Annual Reporting Guidelines
Reports Due Monday, April 30, 2012

All Achieving the Dream Institutions, including self-funded sites and continuing colleges, must complete an 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 2011-2012 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 Coach (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 2011 through April 2012.

The information you provide on the annual report helps us identify trends, successes, and challenges that occur across the Network of over 150 institutions. 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.

Leader College Applications:
The 2012 Leader College application process will be decoupled from the annual reporting process this year to provide time for an Advisory Committee of Leader College representatives to recommend improvements including greater clarity of Leader College criteria. Colleges will have the opportunity to apply for Leader College status through a separate report submission, which will be available to all eligible colleges in March 2012 and will be due no later than July 1, 2012.

The Advisory Committee will also recommend criteria for re-application by colleges that have been Leader Colleges for three years. Guidelines for re-application are expected this summer with applications due in Fall 2012.

There are no additional fees associated with Leader College designation beyond the normal Achieving the Dream participation fee.
Submitting Your Report
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.

Upload the following to the Achieving the Dream website at http://www.achievingthedream.org/AnnualReport by April 30, 2012:
- Report Narrative
- Annual Financial Report
- Updated Contact List (Use template provided)

The report narrative should be uploaded and submitted in one Word document. Your annual financial report and updated contact list should be uploaded and submitted as Excel files.

Use the following naming conventions for your report narrative and financial report:
College Name_2012 Annual Report (Narrative or Financial)_4_30_12

Use the following naming convention for your updated contact list:
College Name_Contact List_4_30_12

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
Achieving the Dream

Name of Institution: University of Hawaii – Windward Community College
Submission Date: April 1, 2012
Achieving the Dream Funder (if applicable):
Grant Number (if applicable):
Name and e-mail of contact person regarding this report: ardise@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 go to:
http://www.achievingthedream.org/institutional_change/four_principles)

1. Briefly describe your greatest accomplishment in each principle since joining Achieving the Dream.
   a. Committed Leadership
      Windward Community College (WCC) Chancellor Douglas Dykstra and the administration team are committed to meeting the college’s strategic goal to improve students’ success. In addition the WCC faculty senate and student government participated in the development phase of the AtD initiatives. The WCC AtD initiative continues to be led by the Vice Chancellor of Student Affairs, Ardis Eschenberg.

   b. Use of Evidence
      Data has been gathered and analyzed for all the college’s AtD initiatives: First Year Experience (FYE), Learning Communities (LC), Financial Aid outreach, and Supplemental Instruction (SI). The data has been used to tweak the initiatives, however most of the data is formative because the projects have not run long enough to develop summative correlations. For all the AtD strategies the data suggests the initiatives are working to impact student success on campus when compared to AtD baseline date, collected when the college started participating in AtD.

      In Fall 2011, we held a campus meeting to disseminate results to date and consider funding allocations based on this. It was noted that some courses and disciplines had particularly successful results in SI, while others did not. As of Fall 2012, demand for SI outstripped our capacity to offer it. Thus, we created principles for SI allocation which required either evidence of successful implementation in past semesters/similar courses or a plan to implement SI in a different manner which could result in more successful outcomes (such as incorporating SI into the part of the course, encouraging early participation through referrals, etc.). Courses which had never implemented SI were allowed to implement on demand to allow for broader implementation across our curriculum. This allowed for equitable allocation with maximum impact.
We similarly looked at success rates of freshman who took both Math and English in their first semester. It was found that students faired markedly worse in Math if they also took English, unless they were enrolled in a Learning Community that was highly integrated. Thus, we had discussions with counselors and faculty and will now require freshman to enroll in an LC if they desire to take both Math and English their first semester.

Since participating in AtD, the college has moved light years ahead in using and collecting student success data to improve how we serve students; however, there is much more work to do.

c. Broad Engagement
Getting broad engagement and support for the AtD initiatives has always been a challenge. Supplemental Instruction has proven very effective for engaging the entire community. It is run by Student Affairs in conjunction with the discipline faculty and employs students in the role of Supplemental Instructor. Thus, most constituencies are thus reached internally within the college. It has proven very successful in certain areas (particularly Math and Chemistry) but less so in other (particularly English), which led to a focused campus-wide discussion at Fall 2012 convocation and at our Fall 2012 AtD campus-wide meeting. Due to its impact on general education, it is actually the primary focus of our General Education assessment initiative. Thus, by instituting this resource in a robust way and providing evidence of effectiveness, we have been able to create broad engagement.

Another area of broad engagement was in discussion of success rates in Math for freshman, as discussed in (c). This has resulted in support for an initiative to utilize block scheduling for freshman who desire to take Math and English.

d. Systemic Institutional Improvement
As mentioned earlier, all four AtD initiatives have data that suggests it impacts student success on college. So, in that regard the college has made systemic changes that have improved student success. Because the Vice Chancellor of Student Affairs led the college’s AtD initiative, many of the AtD initiatives focused on the wrap around or student support services. These services have seen promising results. However, it is clear that to have significant impact on student success the college must address the teaching that occurs in the classroom. The AtD Learn-to-Learn initiative is the mechanism to do that work. If the college continues to focus its efforts on sustaining the current AtD initiatives, there is a strong possibility the initiatives will significantly impact student success. Here are a few highlights from the activities being implemented at the college:

i. Financial aid outreach: The College established a financial aid One-Stop at Windward Mall and held financial aid fairs throughout its service area.
Results: In 2007 the college administered financial aid to 31% of enrolled students. In 2011, it administered financial aid to 53% of enrolled students, surpassing our 50% goal. Financial aid access has grown at a quicker rate than enrollment.

ii. Supplemental Instruction: In spring 2012 the college offered 32 sessions of SI. The SI data collected by the college supports that students who participate in SI are significantly more likely to succeed in Math (developmental and transfer level), Chemistry (transfer level), and English (transfer level only). They are more likely to persist in other subjects, such as History and developmental English, regardless of success rates. Persistence is a large benefit of SI. It gives students tools they need to continue in college.

iii. Learning Communities: In Fall 2010 the college offered six Learning Communities (LC); approximately 250 students participated in a LC. Results: Students who participated in a LC at WCC are more likely to persist than those that did not. When students in the LC were compared to students of a similar class not in an LC those in the LC persisted at a 20% higher rate; the same is reflected in class retention.

In Fall 2011, due to logistical issues in scheduling, only one LC was offered. It combine IS103 with developmental English and had inconclusive results. In Fall 2012, we will return to block scheduling Learning Communities of IS103 with a thematic course as well as Math and English (4 course Frosh Block Schedule), based on Fall 2010 results and our data on freshman success in Math (when taken concurrently with English).

iv. First Year Experience: WCC’s FYE is comprised of the following mandatory activities: New Student Orientation (NSO), Mandatory Academic Advising, and Frosh Camp. This part of FYE is to scale and is required of all new WCC students. The final piece of FYE is Frosh Cohort, this initiative is a compilation of all the AtD initiatives into one program. Students are enrolled in their math and English class that have SI, in addition they take a class in an academic area that is tied to IS 103 (Master Student) in a Learning Community. In fall 2010, 80 students participated in Frosh Cohort. As noted above, logistics prevented this strategy in Fall 2011. The college will roll out this strategy out in stages until it can be taken to scale, based on success and resources. In Fall 2012, it will be implemented for all freshman who take math and English concurrently.
Results: Students who participate in all the components of FYE are more likely to persist than those that do not participate in FYE. In addition, the Frosh Cohort strategy was successful in helping students pass gatekeeper courses.

FYE targets new students, but the model is now being used to develop programs for Transfer and Adult Learners. Because the FYE framework is well established it is easy to develop a program to address the diverse needs of other underserved groups.

2. What resources, internal and external, helped you make those accomplishments described above?
   a. Committed Leadership
   In October 2010, the college received three Title III grants; a developmental grant, a collaborative grant, and a renovation grant. The developmental grant will sustain the AtD initiatives for five years. The college will institutionalize the initiatives that have demonstrated it impacts student success. The collaborative grant works at developing a transfer network for Native Hawaiian students to the University of Hawai‘i at Manoa, it is developed after our FYE cohort model. The last grant, Hale A‘o will create an AA degree in Hawaiian Studies and renovate the Hale A‘o building on campus. Collectively over the next 5 years, WCC will receive 12.4 million dollars to implement strategies to address student success.

   b. Use of Evidence
   The Developmental grant hired an Evaluation Specialist. This person has worked with WCC IR staff to develop formative reports on the progress of WCC students. The commitment of an institutional IR staff (Nalani Quinn) to the AtD team has greatly enhanced our success in this endeavor.

   c. Broad Engagement
   The Title III grants funding for SI coordinator and student instructors, Math redesign components, Learn to Learn teaching methodology workshops, and an evaluator committed to the project has led to the broad engagement we seek.

   d. Systemic Institutional Improvement
   All three Title III grants are funds to support course redesign. Math and English have already begun some of this redesign and have piloted certain teaching models with WCC students, including our Accelerated Learning Project in English and curriculum redesign in Math.

3. Briefly describe the greatest challenges impeding your progress on each principle.
   a. Committed Leadership
Like most campuses it is hard to keep focused on the task, because there are other pressing needs like accreditation. Most of the leadership involved in our AtD initiative does so in addition to their job duties that they had before AtD started at WCC. We need to integrate student success into all that we do, which is easier said than done. Making sure that our campus leadership does this and helping our faculty and staff to stay on task with the AtD initiatives will assist to maintain the focus on Student Success.

b. Use of Evidence
Our Evaluation Specialist has greatly enhanced our campus effort to make data known and available. She provides formative data well before the system provides ‘official data,’ which can be literally years behind. Now, we need to work on a greater number of forums and outlets for this information to made available. This often comes down to time at an institution where everyone has a heavy workload, multiple committee responsibilities, and continual meetings (accreditation, assessment, etc.)

c. Broad Engagement
This again relates to the time factor for faculty and staff that have multiple roles and responsibilities and students who are often working and raising their own families. The challenge is to stay focused on student success.

d. Systemic Institutional Improvement
Here, the challenge is to move from grant funded initiatives to institutionalized initiatives. In Fall 2012, the college will institutionalize the LC funding through the Academic Affairs budget. This is a relatively small expenditure (1-3 credits release or overload for 6 employees), but could become larger as we bring this to scale. Other initiatives, such as SI, are even more resource dependent and will be a challenge to institutionalize.

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

6. These questions pertain to your institution’s data environment
a. What type of student information system is used to process your student data? (e.g., SunGard Banner, mainframe, DataTel, etc.)
   __________
   Banner

b. What software package(s) is/are used for data analysis? (e.g., SAS, Cognos, Crystal Reports, etc.)
   __________
   Formerly Cognos, currently ?

7. Please explain the progress you have made toward narrowing targeted achievement gaps.

When considering Unsatisfactory Academic Progress (UAP), we can see a narrowing in targeted achievement gaps. While the percentage of Native Hawaiians in our total enrollment has increased 9% between Fall 2005 and Fall 2011 (from 35% to 44%), the percentage of Native Hawaiians in making Unsatisfactory Academic Progress has increased by 4% (from 45% to 49%). Thus, the percentage of Native Hawaiians in UAP is not yet at parity with their percentage of total enrollment but is close to being so than it was before this project.

For developmental and gatekeeper courses, we still see discrepancies in attainment between Native Hawaiian and our general student population. This is likely a result of not bringing all of our treatments (Accelerated Learning in English, Redesign in Math, and Frosh Cohorts) to scale. Pilot projects cannot greatly impact the larger percentages. This was noted by our evaluators.

For degree completion, Native Hawaiians have been completing degrees at roughly the same percentage rates as the general population for our first three AtD cohorts (05, 06, 07), which is an improvement over the 2004 baseline cohort. They do not fare so well in subsequent cohorts, but this is likely as time is needed for degree completion, especially in as our Math redesign to speed degree attainment has only begun implementation in Spring 2012.

8. In what ways have you engaged the external community in your Achieving the Dream efforts this year? Mark all that apply.

   __X__ Collaborative activities with K-12 schools to improve student preparation for college
   __X__ Data sharing with local high schools
   __X__ Collaborative activities with four-year institutions to improve student success
   __X__ Collaborative activities with community organizations
   __X__ Collaborative activities with employers.
   ___ Other. Please provide the type of the activity:

9. 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.

All strategies that attempt to close achievement gaps for Native Hawaiian students are reflected in the goals for the University of Hawai‘i Community Colleges and the WCC Strategic Plan. AtD has brought focus to how we engage our indigenous population, which led to a new WCC mission statement in 2010 that included improving the success of Native Hawaiians as a mission of the college.

Considering SI for our General Education assessment initiative in 2011-2012 further shows how this initiative is aligned with our institutional goals and processes.

10. In the summer of 2011, you received feedback from Achieving the Dream on your 2011 annual report or implementation proposal. Please explain how you incorporated that feedback into your practices and programs this year?

a. “One caution we have for all colleges is not to just rely on student reports about whether they "liked" a program or thought it was "helpful." The hard question is whether you have data, such as improved retention (completing a course), persistence enrolling from term to term), or GPA to support continued funding of particular programs.”

To address this above issue noted by our data coaches, we were very rigorous in relying on data related to success as noted for SI and Freshman block scheduling initiatives in (1b).

b. “Now that you are in your fifth year of the grant, you should have identified and institutionalized needed work at the developmental levels; and have data to show increased student success, identified and implemented broadly student in-take and academic support services, and have data to show their efficacy on students, and demonstrate an ongoing commitment that the work continues.”

Again, this can be seen in our focus on data (1c) and use of data for broad engagement. It further can be seen in our request for funding from WCC’s Planning & Budget Committee. This year, Student Affairs made 8 budgetary requests, including for institutionalization of the SI Coordinator, Ka Piko Coordinator, Supplemental Instructors, and Frosh Camp. This compares with no budgetary requests in prior years. Based on evidence, we are now positioned to request institutionalization.

c. “You want to continue to close the Native vs. Non-Native Hawaiian achievement gap which has implications for clear pathways from your developmental programs to and through your college degree or certificate programs, AND you want to increase the overall success rates of all of your students.”
As seen in (7), this continues to be a struggle. However, we hope that the implementation of English and Math initiatives this year will have strong impacts in the subsequent years.

c. “A lot of the observations above have implications for your program reviews and Self Study for Accreditation, so it will be important to think of all of these elements as part of a coherent whole. One chancellor at another college, when asked could some of the gatekeeper issues be addressed at an upcoming convocation, responded that that meeting’s focus was accreditation. I would submit that they are both part of the same objective, institutional effectiveness, i.e. student success.”

As can be seen above, our issues have been discussed at convocation and for general education assessment. Furthermore, many of our accreditation self-study questions were directed about our initiatives.

d. “Lastly, your work in successfully recruiting Native Hawaiian students should receive strong priority and support. However, this same group could be particularly vulnerable to increased financial aid, particularly loans. One concern is UHCC’s overall increase in financial aid participation could backfire if students are not made well aware of the implications, such as the importance of timely progress towards a degree or certificate and the responsibilities for accumulating debt. Furthermore, you will want to know whether your students with increased financial aid are taking any heavier unit loads and/or becoming more successful. If neither, then the financial aid packages may not be achieving the goal of students reducing work hours and devoting more time to their studies. Maui has done some surveys, at our suggestion, in this area and you should ask Cathy Bio for her results.”

WCC’s financial aid team has been careful to educate students on the ramifications of financial aid. However, we need to consider this more strongly in the upcoming year, especially given our success in disbursement.

e. “We also strongly suggest that Windward "speak up" to your counterparts and offer to share your accomplishments. Some of the other campuses are still struggling with the notion of mandatory placement of students into courses in which they test into. This does seem to be a Windward issue and it would be important to share with your colleagues why it is not.”

The Vice Chancellor of Student Affairs has shared this many times in our system-wide meetings for this position.
### Achieving the Dream interventions/strategies

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

<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>Start date</th>
<th>Type</th>
<th>Content area</th>
<th>Target student groups</th>
<th>Estimate number of students benefiting per semester</th>
<th>estimate number of students benefiting to date</th>
<th>Expected yearly goals/outcomes related to the intervention</th>
<th>Progress on yearly goals/outcomes related to the intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Outreach</td>
<td>06-07 Baseline</td>
<td>Student Support Services</td>
<td>NA</td>
<td>Financial Aid Awardees</td>
<td>1450</td>
<td>3450</td>
<td>50% of WCC enrollment will receive financial aid</td>
<td>Met with 53% (1444 of 2705) students awarded for 2011-2012</td>
</tr>
<tr>
<td>Supplemental Instruction (SI)</td>
<td>Spring 2010</td>
<td>Supplemental Instruction</td>
<td>Math and English (incl developmental levels), Gatekeeper courses</td>
<td>All students</td>
<td>F11 (1287) SP12</td>
<td>3070</td>
<td>Increase pass rate in gatekeeper courses that include all remedial math and english classes.</td>
<td>Pass rates have increased in remedial math, college level math and science, and college level english, but not remedial english classes.</td>
</tr>
<tr>
<td>First Year Experience (NSO, FC, Advising)</td>
<td>Fall 2010</td>
<td>First Year Experience, Student Support Services, Developmental Education</td>
<td>NA</td>
<td>First-time students</td>
<td>250</td>
<td>(1600 + 500) 2100</td>
<td>Increase persistence and class retention</td>
<td>The persistence rate of NSO + FC cohorts (both TF and Adult FY) is greater than the overall TFY cohort.</td>
</tr>
<tr>
<td>Frosh Cohorts (previously Learning Communities)</td>
<td>Fall 2011</td>
<td>First Year Experience, Learning Communities, Student Success Course</td>
<td>Math and English</td>
<td>First-time Students</td>
<td>100</td>
<td>50</td>
<td>Increase pass rate in developmental math and english classes, increase persistence</td>
<td>Mixed results. Fall 2012 new model: IS 103 (common curriculum) + dev. Math + dev. English</td>
</tr>
<tr>
<td>Intervention Name</td>
<td>Start date</td>
<td>Type</td>
<td>Content area</td>
<td>Target student groups</td>
<td>Estimate number of students benefiting per semester</td>
<td>estimate number of students benefiting to date</td>
<td>Expected yearly goals/outcomes related to the intervention</td>
<td>Progress on yearly goals/outcomes related to the intervention</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Adult Learners Initiative</td>
<td>Fall 2011</td>
<td>Student Support Services</td>
<td>NA</td>
<td>Adults, age 24 and older, new to or returning to college</td>
<td>900</td>
<td>0</td>
<td>Increased success and persistence, transfer and graduation rate</td>
<td>Student input has been gathered through focus groups and interviews. Interventions to be piloted beginning Fall 2012.</td>
</tr>
<tr>
<td>Accelerated Learning Program</td>
<td>Fall 2011</td>
<td>Developmental Education, Gatekeeper courses</td>
<td>English</td>
<td>All students</td>
<td>60</td>
<td>40</td>
<td>Increased pass rates in developmental English and increased persistence through college level English</td>
<td>Only one section in Fall 2011 with mixed results. Two sections offered in Spring 2012 will be compared to Fall 2011. 3 sections are planned for Fall 2012.</td>
</tr>
<tr>
<td>Restructured Developmental Math Pathway</td>
<td>Spring 2012</td>
<td>Developmental Education, Gatekeeper courses</td>
<td>Developmental Math</td>
<td>All students in developmental math courses</td>
<td>100</td>
<td>70 currently enrolled in newly created M19, 28 and 29.</td>
<td>Increased pass rates in developmental Math, increased persistence through college level Math</td>
<td>This is the first semester these courses are being offered; no assessment available yet.</td>
</tr>
</tbody>
</table>
*Type of Intervention (choose all applicable):*

<table>
<thead>
<tr>
<th><strong>Target Student Group (choose all applicable):</strong></th>
<th>**</th>
<th></th>
<th>**</th>
<th>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Age: From _ to_</td>
<td>● GPA range: From_ To_</td>
<td>● First-time students</td>
<td>● Financial aid status</td>
<td>● First-time students</td>
</tr>
<tr>
<td>● Gender: Male/Female</td>
<td>● Student enrollment status: Part Time/Full Time</td>
<td>● Academically underprepared students</td>
<td></td>
<td>● ESL/ESOL/ELL</td>
</tr>
<tr>
<td>● Race: American Indian/Alaskan Native, Asian, Black/African American non-Hispanic, Hispanic, Native Hawaiian/Other Pacific Islander, White, non-Hispanic, All, Other</td>
<td>● First Generation</td>
<td></td>
<td></td>
<td>● Other: Please Describe</td>
</tr>
</tbody>
</table>
11b. How do these interventions address achievement gaps or equity concerns on your campus?

Gatekeeper initiatives such as Math restructuring, SI (which is largely employed in gatekeeper courses), and the Accelerated Learning Project focus on improving success rates in courses that have a historical discrepancy in success rate for Native Hawaiians. Financial Aid Outreach has been targeted at Native Hawaiians (for example through Scholarship ‘Aha) due to the fact that there is a correlating socio-economic gap between Native Hawaiians and the general population. NSO focuses on how to register and pay for college, which addresses issues of first generation students and socio-economic status which correlate highly with our Native Hawaiian population. Frosh Camp employs Native Hawaiian concepts such as hui’s (groups) and an emphasis on student success through peer support and mentoring, which correspond to Native Hawaiian values. These values continue to lend support in the Frosh Cohort.

11c. Briefly describe your evaluation plans for the interventions described above.

The college has gathered formative data on all interventions via the college IR office and the Title III Evaluation Specialist. The data has been used to make adjustments to current initiatives. Formative assessment of all initiatives will continue. In addition, transfer and graduation data will be collected and analyzed beginning with the Fall 2008 entering cohort.

11d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Formative data has been used to improve interventions. For example, Supplemental Instruction has proven most effective in Math and has therefore focused on those classes beginning in Spring 2012. The Math department has begun the procedure of institutionalizing SI for their courses.

Learning Communities, open to all interested students, were showing mixed results in terms of pass rates and persistence. Assessment showed, however, that students enrolled in both English and Math in a single semester as part of an LC were more successful than those enrolled in both English and Math free-standing courses. In Fall 2012, instead of LCs, we will be offering Frosh Cohorts, linking a student success course with English and Math courses, to all first-time college students taking both English and Math.

11e. What evaluation obstacles (if any) have you faced?
Evaluation obstacles faced have to do with a lack of efficient ways to pull pertinent data. Gathering up-to-date data requires manual access to different reports in BANNER and
STAR (internal system program), and manual entry of data. A task of the Title III Evaluator is to find and procure software that will allow for user-friendly retrieval and analysis of data. Part of the summer will be devoted to researching and finding appropriate data collection programs.

11f. If any of the interventions above have been scaled up, please describe how.

Frosh Cohorts will be used more widely in 2012 but will not be completely to scale for all freshmen yet. NSO and Frosh Camp are at scale and have been for one year.

11g. If any interventions have been canceled, please briefly describe them and why they were cancelled.

We were not able to implement Frosh Cohorts in Fall 2011 but it was not cancelled. It will occur in Fall 2012. Similarly, Frosh Camp did not happen in Spring 2012 due to logistical issues (construction and building closure) but will resume as scheduled in Summer 2012.

11h. 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.

Nothing has been discontinued. Changes only include strengthening existing efforts (esp. SI and Frosh Cohort) as discussed above.

11i. Briefly describe any new interventions you plan to implement.

n/a
12a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years on one of the following Achieving the Dream measures. (See Appendix A for an example response)

<table>
<thead>
<tr>
<th></th>
<th>2010 Cohort</th>
<th>2009 Cohort</th>
<th>2008 Cohort</th>
<th>2004 baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Percent</td>
<td>67.86%</td>
<td>66.67%</td>
<td>52.78%</td>
<td>47.37%</td>
</tr>
<tr>
<td>Total Number</td>
<td>57</td>
<td>58</td>
<td>57</td>
<td>18</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>60.53%</td>
<td>70.27%</td>
<td>31.58%</td>
<td>44.44%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>26</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Non-Native Hawaiian</td>
<td>73.91%</td>
<td>64.00%</td>
<td>64.29%</td>
<td>48.28%</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>32</td>
<td>45</td>
<td>14</td>
</tr>
<tr>
<td>Female*</td>
<td>71.11%</td>
<td>76.09%</td>
<td>57.89%</td>
<td>47.83%</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>35</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Male*</td>
<td>62.16%</td>
<td>56.10%</td>
<td>46.00%</td>
<td>46.67%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>7</td>
</tr>
</tbody>
</table>

**Table 2. Gatekeeper Math Completion Rates* (percent & number of successful completers)**

*Data source: University of Hawai'i System Institutional Research & Analysis Office
**Gender was sometimes unreported. Thus, the addition of male + female does not always equal the total line.

12b. Briefly describe the intervention(s) you have implemented to achieve the improvement in student outcomes documented in Question 12a above, including why you believe the intervention helped to improve the student outcomes.

The intervention implemented in the above was through enhanced tutoring for our TRIO SSS student population and through Supplemental Instruction, which started in Spring of 2009, but was not implemented in Math until Fall 2010. This support for students in Math led to increased success rates as they had tutors and SI who could answer questions and provide guided study outside of classroom and office hours.

12c. Regarding the intervention described in 12b above:
- Was this intervention developed as part of your college’s Achieving the Dream work?
  Supplemental Instruction was but TRIO tutoring was not.
Complete the following chart, adding or deleting rows as necessary:

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Number of Students in [intervention name]</th>
<th>Students in intervention as % of total enrollment</th>
<th>Students in intervention as % of target population [describe target population]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>#59</td>
<td>2%</td>
<td>38% of all students enrolled in gatekeeper math</td>
</tr>
<tr>
<td>2009</td>
<td>#0</td>
<td>%0</td>
<td>%0</td>
</tr>
<tr>
<td>2008</td>
<td>#0</td>
<td>%0</td>
<td>%0</td>
</tr>
<tr>
<td>2004</td>
<td>#0</td>
<td>%0</td>
<td>%0</td>
</tr>
</tbody>
</table>

13a. Is there anything else you would like Achieving the Dream or your funder (if applicable) to know about your work this year?
   n/a

13b. Are there tools or technical assistance that Achieving the Dream can provide to support Achieving the Dream on your campus?
   n/a

End report narrative. The following does not count toward the page limit.
Annual Financial Report

These requirements will be sent separately based on the requirements of your institution’s cohort and/or funder. Achieving the Dream will send these requirements via email to your institution’s core team leader and financial contact.
Appendix A: Example response to Question 12

12a.

<table>
<thead>
<tr>
<th>First-Year Fall-to-Winter Retention</th>
<th>2007-08 (Baseline)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Return</td>
<td>% Return</td>
<td>N</td>
</tr>
<tr>
<td>All</td>
<td>680*</td>
<td>513</td>
<td>75.40%</td>
<td>648**</td>
</tr>
<tr>
<td>White</td>
<td>398</td>
<td>304</td>
<td>76.40%</td>
<td>377</td>
</tr>
<tr>
<td>Hispanic</td>
<td>212</td>
<td>154</td>
<td>72.60%</td>
<td>207</td>
</tr>
<tr>
<td>Other</td>
<td>70</td>
<td>55</td>
<td>78.60%</td>
<td>64</td>
</tr>
</tbody>
</table>

*Represents 100% of first-year full- and part-time enrollment and 40% of total enrollment.
**Represents 100% of first-year full- and part-time enrollment and 41% of total enrollment.
***Represents 100% of first-year full- and part-time enrollment and 42% of total enrollment.
****Represents 100% of first-year full- and part-time enrollment and 41% of total enrollment

12b. In response to the data gathered during our planning year and regularly since, a team of faculty, staff and administrators has been revising our advising program beginning with implementation of a mandatory New Student Orientation and Registration process. Teams work with groups of incoming students to share information about the college, the programs of study, the meaning of placement data, registration options, tours of facilities, and recommendations for advisors. Students leave the orientation sessions with at least their first quarter of classes scheduled and prompts for meeting with advisors before registration for the next quarter. We believe this intervention that provided extra assistance and resources to new students has at least partially caused the increased retention shown in the chart above.

12c. Yes, the intervention was part of our Achieving the Dream work.
### Students Involved in New Student Orientation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students in New Student Orientation</th>
<th>Students in New Student Orientation as % of total enrollment</th>
<th>Students in New Student Orientation as % of target population (all new students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>648</td>
<td>41%</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>691</td>
<td>42%</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>691</td>
<td>41%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data Source: USA College Academic History Files, Fall 2008-Spring 2011 and Orientation Attendance Excel file, Fall 2010.