Annual Reporting Guidelines
Due April 30, 2011

All Achieving the Dream institutions including self-funded sites and continuing colleges must complete the annual report submission. Timely completion of this report is required to remain in good standing.

The annual report provides an opportunity to reflect on your institution's 2010-2011 Achieving the Dream work and to plan for the coming year. We encourage you to hold a series of team meetings or a retreat with your coach and data facilitator if possible to discuss your progress and the challenges you have faced during the past year. Use the tenets of the Achieving the Dream model—committed leadership, use of evidence to improve programs and services, broad engagement, and systemic institutional improvement—to guide your discussions. This report should cover your activities from May 2010 through April 2011.

The information you provide on the annual report helps us identify trends, successes, and challenges that occur across the initiative. In order for us to have accurate information, it is imperative that responses are standardized and complete. When writing your report, please write out acronyms when they are first used and assume the reader does *not* have prior knowledge about your institution's Achieving the Dream work.

In the past, colleges have been required to upload information on their ATD interventions to the Interventions to Improve Student Outcomes Online Tool twice a year. Based on feedback from ATD stakeholders, including colleges, we are working to improve the Online Tool. In the interim, updating your entries on the Online Tool is optional and information on each college's interventions will be collected on the chart in question 10. This information will then be compiled into a searchable spreadsheet and made available to all ATD colleges and founding partners.

Leader College Applications:
All institutions submitting an annual report have the option of applying for Leader College status. Colleges can apply for Leader College status through this report submitted by April 30th *OR* choose to apply by July 1st in a separate submission. The latter option is available to those colleges needing spring 2011 data to meet the Leader College requirements. No Leader College applications will be accepted after July 1, 2011.

NOTES:
- **There are no fees associated with Leader College designation.**
- **Your answers to question 11 of the report will serve *both* as part of your annual report and as your Leader College application (if applicable).**

Achieving the Dream™
Community Colleges Count

<u>Submitting Your Report</u>
The report should be in 12-point font, single-spaced, with 1-inch margins and no more than 20 pages long. Please do not modify the format or questions of the report guidelines.

Email the following to info@achievingthedream.org by April 30:
- Report Narrative
- Annual Financial Report (Not applicable for Round 1 & 2 colleges)
- Updated Contact List (Use template provided)

Please include the words "ATD Annual Report [College Name]" in the subject line. The report narrative should be submitted in one Word document. Your budget and updated contact list should be submitted as Excel files.

Use the following naming conventions for your report *narrative and budget*:
*College Name*_2011 Annual Report *(Narrative or Budget)*_4.30.11

Use the following naming convention for your *updated contact list*:
*College Name*_Contact List_4.30.11

<u>Note to Institutions Receiving Foundation Grants:</u>
Colleges making satisfactory progress will receive 2011-12 annual grant installments this summer.

Questions?
Email info@achievingthedream.org. Please include the words "ATD Annual Report Question" in the subject line.

Thank you. We look forward to reading your report!

Achieving the Dream and MDC

Achieving the Dream
Annual Narrative & Financial Report: Due April 30, 2011

Name of Institution: Kapi'olani Community College
Submission Date: 5/15/11
Achieving the Dream Funder (if applicable): NA
Grant Number (if applicable): NA
Applying for Leader College Status?: __Yes, in this report   __Yes, by July 1   X No
Name and e-mail of contact person regarding this report: Kristine Korey-Smith
ksmith@hawaii.edu

Begin report narrative:

Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement (for a description of the four principles please see page 8 of the Field Guide for Improving Student Success for a description of Committed Leadership):

1. Briefly describe your greatest accomplishment in *each* principle since joining ATD.
        a. Committed Leadership
AtD goals have been streamlined with the College's strategic planning goals. This has ensured commitment among the leadership (as well as the College at large) to increase success and not just enrollment. The Vice President of Community Colleges and the Kapi'olani CC Chancellor regularly report on the strategic plan performance measures which are related to success for all students especially Native Hawaiians.

        b. Use of Evidence
The College uses cohort data to examine student success. These cohorts are defined as students who enrolled for the first time at Kapi'olani CC during each respective semester. The cohort included part-time and full-time students and Native Hawaiian students. Additionally, the results of comprehensive program review are used to inform departmental 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.

        c. Broad Engagement
The University Hawai'i System brought together Math faculty to discuss and reflect on achievement data, trends, and issues relative to mathematics. Based, in part, on these discussions, math faculty redesigned developmental math courses. The system supported the redesigns with ARRA funds that were used to remodel and wire new learning spaces. The system then supported, through ARRA funds, a one day discipline meeting for Math faculty to share the results of their projects thus far. Additionally, the UH system also used ARRA funds to support the Hawaii Strategy Institute for administrators, faculty, and staff to share effective policies, interventions, and strategies that the Colleges have been working implementing. The UH system also provided support through ARRA funds for other initiatives focused on gatekeeper courses.

All of the College's CTE programs work with advisory boards. Community members were also on the College's Strategic Planning Committees into which AtD goals were integrated. The College regularly surveys students and conducts focus groups in order to improve its interventions and success strategies.

d. Systemic Institutional Improvement

The College integrated its AtD goals and accreditation mandates into its strategic plan which has explicit outcomes and performance measures that are leading to improved research, planning, assessment, evaluation, and budgeting processes. The College's Office for Institutional Effectiveness provides research and data that inform the College's activities including the support of learning-centered faculty development opportunities.

Additionally, the UHCC system conducted a study on the system's retest policy which required students to wait 60 days before retesting. Kapi'olani CC and Leeward CC participated in the pilot which allowed students to retest on demand. Based on the data from the pilot, the UHCC system changed the policy to allow students to retest on demand.

2. What resources, internal and external, helped you make those accomplishments described above?
a. Committed Leadership

The UHCC's ATD Policy committee worked to streamline the AtD goals with the UHCC strategic planning goals. Through this integration the College (administrators, faculty and staff) work simultaneously to achieve strategic planning and AtD goals.

b. Use of Evidence

The College's Office for Institutional Effectiveness and the UHCC's Office for Academic Planning, Assessment, and Policy Analysis provide the College and UHCC System cohort data and program review data.

c. Broad Engagement

The Vice President of Community College's commitment to success shown through his allocation of ARRA funds to improve learning and success in developmental education and other gatekeeper courses, and to provide professional development days for administrators, faculty, and staff to share the results of their projects.

d. Systemic Institutional Improvement

The College's Chancellor and Vice Chancellor's commitment to the assessment, planning, and budgeting process which is driven by clear goals around student success and degree/certificate attainment. The College's commitment to student success is attested in the increasing number of decisions that are based on attention to improving student success: sabbatical requests, tenure/promotion review, justification for recruitment, budget allocations, etc.

The College is also part of a system which is looking at system policies and their effect on student achievement.

3. Briefly describe the greatest challenges impeding your progress on *each* principle.
    a. Committed Leadership

The College's leadership is committed to student success; however, communication is a challenge and the College needs to continue to improve the flow of information from the Chancellor and Vice Chancellor to the department chairs and then to faculty and staff.

    b. Use of Evidence

The College and UHCC system currently does not have a longitudinal data tracking system.

    c. Broad Engagement

The College is transitioning from an instructional paradigm to a learning paradigm, and this shift is painful for certain faculty and staff who are not interested in evolving their practice or engaging with the institution in this challenging, but exciting time.

    d. Systemic Institutional Improvement

The College has to continually refine its assessment, planning, and budgeting processes by identifying strengths and weaknesses, and addressing weak areas.

4. What institutional research challenges has the college faced this year? Mark all that apply.
    ___ None
    ___ Too few IR staff positions
    _X_ Too few IT staff positions
    _X_ Unfilled staff positions
    ___ Inadequate IR staff training in needed skills
    ___ Difficulty retrieving useful, timely data
    ___ Other. Please describe:

5. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.
    None. The institution did not hire any new IR or IT positions nor did it acquire new software.

6. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

The College uses cohort data to examine student success. These cohorts are defined as students who enrolled for the first time at Kapi'olani CC during each respective semester. The cohort included part-time and full-time students and Native Hawaiian students. The College does not have a systematic way to track longitudinal data at this time, but it is tracking the success of students at 20, 40, and 60 credits. This is part of the College's institutional effectiveness measures.

Indicators 2009-2010	All Students	Native Hawaiian Students
Pell Recipients	1,450 (goal 924)	NA
Pell Participation Rate	26% (goal 20%)	NA
Developmental Math	63%	44%
Developmental Writing	70%	58%
Developmental Reading	65%	58%
Degree/Certificate Attainment	783 (goal 700)	78 (goal 72)
Transfer	388 (goal 311)	58 (goal 28)

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.

7. In what ways have you engaged the external community in your ATD efforts this year? Mark all that apply.
    _X_ 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 type of the activity:

8. 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, accreditation and the institution's core activities, processes, and policies this year.
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. The College continues to refine its planning framework

9. In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?
The college did not receive specific feedback from the annual report because the individual report is included in the system report; however, the College receives feedback from its AtD coaches, which has helped to strengthen our interventions and evaluations; although the College is still working to improve success rates for Native Hawaiian students.

10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Math course redesign	Summer 2009	Developmental Education	Math	Academically underprepared	*Summer – 75 Fall – 400 Spring - 300*	850	Increase course success rate from 48% to 51%	Intervention – 45%
Intervention Description: Based on emporium model developed by NCAT and Cleveland State CC in Tennessee. Offered two types: 1) Hybrid and 2) Self paced								
2) ENG 22/ENG 100 Accelerated pipeline	Fall 2010	Developmental Education	Writing	Academically Underprepared	*Fall – 80 Spring - 40*	120	Increase successful course completion rate within a year from 71% to 72%	ENG 22 - 93% ENG 100 - 73%
Intervention Description: The College offered two models of ENG 22 and ENG 100: 1) Accelerated 8 week ENG 22 and an 8 ENG 100 in one semester, and 2) the ALP Model being used by Peter Adams at Community College of Baltimore County.								
3) Math Brushups	Summer 2009	Other	Math	First time students	*Summer - 30*	60	Improve placement scores	74% improved raw score
Intervention Description: A module designed to refresh math concepts through a hands-on, tutorial learning environment for students who place below 100 on the COMPASS Placement test.								
4) Learning Communities	Fall 2010	Developmental Education	Writing and Math	Academically Underprepared	*Fall - 60*	60	Increase course success rates	ENG 22- 67% Math 81 – 86%
Intervention Description: Cohorts of students taking a cluster of three or four courses connected by a common theme. These communities also utilize an educational social networking site, 'Imiloa, which also has career exploration, academic planning and financial literacy components.								
5) Vanguard Project	Spring 2011	Gatekeeper Courses	General Education	First time students	*Number & Percentage of total enrollment*	0	Design intervention strategy	
Intervention Description: Twenty-one faculty given release time to redesign their courses. All faculty teach gatekeeper courses. Implementation of redesigns will begin in fall 2011.								

*Type of Intervention (choose all applicable):

Advising, Board of Trustees, Budgeting Process, Committee or Governance Structure, Community Engagement, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Information Systems, Institutional Effectiveness, Institutional Research, Internal Policy Review & Update, K-14 Strategies, Learning Communities, Other, Program Evaluation Process, Student Success Course, Student Support Services, Supplemental Instruction, Tutoring

Target Student Group (choose all applicable):

- ***Age: From _ to _***
- ***Gender: Male/Female***
- ***Race: American Indian/Alaskan Native, Asian, Black/African American non-Hispanic, Hispanic, Native Hawaiian/Other Pacific Islander, White, non-Hispanic, All, Other***
- ***Financial aid status***
- ***GPA range: From_ To_***
- ***First-time students***
- ***Student enrollment status: Part Time/Full Time***
- ***Academically underprepared students***
- *** ESL/ESOL/ELL***
- ***First Generation***
- ***Other: Please Describe***

10b. How do these interventions address achievement gaps or equity concerns on your campus?

The College's AtD core and data teams 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, developmental/no developmental, degrees and transfer. As a result of these disaggregated analyses, the College's interventions thus far have focused more on ensuring a strong foundation in the beginning of the educational pathway. Building a strong foundation includes career exploration, academic planning, and community building as well as implementing more engaging and high impact learning pedagogies including service learning, integrated and contextual learning, undergraduate research, and problem based learning.

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.

10c. Briefly describe you evaluation plans for the interventions described above.

The College uses quantitative measures including course completion, persistence, graduation, and transfer rates. The College also collects survey and focus group data from students and teachers involved in the interventions. This data has helped the administrators, faculty, and staff implementing the intervention to engage in formative assessment and improve the strategies/interventions.

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Yes, based on student and teacher feedback we embedded elements of a college success course into the learning communities' intervention and into 'Imiloa, the College's educational social networking site. The College also provided the math course redesign project with more peer mentors based on feedback from students and instructors.

10e. What evaluation obstacles (if any) have you faced?

The College did a satisfactory job of developing goals and strategies to develop an overall evaluation model. However, one challenge has been getting faculty and project coordinators to be more involved in designing and conducting the evaluation. The College was more successful at this in 2010-1011 than in previous years, so the College is making progress.

10f. If any of the interventions above have been scaled up, please describe how.

In 2010-2011, the College scaled the math course redesign. All PCM (basic math) and Math 24 (algebra) students participated in the redesigned format. The College received ARRA funds to support renovating traditional lecture classrooms into computer labs.

These labs were necessary to support the self paced instructional model. Through the renovation the College was able to support about 800 students enrolled in remedial and developmental math courses in the new design.

We intend to scale up the ENG 22/ENG 100 accelerated model. In fall 2011, the College will enroll about 250 students in accelerated and ALP courses.

10g. If any interventions have been canceled, please briefly describe them and why they were cancelled.
We are not going to continue to offer the IS 109 student/college success course. The feedback from students was negative and the success rates were low. Instead of offering a stand alone course, we are embedding some of the content into ENG 22 and ENG 100 which are part of the College's Learning Community intervention and into 'Imiloa, the College's educational social networking site that includes career and academic planning tools..

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.
None

10i. Briefly describe any new interventions you plan to implement.
None

NOTES:
- ***All colleges must answer questions 11a,11b and 11c regardless of whether or not they are applying for Leader College status.***
- ***Question 11 will be considered in the ATD Leader College determination process for those colleges applying for that status.***
- ***For information about the Leader College designation process, please see "ATD Leader College Information" on the members only section of the ATD website.***
- ***An example of a successful Leader College application is at the end of this document.***

11a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years[1] on one of the following measures[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*

In the chart or graph,
- Include baseline performance data and three additional years of performance data.
- The performance data should be represented as a rate (percentage) and as a number of students.
- Include the numbers of students as a percentage of total enrollment
- Disaggregate data, if applicable.

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KapCC Persistence (Fall to Spring)

KapCC Persistence (Fall to Fall)
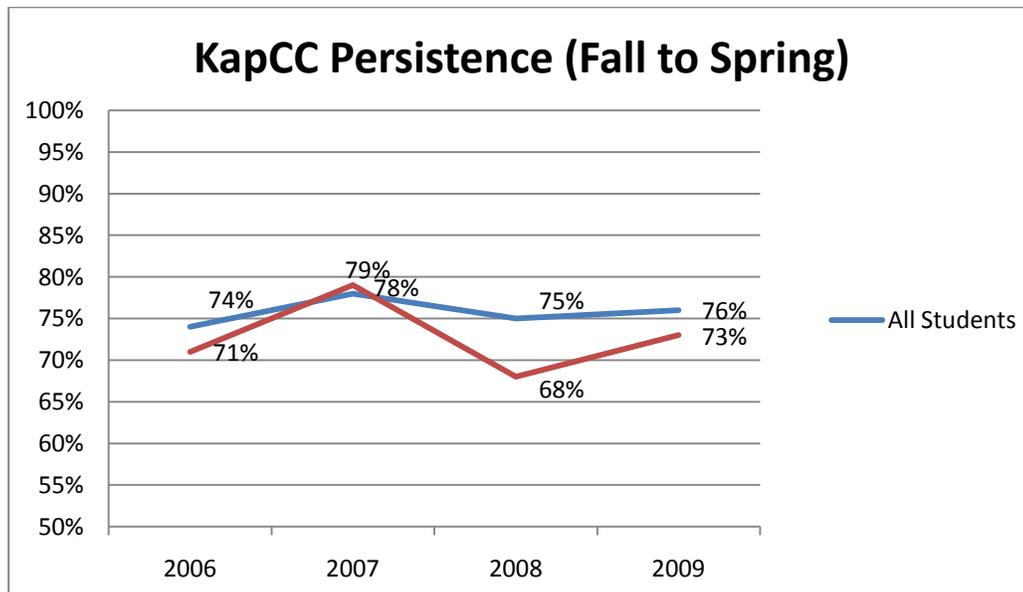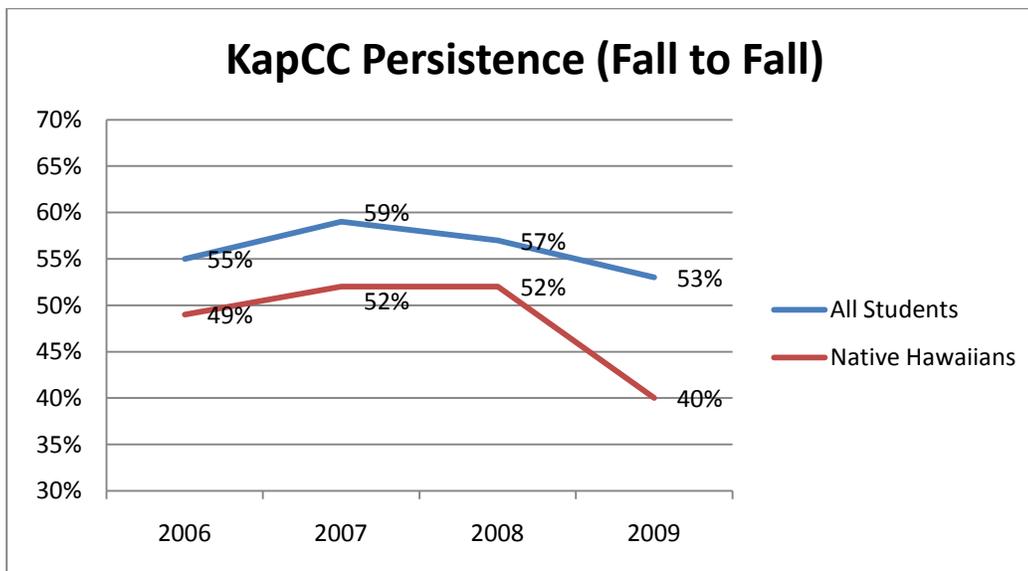
11b. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes **documented in Question 11a** above, including why you believe the intervention helped to improve the student outcomes in 11a.

> *Note: To be considered for Leader College status, the intervention*
> - *should be of sufficient scale to benefit a substantial proportion of total enrollment*
> - *and must have been in effect during the years of increased student success contained in your answer to 11a.*

The College identified gatekeeper courses for both Native Hawaiian and all students at Kapiʻolani Community College at the start of AtD. The College found that the entire math course sequence, from PCM 23 through Math 135, including Math 100, is now serving to block or prolong progress for students in completing their degree or certificate within a reasonable period of time regardless of major. Prior research indicates that students who are not successful in their first semester are more likely to not return the following semester. To change course, the College leveraged Title III and ARRA funds to develop strategies to improve student success in developmental Math in the first year, but especially in a student's first semester. The improvement strategies include the development of career technical academies that integrate math, writing, and an introductory career technical education course. The College also redesigned it basic math and beginning algebra sequence to increase student learning, completion, success, and persistence.

11c. Regarding the intervention **described in 11b** above: Was this intervention developed as part of your college's ATD work? Yes

- Complete the following chart, adding or deleting rows as necessary:

Students involved in [intervention]:

Year	Number of Students in Math 24 redesign	Students in intervention as % of total enrollment	Students in intervention as % of target population – Underprepared students
Summer 2009	75	25%	100%
Summer 2010	75	25%	100%
f2010	415	94%	100%

12. Is there anything else you would like ATD or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that ATD can provide to support Achieving the Dream on your campus? None

End report narrative.