Achieving the Dream
Annual Narrative & Financial Report: April 2010

Name of Institution: Kapi'olani Community College
Submission Date: April 30, 2010
Achieving the Dream Funder (if applicable): Self Funded
Grant Number (if applicable): NA
Applying for Leader College Status: __ Yes __ No
Name and E-mail of Contact Person Regarding this Report: Kristine Korey-Smith

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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 regularly monitors the College's AtD work. During the last year he has given several presentations to faculty, staff, community and the Board on various aspects of the College's overall student success agenda. Additionally, he is committed to a data driven-planning process.

2. Briefly describe how your Board of Trustees was engaged in your ATD work this year.
   The Vice President of Community Colleges for University of Hawaii Community Colleges has made several presentations to the Board of Regents.

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?

   For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.

Yes, the College collects longitudinal cohort data to examine student success. As part of the AtD initiative the College collected longitudinal data on three cohorts of students (fall 2006, fall 2007 and fall 2008). These cohorts are defined as students who enrolled

for the first time at Kapi'olani Community College during each respective semester. The cohort included part-time and full time students and native Hawaiian students.

The data has been used in a variety of ways including identifying achievement gaps especially among our Native Hawaiian students. It is also used to measure the College's progress on a number of AtD milestones. These include persistence rates in gateway English and math courses, the percentage of students who repeat developmental coursework, and success in gatekeeper courses. This data is also used to evaluate the success of individual AtD interventions.

Progress in Implementing Proposed Interventions.
In addition to this report narrative, the Interventions for Student Success Online Tool on the ATD Web site will be used to determine compliance. Please ensure that ALL Achieving the Dream interventions (including those that have been discontinued) have up-to-date entries in the Online Tool.

For instructions on updating the online tool, see Achieving the Dream Intervention Strategies User Guide v1.3, Attachment 1 of these report guidelines. The guide is also available on the members-only side of the Achieving the Dream Web site, in the Data and Research section under "Interventions Online 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.

    Financial Aid
    Writing Support Modules
    Math Emporium
    Learning Communities
    Pipeline
    Math Brush up
    Data Collection, Analysis and Utilization

Responses to Questions 5-10 should refer to the interventions posted on the Interventions for Student Success Online Tool listed above.

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.)

The AtD core and data teams have looked closely at data related to success of different groups of students based on ethnicity (especially Native Hawaiian students), part-time/full-time status, financial aid, gender, and developmental/non-developmental. As a result of these disaggregated analyses, our interventions thus far have focused more on ensuring a strong foundation in the beginning of students' educational pathway.

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?

Yes, the College is using evaluation data to determine which interventions should be scaled up and which interventions should be dropped. For example, The math 24 and 25 course redesign project which started in May of 2009 resulted in 76% of students successfully passing the math 24 course compared with 68% in the traditional model, and 70% of math 25 students successfully completing the course compared to 59% in the traditional model. The College conducted a focus group to find out what parts of the course redesign worked best for students and which did not. Based on these results from focus groups, the instructors added some additional peer mentors to the lab time so students could get more assistance and made some adjustments in the web based materials. Based on the quantitative and qualitative data the College decided to scale up this project.

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

The College has done an adequate job of developing goals and strategies to develop an overall evaluation model. However, one challenge has been getting faculty and other project coordinators to be more involved in designing and conducting the evaluations.

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

In addition to utilizing data from the AtD database to conduct cohort analyses, the College has found a number AtD publications and other research on best practices that has been useful in assisting the College with determinations of which data needs to be collected.

9. Did you use ATD's eSTATS to conduct analyses of the interventions described above? If not, why not?

_X__   Yes

___   No

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

The College is going to discontinue the English Support Modules. The data did not indicate improved course completion rates or subsequent course completion rates for the students who were enrolled in the modules. The College is closely monitoring the pipeline intervention. The number of pipeline students enrolling in ENG 100 compared to non pipeline students was more, but not significant based on a chi square test so the College will monitor closely.

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

The College is going to discontinue the English Support Modules. The data did not indicate improved course completion rates or subsequent course completion rates for the students who were enrolled in the modules. Additionally, the students were not interested in taking them.

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

Student Success Course

Accelerated Courses

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

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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.

. Successful Course Completion of Developmental Reading
vs. Learning Communities with Developmental Reading

		Enrolled	#C or better	%C or better
2007	Traditional students	175	112	64%
	LC students	44	33	75%
2008	Traditional Students	215	127	59%
	LC students	47	35	74%
2009	Traditional students			
	LC students			

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.

The College experimented with Learning Communities as a means of moving away from the traditional model of offering stand alone developmental education courses. The literature suggests packaged courses and learning communities are successful because students can directly apply the skills being taught in the developmental course to the college-level course (Maxwell, 1998). The College paired Eng 21 (developmental reading course) with Hawaiian Studies 107. The initial data yielded improved success rates in Eng 21 so the College has decided to scale up learning communities. In fall 2010, the College will offer three learning communities pairing the developmental course with an introductory career technical education course. The developmental education course will be contextualized around the discipline, college level course.

The College also paired Eng 21 (developmental reading) with Eng 22 (developmental writing). This learning community also had improved success rates and students indicated that they liked completing their developmental courses in one semester. Building on these findings, the College is going to offer accelerated developmental reading and writing courses in fall 2010.

Institutional Research and Information Technology Capacity

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

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

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
_X_Difficulty retrieving useful, timely data
__ Other. Please describe:

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. Although the College hired an additional full time data analyst this year, it still has two IR positions not filled. The new data analyst has increased the College's capacity to review and report student success data.

17. Briefly describe how your institution has used data on student progression and outcomes in:
Program review and evaluation
The purpose of the College's program review is to improve programs through a focused, in depth self study completed by faculty in which they interpret, reflect upon, and use data to inform decision making. The programs complete annual program review reports which ask them to review data that measure program demand, efficiency and effectiveness. The College also conducts three-year comprehensive program reviews as well as analyses of program outcomes assessment, curriculum development and personnel changes. Additionally, it acknowledges program strengths and seeks ways of improving the quality of the program. The overall expectation of the program review process is for faculty to be engaged in continuous, ongoing data collection about student learning, student achievement, and program effectiveness.

Strategic planning
The College's strategic plan articulates six strategic outcomes and 29 performance measures that relate to the College's AtD goals and preparing students to meet critical workforce shortages in Hawai'i. Of the 29 performance measures, 27 are quantitative and two are qualitative measures which are being used to track the College's progress. Each of the academic and support units is required to

complete three-year tactical plans, which align the unit plans with the College's strategic plan.

Budget allocation

The College's strategic plan is related to program review, tactical planning and assessment and evaluation and all of these are used to inform and exercise sound fiscal management.

Broad Engagement

Faculty and Staff

18. Please complete the following table based on current course and team/committee assignments.

	FT Faculty	PT Faculty	Staff	Newly engaged this year
# serving on ATD core, data, or other ATD teams	20		5	
# involved in ATD intervention delivery	25	10	5	2

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:
    _65%_ Participated in data collection and/or analysis
    _10%_ Participated in focus groups or surveys related to Achieving the Dream
    _60%_ 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:
    25 % Participated in data collection and/or analysis
    _10%_ Participated in focus groups or surveys related to Achieving the Dream

    _30% 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:
    _25%_ Participated in data collection and/or analysis
    _30%_ Participated in focus groups or surveys related to Achieving the Dream
    _30%_ 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.
    Math Summit – Math instructors from the University of Hawaii System gathered to discuss and reflect on achievement data, trends and issues relative to mathematics. Based in part on these discussions College math faculty redesigned the developmental math courses and preliminary data indicates improved student learning data.

Students

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

_30%_ Surveys

_10%_ Focus groups

_5%_   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.

STEM Summer Bridge Program which works with primarily Native Hawaiian students interested in science, technology, engineering and mathematics. The summer bridge uses problem based learning to engage students. The College has increased the number of STEM majors.

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

_X_ Collaborative activities with four-year institutions to improve student success

_X_   Collaborative activities with community organizations

_X_   Collaborative activities with employers.

__   Other. Please provide the name of the activity:

26. Please describe a particularly successful *community* engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.

The College is incorporating Service Learning, a teaching and learning method, that integrates critical reflection and service in the community with academic learning, personal growth and civic responsibility. In 2008-2009 about 600 students participated in Service Learning.

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.

The College has been refining its planning framework and defining outcomes and performance measures in relation to AtD goals. The College's Office of Institutional Effectiveness provides research and data to inform many of the College's activities

including the support of learning-centered faculty development opportunities and student learning outcomes.

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

Yes, the College integrated its AtD goals and accreditation recommendations into its strategic plan which has stated outcomes and performance measures that will lead to improved research, planning, assessment, evaluation and budgeting.

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

Probably the most significant accomplishment of this past year is the math course redesign project. The course redesign represents the culmination of a series of meetings, professional development opportunities, research on best practices, and a small summer pilot. Based on research and preliminary data the College anticipates improved success and persistence rates and overall greater mastery of the math content.

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

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 College didn't receive specific feedback from annual report because we submit the reports as a system; however, we receive feedback from our AtD coaches which has helped to strengthen our interventions and evaluations.

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?

The College is grateful for the support it receives from Kamehameha schools to participate in the AtD initiative. The initiative has been a crucial tool for evaluating the way we look at student success and how we support our students.

Section 2: 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 Matthew Farmer at mfarmer@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 any budget modification. If you need to request a budget modification, please do so by emailing Matthew Farmer at mfarmer@mdcinc.org **early** in your preparations.

Connecticut Colleges Only:
- If you have expended all grant funds by March 31, 2010, this financial report will be your final one. It will be shared with the funder who can then close out your grant file.
- If you anticipate expending all remaining funds between March 31 and June 30, 2010, you will also need to submit an updated and final the financial report by **August 31, 2010** to mfarmer@mdcinc.org, showing that all funds have been expended.
- If you do not expect to expend all grant funds by the end of the grant term, June 30, 2010, please follow the instructions at the top of this page *and* include a brief (one page or less) no-cost extension request in Word with your report submission due April 30, 2010. If the financial report and no-cost extension are submitted properly and on time, we will contact you before June 30th regarding your no-cost extension.