Achieving the Dream

Annual Narrative & Financial Report: April 2009

Name of Institution: Kapi'olani Community College

Date: April 30, 2009

Achieving the Dream Funder (if applicable): Self Funded

Grant Number (if applicable): N/A

Report submitted by:

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I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

☐ Participated actively on the Achieving the Dream Core Team or equivalent working group

☒ Regularly monitored the college's Achieving the Dream work

Made presentations about Achieving the Dream issues to:

   ☒ faculty & staff

   ☒ community groups

   ☐ trustees

☐ Other. Please describe:

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

- ☐ Web site
- ☐ Regular reports to trustees
- ☒ Regular reports to faculty and staff
- ☐ Regular reports to students
- ☐ Special Achieving the Dream reports
- ☐ On-campus Achieving the Dream events
- ☐ Other. Please describe: AtD goals have been streamlined with strategic

planning goals and the College reports regularly on its strategic planning outcomes to all of its stakeholders.

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 3

b. Has your institution upgraded its *institutional research* capacity this year?

- ☐ No
- ☒ Yes

If yes, briefly describe the changes and their impact on the college: The College hired one FTE IR person in fall 2008 and another FTE IR person in April 2009.

c. Number of FTEs at your institution devoted to information technology: 5

d. Has your institution upgraded its *information technology* capacity this year?

- ☐ No
- ☒ Yes

If yes, briefly describe the changes and their impact on the college:

The College purchased Cognos, a knowledge management system

e. How has your institution used data in institutional decision making this year? Check all that apply.

- ☒ Program review and evaluation
- ☒ Strategic planning

☒   Budget preparation

Briefly describe your practices and their impact to date: The results of program review are used to inform program tactical plans which are developed with an eye on short-range objectives that arise out of needs specific to each program or unit of the College. Tactical plans have a shorter cycle of three years and are aligned with the long-range goals outlined in the College's strategic plans and with budget allocation requests.

f.   What institutional research challenges has the college faced this year? Check all that apply.

☐   None

☒   Too few IR staff positions

☐   Unfilled staff positions

☐   IR staff skill deficits

☒   Difficulty retrieving useful, timely data

☐   Other. Please describe:

g. Has the institution analyzed longitudinal/student cohort data this year?

☐   No

☐   Yes, and this use of data pre-dates Achieving the Dream

☒   Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? The College looked at 2007 data that was uploaded into e stats to help plan specific interventions especially in developmental education. These interventions were piloted in 2008-2009 or will be piloted in 2009-2010 and 2010-2011.

If no, please explain why:

h.   Did the institution use data from the Achieving the Dream database to conduct these analyses?

☐   No

☒   Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

☐ No

☒ Yes

If yes, what data did you use? The College used quantitative indicators including course completion, persistence, graduation and transfer rates. How did you use this analysis to develop and refine your intervention strategies? The College used 2006 and 2007data to identify achievement gaps and plan interventions to close the gaps. For example, we found that there was an achievement gap between Native Hawaiian students and other students receiving the Pell grant. We worked with our native Hawaiian students to complete the FAFSA and were able to increase the number of PELL recipients from 111 to 142.

If no, please explain why: 2007-2008 was a planning year for the college.

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

☒ Evaluation is still being designed

☐ We have collected some early data

☐ We have collected and analyzed 1-2 semesters of data

☐ We have collected and analyzed 3 or more semesters of data

What obstacles (if any) have you faced in designing or conducting the evaluation?

- The few interventions piloted in the 2008-2009 school year are small so the College has a very small sample size. At this time, the College does not know which of these interventions will be successful and be brought to scale.
- One of the College's interventions required a pre/post test, but the pre test was returned to students because of a miscommunication.
- Many of our interventions won't be piloted until 2009-2010 or 2010-2011 and the evaluation component is still being developed.

How are you addressing these obstacles? The College is trying to eliminate dysfunctional communication and information sharing systems. The College is developing a student management database to track students that the College is

working with, but are not yet enrolled at the College.

III. Broad Engagement

Faculty and Staff

a. In what ways have *full-time faculty* been actively engaged in your Achieving the
    Dream efforts this year?

   - [x] Provided oversight or coordination of Achieving the Dream interventions
   - [x] Designed new student success initiatives
   - [ ] Participated in focus groups related to Achieving the Dream interventions
   - [ ] Participated in regular discussions related to Achieving the Dream interventions
   - [x] Participated in professional development to further student success
   - [ ] Participated in data collection and/or analysis
   - [ ] Other. Please describe:

b. In what ways have *part-time or adjunct faculty* been actively engaged in your
    Achieving the Dream efforts this year?

   - [x] Provided oversight or coordination of Achieving the Dream interventions
   - [ ] Designed new student success initiatives
   - [ ] Participated in focus groups related to Achieving the Dream interventions
   - [ ] Participated in regular discussions related to Achieving the Dream interventions
   - [x] Participated in professional development to further student success
   - [ ] Participated in data collection and/or analysis
   - [ ] Other. Please describe:

c. In what ways have *staff* been actively engaged in your Achieving the Dream efforts
    this year?

   - [ ] Provided oversight or coordination of Achieving the Dream interventions
   - [x] Designed new student success interventions
   - [ ] Participated in focus groups related to Achieving the Dream interventions
   - [ ] Participated in regular discussions related to Achieving the Dream interventions
   - [x] Participated in professional development to further student success
   - [ ] Participated in data collection and/or analysis

☐ Other. Please describe:

Students and External Stakeholders

d. How have you involved *students* in your work this year?

☒ Surveys

Please list surveys conducted: CCSSE

☐ Focus groups

Please describe:

☒ Students participated on planning or advisory committees

Please describe: Some students are involved in planning some student success interventions like the College's New Student Orientations.

☐ Other. Please describe:

e. How have you involved the *external community* this year?

☐ K-14 collaboration

Please describe:

☐ Community Conversations, following Public Agenda model

☐ Community forums or meetings

Please describe:

☒ Other. Please describe: All of the College's CTE programs work with advisory boards. Community members were also on the College's Strategic Planning Committees in which AtD goals were integrated.

f. How have you shared information and lessons with external audiences?

☐ Conference presentations

Please list conferences:

☐ Presentations to community groups

☐ Press releases

☐ Scholarly articles disseminated statewide or nationally

☐ Other. Please describe:

g. Was your institution's Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?

☒ No

☐ Yes

If yes, please provide the reference. This may include web site links or URLs, the dates and pages on which stories were published in specific magazines, newspapers, or other publications and/or the dates stories were aired on specific radio or television stations. Please include items published periodically, monthly, or weekly as well as daily and community, neighborhood, city/town, regional, and state media outlets.

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I**: Implemented as planned
- **D**: Delayed
- **M**: Modified
- **C**: Cancelled
- **S**: Taken to scale
- **OT**: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

You may add cells as necessary.

Intervention	I	D	M	C	S	OT
Engage campus in conversation about increasing financial aid participation	☒	☐	☐	☐	☐	☐
Develop financial aid position for Kahikoluamea (student success department)	☐	☐	☐	☒	☐	☐
Develop/implement orientation for parents for financial aid	☒	☐	☐	☐	☐	☐
Use College Outreach Coordinator (Kuilei) to meet and assist high school students with financial aid	☒	☐	☐	☐	☐	☐
Establish student success department (Kahikoluamea)	☒	☐	☐	☐	☐	☐
Research/develop/implement diagnostic tests for students who place into developmental courses	☒	☐	☐	☐	☐	☐
Provide post diagnostic test advising	☒	☐	☐	☐	☐	☐
Plan for and offer alternative instructional formats for developmental courses	☒	☐	☐	☐	☐	☐
Bring in consultant to work with math faculty to review curriculum	☐	☐	☐	☒	☐	☐
Develop/implement college success course with emphasis on Hawaiian students and values	☒	☐	☐	☐	☐	☐
Develop/implement a structured academic advising model in connection with students' Personal Learning Plans	☐	☐	☒	☐	☐	☐
Train faculty advisers to implement structured academic advising model.	☐	☐	☐	☒	☐	☐
Develop/implement an early alert system	☐	☒	☐	☐	☐	☐
Plan for and provide a two-day new student orientation	☒	☐	☐	☐	☐	☐
Offer COMPASS Brush-up courses	☐	☐	☒	☐	☐	☐
Develop/implement a career pathways model	☒	☐	☐	☐	☐	☐
Implement a degree pathway partnership between University of Hawai'i Manoa and Kapi'olani CC for Native Hawaiian students.	☒	☐	☐	☐	☐	☐
Offer professional development for faculty on learning, learning theory and the best instructional, assessment and retention strategies for Native Hawaiian students.	☒	☐	☐	☐	☐	☐

Intervention						
Establish and Institutional Effectiveness office	☒	☐	☐	☐	☐	☐
Review IR capacity to determine what is needed and make recommendations	☒	☐	☐	☐	☐	☐
Implement recommendations from review	☐	☒	☐	☐	☐	☐
Conduct focus groups with students in gatekeeper courses	☐	☐	☒	☐	☐	☐
Build statistical models and create evaluation instruments to measure impact of interventions	☒	☐	☐	☐	☐	☐
Implement a knowledge management system (Cognos)	☒	☐	☐	☐	☐	☐
Build capacity by teaching program personnel how to conduct evaluations and use findings to make decisions	☒	☐	☐	☐	☐	☐

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

1. Financial aid position never came to fruition because of severe budget cutbacks.
2. The College did not bring in a math consultant because of the budget. However, the University of Hawaii System and Department of Education brought in Dr. Uri Treisman who discussed the current problems in mathematics and best practices to address the crisis and Dr. Carol Twigg who discussed course redesign for mathematics. As a result of these discussions, the College will pilot a course redesign of its developmental math sequence in summer 2009.
3. The counselors are developing an academic advising model that involves a personal learning plan for students, but are not training faculty advisors.
4. The early alert system has not been implemented yet. It is still being discussed.

b. What obstacles have you faced this year in implementing planned strategies and interventions? Some of the obstacles are a lack of monetary and human resources. Also, getting data it still challenging. How have you addressed these challenges?

c. What changes do you propose for next year? The College needs to meet with IR personnel to discuss making data more easily available, and to have them give feedback on the evaluation plans. Why do you believe the proposed changes will produce better results? The small pilots won't impact quantitative outcomes like completion and retention rates for a couple of years. In the mean time, the College needs better ways of determining the impact of the treatment so we can decide whether or not to bring an intervention to scale.

Item 2. Detailed Intervention Description.

- *ALL colleges are required to complete this section.*

- **Note to Round I and Ohio colleges:** If you are applying for designation as an ATD Leader College, please check the box below. The detailed intervention description will serve as your application documentation. For more information about this process, please see "Process for Identifying Achieving the Dream Leader Colleges Among Round I and Ohio Institutions."

  ☐   Our institution is applying for designation as an ATD Leader College.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years[1]: Data Based on AtD cohort

   The College is in its first year of implementation so does not have data for three years.

   Alternatively, you may provide student success data on other measures relevant to the specific student success interventions undertaken. The documentation of increases in student achievement should be in an area where your institution has sought to improve overall student success or close gaps in achievement among student groups.

   You are encouraged to present data on increases in the *rates* of student success as well as the *absolute numbers* of students succeeding, since the latter can be affected by changes in enrollment rather than in student performance.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population. The data recorded for 2006 and 2007 are not reflective of

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[1] *While at least three years of data are required for Round I and Ohio institutions' applications for ATD Leader College designation, all other institutions should base their documentation on Achieving the Dream work completed thus far*.

interventions which we began piloting in fall 2008. Also 2008-2009 pilots are small –
the College has not brought the interventions to scale.

**Item 3. Uploading data to the *Interventions to Improve Student Outcomes Online
Tool*.** To fulfill compliance requirements, all colleges are required to upload current
intervention descriptions and available evaluation data to the *Interventions to Improve
Student Outcomes Online Tool* in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring
2009 term must be entered by July 31, 2009.

☐ We certify that intervention descriptions and evaluation data for the Fall 2008 term
are uploaded and up-to-date in the *Interventions to Improve Student Outcomes
Online Tool*.

Item 4. Institutional Policies, Planning, and Funding.

a. Have you aligned and integrated your Achieving the Dream work with core activities,
processes, and policies of the institution this year?

☐ No

☒ Yes

If yes, please describe: The College's AtD work is integrated into the College's
strategic planning, tactical planning, and budget processes.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No

☒ Yes

If yes, please describe: The College integrated AtD goals with its strategic plan.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No

☒ Yes

If yes, please describe: The College is engaging in data driven decision making which is a shared goal of both accreditation and AtD. With data driven decision making as its focus, the College is strengthening its Program Review (which academic and support units submit) process; emphasizing student learning outcomes and measuring direct evidence of student learning especially at the program and institutional levels; evaluating student support interventions/activities to improve student learning.

d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

☐ No

☒ Yes

If yes, please complete the following table. You may add additional cells as necessary. Activities/Interventions were integrated into the already existing budget.

Source of funds	Approx. $ amount	Which interventions are these resources supporting?

e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

☐ No

☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. $ amount	Which interventions are these resources supporting?
Kahikoluamea learning center renovation	735,000	Learning assistance, pathways, alternative instructional formats
Pathway academies	10,000	Alternative instructional formats, Personal learning plans and portfolio

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

☒ Achieving the Dream Core Team

☐ Achieving the Dream Data Team

☐ Other. Please describe:

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

☒ On-campus training on using data and research to improve programs and services

☒ Off-site training on using data and research to improve programs and services

☒ Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

☐ Other. Please describe:

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

- The College established the Kahikoluamea, a student success department, and hired 1 full time Kahikoluamea math instructor and is in the process of hiring 2 full time Kahikoluamea writing instructors.
- The College hired 2 full time IR analysts this year.
- The College implemented two small pilot projects: 1) The College created four 1-credit modules (reading and research, rhetorical grammar, writer's workshop, and creative writing) to support students weak in any of these areas who are taking English 22 and English 100 (both are gateway courses). The modules were piloted in spring 2009. The College is using a pre/post test design to measure effectiveness of the treatment. 2) The College modularized its basic math course. Students testing into this course are given a diagnostic test and based on their strengths and

weaknesses are placed into a module. The modularized design was first piloted in fall 2008.

b. Briefly describe your greatest disappointment or setback (if any) this year? The College is still working out a feasible system for getting current data to faculty and staff so they can make decisions to improve interventions. Getting timely, accurate data out of the student database continues to be problematic.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

VI. Annual Interim Financial Report

Please use your *most recent budget approved by MDC* as the basis for your annual interim financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2009 submission, contact Elizabeth Muller Busta at ebusta@mdcinc.org early in your preparations.

On the most recently approved budget, add a column for expenses through March 31st to the right of this year's column. List this year's expenses through March 31st in this new column. Unused funds from this year may be carried forward to next year without requesting approval, if they remain in the same line items.

If you need to reallocate carryover funds and/or future funds, MDC must approve a budget modification. If you need to request a budget modification, contact Elizabeth Muller Busta at ebusta@mdcinc.org.

Note to Round 1 and Ohio Colleges: If you have more than $1000 of your grant funds remaining and would like to obtain permission to continue spending these funds through FY 2009-2010, please submit a letter, as a separate PDF file, along with your annual report requesting a no-cost extension. If you do not request or receive a no-cost extension, you must remit all remaining funds to the granting institution. If you have questions regarding this process please contact Elizabeth Muller Busta at ebusta@mdcinc.org.

Appendix A: Excerpt from "A Framework for Improving Student Outcomes and Institutional Performance"

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Achieving the Dream *Principles* of Institutional Improvement

The Achieving the Dream model of institutional performance improvement has four principles:

Committed leadership. The *Framing Paper* for the initiative states that presidential leadership "is essential to bring about institutional change that will improve student outcomes. The president or chancellor must have a vision for student success and equity and must be able to mobilize broad support for that vision throughout the college and community" (p. 11). The college's board and faculty leadership also need to support an agenda for improving student outcomes.

Use of evidence to improve programs and services*.* The *Integrated Action Plan* (IAP) states that: "Achieving the Dream is data-driven and outcomes-driven. Colleges will cultivate the practice of using data to drive their decision-making, program evaluation and resource allocation" (p. 12). Decisions about how to organize, manage and fund instruction and student support services should made based on evidence of what works to facilitate student success.

Broad engagement. While strong leadership from the top is necessary to change an organization, it is not sufficient. "To tackle an issue as important and complex as improving student success, a college must engage faculty, staff and administrators throughout the institution. Colleges should also seek input from students and the larger community" (*Framing Pape*r, p. 9). Achieving the Dream recognizes that to bring about lasting change, "the behavior of people across the institution must change" (Ibid). Yet, simply securing input from faculty and staff is not enough. Institutions should encourage faculty and staff to take responsibility for student success and invite them to take the lead in efforts to improve the effectiveness of their programs and services. Working collaboratively to enhance student success can be a powerful form of professional development for faculty and staff.

Systemic institutional improvement. Achieving the Dream seeks to help colleges bring about changes that go beyond specific programmatic interventions and affect the culture and strategic operation of the institution. According to the IAP, participating institutions "will make significant and continuing changes in policies, budgetary and organizational structures, programs, and services to improve student outcomes" (p. 6). Institutionalizing a process of continuous, systemic improvement requires a commitment to reallocating resources (financial, human, etc.) in support of policies and practices found to be effective in improving student success.

Achieving the Dream believes that by following these principles, colleges will be able to build a "culture of inquiry and evidence" that will support continuous improvements in student success.

Achieving the Dream *Process* of Institutional Improvement

The initiative recommends that colleges implement the principles of institutional improvement through a five-step process.

Step 1: Commit to improving student outcomes. The college's senior leadership, with support from the board of trustees and faculty leaders, commits to making the changes in policy and resource allocation necessary to improve student outcomes, and organizes a team to oversee the process.

Step 2: Identify and prioritize problems*.* The college uses longitudinal student cohort data and other evidence to identify gaps in student achievement. A key premise of this approach is that once faculty and staff see that certain groups of students are not doing as well as others, they will be motivated to address barriers to student success. To ensure that they focus their resources to greatest effect, colleges are encouraged to prioritize the student achievement problems they plan to address.

Step 3: Engage stakeholders in developing strategies for addressing priority problems. The college engages faculty, staff and other internal and external stakeholders in developing strategies for remedying priority problems with student achievement based on a diagnosis of the causes and an evaluation of the effectiveness of previous attempts by the institution and others to address such problems.

Step 4: Implement, evaluate and improve strategies. The college then implements the strategies for addressing priority problems, being sure to evaluate the outcomes and using the results to make further improvements.

Step 5: Institutionalize effective policies and practices. The college takes steps to institutionalize effective policies and practices. Particular attention is placed on how resources are allocated to bring to scale and sustain proven strategies, and on how program review, planning, and budgeting are driven by evidence of what works best for students.

Colleges should continually repeat this process to bring about on-going improvements in student success over time.

Achieving the Dream *Indicators* of Institutional Improvement

The institutions participating in Achieving the Dream are required to submit to a common database longitudinal unit record data on cohorts of students that will be used to measure progress on five indicators over at least four years. The five indicators are the rates at which an institution's students:

1) Complete college remedial or "developmental" courses;
2) Complete "gatekeeper" courses, particularly the first college-level or degree-credit courses in math and English;
3) Successfully complete the courses they attempt;
4) Persist from term to term and year to year; and
5) Complete credentials.

Achieving the Dream expects that by the following its model of institutional improvement, participating institutions will be able to increase the rates at which their students succeed on the five indicators and close any substantial gaps in performance on the indicators among different groups of students by race and ethnicity, income or other characteristics.

The following table presents specific measures for each indicator. All of these measures are based on outcomes over a given time period (for example, three years) for cohorts of first-time, degree-seeking students who enter a given institution at the same time (for example, the fall term of a given year).

Measures for Achieving the Dream Institutional Performance Indicators

Performance Indicator	Measure
1. Remedial course completion[a]	a. Math: % of cohort referred to developmental math that successfully completed highest level developmental math course. b. Reading: % of cohort referred to developmental reading that successfully completed highest level developmental reading course. c. English: % of cohort referred to developmental English that successfully completed highest level developmental English course.
2. Gatekeeper[b] course completion	a. Math: % of cohort that successfully completed "gatekeeper math" course. b. English: % of cohort that successfully completed "gatekeeper English" course.
3. Course completion	a. Ratio of successfully completed credits to attempted credits.
4. Persistence	a. Term-to-term: % of cohort that enrolled in the term following initial term of enrollment. b. Year-to-year A: % of cohort that enrolled in at least one term in the second year. c. Year-to-year B: % of cohort that enrolled in at least one term per year for a given number of years.
5. Credential completion	a. Associate degree: % of cohort that earned an associate degree. b. Certificate or diploma: % of cohort that earned a certificate or diploma. c. Still enrolled: % of cohort that enrolled in at least one term in the final year of the time period being examined.

Notes:
[a] A student must earn a grade of C or better to successfully complete a course.
[b] A "gatekeeper course" is the first college-level or degree-credit (non-remedial) course in a given subject area at an institution.