Achieving the Dream
Annual Narrative Report: April 2010

Name of Institution: Windward Community College
Submission Date: May 18, 2010
Achieving the Dream Funder (if applicable): University of Hawai‘i Community Colleges, Kamehameha Schools, Office of Hawaiian Affairs
Grant Number (if applicable): N/A
Applying for Leader College Status: __ Yes  __ No
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Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

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

   The Chancellor at Windward Community College, though recently appointed, supports the ATD initiative and understands its role in meeting the college’s strategic goals. The Vice Chancellor of Students Affairs leads the campus team. He made presentations to faculty and staff at the fall and spring convocations.

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 on 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. Financial Aid Outreach
   b. Learning Communities
   c. Supplemental Instruction
   d. Freshmen Experience

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.)

   In 2008, the campus financial aid access was at about 36%, that is 14% lower then the national average. Empirical data suggests that financial aid is a predictor of college success; anecdotally we know that students cannot pursue a higher education degree if they cannot afford the tuition and support their families. Financial aid helps address this issue. The goal at Windward CC is to improve its financial aid access rates to at least 50%, which would be the national average.

   Windward CC AtD data shows that we loose more then 50% of our incoming freshmen after their first year and of those that started in this cohort very little have persisted and graduated. To address these issues the campus developed 3 new initiatives; Learning Communities, Supplemental Instruction, and Freshmen Year Experience.
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?

Financial Aid Outreach: The campus doubled its outreach to the public and established a One-Stop financial aid site at Windward Mall. As of April, the college almost doubled attendance to one or more of its financial aid workshops. Almost 200 students and at least 100 FAFSA’s have been completed at the One-Stop site. Financial aid access has increased dramatically at the college, due to both the colleges outreach activities and its growth in enrollment.

Learning Communities: The Learning Communities has seen mixed results. In our first LC, we found that the persistent and retention rates were equal to comparable courses. However, in two of the Learning Communities, we saw significantly higher retention and persistence rates. This data suggests that Learning Communities work but certain pairings did not. We will continue this strategy in the fall.

Supplemental Instruction: Supplemental Instruction is offered in seven courses that are on the campuses gatekeeper courses list. The program is too young yet to know if this intervention strategy has been successful. However, the early data being gathered from Math 24 suggest that it is working. In Math 24 with Supplemental Instruction, the students did better then those with the intervention on the first 3 tests given so far. This strategy will continue in the fall.

Freshmen Year Experience (FYE): Windward CC has invested many hours to develop its FYE program. The intervention is targeted to incoming freshmen from high school. It includes mandatory orientation, counseling, placement testing, and a Frosh Camp (a two day intensive workshop). A fifth component, a Frosh Cohort will be implemented in the upcoming fall semester. It is a semester long support program for students enrolled in math and English classes and a Learning Community. FYE data suggest the college is on the right path to improve student success. The persistent rate for students that attended the first four FYE components was significantly higher than those who did not attend and the comparison group from the previous year.

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

The main obstacle with evaluating these interventions is the labor intensive task of manually capturing data on cohorts of participants in specific intervention strategies. The college is looking to develop a more user friendly system to extract data electronically for all its initiatives in the coming year.
8. Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?
   X Yes
   ___ No

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

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

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

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

   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.)

   No new interventions will be added

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.

- 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

Learning Communities: Our data supports that certain LC matching increase student retention and persistence.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Passed w/ C or better</th>
<th>Retention</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 22 &amp; Hawst 107</td>
<td>44%</td>
<td>92%</td>
<td>62%</td>
</tr>
<tr>
<td>Hist 151 &amp; Rel 150</td>
<td>91%</td>
<td>97%</td>
<td>82%</td>
</tr>
<tr>
<td>Hawst 107, Bot 105, &amp; IS 103</td>
<td>88%</td>
<td>93%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Supplemental Instruction: The preliminary data on SI suggests that it is working, however the college needs to continue to study the data to determine whether it is the SI that is making the difference or is it another variable like SES.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Attend SI</th>
<th>Did not attend SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 100</td>
<td>2.48</td>
<td>1.98</td>
</tr>
<tr>
<td>Hawst 107</td>
<td>3.85</td>
<td>2.97</td>
</tr>
<tr>
<td>Hawst 107</td>
<td>3.10</td>
<td>1.60</td>
</tr>
</tbody>
</table>

Freshmen Year Experience: FYE seems to be working for students who attend all the FYE components. The college has isolated the SES variable and it seems FYE makes a difference in student persistence.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Persistence Fall and Spring</th>
<th>Median GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>78%</td>
<td>1.91</td>
</tr>
<tr>
<td>NSO and Frosh Camp</td>
<td>89%</td>
<td>2.80</td>
</tr>
<tr>
<td>NSO Only</td>
<td>70%</td>
<td>1.97</td>
</tr>
<tr>
<td>Frosh Camp Only</td>
<td>22%</td>
<td>1.67</td>
</tr>
</tbody>
</table>

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.
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:

- Number of students served -212
- Number students served as a percentage of total enrollment and of the target population. FYE: 212 students serve of approximately 300 students = 71%.
- Fifty-one percent of the students were Native Hawaiians.

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

Yes

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

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

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
- X 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.

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
IR runs program review data and evaluation for all the programs at Windward Community College. The IR cadre has also begun to evaluate campus committees and units.

- 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 the program review to develop its budget. Once the departments develop their priorities, it is sent to the Budget Committee comprised of different constituents from the campus. This body creates the campus requests and allocations for the campus.

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>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td># involved in ATD intervention delivery</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

1 or 5% Participated in data collection and/or analysis
4 or 5% Participated in focus groups or surveys related to Achieving the Dream
4 or 5% 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:

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

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

1 or 5% participated in data collection and/or analysis
0 Participated in focus groups or surveys related to Achieving the Dream
0 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.
Freshmen Year Experience program increased collaboration between the counseling faculty and instructional faculty at Windward CC. FYE was lead by five counselors with an additional five providing support. The activity also engaged TRIO projects that have an additional three faculty and eight support staff. FYE was assisted by eight teaching faculty who did 40 minutes vignettes to students participating in Frosh Camp. All faculty, staff, and administrators were invited to come and sit with the FYE participants during lunch.

Although, the many faculty and staff may not directly connect FYE to AtD, a large number of them were engaged through FYE.

**Students**

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

- 500 or about 20% of the student body filed out a survey at WCC that would improve the way we deliver services at the college.
- 100 students or 5% of the students participated in a Focus groups
- 10 or about 1% of the 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.

**Freshman Year Experience:** 200 students.

**External Community**

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

- Collaborative activities with K-12 schools to improve student preparation for college
- Data sharing with local high schools
- Collaborative activities with four-year institutions to improve student success
- Collaborative activities with community organizations
- Collaborative activities with employers.

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.

**Waimanalo Education Expo** – Last year the college held its 1st Annual Waimanalo Education Expo. The event was a college and career fair that featured colleges and employers throughout the Windward district. The uniqueness is that was offered in Waimanalo, a community with low social economic status and predominately Native Hawaiians. The event was well attended and helped the
college address one of the needs of the community. Since the Expo, the college implemented courses and will be expanding these offerings this coming fall.

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 mentioned earlier the four AtD activities are part of the base of services offered by the college. These services are no longer identified specifically as AtD goals but as the goals for Windward CC.

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

As mentioned above the AtD work is integrated into the college thus will be reviewed like all other programs based on accreditation standards.

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

The Freshman Year Experience, as presented above.

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

None.

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: We now accept this as a challenge and have made strides in this area and will continue to do so in the fall. By the end of the next school year the college will have this problem fixed.

Deeper and broader engagement of key leaders and stakeholders: Developing a deeper and broader engagement of key leaders and stakeholders is an ongoing process, given that the college has a new Chancellor and two new Deans. Continuing attention to evaluation will be done in the next school year.

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?

Nothing at this time.