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 and Vice-Chancellor of Academic Affairs discussed ATD in both the fall 2009 and spring 2010 convocations for faculty and staff. Both attended our ATD Campus Team meetings that occur once a month. The VC Academic Affairs attends the monthly statewide ATD Core Team meetings that usually take place in HNL; she is also on the committee to hold an ATD Hawai‘i Strategy Institute in April 2010 to address gatekeeper course best practices.

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?

   Longitudinal data on Native Hawaiian student cohorts was identified and tracked from 2004 until now for disparities in the following:

   ATD Goal 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.

Goal 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.

Goal 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.

Goal 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.

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

Current e-stats data is not being separated out for Native Hawaiians but instead they are included in Asian/Pacific Islanders.

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.

   a. Increase the number of Financial Aid presentations
   b. Create a Financial Aid Outreach Counselor position
   c. Change non-credit English into a 3-Credit course.
   d. Articulate & Align Developmental English Courses
   e. Articulate & Align Developmental math Courses
   f. Initiate mandatory enrollment in Developmental English and/or math classes
   g. Create and institute Professional Development Workshops for counselors
   h. Create a Grants Coordinator position
   i. Initiate a mandatory orientation process
   j. Initiate mandatory Compass testing policy
   k. Develop and pilot FYE program focused on developmental education
   l. Develop an Early Alert System
   m. Implement faculty advising of liberal arts students
   n. Re-evaluate Institutional Research positions to closely align with a new software system, Cognos
   o. Report by semesters on intervention strategies and their impact on course completions
p. Implement new software system, (i.e. Cognos)

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.)

All strategies attempt to close achievement gaps for Native Hawaiian students are reflected in the goals for the University of Hawai‘i Community Colleges and the University of Hawai‘i Maui College Strategic Plans. Positions that were requested as part of the plan were to improve institutional services for students.

The Vice President of Community Colleges recently shared data on developmental education that compared Native Hawaiian students to all students. Native Hawaiians continue to trail all students in taking required courses. He is asking the colleges to close the achievement gaps, earned degrees and certificates, and year-to-year retention. He also asked that we examine ways to get Native Hawaiian students to earn 20 credits in their first year; improving the odds that they will continue to pursue their certificate or degree. Currently, 41% of all full time students compared to just 34% for Native Hawaiian full time students are reaching this milestone.

The college was made aware of the courses that appeared as "Gatekeeper" courses. Our ATD Campus team addressed all of the developmental courses with our math and English intervention. Although we have not had a Gatekeeper strategy/intervention included as part of ATD Implementation Plan thus far, a committee formed from attendees at the Hawai‘i Strategy Institute held in Honolulu in April of this year, will be partnering with our ATD Campus Team to formulate an intervention to improve the success of "GateWay" courses at UH Maui College. At that point a longitudinal study will be developed to track our progress.

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? Based on data, what did we do?

A significant number of Native Hawaiian students were not taking their placement tests and were not passing math courses at high rates. As an intervention, the college created a mandatory placement testing policy that recently was approved by its Academic Senate. The college also consolidated and accelerated math courses in order to reduce the time by one year needed to reach college level math.

The college brought both the developmental English and math faculty together at summits to address course alignment deficiencies and to determine common Student Learner Outcomes (SLOS) among all campuses.

The college also addressed student engagement by mandating a new student orientation to increase student to faculty connections to give students a sense of
place and belonging. Faculty advising of liberal arts students has been integrated into this orientation. Accounting and Culinary programs, and other programs are currently providing their own orientations sessions.

Additionally, the college piloted a Freshman Year Experience program to focus on new strategies to increase engagement and student performance. The college is developing an Early Alert System to address students’ needs in the first few weeks of the semester to increase retention and persistence.

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

The evaluation mechanism needs to be stronger and needs to be tied to data, evaluation and assessment. Some members of the campus team need to be trained in depth on how to evaluate their strategies in detail.

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 for the colleges.

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 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.

No substantial changes will be made to our current interventions.
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.)

The college is discussing a policy change to have students take a mandatory prep test prior to taking the Compass test and a mandatory brush up test for any Compass test retakes.

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 measures¹ over three or more years².

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

The mandatory New Student Orientation (NSO) will be entering its 3rd year with this pilot group of Maui County high school seniors wanting to attend UH Maui College. Below please find the data that we have collected for 2007-2008 and 2008-2009 NSO’s:

**Base line 2007 with out NSO:**
290 Maui County high school seniors registered for the fall 2007
218 (75%) of the 290 are non-Native Hawaiian ethnicity
72 (25%) of the 290 are of Native Hawaiian ethnicity

**Persistence Rates:**
166 (57%) of the 290 have persisted from fall 2007 to fall 2008
134 (61%) of the 166 are non-Native Hawaiian ethnicity
32 (44%) of the 72 are Native Hawaiian ethnicity

**NSO 2008:**
421 Maui County high school seniors attended an NSO session
374 (89%) of the 421 registered for the fall 2008 semester
239 (64%) of the 374 are non-Native Hawaiian ethnicity
135 (36%) of the 374 are of Native Hawaiian ethnicity

**Persistence Rates:**

¹Colleges 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.

²If your institution has not collected three years of data, please submit as many terms as are available.
239 (64%) of the 374 have persisted from fall 2008 to fall 2009
159 (66%) of the 239 are non–Native Hawaiian ethnicity
80 (59%) of the 135 are of Native Hawaiian ethnicity

NSO 2009:
454 Maui County high school seniors attended at NSO session
429 (94%) of the 454 registered for the fall 2009 semester
241 (56%) of the 429 are non–Native Hawaiian ethnicity
188 (44%) of the 429 are of Native Hawaiian ethnicity
Fall 2009 to fall 2010 data will be collected in August 2010

<table>
<thead>
<tr>
<th></th>
<th>Attended Fall</th>
<th>All non-Hawaiian ethnicities</th>
<th>%</th>
<th>All Hawaiians</th>
<th>%</th>
<th>All Students who Returned after 2 semesters</th>
<th>Persistence Rate-All NSO students</th>
<th>All Non-Hawaiian Students</th>
<th>Persistence Rate</th>
<th>Hawaiian Students</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fall w/out NSO 2007-fall 2008 Baseline</td>
<td>290</td>
<td>218</td>
<td>75%</td>
<td>72</td>
<td>25%</td>
<td>166</td>
<td>57%</td>
<td>134</td>
<td>61%</td>
<td>32</td>
<td>44%</td>
</tr>
<tr>
<td>NSO Students fall 2008-fall 2009 First Year Intervention</td>
<td>374</td>
<td>239</td>
<td>64%</td>
<td>135</td>
<td>36%</td>
<td>239</td>
<td>64%</td>
<td>159</td>
<td>66%</td>
<td>80</td>
<td>59%</td>
</tr>
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</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:

Our mandatory student orientation provided students with a greater opportunity to make connections with support services through faculty-led power point presentations. Students also received academic advising and registered for classes with counselors. Most importantly, the students met other students, staff, and instructional faculty prior to the first day of class. A total of 45 FT Faculty, 35 staff and 20 students work on these activities. The student workers will continue efforts to connect students with faculty advisors in their specific majors.

These results suggest that students who were prepared for their first year and establish strong connections to their institution were retained at a higher rate than students who did not.

- The number of students served: 374 FT students served from fall 2008-fall 2009
The number of students served as a percentage of total enrollment and of the target population. Mandatory Student Orientation: 374 FT students served from fall 2008-fall 2009, (1/3 of total enrollment of 4,000 students are full time=1,333). 374/1,333=28% of total enrolled FT students

Native Hawaiian students who attended this orientation increased year to year retention by 15% from 44% in 2007 to 59% in 2008.

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: 1

14. Number of FTEs at your institution devoted to information technology: 8

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
   X Other. Please describe: Although it may appear that UHMC has several IT and IR positions, only two positions are being used for ATD interventions at .25 FTE each.

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. 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
   At Program Coordinators’ meetings, program specific retention and persistence data are shared. Discussions have begun re: strategies to ensure continued student engagement and persistence. One strategy is the program –specific orientation. In addition comprehensive and annual program reviews include
efficiency and effectiveness factors which look at student progression and outcomes.

**Strategic planning**
ATD Goals for Native Hawaiian Success are embedded in the UH Strategic Plan from 2008-2015. The goal of increasing student success is tracked and closely monitored on an annual basis.

**Budget allocation**
The campus uses a number of sources to develop its budget priorities. One major resource is program review data. Once positions are identified and prioritized, Vice Chancellors use appropriate funding sources to financially support the positions.

For example, Intervention 5 from our list of interventions above, the UHCC system has planned and implemented three math summits in which math faculty members have come together to agree upon course alignment and student learner outcomes.

Intervention 9 mandates a student orientation process. Federal funds have been used to fund a Recruitment and Retention Coordinator position so when students arrive on campus they are introduced to services, programs and faculty all of which contribute to a student’s sense of belonging.

Intervention 11 has been supported by stimulus funding sources to implement the First Year Experience programs at all campuses.

ATD data is used to justify positions. A First Year Experience Coordinator, a Developmental English and Developmental Math instructor are included in the biennium budget for UHMC.

**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>11</td>
<td></td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td># involved in ATD intervention delivery</td>
<td>11</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

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

80 or 63% participated in data collection and/or analysis
35 or 27.5% participated in focus groups or surveys related to Achieving the Dream
55 or 43% participated in professional development to further student success
__ Other. Please provide the name of the activity:

Number of full-time faculty at UHMC - 127

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
3 or 2% Participated in professional development to further student success
__ Other. Please provide the name of the activity:

Number of part-time faculty at UHMC - 1
Number of lecturers at UHMC – 123

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

2 or 2% participated in data collection and/or analysis
2 or 2% participated in focus groups or surveys related to Achieving the Dream
4 or 4% participated in professional development to further student success
__ Other. Please provide the name of the activity:

Number of Staff (APT & Civil Service) at UHMC - 110

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 college’s mandatory new student orientation provided students with a great opportunity for the campus community to make connections with support services through faculty-led power point presentations. They also received academic advising and register for classes with counselors. Most importantly, the students met other students, staff, and instructional faculty prior to the first day of class. A total of 45 FT Faculty, 35 staff and 20 students work on these activities.

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

378 students, or 9% of the total enrollment of 4,093, participated in the New Student Orientation and submitted evaluations/surveys.
__0__ Focus groups
__0__ Student participation on planning or advisory committees
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.

New Student Orientation includes between 400-500 students per year.

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
   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.

   Each program has an advisory committee that has business partners that align curriculum to industry standards. Last year, all the career and technical education programs had their course student learner outcomes and program learning outcomes verified by their respective advisory committee.

   Scholarship ‘Aha was an opportunity for Native Hawaiian (NH) Students to get information and assistance in filling out the FASFA and apply for scholarships. Approximately 300 students attended.

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.

   ATD Goals for Native Hawaiian Success are embedded in the University of Hawai’i Community Colleges’ Strategic Plan from 2008-2015 and are tracked annually for progress.

   Our team Initiated mandatory Compass testing policy for English and math classes for all new, degree-seeking students so that all students can be advised and tracked until graduation or transfer. A new policy was approved in the February
meeting of the Academic Senate and reads as follows: “Prior to registration, all first-time degree and or certificate seeking UHMC Students who register for six or more credits are required to take COMPASS tests for reading, writing, and math. COMPASS test placement scores will assist students in achieving academic success. Exceptions to the policy will be made on a case-by-case basis. After completion of COMPASS, consultation with a counselor is highly recommended.”

UHMC’s administration is currently reviewing this policy before it is published in the college catalog.

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

UH Maui College is transitioning from ACCJC to the Sr. Commission of WASC. Consistent with both commissions is the college’s focus on SLOs, Prescribed Learner Outcomes (PLOs) and assessment. The college’s mission and vision statement will be revisited to ensure alignment with accreditation requirements of the Sr. Commission.

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

The college’s mandatory new student orientation provided students with a great opportunity to make connections with support services through faculty-led power point presentations. They also received academic advising and registered for classes with counselors. Most importantly, the students met other students, staff, and instructional faculty prior to the first day of class. A total of 45 FT Faculty, 35 staff and 20 students work on these activities. New Student Orientation included between 400-500 students per year and had the highest number of faculty, staff and student involvement.

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

None to report at this time.

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?

*More and deeper data analysis* was suggested. The college is getting better in getting results, working closer with our IR office to create more specific queries to gather data.

*Deeper and broader engagement of key leaders and stakeholders* was suggested. The college made a great attempt to engage more stakeholders especially faculty
through presentations at the fall and spring convocations and at the ATD Hawai‘i Strategy Institute in April.

*Continuing attention to evaluation* was also suggested. The college is really examining intervention results and modifying interventions accordingly.

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?

Assistance provided especially at the Annual Strategy Institute has proven to be invaluable. Leader institutions present at these institutes are also extremely helpful to make us see more and more possibilities on how we can improve student engagement and success through mandate and policy changes.

Eric Engh, English Department Chair, attendee of the 2010 ATD Strategy Institute wrote in a report about his experiences, “The achieving the dream conference had a strong impact on my thinking about the function and value of data in assessing problems and prompting curricular revision at the instructor, department and institutional level. Many presentations I attended began by presenting wide scoped portraits of student performance through data. This helped to deepen my appreciation of the power of data to spark and/or compel changes. The instructor who genuinely feels like she is doing her best to educate students may not feel receptive to the need to experiment, but once they confront data dramatically illustrating the level of failure of students, resistance is likely to break down. Further, as I’ll discuss below, several presenters used data to illustrate the positive impact of their experimental approaches to pedagogy. As one who was fairly skeptical about the efficacy of data analysis in prompting educational reform, I was generally impressed by the power of data in empowering arguments both about the need for experimentation in general and a basis for assessing the effectiveness of new educational strategies.”

His experiences mirror many of the attendees who have had the opportunity to attend a strategy institute where they come away transformed. This helps to increase engagement among more and more faculty and staff that will help us to ultimately address our ATD goals with positivity and excitement.