Achieving the Dream
Annual Narrative Report: April 2010

Name of Institution: Kapi‘olani Community College
Submission Date: May 18, 2010
Achieving the Dream Funder (if applicable): University of Hawai‘i Community Colleges, Kamehameha Schools, Office of Hawaiian Affairs
Grant Number (if applicable): NA
Applying for Leader College Status: ___ Yes ___ No
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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 regularly monitors the College’s AtD work. During the last year, he gave several presentations to faculty, staff, community and the Board of Regents on various aspects of the College’s overall student success agenda. Additionally, he is committed to a data driven-planning process.

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

   The Vice President of Community Colleges for University of Hawai‘i Community Colleges has made several presentations to the Board of Regents.

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?

   Yes, the College collects longitudinal cohort data to examine student success. As part of the AtD initiative the College collected longitudinal data on three cohorts of students (fall 2006, fall 2007 and fall 2008). These cohorts are defined as students who enrolled for the first time at Kapi‘olani Community College during each respective semester. The cohort included part-time and full time students and Native Hawaiian students.
The data is used in a variety of ways including identifying achievement gaps especially among Native Hawaiian students. It is also used to measure the College’s progress on a number of AtD milestones. These include persistence rates in gateway English and math courses, the percentage of students who repeat developmental coursework, and success in gatekeeper courses. This data is also used to evaluate the success of individual AtD interventions.

*Progress in Implementing Proposed Interventions.*

Please see Online Intervention Reporting Tool for progress in implementing proposed interventions at 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.

- Financial Aid
- Writing Support Modules
- Math Emporium
- Learning Communities
- Pipeline
- Math Brush up
- Data Collection, Analysis and Utilization

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.)

The AtD core and data teams looked closely at data related to success of different groups of students based on ethnicity (especially Native Hawaiian students), part-time/full-time status, financial aid, developmental/non developmental, degrees and transfer. As a result of these disaggregated analyses, our interventions thus far have focused more on ensuring a strong foundation in the beginning of students’ educational pathway.

For example, the College increased the number of financial aid awards from 15% in 2006-2007 to 20.5% in 2008-2009. The College is continuing to focus on increasing this number by offering FAFSA workshops at the high school and the College added a FAFSA component to new student orientation which all new students must attend.

Based on low success rates in developmental math courses (about 52% for all students and 48% for Native Hawaiian students), the College redesigned its developmental math courses using Cleveland State Community College’s math emporium model. This model utilizes a web based software package that generates individualized assessments, study plans, and active learning problems. Course content is broken into smaller chunks (modules). As students work through
the modules, they are provided customized instruction based on their strengths and weaknesses so that they build momentum, confidence, and ultimately, subject mastery. Math instructors meet with students to focus on trouble spots and to review a student’s progress toward end learning goals of the course.

6. 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?

Yes, the College is using evaluation data to determine which interventions should be scaled up and which interventions should be dropped. For example, the Math 24 and 25 course redesign project which started in May of 2009 resulted in 76% of students successfully passing the Math 24 course compared with 68% in the traditional model, and 70% of Math 25 students successfully completing the course compared to 59% in the traditional model. The College conducted a focus group to find out what parts of the course redesign worked best for students and which did not. Based on these results from focus groups, the instructors added some additional peer mentors to the lab time so students could get more assistance and made some adjustments in the web based materials. The College decided to scale up this project based on the quantitative and qualitative data.

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

The College did an adequate job of developing goals and strategies to develop an overall evaluation model. However, one challenge was getting faculty and other project coordinators to be more involved in designing and conducting the evaluations.

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.

In addition to utilizing data from the AtD database to conduct cohort analyses, the College found a number AtD publications and other research on best practices that was useful in assisting the College with determinations of what data needs to be collected.
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.

   The College is closely monitoring the pipeline intervention. The number of pipeline students enrolling in ENG 100 compared to non pipeline students was more, but not significant based on a chi square test so the College will monitor closely.

   To enhance the learning communities intervention, some learning communities will also be paired with a College Success Course that was designed this past year. These will be piloted in fall 2010.

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

   The College is going to discontinue the English Support Modules. The data did not indicate improved course completion rates or subsequent course completion rates for the students who were enrolled in the modules. Additionally, the students were not interested in taking them.

10c. Briefly describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)

   Student Success Course – IS 109 is a student/college success course that integrates Hawaiian values, learning strategies and career exploration. Through this course students will also be connected to ‘Imiloa, a social networking site that includes a MyPlan to help students engage in academic and career planning. Cohorts of students will enroll in this course along with three other courses (Math 81, ENG 22, and an introductory career course). These courses are integrated and have some shared assignments.

   Accelerated Courses – The College is offering accelerated courses in its developmental English program. Students will enroll in two levels of developmental English during the same semester. Students will complete the first level course in the first half of the semester and second level course in the second half. In addition
to accelerating progress through the course content, the College is working with the instructors to build a supportive learning environment, use interactive instructional techniques and have peer mentors available to students. Faculty advisors work with students to determine if the accelerated model is a good option for them to enroll in.

Evidence of Improvement in Student Achievement

11. Please provide a graph or chart presenting evidence of improvement in student achievement on one of the following measures over three or more years:

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

<table>
<thead>
<tr>
<th>Successful Course Completion of Developmental Reading vs. Learning Communities with Developmental Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td><strong>2007</strong></td>
</tr>
<tr>
<td>Traditional students</td>
</tr>
<tr>
<td>LC students</td>
</tr>
<tr>
<td><strong>2008</strong></td>
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<tr>
<td>Traditional Students</td>
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<tr>
<td>LC students</td>
</tr>
<tr>
<td><strong>2009</strong></td>
</tr>
<tr>
<td>Traditional students</td>
</tr>
<tr>
<td>LC students</td>
</tr>
</tbody>
</table>

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 number of students served
- the number students served as a percentage of total enrollment and of the target population.

The College experimented with Learning Communities as a means of moving away from the traditional model of offering stand alone developmental education

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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.
courses. The literature suggests packaged courses and learning communities are successful because students can directly apply the skills being taught in the developmental course to the college-level course (Maxwell, 1998). The College paired Eng 21 (developmental reading course) with Hawaiian Studies 107. The initial data yielded improved success rates in Eng 21 so the College decided to scale up learning communities. In fall 2010, the College will offer three learning communities pairing the developmental course with an introductory career technical education course. The developmental education course will be contextualized around the discipline, college level course.

The College also paired Eng 21 (developmental reading) with Eng 22 (developmental writing). This learning community also had improved success rates and students indicated that they liked completing their developmental courses in one semester. Building on these findings, the College is going to offer accelerated developmental reading and writing courses in fall 2010.

Institutional Research and Information Technology Capacity

13. Number of FTEs at your institution devoted to institutional research: Two

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

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
   ___ Other. Please describe:

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.

   Although the College hired an additional full time data analyst this year, it still has two IR positions not filled. The new data analyst increased the College’s capacity to review and report student success data; however, there is still some difficulty getting data in a timely manner.

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

   Program review and evaluation
   The purpose of the College’s program review is to improve programs through a focused, in depth self study completed by faculty in which they interpret, reflect
upon, and use data to inform decision making. The programs complete annual program review reports which ask them to review data that measure program demand, efficiency and effectiveness. The College also conducts three-year comprehensive program reviews as well as analyses of program outcomes assessment, curriculum development and personnel changes. Additionally, it acknowledges program strengths and seeks ways of improving the quality of the program. The overall expectation of the program review process is for faculty to be engaged in continuous, ongoing data collection about student learning, student achievement, and program effectiveness.

**Strategic planning**
The College’s strategic plan articulates six strategic outcomes and 29 performance measures that relate to the College’s AtD goals and preparing students to meet critical workforce shortages in Hawai‘i. Of the 29 performance measures, 27 are quantitative and two are qualitative measures which are being used to track the College’s progress. Each of the academic and support units is required to complete three-year tactical plans, which align the unit plans with the College’s strategic plan.

**Budget allocation**
The College’s strategic plan is related to program review, tactical planning and assessment and evaluation and all of these are used to inform and exercise sound fiscal management.

**Broad Engagement**

**Faculty and Staff**

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

<table>
<thead>
<tr>
<th># serving on ATD core, data, or other ATD teams</th>
<th>FT Faculty</th>
<th>PT Faculty</th>
<th>Staff</th>
<th>Newly engaged this year</th>
</tr>
</thead>
<tbody>
<tr>
<td># involved in ATD intervention delivery</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

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

- 65% Participated in data collection and/or analysis
- 10% Participated in focus groups or surveys related to Achieving the Dream
- 60% Participated in professional development to further student success
- ___ Other. Please provide the name of the activity:

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

- 25% Participated in data collection and/or analysis
10% Participated in focus groups or surveys related to Achieving the Dream
30% Participated in professional development to further student success
_____ Other. Please provide the name of the activity:

21. Please estimate the percentage of staff involved in each of the following activities:
   25% Participated in data collection and/or analysis
   30% Participated in focus groups or surveys related to Achieving the Dream
   30% Participated in professional development to further student success
   _____ Other. Please provide the name of the activity:

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.

   Math Summit – Math instructors from the University of Hawai’i system gathered to discuss and reflect on achievement data, trends and issues relative to mathematics. Based in part on these discussions, math faculty redesigned the developmental math courses and preliminary data indicates improved student learning data.

Students
23. Please estimate the percentage of students involved in each of the following activities:
   30% Surveys
   10% Focus groups
   5% Student participation on planning or advisory committees
   _____ 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.

   STEM Summer Bridge Program works with primarily Native Hawaiian students interested in science, technology, engineering and mathematics. The summer bridge uses problem based learning to engage students. The College has increased the number of STEM majors. About 90 students thus far have participated in a 3-week summer bridge program.

External Community
25. In what ways have you engaged the external community in your ATD efforts this year? Check all that apply.
   ___ 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.
__ Other. Please provide the name of the activity:

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.

The College is incorporating service learning, a teaching and learning method that integrates critical reflection and service in the community with academic learning, personal growth and civic responsibility. In 2008-2009, about 600 students participated in service learning.

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 College is refining its planning framework and defining outcomes and performance measures in relation to AtD goals. The College’s Office of Institutional Effectiveness provides research and data to inform many of the College’s activities including the support of learning-centered faculty development opportunities and student learning outcomes.

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

Yes, the College integrated its AtD goals and accreditation recommendations into its strategic plan which has stated outcomes and performance measures that will lead to improved research, planning, assessment, evaluation and budgeting.

29. Briefly describe your greatest Achieving the Dream accomplishment this year.

Probably the most significant accomplishment of this past year is the math course redesign project. The course redesign represents the culmination of a series of meetings, professional development opportunities, research on best practices, and a small summer pilot. Based on research and preliminary data, the College anticipates improved success and persistence rates and overall greater mastery of the math content.
30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.

No disappointments or setbacks to report this year.

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?

The College didn’t receive specific feedback from annual report because we submit the reports as a system; however, we receive feedback from our AtD coaches which has helped to strengthen our interventions and evaluations.

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?

The College is grateful for the support it receives from Kamehameha schools to participate in the AtD initiative. The initiative has been a crucial tool for evaluating the way we look at student success and how we support our students.