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.

   Chancellor Helen Cox is very supportive of the AtD project and since she has been onboard she attended two system-wide AtD meetings in Honolulu and all of the meetings held on Kaua‘i with the AtD Coaches Bernadine Fong and Bill Piland. She ensures that AtD updates are presented at Fall Convocations. Chancellor Cox attended the AtD 2010 Strategy Institute in Charlotte, NC. She has supported the institution’s request to fill the vacant IR position and she has supported the funding for our SAS subscription so that we are able to provide data for the AtD implementation projects.

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

   The University of Hawai‘i Board of Regents was provided updates of the ATD program through the Vice-Presidents for Community Colleges office.

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?

   The achievement gaps identified were primarily between Native Hawaiian students and other students. For each year, a cohort of students (the “AtD cohort”) was tracked. The following achievement gaps were identified,
a. The percentage of Native Hawaiian Pell recipients over the Native Hawaiian Pell eligible students was 27.5% where the national average is 46.85%.

b. Of the Native Hawaiian students in the AtD cohort, the percent that tested into developmental reading, writing, and math were 45.6%, 66.2%, and 96.3%, respectively. When compared with the number of AtD cohort students testing into those areas (48.6%, 55.4% and 73.8%), the numbers were higher in two of the cases. The statistics are similar for successful completion of developmental courses with Native Hawaiian students successfully completing developmental reading, writing, and math at 58.8%, 50% and 66.7%, and other AtD students completing at 59.2%, 57.8%, and 66.4%.

c. Retention rates for Native Hawaiian students was also lower than for the regular AtD students with full time Native Hawaiian students successfully completing 20 credits (gpa 2.0 or higher) at 16.2% compared to 25.5%. Part-time Native Hawaiian students successfully completed 10 credits (GPA 2.0 or higher) at 5.9% compared to 8.2%.

d. Persistence rates (fall to spring) was at 68% for all students while persistence for Native Hawaiians was at 61%.

e. The number of degrees and certificates granted to students was 110 in 2006 our base year, Native Hawaiian students represented 22% of this number. In 2007 this number fell to 15%.

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.

Direct Interventions:
- Financial Aid Outreach
- Mandatory Advising
- College Success Center
- Peer Tutors
- Math/Science Lab
- Early Alert
- Professional Development

Indirect Interventions:
- Re-evaluate need for Institutional Researcher
- Develop Evaluation Instruments
- Train Faculty and staff on data analysis

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.)
Direct Interventions:
Financial Aid Outreach – The Financial Aid outreach counselor went out to the three local high schools and communities to help students and parents with financial aid application. In 2008 and 2009 the percentage of Native Hawaiian high school students who received Pell Grants of those who were eligible was at 73% and 81% respectively. While these numbers do not reflect all Native Hawaiian applications, they do show upward growth for Native Hawaiian high school students.

Mandatory Advising – Mandatory advising for all new classified students was implemented and a comparison of the 2008 and 2009 statistics show that students who did see a counselor at least once were more apt to complete the set number of credits (10 credits/year for part time students and 20 for full time students) successfully (above a 2.0 gpa) than students who did not. About thirty percent more students were successful when they received mandatory advising.

College Success Center (CSC) – The CSC implemented several projects, among them the Learning Communities. The data indicates that success was up and down. When compared with classes that are unlinked student success varies semester by semester with no apparent trend at this time. Out of three semesters, Native Hawaiian students were more successful in unlinked classes for two of the three semesters in both classes.

Peer Tutors for gatekeeper courses – The peer tutoring focused on gatekeeper courses in math and English. Native Hawaiian students have lower success rate in gatekeeper courses. Tutored Native Hawaiian students have a success rate of 78% in gatekeeper courses when compared to non-tutored Native Hawaiians at 51%.

Math/Science Lab- This project assists students particularly in math and science. In Spring 2009, 21% of the assisted students were Native Hawaiian of whom 50% successfully completed their courses. In Fall 2009, 24% of the assisted students were Native Hawaiian with 70% successful course completion.

Early Alert - The success rate of those students who received Early Alert assistance in Fall 08 was 33%. It dropped to 10% in Fall 2009. Similarly the persistence rate dropped from 60% to 36%.

Professional Development - Professional Development workshops in Hawaiian values and teaching strategies were provided from Fall 2007. In AY 07-08, there were two workshops with 54 attendees and six mini workshops with 121 attendees. In AY 08-09, three workshops were held with 34 attendees.
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?

This year, the college teams are evaluating their data and changing their implementation strategies accordingly. Teams are just now seeing their second year data as our data collection commenced in 2008. Since our college is small, we chose to look at data over time and to discover trends.

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

The only obstacle is that our data sets are small and basing decision making on a single year of data wouldn’t be prudent.

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?

___ Yes
_ X_ No

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.

If the trend in Early Alert persists, continuing this service would be questionable but one more year of data should be collected or a deeper analysis on the existing data may be required (G.P.A. analysis, demographic analysis, etc.). The learning community, which is proven to be successful in other colleges, may not be as successful here. Several other communities are being developed so those will be added to the data analyses.
10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

At this point in time no interventions will be discontinued but at least two of them will be monitored for another year as mentioned in 10a.

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

Not applicable.

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\textsuperscript{1} over three or more years\textsuperscript{2}.

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<td>PCNTENR</td>
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<td>4</td>
<td>58</td>
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<tr>
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<td>6</td>
<td>68</td>
<td>5</td>
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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.

Measure: Peer Tutoring for Gatekeeper Courses

An initial analysis of the data shows that tutoring continued to have a positive impact on students who received tutoring in the five gatekeeper courses

\textsuperscript{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.

\textsuperscript{2}If your institution has not collected three years of data, please submit as many terms as are available.
(M22, M24, Eng21, Eng22, and Eng100) during the Fall 2009 semester. Evidence of this is in the following:

- A higher rate of success (C or better) among all students who received tutoring (83.3%) than those who did not receive tutoring (63.5%)
- A significantly higher rate of success (C or better) among Native Hawaiian students who received tutoring (77.8%) than Native Hawaiians who did not receive tutoring (50.7%)
- An increase in success rate for all tutored students from Fall 2008 (77.5%) to Fall 2009 (83.3%)
- An 50% increase in the total number of Native Hawaiian students tutored in gatekeeper courses as well as an overall increase in the rate that they used tutoring (from 5.6% in Fall 2008 to 6.1% in Fall 2009)

Tutoring also seems to positively impact persistence as evidenced by the following:

- There was an almost 90% rate of persistence among all students who used tutoring.
- There was a 100% rate of persistence among Native Hawaiian students who used tutoring.
- The persistence rate among all tutored students (89.7%) was significantly higher compared to all students who did not receive tutoring (77.4%).
- The rate of persistence among Native Hawaiians who received tutoring (100%) was significantly higher compared to those who did not receive tutoring (69.9%)

At the same time, there also seems to some areas that need attention, specifically:

- While there was an overall increase in the number of students in gatekeeper courses (from 444 in Fall 2008 to 543 in Fall 2009), there was a slight decrease in the rate that students in gatekeeper courses used tutoring (from 9% in Fall 2008 to 7.7% in Fall 2009.
- There was a lower rate among Native Hawaiians in gatekeeper courses that use tutoring services (6.1%) than among non-Native Hawaiian students in the same classes (8.3%).
- There is an unacceptably low rate of success for Native Hawaiians in the Math 22 and, especially, Math 24 classes.

As a result of this, the following conclusions can be made:

We need to tutor more students, especially Hawaiian students.
We need to focus specifically on Math 22 and Math 24.

Success (“C” or better) in all Math/ English Gatekeeper courses: Eng 100, Eng 22, Eng 21, Math 22, Math 24
All students = 543 All tutored students = 42
All NH students = 147  Tutored NH students = 9

<table>
<thead>
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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
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<tr>
<td>a. 1. all N.H.</td>
<td>47/98 (48%)</td>
<td>59/106 (55.7%)</td>
<td>77/147 (42.4%)</td>
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</tr>
<tr>
<td>2. all non-N.H.</td>
<td>204/322 (63.4%)</td>
<td>231/338 (68.3%)</td>
<td>276/396 (69.7%)</td>
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<tr>
<td>b. 1. all tutored</td>
<td>not available</td>
<td>31/40 (77.5%)</td>
<td>35/42 (83.3%)</td>
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<tr>
<td>2. all non-tutored</td>
<td>not available</td>
<td>263/404 (65.1%)</td>
<td>318/501 (63.5%)</td>
<td>TBD</td>
</tr>
<tr>
<td>c. 1. N.H. tutored</td>
<td>not available</td>
<td>5/6 (83.3%)</td>
<td>7/9 (77.8%)</td>
<td>TBD</td>
</tr>
<tr>
<td>2. N.H. non-tutored</td>
<td>not available</td>
<td>54/100 (54%)</td>
<td>70/138 (50.7%)</td>
<td>TBD</td>
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</table>

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

Yes.

Institutional Research and Information Technology Capacity

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

   The college has one position that is currently unfilled.

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

   The college has six positions.

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
    _ Difficulty retrieving useful, timely data
    _ Other. Please describe: The campus is in the process of filling the vacant institutional researcher position which was stalled due to budget constraints.

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.
The system purchased and deployed COGNOS software this year.

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

**Program review and evaluation**
The college uses an annual program review to evaluate the health of its programs as well as a cumulative program review every five years. Student progression data is used to measure progress toward strategic goals and to justify resource allocations. For example, this year the program review data included data on remedial and developmental student progression data and this data was used to support the creation of block scheduling to link a math, English, and a college ready course for students placing into two developmental courses.

**Strategic planning**
The college relies on the programs and units to align their action plans with the strategic goals of the system.

**Budget allocation**
As mentioned above the annual program review includes program improvement plans (such as the developmental block scheduling mentioned above) that are developed by analyzing student data. The program requested resources to support their action plan such as lecturer support, curriculum development support, etc.

**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>
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</thead>
<tbody>
<tr>
<td># serving on ATD core, data, or other ATD teams</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td># involved in ATD intervention delivery</td>
<td>8</td>
<td>6</td>
<td>2</td>
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</table>

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:
   - 70% Participated in data collection and/or analysis
   - 20% Participated in focus groups or surveys related to Achieving the Dream
   - 40% 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:
21. Please estimate the percentage of staff involved in each of the following activities:
   - 30% Participated in data collection and/or analysis
   - 20% Participated in focus groups or surveys related to Achieving the Dream
   - 15% 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.

   The professional development workshops on Hawaiian values had good attendance (approximately 34% of the faculty) but their effectiveness has not yet been measured.

Students
23. Please estimate the percentage of students involved in each of the following activities:
   - 65% Surveys (CCSSE)
   - 20% Focus groups
   - 15% Student participation on planning or advisory committees
   - 10% Other. Please provide the name of the activity: Participation in professional development workshops.

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 Community College Survey of Student Engagement has been conducted on our campus every two years and has helped to improve student outcomes by measuring actual student engagement. The survey involves at least half of the student body or 600 students.

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
   - X Data sharing with local high schools
Collaborative activities with four-year institutions to improve student success
Collaborative activities with community organizations
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 currently working on two alignment projects with the three local high schools; one is in math and the other in English. These efforts include meetings to improve students’ transition from the high schools to college level math and English. About 15 high school teachers are involved and the ensuing workshops impact their classrooms. At least 300 K-12 students are involved.

**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.

When creating the UHCC system Strategic Measures in 2007, the AtD goals were embedded in the Strategic Goals for the UH Community Colleges. When programs do their program review in late fall their action plans for improvement must align with the college’s goals.

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

The college received recommendations from our last accreditation and we used the AtD projects to focus on those recommendations. One of the recommendations had to do with creating a more formal approach to remedial and developmental students. We have four projects implemented (College Success, Learning Communities, Math Science Lab and Peer Tutoring) that focus on that area. There was also a recommendation about student learning outcomes and Student Services which the Mandatory Advising and Early Alert AtD projects are addressing.

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

The greatest achievement was in gathering data for tutored versus non-tutored students. This helped shape refine the intervention.
30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.

The learning community statistics did not describe a progressively upward trend which was probably due to the size of that project which was 20 students or less.

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?

Yes, we incorporated the feedback we received from Bill Piland, our data coach. We increased the number of learning communities from 1 pair to 3 pairs of courses. We are looking at the Financial Aid data closer to determine if students are changing their work habits and we are starting Early Alert at 2 weeks into the semester.

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?

Not at this time.