PAP tutors for Math 22/24/25.	See Priority D	X	X	X	Learning Center Coordinator
Create Math/Science Lab with a dedicated math/science coordinator.	See Priority D	X	X	X	Math/Science Lab Coordinator Science and Math Division Chair

Leeward Community College

Evidence/Rationale: As is the case at most community colleges, incoming students often do not place into college level English and math classes. At LCC, they place into developmental English courses about 36% to 43% of the time and developmental math about 65% of the time. Native Hawaiian students in these classes have successful completion rates of about 61% to 63% in English courses and 48% in math courses. While such rates are typical among UHCC students, they are obviously not desirable. Moreover, the success rates for Native Hawaiian students in developmental math courses tend to be lower than the rates for the non-Hawaiian students. Through a combination of alternative programs, instructional strategies, and support services, we may be able to improve not only the performance in the classes but also the movement through the classes to college level work.

Measurable Change after Two Years: By 2010, increase the number of Native Hawaiian students successfully completing developmental reading from 36 to 44 students, a percentage increase of 22.2%, and the number successfully completing developmental writing from 52 to 62, an increase of 19.2%. Increase the number successfully completing developmental math from 55 to 73, an increase of 32.7%.

Measureable Changes after Four Years: By 2012, increase the number of Native Hawaiian students successfully completing developmental reading from 36 to 49 students, a percentage increase of 36.1%, and the number successfully completing developmental writing from 52 to 70, an increase of 25.7%. Increase the number successfully completing developmental math from 55 to 87, an increase of 58.2%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Unify developmental instruction by coordinating the English, Math, and Study Skills components, as well as support services. The English, Math, and Study Skills faculty will develop a variety of approaches to improve developmental education, but they will be working together to make sure those approaches complement and support one another.	X	X			Dev Ed English & Math Coordinators / Dev Ed Committee / Student Services / Academic Support
Explore alternative methods of instruction for developmental courses.	X	X	X		Same as above
Sustain and develop support services for Native Hawaiian students to facilitate their success in developmental courses. Specific details are being developed by the campus.		X	X	X	Same as above
Develop alternative pathways for developmental courses to prepare students for college level instruction. Specific details are being developed by the campus.		X	X	X	Same as above
Work with other UHCCs to improve developmental education programs and/or Student Learning Outcomes.	X	X	X	X	Dev Ed Committee

Maui Community College

Evidence/Rationale: A high number of Native Hawaiian students enter Maui Community College needing developmental reading, writing, and math. In a Fall 2006 cohort 41 Native Hawaiian students placed into Developmental Reading, 50% (3 out of 6) successfully completed developmental Reading; in that same year, 62 placed into Developmental Writing, 65% (20 out of 31) successfully completed developmental writing; 31 students tested into Developmental Math 56% (5 out of 9) completed within that school year.

(Referencing item 1 below), because the current Basic English course is non-credit and paid at State Department of Education rates, it has been especially challenging to hire qualified teachers. Over the past five years, none of the Basic English instructors have had a master's degree in English or education. Turning the Basic English course into a credit course will require our instructors to have minimum qualifications of a master's degree. (Source: Internal English department records) Studies show the need for community colleges to have quality developmental education programs: "When able to hire new instructors, community colleges committed to developmental education place a high priority on hiring faculty with specific training and experience in developmental instruction (Boylan, 2002)."

Students will also be highly encouraged to take their Developmental courses as early as possible in their college careers to prevent them from not having the necessary pre-requisites for courses that they will want to register for in future semesters and help them to meet their graduation requirements. By aligning English and Math courses and SLOs through the UHCC system, MCC will be able to connect with other instructors and improve curriculum and support services for students. By offering professional development opportunities, faculty may "buy in" and help to understand how Native Hawaiians learn best and increase Student Success. A grants Coordinator position will make it possible to search out new funding sources for the expected increase in support services required by developmental education students and faculty.

Measurable Changes after Two Years: Increase successful completion rates from a baseline of 50% to 60% (by 10% or 14 students) for English; and, increase successful completion rates from a baseline of 56% to 64% (by 8% or 22 students) for Math.

Measurable Changes after Four Years: Increase successful completion rates from 60% to 67% (an additional 7% or 9 students for a grand total of 14% or 23 students) for English; and, increase successful completion rates from a baseline of 64% to 70% (additional 6% or 14 students for a grand total of 14% or 36 students) for Math.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Change non-credit English into a 3-Credit course.	X	X	X	X	ENG Dept., Developmental Educ. Coordinator from White Paper Group Committee, The Learning Ctr. (TLC), Vice Chancellor Academic Affairs
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.	X	X	X	X	White Paper Group Committee, ENG Dept., Math Dept., TLC
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)	X	X	X	X	Math Dept., TLC, Ho'okahua Project, Math Program and Maui Educational Consortium Math HI PASS PLC (Professional Learning Communities)
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	X	X	X	X	Ho'okahua Project, Math Program and Maui Educational Consortium Math HI PASS PLC (Professional Learning Communities Developmental Education Coordinator from White Paper Group Committee,

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.					Vice Chancellor Academic Affairs, ENG Dept., TLC
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.		X	X	X	Vice Chancellor Academic Affairs, All Extramural Program Coordinators
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.	X	X	X	X	ENG Dept., Ho'okahua Project, Math Program and Maui Educational Consortium Math HI PASS PLC (Professional Learning Communities Developmental Education Coordinator from White Paper Group Committee, The Learning Ctr. (TLC), Vice Chancellor Academic Affairs, Tutors, TLC

Windward Community College

Evidence/Rationale: The average Developmental English course completion rate for Native Hawaiians is 52%, for non-Hawaiians – 61% and for all students 57%. The average Developmental Math course completion rate is 58% for Native Hawaiians, 67% and for non- Hawaiians and 64% for all students. Native Hawaiians perform at lower rates than their counterparts in Developmental Education at Windward Community College. However, all students perform well below 85%, which is the average developmental education rate for WCC’s peer institutions that have the highest course completion rates. Rationale for Strategy: Six strategies are proposed in this part of WCC’s plan. Based on anecdotal data and faculty perception, modularization of math courses and enhanced COMPASS testing are proposed to address the needs of students enrolled in developmental education courses. There is empirical data to support the effectiveness of these strategies: supplemental education, learning communities, early intervention strategies, and smaller class size.

Measurable Changes after Two Years:

	Hawaiian			Non Hawaiian			All				Hawaiian			Non Hawaiian			All		
	ATT	Pass	%	ATT	Pass	%	ATT	Pass	%		ATT	Pass	%	ATT	Pass	%	ATT	Pass	%
Eng 21	.	Pass	%	.	Pass	%	.	Pass	%	Math 25	.	Pass	%	.	Pass	%	.	Pass	%
Average s	19	8	43	19	11	58	37.5	21	50.	Average	28	17	60	60	42	70	88	59	67
85% goal	19	16.1	0.8	19	16.1	0.8	38	32.3	0.8	85% goal	28	23.8	6	60	51	5	88	74.8	0.85
# of Students		8			5			13		Difference		7			9			16	

Measurable Changes after Four Years:

	Hawaiian			Non Hawaiian			All				Hawaiian			Non Hawaiian			All		
Eng 22	ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%	Math 24	ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%
Averages	58	65	61	85	53	63	142	88	62	Average	45	25	55	67	43	63	112	67	61
85% goal	58	49	85	85	72	85	142	121	85	85% goal	45	38	84	67	57	85	112	95	85
# of Students										Difference									
		14			19				33			13			14			27	

Note: Data based on averages of AtD cohorts 2004 and 2005.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop modularized coursework in Math		X	X	X	DOI & Akatsuka
Develop Supplemental Instruction (SI) for developmental education courses.		X	X	X	DOI and Math & English faculty
Require all new students to take Compass test and enhance COMPASS testing – Web based testing, diagnostic testing, preparation workshops, and post interpretation.	X				DOSS, DOI, and Levinson
Require students to enroll in Developmental English in their first year.		X	X	X	DOI, Ishida-Babineau, DOSS, Levinson, Imai, and Counselors
Develop 4 Learning Communities.	X	X	X	X	DOI, Ishida-Babineau, and Hoe
Develop early intervention strategies for students placing in any developmental education course. i.e. amount of credits student can carry when placing into a developmental education course, mandatory advising.		X	X	X	DOSS and Arakaki

Priority Area C: Successful Progress and Graduation or Transfer (UHCC Strategic Plan 1.4)

UHCC System

Evidence/Rationale: The number of Native Hawaiians graduating lags the general population. In 2006, degrees were awarded to 2,713 students, 491 of whom were Native Hawaiians. UHCC did a review of graduation residency policies and found wide variations amongst the colleges. UHCC, as a multi-college system on five islands, allows students to enroll in multiple colleges during a semester. We found some students needing to enroll in courses offered by a community college other than their home college for various reasons, but then were affected by the varying graduation residency policies.

Measurable Changes after Two Years: Increase graduation/transfer rate of Native Hawaiian students by 6-9% each year. Specific numbers can be found below in each of the colleges' plan.

Measurable Changes after Four Years: Increase graduation/transfer rate of Native Hawaiian students by 6-9% each year. Specific numbers can be found below in each of the colleges' plan.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Review colleges' graduation requirements and make recommendation for consistency.	X				flo wiger
Monitor progress made on colleges' plans.	X	X	X	X	AtD Director
Continue to disseminate transfer data for all students and Native Hawaiians.					

Hawai'i Community College

Evidence/Rationale: Native Hawaiian students at the University of Hawai'i Community Colleges graduate at a rate lower than that of all students. In 2006, 66% Native Hawaiians graduated as compared to 71% for all students.

Measurable Changes after Two Years: By 2010, increase the number of Native Hawaiian graduates from 93 to 104.

Measurable Changes after Four Years: By 2012, increase the number of Native Hawaiian graduates to 120.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Conduct focus groups to impact Gatekeeper courses that are not in the Developmental category	X	X	X	X	VCAA Staff, AtD Coord.
Develop faculty development experiences based on Hawaiian ways of knowing to increase understanding and knowledge		X	X	X	Fac. Dev. Coord., AtD Coord.
Establish faculty development program based on Hawaiian ways of knowing to enhance their ability to work with Native Hawaiian students			X	X	Faculty Dev. Coord., AtD Coord.
Establish more formal bridging program with HawCC and Kipuka Center for NH Students at University of Hawai'i at Hilo.		X	X	X	HLS, Counseling
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	X	X			HLS Coord., DOI
Increase use of Strategic Enrollment Management (SEM) to focus on recruitment, retention, graduation and transfer of NH students	X	X	X	X	DOSS DOI
Develop and implement an "early alert " system so underachieving NH and other students can be provided with academic and student support	X	X	X	X	DOI DOSS

Honolulu Community College

Evidence/Rationale: Native Hawaiian students at the Honolulu Community Colleges graduate at a rate lower than that of all students. In 2006, 110 Native Hawaiian students were awarded a certificate, graduated, or transferred to a baccalaureate institution in the UH system.

Measurable Change after Two Years: Increase by 30 (approximately 6% annually) the number of Native Hawaiian students who successfully progress and graduate or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Measurable Changes after Four Years: Increase by 39 (approximately 6% annually) the number of Native Hawaiian students who successfully progress and graduate or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop and encourage participation in faculty development opportunities to encourage curriculum redesign and incorporate best practices in teaching styles.	X	X			Faculty Members, VCAA, Div Chairs, Faculty Development Coordinator
Begin campus-wide discussions and create faculty working groups to develop “campus best practices” to increase student success in gatekeeper courses.			X	X	Faculty Members, VCAA, Div Chairs, Faculty Development Coordinator
HonCC currently offers four learning communities. Research the effectiveness of the current pairs of courses.					Learning Communities Coordinator, Discipline Faculty, Native Hawaiian Center
Develop other learning communities that may improve success rates in gatekeeper courses.	X	X	X	X	Learning Communities Coordinator, Discipline Faculty, Native Hawaiian Center
Develop student focus groups to provide feedback on learning communities	X	X	X	X	Learning Communities Coordinator, Discipline Faculty, Native Hawaiian

					Center
Encourage faculty to participate in discipline wide community college meetings to discuss roadblocks and possible action steps to improve success in gatekeeper courses.	X	X	X	X	Faculty Members, VCAA, Div Chairs
Establish targeted groups to allow for effective counseling and notification of learning community courses.	X	X	X	X	Counseling, Learning Communities Coordinator, Native Hawaiian Center, Discipline Faculty
Create a cross-campus team to review and evaluate the need to provide mandatory orientation for specific high-risk student populations groups (Native Hawaiian, low-income, 1 st generations).		X	X	X	VCAA, DOSS, Counseling
Create a cross-campus team to review and evaluate the need to provide mandatory advising for specific high-risk student populations groups (Native Hawaiian, low-income, 1 st generations).		X	X	X	VCAA, DOSS, Counseling
Utilize technology in communicating program requirements and progress to degree completion through the STAR Academic Journey.	X	X	X	X	VCAA, DOSS, Counseling
Create a working team to define and implement a first alert system to include follow up with students that are at risk for failure: withdraw from developmental courses, gatekeeper courses, students on academic action, etc.			X	X	Faculty Members, CLT, Counseling

Kapi'olani Community College

Evidence Rationale: In fall 2006, 47 entering Native Hawaiian students (full and part-time) were successfully retained during the first academic year. 83% or 142 out of 172 students reenrolled in the spring 2007 semester. In fall 2006, 71% of Native Hawaiian students transferred to the University of Hawai'i, Mānoa, University of Hawai'i, Hilo or University of Hawai'i, West O'ahu.

In College Algebra (a gatekeeper course), the course successful retention rate for Native Hawaiian students was 40%. In English 100 (gatekeeper), the course successful retention rate for Native Hawaiians was 63%.

Many researchers today recognize that learning support for students at all levels of postsecondary education is necessary. Campus tutorial services and learning centers) often provide skills assessments, one-on-one and small group tutoring, peer mentoring, academic advising, computer assisted instruction, workshops on learning/study skills, videotaped instruction, and Supplemental Instruction, all of which recognize that all learners can be “at risk” at different periods in their postsecondary careers (Arendale, 1998, 2004; McDaniel, James and Davis, 2000, Boylan Bonham, and Bliss, 1997; Casazza and Silverman, 1996; Martin and Blanc, 2001; Maxwell, 1987; Tinto, 1993).

Mellendore and Banahan (2005) stress the importance of new student orientation as a defining moment in a student’s transition to college. Pascarella and Terenzini (1991) state that a “successful orientation can lead to earlier and more enduring involvement in the academic and social systems of an institution, and that student involvement will be greatest if new students can be immediately linked with people who are already invested in the institution, whether faculty members or other students” (p.650).

Measurable Changes after two years: 54 full and part-time students will be successfully retained during the first academic year. 87% or 164 out of 188 students will reenroll in the following spring semester, and transfer students will increase from 35 to 41.

Measurable changes after four years: 60 full and part-time students will be successfully retained during the first academic year. 91% or 181 out of 199 students will reenroll in the following spring semester, and transfer students will increase from 41 to 45.

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Plan for and provide a two-day new student orientation. Day 1 (pre COMPASS) includes a compass presentation so that the students understand the implications of placement results. Day 2 (post COMPASS) includes assisted registration, and an introduction to campus resources.	X	X	X	X	FYE Coordinator
Offer math and English COMPASS Brush-up courses and other test preparation materials so students are prepared to take the COMPASS Placement test.	X	X	X	X	Dean of Student Services and Kahikoluamea Chair
Develop/implement a career pathways model to increase enrollment, financial aid participation, course success, and graduation/transfer rates of students through Personal Learning Portfolios (PLP) and First Year Experience programs that assist students in identifying majors and linking them to college pathway programs.	X	X	X	X	Career Pathways Counselor and FYE Coordinator
Develop/modify/implement integrated learning assistance and support (tutoring, SI, peer mentoring) for gatekeeper courses.			X	X	Department chairs, SI Coordinator, Tutoring Coordinators
Develop/implement a degree pathway partnership, Ka'ie'ie, between University Hawai'i Manoa and KapCC for Native Hawaiian students	X	X			Pathways coordinator, Kahikoluamea Chair and Dean of Student Services
Offer professional development on learning, learning theory, and the best instructional and assessment techniques, and retention strategies for Native Hawaiian students for faculty who teach gatekeeper courses.	X	X	X	X	CELTT, Department chairs

Kaua'i Community College

Evidence/Rationale: A renewed Early Alert effort targets students who are struggling in the first two weeks of the semester. Instructors refer students to support services using a protocol that allows tracking. In the 2006-7 academic year 7% of the students received referrals. Characteristics of the early alert students are that they are generally between 17-19 years of age and in 2006, 35% of them were Hawaiian but in 2007 this dropped to 9%. Retention is low, between 20% and 38% do not enroll in the following semester, and 74% of these students had less than a 2.0 GPA. Early intervention within the first two weeks of attending a college is critical, studies show that 17% of students start college either drop out or don't earn credits in the first term (White Paper Group, 2007, p.4). The College's own Case Management System Design Team made a recommendation to strengthen this effort in their 2005 report (p. 9), *Case Management System: A Comprehensive Model for Kaua'i Community College*.

Staff development is a vital piece in this plan, without this the entire effort may fail. Research shows that staff development will lead to better retention and performance (Boroch et al. 2007, p. 39). Working with remedial/developmental students requires a special skill set that incorporates a number of practices that have been proven effective such as active learning, a holistic approach, a high degree of structure, etc. The Boroch review of effective practices points out that evaluating the impact of effective practices is very difficult. Kauai Community College faculty are in the early stages of assessing student learning outcomes and the possibilities for isolating the professional development activity within the improvement cycle may exist. An institutional researcher could provide the input to solve this type of complicated measurement.

Measurable Changes after Two Years: Professional Development will not solely impact the number of graduates or degrees and certificates awarded but in tandem with the work plans for financial aid and developmental intervention some impacts should register. The number of graduates at Kaua'i CC in 2006, our base year was 110 and in 2007 this number fell to 91. Native Hawaiians represented 22% and 15% of those totals respectively. The college would like to increase the number of graduates by 10% of the 2006 number in 2010 to 120 and increase the AtD cohort degrees and certificates awarded to 22. On the average 10 faculty members use the Early Alert system per fall semester, in year two this number will increase to 12. The number of Early Alert students who re-enroll in the following semester will increase to 40%.

Measurable Changes after Four Years: The number of graduates by 10% of the 2010 projected figure of 120 to 132 in the fourth year and increase the number of degrees and certificates awarded to 26. The number of faculty using the Early Alert system will increase to 14 per semester. The number of Early Alert students who re-enroll in the following semester will increase to 45%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Implement an Early Alert system to provide support for students within the first two weeks of instruction	X	X	X	X	Title III Coordinator
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.	See priority D	X	X	X	Teaching and Learning Coordinator Prof. Development Coordinator Hawaiian Studies Dept. and other resource people

Leeward Community College

Evidence/Rationale: While the percentages of students who complete a program with a degree or certificate are typically low—often less than 10%—the percentage of Native Hawaiian students is lower still. For example, for the 2004 new student cohort, about 9.88% of non-Native Hawaiian students received a degree or certificate by Fall 2007, but only 1.11% of the Native Hawaiian students had done so.

Measurable Change after Two Years: In 2010, we anticipate 97 degrees and certificates awarded to students of Hawaiian ancestry—a 15.5% increase over the 2007 number; essentially 13 more degrees and/or certificates.

Measureable Changes after Four Years: The target for 2012 is 109, another 12 degrees and/or certificates, and 12.4% increase over the 2010 number.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Increase Native Hawaiian student awareness and use of campus support services to facilitate student engagement, progress, graduation, and transfer.	X	X			Student Service, Puko'a No Na Ewa, Hālau 'Ike O Pu'uloa, Academic Support, Math Lab
Develop and implement a comprehensive intervention program for Native Hawaiian students on academic warning and unsatisfactory academic progress.	X	X			Student Services, Puko'a No Na Ewa, Hālau 'Ike O Pu'uloa
Increase student awareness of traditional and non-traditional career opportunities.	X	X	X	X	Student Services, Puko'a No Na Ewa, Hālau 'Ike O Pu'uloa
Develop non-traditional learning environments to support Native Hawaiian students.		X	X		Deans of Instructional Programs, Student Services, Puko'a No Na Ewa, Hālau 'Ike O Pu'uloa

Maui Community College

Evidence/Rationale: From Spring of 2006 to the Fall 2007, Native Hawaiian Cohort students at the Maui Community College persisted at a rate of 58% (65 of 113) compared to 66% (344 of 520) of All students and graduated only 11.5% (13 of 113) of the Native Hawaiian Cohort as compared to 15% (76 of 520) of All students. By developing and implementing a mandatory New Student Orientation, developing a First Year Experience that includes cultural relevance and college prep skills, initiating early interventions during the semester and acquiring more faculty involvement in advising including more professional development opportunities for them to understand how Native Hawaiians learn best, students will persist and then graduate at much higher rates.

Measurable Changes after Two Years: Increase persistence of NH students from fall semester to the spring semester by 5% compounded each year or an increase of 7 students up from projected persistence of 116 students in 2008 to 123 students in 2010; and, increase graduation in six semesters from 6% up to 9% per year or 9 students up from expected graduation of 80 students in 2008 to 89 students in 2010.

Measurable Changes after Four Years: Increase persistence of NH students from fall semester to the spring semester by 5% compounded each year or 8 students per year for a grand total of 15 students to 138 in 2012; and, increase graduation in six semesters from 6% up to 9% per year or a grand total of 13 students to 102 students in 2012.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
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.	X	X	X	X	Counselors, Vice Chancellor Student Affairs, ATD Campus Core Team , Title III Staff, Ho‘okele, Lecturers
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.	X	X	X	X	Counselors, Vice Chancellor Academic Affairs, ATD Campus Core Team , Title III Staff, Ho‘okele, Ho‘okahua Project, Math Program and Maui Educational Consortium
Develop an Early Alert System 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.	X	X	X	X	Faculty, Counselors, Vice Chancellor Academic Affairs, ATD Campus Core Team , Title III Staff, Ho‘okele
Implement faculty advising of liberal arts students.	X	X	X	X	Faulty Advisors, Vice Chancellor of Academic Affair
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.	X	X	X	X	Faculty, Counselors, Vice Chancellor Academic Affairs, ATD Campus Core Team , Title III Staff, Ho‘okele, Ho‘okahua Project, Math Program and Maui Educational Consortium

Windward Community College

Evidence/Rationale: According to the National Community College Benchmark Project (NCCBP) WCC’s fall to fall persistence rate is 46%. The institution with the highest benchmark retention rate reported 52%. Since the highest benchmark is so low this plan proposes a goal of 60% in two years and 70% in four

years. A large persistence gap between Native Hawaiians and all students does not exist at WCC. NCCBP reports that in 2006, after three years, only 10% of WCC's students completed any type of a degree. The college with the highest graduation rate amongst WCC's benchmark institutions is 34%. The AtD data reports that the 2004 cohort graduation rate for Native Hawaiians students was 5% and 10% for non-Hawaiian students. This is a significant gap. The two-year goal will be 20% and the year four goal will be 34%. According to AtD data, the 2004 cohort transfer rate for Native Hawaiians is 20% and 25% for non-Hawaiians. The two-year goal will be 35% and four-year goal will be 55%, which is the highest transfer rate amongst WCC's benchmarked institutions. Rationale Strategy: There is empirical data that supports most of the strategies proposed in this section; for those without empirical data the activities are based on suggestions from faculty and staff.

Measureable Changes after Two and Four Years:

Persistence	F□04	S□05	F□05							
Base	470	324	229	49%						
2 year goal			282	60%	53 more students					
4 year goal			329	70%	100 more students					
Graduation	Hawaiian		Non-Hawaiian			All				
Base	151	8	5%	319	31	10%	470	39	8%	
2 year goal		22	20%		33	20%		55	20%	16 more students
4 year goal		43	34%		77	34%		120	34%	81 more students
Transfer	151	30	20%	319	79	25%	470	109	23%	
2 year goal		53	35%		112	35%		165	35%	56 more students
4 year goal		83	55%		175	55%		258	55%	149 more students

Note: Data based on AtD 2004 cohort; Graduation and Transfer data percentages are WCC Benchmarks.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop an incentive program to improve student persistence and graduation.		X	X	X	Chancellor & Administration team
Create professional development team to implement On-Course at Windward Community College.		X	X	X	Ishida-Babineau & Staff Development
Create professional development team to implement formative assessment at Windward Community College.		X	X	X	Liko Hoe & Staff Development
Provide release time and resources for faculty to meet with students.		X	X	X	DOI & Dept. chairs
Faculty of developmental and gatekeeper courses will seek and share professional development that is designed to increase student achievement.		X	X	X	DOI & Dept. chairs
Students with grades of "C" or lower will attend mandatory meetings with faculty.		X	X	X	DOI & Dept. chairs
Provide one-stop Tutoring Center			X	X	DOSS, DOI, Heu, Landers,

					Regentine, Ragains, Levinson, Shibuya, and Inouye
Implement an on-line grading system at WCC			X	X	DOI
Mandatory counseling and orientation for all new students		X	X	X	DOSS and Counselors
Develop a graduation / transfer plan for every student	X	X	X	X	DOSS and Counselors
Implement Freshmen experience coursework			X	X	DOSS and Counselors
Create a vibrant student life by creating a WCC Lo'i (Taro Patch)		X	X	X	Opulauoho, Kong, and DOSS
Develop and implement prerequisites as appropriate.					DOI
Promote the value of receiving the Associates in Art degree.	X	X	X	X	DOSS, Rogers, counseling, marketing, and enrollment management.

Priority Area D: Data Collection, Analysis and Utilization

UHCC System

Evidence/Rationale: The University of Hawai'i Community Colleges research function is limited in personnel and resources to adequately address the data needs and analysis of its colleges or to allow for on-going tracking of student cohorts.

Measurable Changes after Two Years: Increase access to data and capacity to use data for decision-making processes. Have a budget allocation process that is more outcomes-based and supported by data and analysis.

Measurable Changes after Four Years: Institutionalized data information and processing systems that support a culture of evidence.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Promote the culture of evidence: Convene monthly UHCC IR Cadre meetings and focused training workshops	X	X	X	X	Academic Planning, Assessment, and Policy Analysis
Analyze and make public the results of assessments through publications (e.g. Strategic Plan, CCSSE, Measuring our Progress, UHCC Fact Book, UHCC Demographic Information and Achievement Data,, Annual Reports Program Review, AtD performance, etc.)	X	X	X	X	
Monitor colleges' assessment of IR capacity including staffing needs and professional development through program reviews.	X	X	X	X	Academic Planning, Assessment, and

					Policy Analysis
Improve the data capacity and training for the colleges					Academic Planning, Assessment, and Policy Analysis
Purchase Business Intelligence software system (Cognos)	X				Academic Planning, Assessment, and Policy Analysis
Contract for and provide training for lead college staff using “train the trainer” model	X	X			Academic Planning, Assessment, and Policy Analysis
Align 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)	X	X	X	X	Academic Planning, Assessment, and Policy Analysis
Inform the UHCC budget allocation process through better coordinated data collection and analysis.	X		X		Academic Planning, Assessment, and Policy Analysis
Conduct an annual review	X	X	X	X	Academic Planning, Assessment, and Policy Analysis

Hawai'i Community College

Evidence/Rationale: Hawai'i Community College has one fulltime person in the IR Office. The need for data and information from the various programs and offices is overwhelming. There are 27 different programs at HawCC, an inordinately high amount, each which require multiple reports that must be supported by data. In addition, the campus has been successful in attracting a number of large federal grants which also require data and information from the IR office.

Measurable Change after two years: With the successful establishment of the Cognos Business Intelligence system, by 2010, more than 12 individuals on campus will be trained to retrieve reports and information. At least one more Institutional Researcher will be hired to assist with reporting. Training and professional development for 12 key staff in data analysis has been established. Qualitative survey tools have been established and are being consistently applied in order to maintain consistent analysis.

Measurable Change after four years: All faculty and staff will have general access to information from the Cognos Business Intelligence system, by 2012. At least one person in each of the 27 programs will have been trained in data retrieval and analysis for report writing. The campus has full capability to utilize and analyze both quantitative and qualitative data. System reports have been streamlined and data collection and retrieval procedures are efficient and consistent. Decision making now occurs regularly throughout the college based on reliable data and the culture of evidence.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Increase capacity for data collection and analysis for key staff – Add 1 IR, train in Cognos	X	X	X	X	IR, VCAA

Establish methodology and conduct entrance surveys to determine educational motivation and intent.	X	X	X	X	Admissions, Outreach Counselors
Conduct exit surveys to gather information on the student's college experience and reasons for exit	X	X	X	X	Case Manager's
Conduct on-going Well-Being Survey for incoming students to gather qualitative data.	X	X	X	X	Case Manager's Counselors

Honolulu Community College

Evidence/Rationale: Honolulu Community College has one institutional researcher for the campus. Also, there is one data assessment officer for the campus. Data gathering, management, analysis, dissemination, and availability for campus-wide discussions are concerns on the campus.

Measurable Change after Two Years: One additional FTE will be earmarked for institutional research. One FTE focused on assessment will be added to the staff. The college will use quantitative and qualitative data to measure effectiveness of strategies and disseminate this data for campus-wide discussions.

Measurable Changes after Four Years: Campus planning and decision-making for programs and curriculum become data driven at administrative and faculty committee levels.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Request 1 FTE for the IR department to focus on data management and analysis		X			Planning Council, Administration, MIR
Request 1 FTE focused on assessment and work in conjunction with data management and analysis		X			Planning Council, Administration, MIR
Publish and communicate the results of data collection and assessment through campus-wide discussions.	X	X	X	X	VCAA, MIR

Kapi'olani Community College

Evidence/Rationale: The College's current institutional research office has 1 FTE. The unit is not able to meet the demand for data collection and analysis necessary for college wide data driven decision making. Many of the College's faculty and staff are not accustomed to participating in evaluations. There is a tendency among faculty and staff to not take evaluation seriously and to treat it more as an afterthought rather than building it into the planning process.

Measurable changes after two years: The College has trained a cadre of faculty and staff leaders to conduct formative evaluations in their areas and utilize the results of the evaluations to improve their programs and units.

Measurable changes after four years: Data driven decision-making is embedded into the campus culture as evidenced by the routine evaluation of its efforts to improve student success and by using the results of these evaluations to improve policies, programs, and services.

Work Plan	Year 1	Year 2	Year 3	Year 4	Lead Staff
Establish an Institutional effectiveness office to enhance IR capacity and promote use of data.	X				Chancellor, Coordinator of grants and research
Review IR capacity to determine what is needed and make recommendations.	X				Coordinator of Institutional Effectiveness Office
Implement recommendations from IR capacity review.		X	X	X	Coordinator of Institutional Effectiveness Office
Conduct focus groups with students in gatekeeper courses to get insight into practices that work and those that do not.	X	X			IR and Assessment coordinator
Build statistical models and create evaluation instruments to measure the impact of the college's intervention strategies.	X	X	X	X	IR and Assessment coordinator
Develop a knowledge management system (Cognos) to monitor student progress and share data.	X	X			IR staff
Build capacity by teaching program personnel how to conduct evaluations and use findings to make decisions.	X	X	X	X	IR staff

Kaua'i Community College

Evidence/Rationale: All work plans will require planning and evaluation. Data must be collected both for evaluation and to determine whether goals have been met. Appropriate evaluation plans will be developed in the first year and evaluation take place at the end of each year of implementation. Qualitative data in the form of surveys, focus groups and other forms should be included as well as quantitative data. The ideal situation would be to consult with an institutional researcher (IR) who would set up a data collection system appropriate for each work plan. The IR must also interface at the system level to ensure that statistics are consistent with the other colleges. The college has no IR at this writing.

Currently Kaua'i Community College is using SAS analytics software package that is much like Cognos the software that the system has purchased. It will allow the campus to mine data provided by Banner and other resources for the purposes of decision making. An appointment and tracking system known as SARS tracks students who use each service, they can then be compared to past groups who received no support or a concurrent control group. The institutional researcher would ensure that this data is uploaded to SAS where it can be combined with student demographic and course data for further research.

Measurable Changes after Two Years: Data collection systems and evaluation plans will be completed for the 9 AtD projects under priorities A through C. At least 50% of the faculty and staff will be trained in the use of data and apply it to college and program decisions and AtD initiatives.

Measurable Changes after Four Years: All (100%) of faculty and staff will have had training in the use of data and apply it to college and program decisions and AtD initiatives.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
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Re-evaluate the need for an institutional researcher to improve data capacity and process through normal budget procedures.	X	X			College
Develop evaluation instruments associated data collection systems to measure effects of intervention for each work plan initiative and assist in implementation.	X	X	X	X	IR and Lead staff.
Train faculty and staff on data analysis through the use of SAS/Cognos in conjunction with assessment, program review, and AtD projects.	See Priority D	X	X	X	IR Prof. Dev. Coord.

Leeward Community College

Evidence/Rationale: While all the colleges have engaged in a number of major initiatives that require intensive and extensive gathering and use of data on institutional, as well as student and program characteristics and performance, the resources allocated to those endeavors have been fairly limited. Through 2007, LCC had one IR Analyst. The institutional research work was scattered among several offices of the college.

Measurable Change after Two Years: The Office of Planning, Policy, and Assessment, established in August 2007, will have hired 2 research analysts, as well as an information manager to organize and document curricular and policy changes.

Measureable Changes after Four Years: The data and tools used to assess the AtD initiatives will become part of (and so “written into”) the regular program review and assessment and budget and planning processes of the college.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Coordinate the functions and resources of institutional research, program and institutional review and assessment, planning, and policy management in one office.	X	X			Vice-Chancellor, Academic Affairs, OPPA
Align the goals, strategies, and tactics of initiatives associated with Achieving the Dream with the strategic plan, program review, and LCC’s budgeting and planning processes.	X	X			AtD Team, Student Services, Dev Ed Com. OPPA
Disseminate and explicate AtD data, supplemented with data from program review and other college assessment efforts, so that the various participants in the AtD initiatives will be better able use the data to guide the efforts and evaluate the effectiveness of their initiatives.		X	X	X	AtD Team, Student Services, Dev Ed Committee, OPPA
Build the reporting and monitoring tools developed over the course of the initiative into the routine review and assessment processes of the college.			X	X	AtD Team, Assessment Team, OPPA

Maui Community College

Evidence/Rationale: The University of Hawai'i Community Colleges research function is limited in personnel and resources to adequately address the data needs and analysis of its colleges or to allow for on-going tracking of student cohorts. In order to establish and maintain a culture of evidence throughout the campus, a re-evaluation of positions and (1) additional staff will be required.

Measurable Changes after Two Years: Increase staff attention to and usage of data by 50% (approximately 216 faculty and staff).

Measurable Changes after Four Years: Increase staff attention to and usage of data by 50% (approximately 216 faculty and staff) for a grand total of 100% (432 faculty and staff) after four years.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
1. Re-evaluate Institutional Research positions to closely align with a new software system, <i>Cognos</i> . 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.	X	X	X	X	Vice Chancellors of Academic and Student Affairs, ATD Campus Core and Data Teams, UHCC System Office
2. 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.	X	X	X	X	ATD Campus Data Team, UHCC System Office, Ho'okahua Project, Math Program and Maui Educational Consortium
3. Implement new software system, (i.e. <i>Cognos</i>), provide training, technical assistance, systemic strategies to improve system functions that will best serve its users.	X	X	X	X	UHCC System Office, ATD Campus Core Team, ATD Campus Data Team
4. 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.	X	X	X	X	ATD Data Teams, Ho'okahua Project, Math Program and Maui Educational Consortium, Math HI PASS PLC (Professional Learning Communities)

Windward Community College

Rationale/Evidence: If the college is to transform its culture to a culture of evidence, having data will be imperative for this change to occur.

Measurable change after two years: The ability for 25% of the faculty or 20 people to view and analyze student data at their desktops. Analyze AtD strategies.

Measureable change after four years: The ability for 50% of the faculty or 40 people to view and analyze student data at their desktops. Analyze all AtD strategies.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Develop an Institutional Research committee	X	X	X	X	IR Staff & Chancellor
Train faculty on the use of Cognos and ESTATS	X	X	X	X	IR Staff & AtD team
Evaluate all AtD activities	X	X	X	X	IR Committee

Section IV: Proposal Budget for 2008-2009

Please refer to Excel document sent in with this narrative. It includes budget details, calculations, and totals for Program Year 2008-2009, and estimates for the following three years.

Section V: Brief Biographies on Key Personnel

The following briefs are provided on some of the key personnel. There are many more faculty and staff at each of the seven colleges and in the UHCC system office that are involved with planning, implementation and review of AtD.

University of Hawai‘i Community Colleges System Office

John F. Morton, Vice President for Community Colleges

Dr. John F. Morton, Vice President for Community Colleges, is responsible for executive leadership, policy decision-making, resource allocation and development of support services for the University of Hawai‘i’s seven community colleges. In January 2002, Dr. Morton became project coordinator, overseeing the planning, development, and implementation of the first unified Student Information System for the University of Hawai‘i System and continues to oversee this project. Dr. Morton earned a B.S. in chemistry and M.A. in political science from the University of Illinois and a Ph.D. in Communication and Information Sciences from the University of Hawai‘i at Manoa. At the University of Hawai‘i where he began in 1970, Dr. Morton previously served as Chancellor at Kapi‘olani Community College for 20 years where he directed the development of a new campus on Diamond Head and a rapidly increasing student population. He started his UH career at Leeward Community College as a faculty member in chemistry and political science, and was Dean of Instruction, Coordinator for Advanced Institutional Development Program, and Director for Special Programs and Community Services.

Active nationally and regionally, he serves on the Community Colleges for International Development Board and Community Colleges Leadership Development Initiative Foundation Board. Dr. Morton has served as the UH Community Colleges Representative and as a Board member of the League for Innovation in the Community College. Locally, Dr. Morton, active in community affairs, serves on numerous boards including the Hawai‘i Services on Deafness, Hawai‘i Health Information Corporation, ASSETS School, Ola Loa Ka Na’auao (Waianae Health Academy), Waikīkī Health Center, Farrington High School Health Academy, Hawai‘i Health Information Corporation, and Pacific Asian Affairs Council.

T. Kamuela Chun, Director, Native Hawaiian Programs and Achieving the Dream

T. Kamuela Chun began his career with the University of Hawai‘i over 19 years ago, first as Coordinator/Counselor developing strategies and programs that increased the Native Hawaiians enrollment and completion rate at Hawai‘i Community College. In the second half of his career with the University of Hawai‘i, he moved in to administration and was the director for two multi-million, multi-year federally funded programs that again developed strategies to assist Native Hawaiian students in enrolling and graduating with a college degree. He recently returned from Washington, DC, after an eight month leave, where he led the Asian and Pacific Islander American Scholarship Fund as its Interim

President and Executive Director. In 2006, Mr. Chun was honor as the Educator of the Year by the Native Hawaiian Education Association. He is a past chair of the Native Hawaiian Education Council and continues to sit as a member. He is recognized as Native Hawaiian practitioner and as a master Hawaiian chanter and dancer, having performed throughout the United States and Pacific region.

Cheryl Chappell-Long, Director, Academic Planning, Assessment, and Policy Analysis

Since May 2000, Cheryl Chappell-Long has been the Director, Academic Planning, Assessment, and Policy Analysis in the Office of the Vice President for Community Colleges, University of Hawai'i System and reports to the Associate Vice President Community Colleges Academic Affairs. Her office coordinates the development of the academic program planning process and applicable federal mandates for the Community College System, facilitates the completion of selected planning and evaluation activities including: the University Strategic Plan, Community College Strategic development plans, campus academic development plans, and accreditation self studies. She coordinates Community College System wide student placement service, prepares state and national reports, and facilitates system-wide training.

Cheryl Chappell-Long is a member of the Association for Institutional Researchers, American Association of Collegiate Registrars and Admissions Officers, and the National Association for Career and Technical Information. She directs and facilitates the efforts of the members of the UHCC Institutional Research Cadre which directly supports institutional program reviews, accreditation, and strategic planning, and the College Test Coordinators for UHCC Placement Testing policy and procedures working with Community College Council of Chancellors, Chief Academic Affairs Officers and Deans of Student Services, and national organizations such as the Community College Survey Student Engagement (CCSSE) and ACT.

Cheryl Chappell-Long previously served as Acting Director of Enrollment Services at Honolulu Community College where she holds the rank of Associate Professor. She has more than 29 years in postsecondary education in Hawai'i, which includes student support services and administrative positions. She received her undergraduate degree from Mount Holyoke College and holds a master's degree from the University of Northern Colorado.

flo wiger, PhD, Director, Teaching and Learning Support Services

flo wiger, a Lakota, received her Baccalaureate degree in Education and her Master's in Counseling and Guidance from North Dakota State University, her Ph.D. in Social, Philosophical and Psychological Foundations in Higher Education from the University of Minnesota. She has served as the Dean of Instruction, Acting Provost, and Vice Chancellor of Academic Affairs at Maui Community College prior to her current position.

While living on the continental United States, Dr. wiger held a number of appointments as a faculty member, an administrator, and a student services officer. Among them as

Professor and Chair, Department of Ethnic Studies at Metropolitan State University, St. Paul, MN., Associate Professor of Education and Chair, Center for Human Relations and Multicultural Education, St. Cloud State University, St. Cloud, MN., and Coordinator, Department of American Indian Studies, University of Minnesota.

Dr. Wiger has made numerous presentations (oral and written) on issues of American Indian education, and educational equity and reform. She was a founding member of the Minnesota Indian Educational Association and served as the first president for six years. She has received numerous awards including Outstanding Teacher of the Year, Metropolitan State University in 1997 and the American Indian Educator of the Year, Minnesota Indian Education Association, 1998. Belief in students, belief in community and making decisions to benefit seven generations are guiding principles of her academic career.

Hawai‘i Community College

Dr. Rockne Freitas, Chancellor

Dr. Rockne Freitas was born and raised on the island of O‘ahu. He graduated from Kamehameha Schools, Kapalama. He received his Bachelor of Science degree in Animal Science and a minor in Business Administration from Oregon State University. Dr. Freitas received several all-star honors while playing football at OSU, which led to his professional football career as an offensive tackle with the Detroit Lions for 12 years. He received all-pro honors with the National Football League for three consecutive years and was also once voted the most valuable player for the Detroit Lions. As a former NFL player and coach, Rockne was inducted into the Hawai‘i Sports Hall of Fame and the Oregon State University Sports Hall of Fame.

Dr. Freitas received his M.Ed. and Ed.D in Education from the University of Hawai‘i at Manoa. His doctoral research focused on developmental systems and guidelines for drug prevention, education, monitoring and counseling for intercollegiate athletics. Dr. Freitas served as Vice President and Executive Director of the Ke Ali‘i Pauahi Foundation and held several leadership positions at Kamehameha Schools and GRG Enterprises. He also served as a trustee for the Office of Hawaiian Affairs and was a commissioner for the Department of Hawaiian Home Lands. He previously served as Vice President of University Relations for the University of Hawai‘i System and Associate Athletic Director for the University of Hawai‘i at Manoa. In August 2004, Dr. Freitas was named as Chancellor of Hawai‘i Community College and the University of Hawai‘i Center at West Hawai‘i.

M. Noe Noe Wong-Wilson, Instructor/Coordinator

M. Noe Noe Wong-Wilson began as a lecturer in Hawaiian History and Culture in 2003 and in 2006 transferred to Hawai‘i Community College’s Title III program. She is the Instructor/Coordinator for the Unulau Hula Program, a Hawaiian Life Styles degree program. She developed a cohort program with tutoring and hands-on support services to

encourage student success. Ms. Wong-Wilson is a graduate of Kamehameha Schools and earned a Bachelor of Arts with honors in Anthropology from the University of Hawai'i at Hilo and a Certificate of Achievement in Hawaiian Life Styles from Hawai'i Community College in 2001. She has M.A. degree in Pacific Islands Studies from the University of Hawai'i at Manoa. Her other interests include Naki'i Ke Aho, an organization of Native Hawaiian anthropologists, archaeologists and cultural resource managers dedicated to the protection of sacred sites, and studying ceremony and protocol with Native Hawaiian Cultural practitioners.

Honolulu Community College

Janice Tyau Petersen, Professor, CC, English, and Distance Learning Coordinator

Janice Tyau Petersen is a Professor, CC of English at Honolulu Community College. A graduate of Punahou School and University of Hawai'i at Manoa, she began teaching basic skills, developmental, and transfer level composition and literature courses in 1975 at Maui Community College, Kapi'olani Community College, and the University of Hawai'i at Manoa. A faculty member at Honolulu Community College since 1978, she worked with American College Testing (ACT) on the implementation of a system-wide placement test and data-tracking system for the University of Hawai'i Community Colleges. In 1986, she was a member of the University of Hawai'i Community Colleges Native Hawaiian Advisory Council, which made recommendations on removing barriers to success for Native Hawaiian students in the UH community Colleges. From 1998 to 2004, she served as the Interim Dean of University College, with responsibility for the Liberal Arts program, Off-Campus military programs, and Distance Education. During that period, she also served as the Accreditation Liaison Officer for Honolulu Community College with the Western Association of Schools and Colleges (WASC). She was the US DOE Project Director for the Title III, Part A, Native Hawaiian Serving Institutions grant, which established the Native Hawaiian Center in fall 2002 at Honolulu Community College. She is a member of the University of Hawai'i Puko'a Executive Council and team member for the University of Hawai'i Community Colleges Achieving the Dream Core Team. She is currently the Distance Learning Coordinator for Honolulu Community College.

Kapi'olani Community College

Kauka H. de Silva, Chair/Professor, Arts and Humanities

Kauka H. de Silva is a graduate of Kamehameha Schools. He received a B.A. from the University of Redlands in California and Waseda University in Tokyo and his M.F.A. from Pratt Institute in Brooklyn, New York. He is a professor at Kapi'olani Community College and has been with the college for the past 19 years. De Silva is the Chair of the 70-member Arts and Humanities Department. He is the cofounder of Malama Hawai'i, a Hawaiian initiative at Kapi'olani Community College and is actively involved in numerous programs designed to benefit Native Hawaiians. Those include Title III, Kellogg, Perkins, National Science Foundation S.T.E.M. and T.C.U.P. grants. Currently

he oversees all Hawaiian initiatives at Kapi‘olani and is now working on combining Malama Hawai‘i with Holomua, the developmental education department, and the college’s First Year Experience Program. This model is a bold initiative to move Malama Hawai‘i from the academic side of the college to student services. This will enable faculty and staff to better serve Native Hawaiian students through registration, orientation, pre and post counseling for placement testing, (Math and English), selection of courses/scheduling, career and academic counseling, peer mentoring, placement in learning communities and placed based learning programs as well as leadership activities.

Kristine Korey-Smith, Assistant Professor, English

Kristine Korey-Smith joined Kapi‘olani Community College in 2002 as a development education specialist in English. She currently serves as the assessment coordinator in the Office of Institutional Effectiveness. She has a Master’s degree in Applied Linguistics and is a Ph.D. candidate in Educational Psychology. In 2007, Ms. Korey-Smith chaired the Development Education Taskforce which produced a white paper on developmental education for UHCC.

Kaua‘i Community College

Earl Nishiguchi, Dean of Student Services

Earl Nishiguchi is the Dean of Students at Kaua‘i Community College. He received a Bachelor's degree in Psychology in 1969 and a Master's degree in Educational Psychology, Counseling and Guidance in 1971. He accepted a position as a counselor for special services at Kaua‘i Community College in 1971, right after graduation. He has been Dean since 1986. He has always been interested in data and has written several computer programs for Student Services. He assists the campus with data needs. In his spare time, he enjoys computer programming and photography. He was won in two international photo-microscopy contests.

Ramona Kincaid, Interim Assistant Dean of Instructions and Director of the University Center

Ramona Kincaid is the Interim Assistant Dean of Instruction and University Center Director at Kaua‘i Community College, on the island of Kaua‘i, Hawai‘i. Ramona received a BA in Geography/ Cartography from the University of Missouri-Columbia. She spent 10 years as an Engineering Draftsperson/Technician in the private and public sectors. After acquiring an MLIS in 1989 from the University of Hawai‘i at Manoa, Ramona became a solo librarian with a research unit of the university and in 1993 she accepted a position as a reference librarian in the Learning Resource Center at Kaua‘i Community College. In her current position she oversees all academic support units at the college, serves as the accreditation liaison officer, and facilitates upper division distance learning programs for the Kaua‘i community.

Leeward Community College

Kathy Hill, Director of Planning, Policy and Assessment

Kathy Hill started at Leeward Community College as an Accounting faculty in 1993. She served as the assessment coordinator for the past five years and was appointed as director of Planning, Policy and Assessment in August 2007. She was the first in the Accounting discipline at Leeward CC to explore distance education, and have been delivering accounting classes via Cable TV and/or the Internet since 1999. She is an active member and held several offices in the Hawai'i Business Education Association. The association honored her with its "Outstanding Postsecondary Instructor, 2005-2006" award. In 2007, Ms. Hill also received the University of Hawai'i Board of Regents Excellence in Education Award. She received a Bachelor's in Accounting from Chaminade University and a M.B.A. from Hawai'i Pacific University.

William K. Akama III, Enterprise Operations Specialist

William K. Akama III was recently appointed as the Enterprise Operations Specialist focusing on public coordination of facilities at Leeward Community College. Prior to this he spent the last three years as coordinator of Leeward CC's Wai'anae campus. Born and raised in Wai'anae, Mr. Akama attended Kamehameha Schools and then got his Associate in Arts degree from Leeward CC. He was involved with an initiative to address the Wai'anae coast's homeless situation by providing educational services at Pai'olu Kaiulu, Wai'anae Homeless Shelter. In 2003, he founded and served as Chairman of the Wai'anae Maritime Academy. Through a partnership with Ka Lama Education Academy he provided assistance to Wai'anae residents wanting to become elementary school teachers. He also served as a board member on Ka Lama. He is an active member of the Wai'anae Coast Neighborhood Board Education Committee, which assembles educators along the coast once a month to discuss issues facing its schools.

Maui Community College

Suzette T. Robinson, Interim Vice Chancellor of Academic Affairs and Interim Director for the Office of Continuing Education and Training

Suzette Robinson, Vice Chancellor of Academic Affairs, has been at Maui CC for almost 30 years. She began her career there as a VISTA volunteer, then went on to become Director of The Learning Center and later became an English faculty member. She has held a number of interim administrative positions, including Dean of Instruction, Director of the Office of Continuing Education and Training, and Assistant Dean of Instruction. Then in 2007, she was appointed as the Vice Chancellor of Academic Affairs. As someone who started her career in the area of remedial and developmental education, she is passionate about student success, knowing that students who are successful in their remedial and/or developmental courses are likely to succeed in their college-level courses.

Benjamin Guerrero, Coordinator, Title III

Benjamin Guerrero is the Title III, Project Coordinator at Maui Community College for the past three years. He earned a BA degree in English from the University of Hawai'i at Hilo and a MA degree in English from the University of Hawai'i at Manoa. He has 15 years of experience in education from elementary through higher education as a tutor, teacher, counselor and administrator.

Windward Community College

Lui K. Hokoana, Dean of Student Services

Seventeen years ago, Mr. Lui Hokoana joined Maui Community College. He developed, implemented and administered programs designed to address the needs of Native Hawaiian student. He began as the project director for Po'okela, a Native Hawaiian career and technical training project. He later was successful in securing and administering seven million dollars for Liko A'e, a Native Hawaiian higher education scholarship program. Liko A'e is a national scholarship program. He also was successful in developing Maui Community College's Title III, USDA, and HUD initiatives that were funded.

Mr. Hokoana current serves as the Dean of Student Services at Windward Community College. He is the current president of the Native Hawaiian Education Association and the Maui Council President of the Association of Hawaiian Civic Clubs. He received his Bachelor of Arts in Political Science from the University of Hawai'i at Hilo and a Master of Arts in Communications from the University of Hawai'i at Manoa.

Kelikokauaikakai R. Hoe, Instructor, Hawaiian Studies

Keliko Hoe grew up on the Windward side of O'ahu in a rural valley of Hakipu'u where his family has been for many generations. Because of his parents' community involvement in land issues and the reawakening of Hawaiian culture, from an early age, Mr. Hoe was immersed in Hawaiian culture and the natural environment. He continues to learn from the land and share language and cultural experiences with students of many ages. He began teaching Hawaiian language and Hawaiian studies in the University of Hawai'i in 1996 and joined Windward Community College in 2001. He teaches Hawaiian language and Hawaiian Studies courses including Hawaiian Mythology, Hawaiian Religion, and Polynesian Voyaging. Currently, he is the coordinator for the Windward Community College Polynesian Voyaging program. Mr. Hoe is active in Ke Kumupali, a Hawaiian advisory council that monitors and guides the college on Hawaiian programs and issues that affect Hawaiians.

Mr. Hoe received both his undergraduate degree in Hawaiian Language and a graduate degree from the University of Hawai'i at Manoa. He is a founder of Hakipu'u Learning Center, a Hawai'i public charter school, and continues to serve on the board of directors and teach there. He was a student of hula under the teaching of Wayne Chang, Hālau o

Keahi, and John Ka'imikaua, Hālau Kukunaokalā. He firmly believes that establishing a strong connection to both the 'āina (land) and kūpuna (ancestors) is essential to the vitality and health of communities today and into the future.

Section VI: Appendices

Table 1: Financial Aid Participation, Fall 2006

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
Enrollment all Students	2,358	4,141	7,272	1,119	5,746	2,841	1,781
Potential Pell Eligible	2,018	3,338	4,454	898	4,536	2,075	1,427
# of Pell Recipients	627	476	716	186	725	622	428
% of Pell Recipients, all Students	31.1 %	14.3%	16.1%	20.7%	16.0%	30.0%	30.0%
Enrollment of Native Hawaiian Students	699	737	840	227	891	665	555
Potential Pell Eligible, Native Hawaiian Students	637	625	572	204	735	534	480
# of Pell Recipients, Native Hawaiian Students	261	138	111	56	217	224	190
% of Pell Recipients, Native Hawaiian Students	41%	22.0%	24%	27.5%	29.5%	41.9%	39.6%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.2, 2.2)

Table 2: Entering ATD Fall 2006 AtD cohort of students who placed in Developmental Reading

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
Cohort of all students	684	1,027	1,116	294	1,405	516	496
# of students placed in developmental reading	278	673	326	142	501	147	114
% of students placed in developmental reading	41%	65.5%	29.2%	48.6%	35.7%	28.4%	23.0%
Cohort of NH students	233	212	172	68	258	113	156
# of NH students placed in developmental reading	120	155	65	31	86	41	45
% of NH students placed in developmental reading	52%	73.1%	37.8	45.6%	33.3%	36.3%	28.8%

Table 3: Entering ATD Fall 2006 cohort of students who placed in Developmental Writing

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olan i CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
Cohort of all students	684	1,027	1,116	294	1,405	516	496
# of students placed in developmental writing	354	435	437	163	598	200	131
% of students placed in developmental writing	52%	42.4%	39.2%	55.4%	42.6%	38.8%	26.4%
Cohort of NH students	233	212	172	68	258	113	156
# of NH students placed in developmental writing	153	101	96	45	119	62	55
% of NH students placed in developmental writing	65.7%	47.6%	55.8%	66.2%	46.1%	54.9%	35.3%

Table 4: Entering ATD Fall 2006 Cohort of Students who placed in Developmental Math

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olan i CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
Cohort of all students	684	1,027	1,116	294	1,405	516	496
# of students placed in developmental math	506	651	708	217	907	128	259
% of students placed in developmental math	74%	53.9%	63.4%	73.8%	64.6%	24.8%	52.2%
Cohort of NH students	233	212	172	68	258	113	156
# of NH students placed in developmental math	188	141	130	52	174	31	88
% of NH students placed in developmental math	81%	66.5%	75.6%	96.3%	67.4%	27.4%	56.4%

Table 5: ATD 2006 Cohort Successfully Completing Courses in Developmental Reading

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kap'iolani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All students enrolled into developmental reading	191	17	76	71	368	23	33
# of Successful completion	117	14	48	42	256	14	7
% Enrolled Successful	61%	82.3%	61.5%	59.2%	69.6%	60.9%	21.2%
Native Hawaiian students enrolled in developmental reading	88	3	20	17	59	6	12
# of Successful completion	53	2	10	10	36	3	3
% of Successful completion	60.2%	66.7%	50.0%	58.8%	61.0%	50.0%	25.0%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 6: ATD 2006 Cohort Successfully Completing Courses in Developmental Writing

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All Students Enrolled in Developmental Writing	166	295	294	102	434	123	73
# of Successful completion for all students	96	196	218	59	270	85	35
% Successful completion for all students	59%	66.4%	74.1%	57.8%	62.2%	69.1%	47.9%
NH Student Enrolled in Developmental Writing	69	72	57	26	83	31	33
# of Successful Completion	33	37	41	13	52	20	12
% of Successful Completion	47.8%	51.4%	71.9%	50.0%	62.7%	64.5%	36.4%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 7: ATD 2006 Cohort Successfully Completing Courses in Developmental Math

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All Students Enrolled in Developmental Math	304	379	455	125	581	36	166
# of Successful completion for all students	203	222	281	83	336	24	105
% Successful completion for all students	66.8%	58.6%	61.2%	66.4%	58.0%	66.7%	63.3%
NH Student Enrolled in Developmental Math	121	78	84	24	114	9	50
# of Successful Completion	77	40	44	16	55	5	29
% of Successful Completion	63.6%	51.3%	52.4%	66.7%	48.2%	55.6%	58.0%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 8: ATD 2006 Cohort Annual Progress (Retention) Rates – Full Time Student

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All Students	684	1,027	1,116	294	1,405	516	496
Full Time Entering Students who complete at least 20 credits in the first academic year with a gpa >= 2.00	207	218	286	75	305	117	91
% successful completion	30.3%	17.8%	25.6%	25.5%	21.7%	22.7%	18.3%
NH Students	233	212	172	68	258	113	156
Full Time Entering NH Students who complete at least 20 credits in the first academic year with a gpa >= 2.00	70	32	28	11	46	27	25
% successful completion	30.0%	15.1%	16.3%	16.2%	5.6%	23.9%	16.0%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 9: ATD 2006 Cohort Annual Progress (Retention) Rates – Part-Time Student

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All students	684	1,027	1,116	294	1,405	516	496
Part Time Entering Students who complete at least 10 credits in the first academic year with a gpa >=2.00	87	111	131	24	188	47	47
% of successful completion	12.7%	10.8%	11.7%	8.2%	13.4%	9.1%	9.5%
2006 NH AtD Cohort	233	212	172	68	258	113	156
Part Time Entering NH Students who complete at least 10 credits in the first academic year with a gpa >=2.00	26	21	19	4	31	10	12
% of successful completion	11.2%	9.9%	11.0%	5.9%	12.0%	8.8%	7.7%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 10: ATD 2006 Cohort Persistence Rates (Re-enroll from fall to spring semester)

	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kap'iolani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
All students	684	1,027	1,116	294	1,405	516	496
# reenrolling in Spring semester	469	649	825	200	1,206	340	315
% for all students	69%	63%	74%	68%	73%	66%	64%
Native Hawaiian students	233	212	172	54	258	113	156
# of NH reenrolling in spring semester	158	124	142	33	175	65	96
% of Native Hawaiian students reenrolling in spring semester	68%	58%	84%	61%	68%	58%	62%

(Source: ESTATS April 2008; UHCC Strategic Plan 1.3, 2.3)

Table 11: Graduation Rates

	<i>UHCC System</i>	<i>Hawai'i CC</i>	<i>Honolulu CC</i>	<i>Kapi'olani CC</i>	<i>Kaua'i CC</i>	<i>Leeward CC</i>	<i>Maui CC</i>	<i>Windward CC</i>
Annual # of degrees and certificates awarded in 2006-2007. Includes multiple awards to same student.	3,054	364	557	890	156	565	395	127
Annual # of Nat. Hawn's receiving degrees and/or certificates	484	93	95	72	20	84	75	45

(Source: UHCC Strategic Plan 1.4, 2.4)