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.

In a first-ever address to the Hawai‘i State Legislature, February 2010, University of Hawai‘i President M.R.C. Greenwood proposed the Hawai‘i Graduation Initiative to increase the number of college graduates in Hawai‘i by 25 percent by the year 2015. “Simply put, we want more local students to attend and graduate from UH,” Greenwood said. This initiative focuses on access, affordability, and student success, as well as strengthening the pipeline of education in Hawai‘i from early childhood through college.

The Hawai‘i Graduate Initiative ties together various initiatives and programs including Achieving the Dream, Access to Success, the American Diploma Project, Running Start, Gear Up, Rise to the Top, American Graduation Initiative, Complete College America, and a Statewide Longitudinal Data Study. AtD’s goals, data sets, development of intervention strategies and culture of evidence provided the model by which this initiative, the University’s Strategic Outcomes, and future student success initiatives are framed.

Dr. John Morton, Vice President for Community Colleges (UHCC), continued to provide leadership and guidance with this initiative to all seven community colleges. In both the fall and spring semesters, he presented updates, including data, on UHCC’s Strategic Outcomes to faculty and staff at each college. The progress of their students was presented using the AtD format. He challenged and encouraging them to be innovative in addressing student success.
VP Morton also addressed faculty and staff at the Hawai‘i Strategy Institute, held in April, 2010, again presenting current data on the status of our students and the need to do more. At his monthly meetings with chancellors of each community college, he provided updates on all the initiatives UHCC is involved in. He convened the meetings of the UHCC Strategic Planning Committee, again providing updates to its members. He also participated in both the national State Policy Team meeting and the Strategy Institute in Charlotte, NC. VP Morton continued to include data in his conversations and discussions within the community college community.

Recognizing the need for additional resources, VP Morton made available to the colleges funds for innovative and intervention projects to address student success following both AtD goals and UHCC strategic goals. Projects were funded in the area of increasing financial aid participation, improving developmental and remedial education, developing freshman year experiences, addressing gatekeeper/gateway courses, and staff development. This also included funding for UHCC’s first Hawai‘i Strategy Institute. This institute was formatted similar to the national AtD Strategy Institute, with a focus on addressing both student success and gatekeeper courses.

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

Though the BOR did not have an active role with AtD, they were kept abreast of its progress. Both President Greenwood and VP Morton apprised members of the Board of Regents (BOR) on the status of the Achieving Dream Initiative either through the BOR Committee on Community Colleges or directly to the entire Board.

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, UHCC used longitudinal data on entering freshman cohorts from 2004 to identify achievement gaps among groups of students. In general the data showed that Native Hawaiians had lower success rates than the general student population for the five national AtD goals. These goals were revised to address these achievement gaps of Native Hawaiians as stated:

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.

A connection to data on the five Achieving the Dream Goals by system and college level may be found on the UH Community Colleges website, http://www.hawaii.edu/offices/cc/index.html. Click on Achieving the Dream (AtD) Goals in the left hand column under useful links. The general tables provided below in Question 11 are found on the website. Detailed cohort characteristics, Native Hawaiian/Non-Native Hawaiian, Male/Female, Pell Recipient/Non-Pell Recipient, are provided on the website.

Additional achievement gaps were identified in line with UHCC's Strategic Outcomes which included disparities in financial aid participation rates. Data showed that the rate of participation in financial aid for all students was below the national average. The rate of Native Hawaiians' participation was even lower. There was a concerted effort to increase the participation rate over the last two years by all the colleges. The following table provides an understanding of actual vs. projected participation rates. The combined effort of all colleges met or exceeded projected goal for 2015. We cannot say for certain whether the participation rate increase was due to the colleges outreach efforts or the State's economic climate, but the rate is moving in the right direction.
Table 1. Native Hawaiians Pell Participation Rates, All Colleges Combined

<table>
<thead>
<tr>
<th></th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>32.3%</td>
<td>34.7%</td>
<td>41.6%</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>31.6%</td>
<td>31.6%</td>
<td>32.3%</td>
<td>34.9%</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>25.0%</td>
<td>50.0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Number of Native Hawaiians Receiving any Financial Aid, by Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>485</td>
<td>220</td>
<td>259</td>
<td></td>
</tr>
<tr>
<td>HON</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KAP</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KAU</td>
<td>447</td>
<td>518</td>
<td>352</td>
<td></td>
</tr>
<tr>
<td>LEE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAU</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td>200</td>
<td>400</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

Progress in Implementing Proposed Interventions

UHCC’s interventions dealt with system-wide policies and procedures that affect students’ progress. Progress on some of the policy issues are presented below in this report.

Each of the seven community colleges within the system developed their specific interventions working with their respective student targets. Progress in implementing their respective interventions is reported on the AtD Interventions Online Reporting Tool.

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.
Each of the seven community colleges in the system listed their interventions in their respective reports and reported them online. Please see their respective reports.

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.)

Please see each college’s reports for their respective response.

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?

Please see each college’s reports for their respective response.

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

Colleges reported that they needed data on cohorts of 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.

In hindsight, the development and implementation of interventions should have been viewed as mini research projects. This is something the AtD Core and Data Team will address in the coming year. When interventions were developed, they addressed what faculty and staff perceived to be the needs, given student performance data. Priority was given to the strategy itself, while the evaluation process of its effectiveness was not fully developed. Going forward, greater attention will be given to the development of an intervention within the framework of research.

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 for the colleges due to how they established their interventions. The students involved in the intervention strategies may or may not have been part of the college’s AtD cohorts. As reported above, colleges 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.

The Office of the Vice President for Community Colleges developed and made available data on the five Achieving the Dream Goals by system and college level
may be found at http://www.hawaii.edu/offices/cc/index.html. Click on Achieving the Dream (AtD) Goals in the left hand column under useful links. Detailed cohort characteristics, Native Hawaiian/Non-Native Hawaiian, Male/Female, Pell Recipient/Non-Pell Recipient, are provided on the website.

Additional updated student data was shared with faculty and staff at each college by VP Morton this past spring semester. The data sets addressed the strategic plan outcomes, following the AtD model. Colleges got both system-wide data and their respective college’s data. This data will be accessible from UHCC’s website very shortly.

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 were able to use eSTATS for 2004-2007 cohort data but not for the most recent 2008 cohort. Due to AACC’s delays in changing from the databeacon tool to MicroStrategy, the UHCC system and the colleges were not able to use eSTATS for the Annual AtD Report or for the Strategic Plan.

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

   No substantial changes at the system level. See colleges’ reports for changes to their respective interventions.

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

   No interventions discontinued at the system level. See colleges’ reports for respective interventions they discontinued.

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

   This year, UHCC received some ARRA (America’s Recovery and Reinvestment Act) funds. This allowed for a one time reallocation of special funds this year and next for innovative projects described in this report. Some of the innovations started this year will continue into next year including: Freshman Year Experience, Hawai’i Strategy Institute, remedial/developmental education, financial aid participation. UHCC’s AtD Core and Data Team will soon determine the use of the balance of some of the funds available, in particular to address additional Gatekeeper courses. The Development Education Committee will determine new
Interventions to fund next year. See colleges’ reports for new interventions they plan to implement.

**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\(^1\) over three or more years\(^2\).

- 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

Data Analysis and Engagement Capacity (Priority Area D of our AtD Work Plan) -- The UHCC system office increased access to AtD information by creating a publicly available website for viewing system and college progress on the five Achieving the Dream Goals. The link to the goals is prominently located on the front page of the UHCC Community College, [http://www.hawaii.edu/offices/cc/index.html](http://www.hawaii.edu/offices/cc/index.html). In the left hand column under useful links, click on Achieving the Dream (AtD) Goals. The site provides information in both tabular and graph format and can be exported to a user’s computer. Progress is displayed for each of the cohorts and subsets of Native Hawaiians, males/females, Pell grant recipients.

Additionally, each college’s AtD data can be found at their website:

- [http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD_page.htm](http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD_page.htm)
- [http://info.kauai.hawaii.edu/admin/gov/atd/atdhome.htm](http://info.kauai.hawaii.edu/admin/gov/atd/atdhome.htm)
- [www.leeward.hawaii.edu/AtD](http://www.leeward.hawaii.edu/AtD)
- [http://maui.hawaii.edu/inside/dream/?page_id=2](http://maui.hawaii.edu/inside/dream/?page_id=2)
- [http://www.windward.hawaii.edu/ir/AchievingDreamdefault.htm](http://www.windward.hawaii.edu/ir/AchievingDreamdefault.htm)

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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.
Table 4. Developmental Math, Successful Completers, All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Achieving the Dream Cohort</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Attempters</td>
<td>2,470</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,313</td>
</tr>
<tr>
<td>2005</td>
<td>Attempters</td>
<td>2,631</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,358</td>
</tr>
<tr>
<td>2006</td>
<td>Attempters</td>
<td>1,867</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,551</td>
</tr>
<tr>
<td>2007</td>
<td>Attempters</td>
<td>2,770</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,323</td>
</tr>
<tr>
<td>2008</td>
<td>Attempters</td>
<td>3,018</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,590</td>
</tr>
</tbody>
</table>

Table 5. Gatekeeper Writing, Successful Completion, All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td>2,121</td>
</tr>
<tr>
<td></td>
<td>Attempters</td>
<td>2,121</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,422</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>2,043</td>
</tr>
<tr>
<td></td>
<td>Attempters</td>
<td>2,043</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,253</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td>2,139</td>
</tr>
<tr>
<td></td>
<td>Attempters</td>
<td>2,139</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,337</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>2,307</td>
</tr>
<tr>
<td></td>
<td>Attempters</td>
<td>2,307</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,382</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>2,720</td>
</tr>
<tr>
<td></td>
<td>Attempters</td>
<td>2,720</td>
</tr>
<tr>
<td></td>
<td>Successful Completers</td>
<td>1,697</td>
</tr>
</tbody>
</table>
Table 6. Gatekeeper Math, Successful Completion, All Students

Table 7. Success in First Academic Year
The tables above provide interesting data and are cause for discussions. Most of them show that, while participation increased for a number of these tables, the outcomes, like completion did not increase in corresponding fashion, and in some cases, actually decreased (Tables 7 and 9). More attention will be given to this as the colleges seek to meet the goals of the Hawai‘i Graduate Initiative.

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.

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

The University of Hawai‘i system is developing a Reverse Credit Transfer policy, which will allow students who transfer to a UH 4-year institution without an Associate in Arts (AA) degree or who do not complete the entire degree
requirements from any of the seven community colleges in Hawai‘i, to apply for an AA degree.

As of fall 2009, 264 students completed credit requirements for the AA while attending a 4-year UH institution. This list of students was sent to the appropriate community colleges for follow up with the students. We will report the impact on the graduation rates of the AtD cohorts in next year’s report.

Though this intervention was not specifically identified in our AtD plan, it is in line with our effort to examine policies that affect student outcomes and to add, modify, or delete such policies.

Please see the colleges’ reports for a description of at least one intervention implemented that addressed improvement in student outcomes at their respective campus.

**Institutional Research and Information Technology Capacity**

13. Number of FTEs at your institution devoted to institutional research at all seven community colleges and the system office, as of March 10, 2010: 13, this number is of only IR positions and does not include other faculty or management that may have among their responsibilities support for AtD.

<table>
<thead>
<tr>
<th></th>
<th>UHCC Totals</th>
<th>OVPCC</th>
<th>Hawai‘i</th>
<th>Honolulu</th>
<th>Kapi‘olani</th>
<th>Kaua‘i</th>
<th>Leeward</th>
<th>Maui</th>
<th>Windward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Open</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: UHCC Personnel Office

14. Number of FTEs at your institution devoted to information technology at all seven community colleges and the system office, as of March 10, 2010: 57

<table>
<thead>
<tr>
<th></th>
<th>UHCC Totals</th>
<th>OVPCC</th>
<th>Hawai‘i</th>
<th>Honolulu</th>
<th>Kapi‘olani</th>
<th>Kaua‘i</th>
<th>Leeward</th>
<th>Maui</th>
<th>Windward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled</td>
<td>48</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Open</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: UHCC Personnel Office

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
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 institutional research capacity varies from college to college. This year, Honolulu CC was able to fill an IR position. Kaua’i CC was close to hiring someone. An offer was made, but the applicant declined.

UHCC invested in Cognos and spent the last year beginning to develop it. The five Achieving the Dream Goals were the first report produced using the new Cognos tool.

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

**Program review and evaluation**
University of Hawai’i policy requires that all programs undergo a comprehensive review at least every five years. Additionally, Community Colleges conduct Annual Reviews of Program Data. The data are compiled by the UHCC system office and forwarded to the colleges for analysis and planning. Among the data elements in the annual reports are measures of student progress and achievement. In 2009, the UHCC system added separate reviews of remedial/developmental reading, writing, and mathematics using the levels/categories defined and reported in Achieving the Dream. A section of the review includes the progress of the AtD cohort taking remedial/developmental courses in their first year.

**Strategic planning**
The UHCC Strategic Plan measures progress toward meeting the major goals through what are called Strategic Outcomes and Performance Measures.

- **Strategic Outcomes and Performance Measures**: Goals on Native Hawaiian Educational Attainment and increasing Hawaii’s Educational Capital are heavily based on measures taken from Achieving the Dream. Progress is measured annually. The updates are posted to the UHCC website.
- **Annual Performance on the Strategic Plan**: This the basis of the annual spring visits made by the Vice President to each of the colleges. Progress on performance measures is included in the annual evaluations of each Chancellor.

**Budget allocation**
The UH System began articulating budget priorities for the next State budget cycle (2011-2013) The University’s priorities are grounded in the strategic outcomes heavily focused on the Hawai’i Graduation Initiative – increasing the number of
graduates by 25 percent for all students as well as closing the gap for Native Hawaiians. In her address to the State Legislature President Greenwood noted the emphasis and success begun in Achieving the Dream.

**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>83</td>
<td>2</td>
<td>39</td>
<td>15</td>
</tr>
<tr>
<td># involved in ATD intervention delivery</td>
<td>96</td>
<td>11</td>
<td>42</td>
<td>16</td>
</tr>
</tbody>
</table>

This is a combined total of the OVPCC and the seven community colleges. Please see the colleges’ report for their respective numbers and percentages.

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:
- 1.8% - 70% participated in data collection and/or analysis
- .9% - 27.5 participated in focus groups or surveys related to Achieving the Dream
- 5% - 60% participated in professional development to further student success
__ Other. Please provide the name of the activity:

This is the range of percentages found at the seven community colleges. Please see the colleges’ report for their respective numbers and percentages. Note: No faculty positions are in the Office of the Vice President for Community Colleges.

20. Please estimate the percentage of *part-time faculty* involved in each of the following activities:
- 0% - 25% Participated in data collection and/or analysis
- 0% - 10% Participated in focus groups or surveys related to Achieving the Dream
- 0% - 30% Participated in professional development to further student success
__ Other. Please provide the name of the activity:

This is the range of percentages found at the seven community colleges. Please see the colleges’ report for their respective numbers and percentages. Note: No faculty positions are in the Office of the Vice President for Community Colleges.

21. Please estimate the percentage of *staff* involved in each of the following activities:
- 2% - 30% Participated in data collection and/or analysis
- 2.9% - 30% Participated in focus groups or surveys related to Achieving the Dream
- 2.9% - 30% Participated in professional development to further student success
__ Other. Please provide the name of the activity:
This is the range of percentages found at the seven community colleges and the Office of the Vice President for Community Colleges. Please see the colleges’ report for their respective numbers and percentages.

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.

As reported above, UHCC received some funds through ARRA. This allowed for a one time reallocation of special funds this year and next for innovative and intervention projects to address student success following both AtD goals and UHCC strategic goals. Projects were funded in the area of increasing financial aid participation, improving developmental and remedial education, developing freshman year experiences, and addressing gatekeeper/gateway courses. This also included funding for UHCC’s first Hawai‘i Strategy Institute, modeled after the national AtD Strategy Institute, with a focus on addressing both student success and gatekeeper courses. A major requirement for these innovations projects was to have an evaluation component that measured the effectiveness of the innovation and affect it has on increasing student success, meeting AtD goals, and strategic outcomes.

Samplings of the types of activities funded include:

- **Financial Aid Participation**: Funds were used to hire temporary staff to process the increase in financial aid awards. One college used funds to set up a “One-Stop” college shop in a local mall, providing assistance in applying for both college and financial aid. The Deans of Student Services took the lead in developing the various requests.

- **Freshman Year Experiences**: The Deans of Student Services also took the lead in developing and/or strengthening their Freshman Year Experience programs. Strategies varied from college to college and included activities around new student orientations, peer mentoring, math brush up, on-line orientation for new students, and frosh cohorts. Funds were also allotted for faculty and staff to participate in an International Freshman Year Experience Conference, on Maui in June 2010.

- **Developmental/Remedial Education**: In FY 2010, UHCC’s Remediation and Developmental Committee recommended and funded 12 projects including:
  
  o Honolulu Community College’s implementation of a computer mediated instruction in basic Math Course (Math 20 BCD) using ALEKS (comprehensive online math program). Faculty modifying curriculum as they integrate ALEKS into course design.
o Hawai'i Community College’s implementation of a set of packaged courses (college course, academic success /study skills and developmental math/English) for a cohort of first year students.

- Maui College’s provision for learning support through Smarthinking, a comprehensive online tutoring program, to students enrolled in developmental education courses.

- Kapi'olani Community College and Maui College’s deployment of math course redesigns based on Cleveland State CC’s emporium model.

- Windward Community College’s implementation of a math prep course for students failing or who were overwhelmed in developmental math course. Students were able to switch to math prep course without penalty, and continued to develop their skill level until they reenroll in a developmental math course the next semester.

- Leeward Community College’s implementation of an accelerated Eng 22 and Eng 100 course that could be completed in one semester.

- Gatekeeper/Gateway Courses: This continues to be a very sensitive issue. The Vice Chancellors for Academic Affairs are taking the lead in addressing gatekeeper course at their respective colleges. At the system level, funds were made available to address additional Gatekeeper courses. An initial step was to provide faculty and staff tools at the Hawai'i Strategy Institute and asking each college to develop a plan on addressing gatekeeper courses.

Much more discussions need to take place especially amongst the Vice Chancellors for Academic Affairs in performance funding, meeting strategic outcomes and accreditation.

**Students**

- Please estimate the percentage of students involved in each of the following activities:
  - Surveys
  - Focus groups
  - 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.

Every two years the seven UH Community Colleges participate in the Community Colleges Survey Student Engagement (CCSSE). Results from the survey are used to improve student engagement and services to students. In addition to the standard reports received by all CCSSE institutions, the UHCC system commissions subsets of the full survey comparing the responses of Native
Hawaiian students to all others. In the past two surveys, 15 questions developed by the AtD Core Team were included. Selected benchmark elements were added to the UHCC Strategic Plan Strategic Outcomes and Performance Measures. That said, the use of CCSSE data in developing intervention strategies was really underutilized. We had some initial discussion on this and will continue to address this next 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
   ___ 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.

   UHCC worked with the UH-Manoa, UH- Hilo, and UH West O‘ahu on an automatic admissions policy. Initiated in February 2010, 749 community college students were notified that they were eligible for automatic admissions to the 4-year colleges in the system. These students were identified using STAR technology, sent an admissions letter and given a March 16th deadline to accept. Of the 749 students, 374 accepted the offer; 260 will enter UH-Manoa, 66 will enter UH West O‘ahu, and 49 will attend UH-Hilo. UHCC will offer this service every spring and fall semester. The significance of this is that a number of these students might not have considered transferring or moving on for a 4-year degree had they not been notified.

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.

   As stated above, Vice President Morton continued to keep the vision and mission of AtD in the discussions with the colleges’ faculty and staff. His office provided coordination amongst the seven community colleges, convened monthly meeting of the UHCC’s AtD Core and Data Team, and provided funds for innovative intervention strategies and funds for staff development.
Much work and discussion went on this past year about articulation amongst the six community colleges, Maui College and the 4-year colleges in the system (University of Hawai‘i at Manoa, University of Hawai‘i at Hilo, and University of Hawai‘i West O‘ahu). We are very pleased to report that all general education core courses are now universally transferable amongst the six community colleges and Maui College. Additional articulation activities include:

- Strengthening Ka‘ie‘ie between Kapi‘olani Community College and UH-Manoa
- Culinary and health programs between Kapi‘olani Community College and UH-West O‘ahu.
- Forensic Science between Leeward Community College and UH-West O‘ahu.
- A BS Applied Science between Honolulu Community College and UH-West O‘ahu.

Next steps include work on clear articulation vectors amongst the community colleges for all programs/majors so no “lost” credit hours occur for students. Each community college has access to STAR, a degree audit software program. Next step is to increase utilization of STAR amongst students and advisors as a student progresses through general education.

As a result of the attention from AtD on placement and timely student progress through sequences of classes, UHCC revised a policy on re-taking the placement test. Through a pilot project at Maui and Kapi‘olani, we learned that some of the students taking the placement test did not understand its importance and/or were “rusty”. The previous 60-day wait period often meant that a student had to “sit out” a term before they could retest. Beginning July 1, 2010, students will not be required to wait 60 days to re-test. The seven community colleges developed and are implementing support strategies (such as brush up courses, on-line refreshers, and better initial communication on the importance of placement testing) to support successful re-testing.

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

The seven colleges are separately accredited by WASC. We are also considered to be a multi-college district. The Office of the Vice President for Community Colleges provides leadership, coordination, and support. A major piece of accreditation is meeting the college’s mission (the strategic plan) and program review for planning and resource allocation. Achieving the Dream concepts and measures are embedded in both the strategic plan and program review. Opportunities such as bringing in Dr. Terri Manning, from Central Piedmont Community College, to train faculty and staff on the “nuts and bolts” of outcome assessment help the colleges develop effective learning and program outcomes and, develop appropriate assessment processes.
Please see the individual colleges’ reports for their respective progress in aligning Achieving the Dream work with their ongoing accreditation activities.

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

At the UHCC system level, our greatest achievements this year include:

- The coordination and improvement of the data gathering process for AtD data submission;

- The web-based reporting of progress on the five Achieving the Dream goals [http://www.hawaii.edu/offices/cc/index.html](http://www.hawaii.edu/offices/cc/index.html). The site provides information in both tabular and graph format and can be exported to a user’s computer. Progress is displayed for each of the cohorts and subsets of Native Hawaiians, males/females, Pell grant recipients; and,

- The Hawai‘i Strategy Institute: Close to 200 faculty and staff from the seven community colleges and the system office attend the first ever Hawai‘i Strategy Institute. The institute provided useful tools and meaningful dialogue in addressing UHCC’s AtD Goals and UHCC’s Strategic Outcomes. On the afternoon of the second day, participants worked by college to create a plan to design and implement strategies that the participant can use to improve student success. The expectation is that, they will implement the strategy in Fall 2010 and report the results at the next Hawai‘i Strategy Institute in Spring 2011.

The Institute had four tracks of presentations: Learning and Teaching, Student Services, Data Analysis, and Hawaiian Pedagogy. Topics included:

- The Millennial Generation: The Next Generation in College Enrollment
- Dimensions of IR – Dialogue, Design, Data, Decision-Making
- The Nuts and Bolts of Learning Communities
- Importance of Gatekeeper Courses, Faculty Who Teach Them and a New Way of Viewing Their Purpose
- Getting Clear: Lessons Learned from Developing a Comprehensive Course SLO
- Helping Immigrant Students Access the Dream
- Marginalized Males, Street Culture, and College Success: A Discussion in Action
- Ke Ala ‘Ike: A Culturally Relevant Approach to Student Success
- Naming the Dream: Self-Expression to Self-Determination
- What Works in Student Retention
- Accessing Data in the University of Hawai‘i
- What’s in Achieving the Dream Data
- The Intelligence of Aloha
Learning Outcomes Assessment; Getting Ready for the Reaffirmation of Accreditation
Strategies for Assessing Learning Outcomes on Multiple Campuses
Improving Student Success in Physics
Ha'akumalae: Into the Center of Knowing
Are We Moving the Needle? Evaluation Strategies to Access Educational Interventions
'Ekolu Mea Nui – Three Ways to Experience Life: A Hawaiian Way of Learning
Kea'au Middle College: AtD and a 21st Century Education
Data Driven Dynamics – A Tidal Wave of Change at Hawai'i Community College
New Student Orientation: Establishing Connections and Removing Barriers to Student Success at the University of Hawai'i Maui College
Kuhololoa: Center for Ocean Exploration; Voyage of Learning at Honolulu Community College
Preparing the Community College Family as Indigenous Global Citizens
Lessons Learned from the National Conference on Community College Student Success and Retention

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

There was no great disappointment or setback with AtD this year. However, there are challenges that we need to address and some processes we need to improve. One of the challenges was observed by our AtD coaches. They characterized the style of leadership, as it relates to AtD, within the UHCC system and the seven colleges as “passive”. In general, they observe too many people waiting for things to happen, rather than making them happen. They reminded us that “if we do not lead, we will be led.” This is something we all need to be more cognizant of.

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 feedback and comments we received on our 2009 annual report from MDC and our coaches were very general in nature. However, periodic feedback from our coaches throughout the year was very helpful in keeping us on track and focused.

At the end of the previous year, our AtD coaches recommended that we reformat our monthly meeting agenda to include a focus topic. This year, focus topics presented and discussed included: financial aid, developmental math, developmental reading, developmental writing, focus group training, gatekeeper courses, New Student Orientation, and Freshmen/First Year Experience programs.
Last year, our AtD Data Coach, William Piland, recommended that colleges conduct focus groups and include their comments in evaluating the strategies. In September 2009, UHCC contracted a consultant to provided training to faculty and staff on how to conduct focus groups. There were close to 30 participants from all the community colleges. Shortly after the workshop, Kaua‘i Community College contracted the same consultant to train its faculty and staff who were not able to attend the system-wide training.

William Piland and Bernadine Fong (AtD Core Team coach) recently provided comments and recommendations as we move forward into this next year. They complimented everybody involved in AtD about their attitude towards the initiative and helping students succeed, especially Native Hawaiian students. They detected an honest desire to do the right thing by students among the overwhelming majority of professionals at the seven colleges and in the system’s office.

They reminded us that everyone working on AtD must communicate within the colleges and system community before, during and after initiatives are implemented. To them, communication appears to be an afterthought. It needs to receive attention now and into the future. Conversations seem to continue to occur based on anecdotal observations, hunches and limited experiences. We will work with the colleges on a better approach to marketing and communicating their work as this is paramount to developing the buy-in they need to be successful. We are reminded to take the time to develop and maintain good working relationships with everyone as the success of this initiative is reflection of how well we communicate with one another.

They noted interactions between college IR personnel and the “innovators” appeared haphazard at some colleges, took place too late in the implementation process at some colleges, and lacked an organized approach to assessment. They recommended faculty, administrators and support staff work closely with the IR people articulating what is going to be attempted and what questions need to be addressed by the assessment. IR staff also needs to be brought in early to help to refine the questions, identify the proper data base to use, pull the data, report data in a user friendly format. They recommended the use of “Research Briefs” to communicate results of interventions to as large an audience as possible and assist with the analysis. There also recommended an overall evaluation plan for all the major initiatives and that it be widely communicated and understood by everyone. Moving forward, we will seek a proactive way of increasing the collaboration and conversations between the “innovators” and IR to ensure quality evaluations of innovations and the impact of new employments. This will provide a much better gauge to determine what should be continued and/or scaled up and what should be dropped.

They noted the progress of interventions in the areas of Financial Aid, First Year
Experience (FYE) programs, to a lesser extent in Developmental Education, and very little, thus far, in Gatekeeper courses. Results of efforts in the Financial Aid arena are already being felt, though the impact of aid on students’ success still needs to be determined. They noted the various FYE programs appear to be organized and ready for launch, if not already done so, at the colleges. The question becomes “what impact are these programs having on students’ success”. Numerous interventions were attempted in Developmental Education courses, involving such activities as learning communities, student success courses, in course tutoring, and curriculum alignment, among others. In most cases, thus far, these attempts involved small groups of students. They suggested that it is nearing time to bring the successful ones to scale. In the coming year, UHCC will examine those interventions that had great success and opportunities to them scale up to impact a large number of students.

They noted that attention is finally beginning to be focused on gatekeeper courses. They reminded us that, frequently, interventions in these courses tend to, by necessity, be classroom based. They recommended innovative teaching strategies aligned with students learning styles and, especially, Native Hawaiian students “ways of knowing” should be implemented in identified Gatekeeper courses. UHCC will continue to provide opportunities for professional development as it is often a key to bringing about successful interventions for these courses.

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?

UHCC very much appreciates the support of Kamehameha Schools and the Office of Hawaiian Affairs. Funding from these two organizations allowed for our participation in AtD and provided a greater focus on addressing Native Hawaiian student success throughout the University of Hawai’i community.

On an anecdotal note, there is an increased in awareness of the need for data driven decisions as referenced by AtD. One hears it included in more conversations on planning, budgeting, or student progress. Our participation in Achieving the Dream really brought home the importance of rethinking how we do business, focus on student success, and develop a culture of evidence.