Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

1. Briefly describe how the president, chancellor, and/or campus CEO participated in your ATD work this year.

   The Chancellor is a member of the AtD UHCC System Core Team. He attends system-wide meetings on behalf of Hawai‘i Community College. He also attends monthly campus meetings with key administrators, faculty and staff and lends full support to campus strategies and initiatives. AtD is included in the All Campus Breakfast Meetings at the beginning and end of the Fall 2009 and Spring 2010 Semesters.

2. Briefly describe how your Board of Trustees was engaged in your ATD work this year.

   The UH Board of Regents is briefed on the AtD Initiative by the Vice President for Community Colleges, and during their annual visit to Hawai‘i Community College (HawCC) by the Chancellor.

Use of Evidence to Improve Programs and Services

3. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

   Longitudinal data tracked Native Hawaiian students entering Hawai‘i CC since 2004. Since 2006, fall enrollment increased 39% from 2,358 to 3,275 students in 2009. Native Hawaiian enrollment also grew from 30% to an all-time high of 41% during that same period.
Full-time students were more successful than part-time students in completing 20 or more credits with a GPA of 2.0 or better during their first year. On the first day of instruction in Fall 2008, 38.6% of the Native Hawaiian enrollment was full-time.

First Year AtD Cohort: % Successful Native Hawaiian

The ATD Goals for the UHCC System are:

1. Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete remedial/developmental courses and move on to and succeed in degree/certificate applicable courses.

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

3. Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who complete all courses they take, earning a grade of C or higher.
4. Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who re-enroll in the Colleges from one semester to the next.

5. Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who earn certificates and/or degrees.

While the number of Degrees and Certificates of Achievement awarded to all students at HawCC is increasing steadily since 2007, the number of Native Hawaiians receiving degrees is slightly lower than 2006.
Progress in Implementing Proposed Interventions.

Please see the Interventions for Student Success Online Tool on the ATD website.

4. Please list the titles of the interventions posted on the Interventions Online Tool: The entries on the Interventions Online Tool and your list below should be identical.

1. Establish a First Year Experience cohort.
2. Establish a bridging program with the University of Hawai‘i at Hilo Kipuka Center for Native Hawaiian Students.
3. Gather qualitative data on barriers for achieving financial aid.
4. Gather qualitative data for gatekeeper courses.

5. How do these interventions address achievement gaps or equity concerns on your campus? (Please use the definition of achievement gaps given in Question 3.)
1. The first “First Year Experience” cohort was launched in Fall 2009. Data showed that fewer Native Hawaiian students were enrolling in their required developmental classes in their first semester, and for the most part, they were less successful than non-Native Hawaiian students. The purpose of this intervention was to determine if the selected strategies and actions applied to this group of students in this pilot project would prove to support a higher rate of success.

This cohort included 22 Native Hawaiian Students; 21 entering HawCC for the first time and one student returning after one year’s absence. These students placed in two or three remedial/developmental English (Reading and Writing) and Math areas.

The cohort interventions included: a mandatory face to face orientation; placement in at least one English and one Math class based on their Compass Placement scores; enrollment in two cohort classes – a college success course and a place-based Hawaiian culture class; a dedicated counselor/case manager; extramural activities such as community service projects, weekend visits to cultural and educational sites; and, cohort management based on Hawaiian practices and principles – family relations, sense of kuleana or responsibility, introduction to Hawaiian practices – spirituality, understanding of your relationship to the land, personal genealogy.

2. A Native Hawaiian Transfer Counselor from the University of Hawai‘i at Hilo was assigned to work closely with Hawai‘i Community College students every week. The intention was to increase the number of Native Hawaiians who transfer or graduate and transfer successfully to UH 4-year campuses. Currently, only 40 Native Hawaiians out of 136 Hawai‘i Community College students of all ethnicities continued their education at a UH 4-year institution in 2010. In addition, faculty and staff from the University of Hawai‘i Kipuka Center for Native Hawaiian Students participated in several activities with Hawai‘i Community College faculty, staff and students to develop closer relationships in order to facilitate a smoother transition for community college students into the University.

3. In order to address barriers to student’s successful achievement of Financial Aid awards, it is necessary to gather additional information. This intervention is designed to conduct focus groups with students who have been successful and unsuccessful in applying and receiving financial aid. A group of faculty and staff were trained in focus group methodology in a UHCC System-wide training effort.

4. Collect qualitative data on Gatekeeper courses by conducting focus groups of students and faculty. Faculty and staff were trained in a UHCC System wide effort to conduct focus groups for this purpose. This activity is planned but has not been completed.
Have you used the evaluation data to improve any of your student success interventions? If so, what specific improvements were made based on analysis of data? Based on data, what did we do?

Data was collected on the success of Native Hawaiian students in the First Year Experience or Huluena Cohort which was begun in Fall 2009. We are happy to report that 18 of 21 or 85.7% of the students who participated in the intervention strategies have persisted to Spring 2010. By comparison, an average of 69.8% of Native Hawaiian students and 70.8% of Non-Native Hawaiian students have persisted from their first Fall Semester to the first Spring Semester from Fall 2004 to Fall 2008 at Hawai‘i Community College. We are less happy to report that 33%, or 7 out of 21 of those students are currently on Academic probation with less than 2.0 GPA for their first semester. The following improvements were being made for the First Year Experience intervention.

Mid Term Grade Check - In order to provide closer support, a mid-term grade check was instituted to provide feedback from the instructors regarding the progress of the student. Those students with less than satisfactory attendance and test scores were contacted to meet with the counselor/coordinator.

In-Class Tutors – In class tutors were provided in the Remedial/Developmental classes in which the AtD Cohort was enrolled for the Fall 2009 Semester. Tutors were instructed to provide support for all students and were available to meet with students individually outside of class. The tutors were provided space within the college’s Learning Center. Unfortunately, most of the AtD Cohort students did not utilize the tutors outside of class. The ones that did utilize the tutor service did better with the additional help. The students who did not utilize the tutors were asked why. The students indicated that they had difficulty meeting the tutor’s schedule, and they did not feel comfortable in the Learning Center environment. Some students did not feel supported by the group tutoring sessions and would prefer one to one support. There will be a change in the procedures for the Fall 2010 Semester which will reflect the concerns of the students, including positioning the tutors in a different environment in which the students feel more comfortable.

Establishment of a Student Success Center on the Manono Campus – One of the challenges facing students is that classes are provided on two campuses approximately 1 mile apart. Students are often required to walk or drive between campuses in order to attend classes. One campus is shared with the University of Hawai‘i at Hilo and students share use of the Library, student center and other common facilities. The Learning Center where tutoring services are provided is located on the UH Hilo campus. A new Student Success Center was opened on the Manono Campus where students in the
AtD cohort were provided with counseling and coordinated support. Tutor support will be relocated to this center in the next semester to provide a more comforting and familiar atmosphere for the students, and closer supervision of the tutors by the AtD cohort support team.

Providing support for the Developmental Reading, Writing and Math Classes – Data showed that, in the first semester, 2 of the 5 or 40% of the Huluena cohort students who attempted any developmental reading class passed successfully; 2 out of 13 or 15% of the cohort students who attempted any developmental writing class, and 9 out of 19 or 47% of Huluena Cohort students who attempted a developmental math class passed successfully. While there is a need to enhance the support for all developmental areas, there appears to be a particularly important need to support the students in their writing classes. Training will be enhanced for peer tutors and the use of professional tutors for writing classes to provide more effective support is being considered.

Provide more support for faculty to engage in activities which increase their cultural understanding of Native Hawaiian culture and philosophy which should increase their ability to better relate to Native Hawaiian students, i.e.: increase their ability to use and pronounce Native Hawaiian names and words, increase their comfort level with Native Hawaiian culture and practices. This past year, two cultural bridging activities were held. One was the series of Hula classes in which 11 UH Hilo faculty and staff, and 10 Hawai’i CC faculty and staff along with 4 students from both campuses participated. In addition, three Ha’akumalae or cultural bridging events were held on campus in which a total of about 350 faculty members, staff, students and their families participated.

7. What obstacles (if any) have you faced evaluating these interventions?

We are fortunate to have significant grant funding which can be utilized for these interventions, and to improve on the interventions to date. It is also our good fortune to have unequaled support from the administrative and executive levels of the college.

We intend to double the number of students who will be invited into the AtD cohort in Fall 2010 which funding to enroll 45 students in the cohort. This, of course, requires additional personnel to provide the same quality of wrap-around services/case management intended. The challenges to effective management of these interventions are:

a) The acquisition of space for these activities, and

b) The institutionalizing of personnel to provide ongoing, long term program stability in order to affect change.
8. Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?
   X Yes
   ___ No

   The data sets submitted to JBL have had limited use due to how we established our interventions. The students involved in the intervention strategies may or may not have been part of the college’s AtD cohorts. We needed data on participants in specific interventions to analyze the effectiveness of their respective intervention. Obtaining that information continued to be a labor intensive process.

9. Did you use ATD’s eSTATS to conduct analyses of the interventions described above? If not, why not?
   X Yes
   ___ No

   Yes, but to a very limited, limited degree. eSTATS does not provide student level data and does not track participants in particular interventions. We have been able to use eSTATS for 2004-2007 cohort data but not for or most recent 2008 cohort. We have not been able to use eSTATS for the Annual AtD Report or for the Strategic Plan due to AACC’s delays in changing from the databeacon tool to MicroStrategy.

10a. Briefly describe any substantial changes you propose to make to the interventions listed above.

   As described above, changes and adjustments to the First Year Experience intervention include:

   a) More effective use of Peer Tutors in the classroom and one-to-one sessions;
   b) Adding Professional Tutor for the Development Writing Classes in which students are less successful;
   c) Enhancing the new Student Success Center to provide an even more conducive space for learning support;
   d) Engaging in more activities for faculty to enhance their teaching skills.

10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

   No interventions will be discontinued.

10c. Briefly describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)
Mandatory New Student Orientation: Will be implemented in Summer 2010 for Fall 2010 Incoming students. To date, students were encouraged to review the On-line Orientation which includes financial aid data, important information and deadlines for enrollment, payment, withdrawal, graduation and transfer, location of services for students on campus, etc. Since the orientation is not mandatory, students often miss deadlines, do not know how to access services and are unaware of important financial aid opportunities. New students must now participate in an orientation and take their Compass Placement Tests before they can register for their classes.

Kauhale Initiative: Introduce the guiding principles of the college which formally establishes an educational village without walls – based on Native Hawaiian philosophy and cultural practices. The Kauhale Initiative is designed to shift attitudes toward student success. The basis of the Kauhale initiative is shared responsibility and governance and is intended to involve all segments of the campus.

11. Please provide a graph or chart presenting evidence of improvement in student achievement on one of the following measures\(^1\) over three or more years\(^2\).

\(^1\)Colleges can present student sub-group data related to the five measures. Though it is preferred, measures do not have to apply to the entire student population. For example, colleges can submit course completion data for minority male students in developmental education.

\(^2\) If your institution has not collected three years of data, please submit as many terms as are available.

<table>
<thead>
<tr>
<th>Year</th>
<th>First Fall</th>
<th>First Spring</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
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<td>151</td>
<td>212</td>
<td>137</td>
<td>233</td>
<td>158</td>
</tr>
<tr>
<td>Other</td>
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<td>379</td>
<td>428</td>
<td>291</td>
<td>451</td>
<td>311</td>
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<tr>
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<td>758</td>
<td>530</td>
<td>640</td>
<td>428</td>
<td>684</td>
<td>469</td>
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</table>

PERSISTENCE RATES AT HAWAI’I COMMUNITY COLLEGE FALL TO SPRING
12. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11, including how you believe the intervention helped to improve student outcomes. Please include:

The Intervention implemented to positively impact success for the Native Hawaiian Students at Hawaiʻi Community College is the First Year Experience Cohort described earlier. The persistence rate for the AtD cohort is 85.7% or 18 of 21 students who were in the cohort.

Planning for this intervention began in 2007, and it was fully implemented in Fall 2009. We are currently preparing for a new cohort to begin in Fall 2010 with a 56% increase in the number of students who will be included in the cohort. This cohort is still within its first year and we do not have complete data that can be compared adequately against the population of all Native Hawaiians enrolled at Hawaiʻi Community College.

Currently, the persistence rate of the 21 students in the cohort from Fall 2009 to Spring 2010 is 85.7%, much higher than the 70.8% average persistence rate for all students, including the rate for Native Hawaiian students since Fall 2004.

Was this intervention developed as part of your college’s ATD work?

Yes

13. Number of FTEs at your institution devoted to institutional research: Two (one filled, one open)

14. Number of FTEs at your institution devoted to information technology: Nine

There are Institutional Technology (IT) positions on three campuses – East Hawai‘i (Manono), East Hawai‘i (Upper Campus-UH Hilo) and West Hawai‘i - Kona. Two

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Native Hawaiian</th>
<th>Other</th>
<th>Total</th>
</tr>
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<td>2008</td>
<td>700</td>
<td>300</td>
<td>452</td>
<td>752</td>
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<td>515</td>
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<td>73.5%</td>
<td></td>
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</table>

Cognos Website on UHCC Achieving the Dream Goals
of these positions deal with research and analysis; one is dedicated to Financial Aid Research, the other is part of the AtD Data Team. The other seven IT positions are responsible for technical maintenance of equipment on three campuses.

15. **What institutional research challenges has the college faced this year? Check all that apply.**
   - [ ] None
   - [ ] Too few IR staff positions
   - [ ] Too few IT staff positions
   - [ ] Unfilled staff positions
   - [ ] Inadequate IR staff training in needed skills
   - [x] Difficulty retrieving useful, timely data
   - [x] Other. Please describe: One Institutional Researcher and one Institutional Technology (IT) position are partially responsible for the Achieving the Dream Initiative. They are also responsible for generating reports for all other needs of the institution including assessment, accreditation and program review as well as for numerous grant reports. The other IT positions are not assigned to work on this initiative. Some of the positions are responsible for maintaining instructional technology as opposed to data collection, review and analysis.

   We are still unable to efficiently collect data or to track specific cohorts effectively. By and large, cohort tracking is done manually which is extremely time consuming and adds another layer to the already full capacity of IR, IT and other key personnel on campus.

16. **Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.**

   Partial implementation of *Cognos* was completed for the UH Community Colleges System. ATD reports were made available for faculty and staff to view however, IR and IT staff still need further training to complete the implementation.

17. **Briefly describe how your institution has used data on student progression and outcomes in:**

   **Program review and evaluation**

   Specific data is not reported for Native Hawaiian students at the program level. This issue was discussed with the college’s administration as well as with the Council of Chancellors for the Community Colleges. It takes additional time for an IR staff to pull out data comparing Native Hawaiians progress to all students at the program level. That said, the general values (retention, persistence, success) are reported for all students.
**Strategic planning**

ATD Goals for Native Hawaiian Success are embedded in the UH Strategic Outcomes from 2008-2015. At Hawai‘i Community College, the AtD goals have been imbedded in the Campus Strategic Plan as well. These goals are also used for internal assessment and as a measure of our overall success. As indicated earlier, data is currently not available for Native Hawaiians at the program level other than enrollment.

**Budget allocation**

Thus far, personnel support for the Achieving the Dream Initiative on campus has been provided through Federal grants which has been received to support Native Hawaiian education. The Chancellor is pursuing general funded, permanent positions to support this ongoing initiative. The two data positions, IR and IT, are general funded, permanent positions.

Program support for the AtD cohort and other independent initiatives on campus have also come largely from Federal grant funds or from special allocations provided by the UH Community Colleges administration.

**Broad Engagement**

**Faculty and Staff**

18. Please complete the following table based on current course and team/committee assignments.

<table>
<thead>
<tr>
<th></th>
<th>FT Faculty</th>
<th>PT Faculty</th>
<th>Staff</th>
<th>Newly engaged this year</th>
</tr>
</thead>
<tbody>
<tr>
<td># serving on ATD core, data, or other ATD teams</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td># involved in ATD intervention delivery</td>
<td>12</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:

- 2 of 114 or 1.8% participated in data collection and/or analysis
- 1 of 114 or .9% participated in focus group training
- 14 of 114 or 12.3% of faculty and regularly attend monthly AtD Campus meetings
- 12 of 114 or 10.6% taught classes to Huluena cohort students
- 24 of 114 or 21% of the faculty attended the AtD Hawai‘i Strategy Institute
- 4 of 114 or 3.5% of faculty attended the AtD Annual Strategy Institute
- 2 of 114 or 1.8% of faculty regularly attend Hawai‘i AtD Core Team and Data Team monthly meetings with UH Community Colleges Administration
20. Please estimate the percentage of part-time faculty involved in each of the following activities:

- 0. Participated in data collection and/or analysis
- 0. Participated in focus groups or surveys related to Achieving the Dream
- 1. Part-time faculty taught a class to the AtD Cohort group

21. Please estimate the percentage of staff involved in each of the following activities:

- 3 of 105 or 2.9% participated in data collection and/or analysis
- 3 of 105 or 2.9% participated in focus groups or surveys related to AtD
- 3 of 105 or 2.9% attended regular campus monthly meetings for AtD
- 2 of 105 or 1.9% attended the AtD Hawai‘i Strategy Institute.

22. Please describe a particularly successful faculty or staff engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of faculty and staff involved.

The First Year Experience Cohort is particularly effective. Three key team members have instituted the Native Hawaiian Student Success program. They include two faculty members (a coordinator and a counselor) and one APT (Program Support). In addition, the entire faculty and staff of the Hawai‘i Life Styles Program adopted the Native Hawaiian Student Success Program and supported its success by providing funding from its Federal grants. Most of the students of the AtD cohort are not Hawai‘i Life Styles majors, however, every member of the cohort is required to take one of the foundation classes (Hwst 100-Piko Hawai‘i) as part of the core requirements for the cohort.

Students

23. Please estimate the percentage of students involved in each of the following activities:

- 176. Well-Being Surveys were returned.
- 100. Students participate in the Sense Surveys in Spring 2009.
- _0_ Focus groups
- _1_ Student participation on planning or advisory committees (Ho‘olulu Council)
- ___ Other. Please provide the name of the activity:

24. Please describe a particularly successful student engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of students involved.

The surveys will provide excellent feedback about how students perceive their education and support services at Hawai‘i Community College. There were 276 students involved in the two surveys.
External Community

25. In what ways have you engaged the external community in your ATD efforts this year? Check all that apply.

X Collaborative activities with K-12 schools to improve student preparation for college
Data sharing with local high schools
X Collaborative activities with four-year institutions to improve student success
X_ Collaborative activities with community organizations
X_ Collaborative activities with employers.
X_ Other. Please provide the name of the activity: Fundraising activities for scholarships for Hawai‘i Community College students.
X- Other. Advisory Committee comprised of former students, community members, faculty from the UH Hilo.

26. Please describe a particularly successful community engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.

Each program has an Advisory Committee comprised of community and business members. These Advisory Committee members have played a critical role in program assessment, ensuring that the program and course learning outcomes are consistent with the needs of employers and community expectations.

Systemic Institutional Improvement

27. Briefly describe how you have aligned your Achieving the Dream work with your institution’s goals for improving student outcomes, other major initiatives designed to improve student success, and the institution’s core activities, processes, and policies this year.

The 2008-2015 Strategic Outcomes Addendum to the University of Hawai‘i’s System Strategic plan has embedded the Achieving the Dream Goals into its goals, including measurements for the increase of successful completion of Remedial/Development Courses, Retention, Persistence, Graduation and Transfer to 4 year institutions. The University of Hawai‘i Community College’s Strategic Plan reflects these goals as well. The Hawai‘i Community College Campus Strategic Plan has also incorporated these goals and measures into our plan.

28. Briefly describe how you have aligned your Achieving the Dream work with the institution’s ongoing accreditation activities.

All our efforts for student success, from the course and program levels to the General Education Learner Outcomes, Institutional Learner Outcomes and College Outcomes are aligned to reflect the same measures. Each initiative incorporated in the Achieving the Dream plan at Hawai‘i Community College are intended to support these outcomes as well.
29. Briefly describe your greatest Achieving the Dream accomplishment this year.

The greatest achievement for Achieving the Dream has been the alignment of outcomes for all the measures of success for the college. Most recently, the College’s Assessment Committee incorporated a strategy that quickly gained momentum to become a primary Achieving the Dream goal. The Kauhale Initiative establishes an “educational village without walls”. Based on a Native Hawaiian philosophy of shared governance and responsibility where each child is raised by the village, the Kauhale Initiative is aimed to shift attitude throughout the entire college institution, to include everyone – administration, faculty, staff, clerical, maintenance and grounds keepers - and importantly, to create a space for families and community to actively engage in the students learning process.

30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.

Some faculty members who teach gatekeeper courses are still reluctant to engage.

31. In the summer of 2009, you received feedback on your 2009 annual report from MDC and your coach/data facilitator team. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

Data collection and analysis continues to be a challenge. Cohort Data for specific cohort interventions are difficult to acquire and require manual manipulation. The campus has invested in a few programs designed to improve this process but the programs have not been fully utilized at this time.

32. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that the ATD partnership can provide to support Achieving the Dream on your campus?

Funder support allows our multi-campus system to meet regularly, and to send a number of key personnel from all seven campuses and the administration to the Achieving the Dream Institute each year. It would be even better to send a team of 6 or team members from each campus. (This year we were able to send 4 members with funding from the external partners). The Achieving the Dream Initiative cannot succeed with only a handful of supporters on each campus. While the initiative has gained tremendous momentum, the more key faculty and staff that can participate in the important Annual Strategy Institute is key to campus buy-in.

The completion of the development of the cohort tracking system is also key to the campuses ability to track and monitor important data to ensure the successful and accurate analysis of interventions and strategies.