



UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

# **Achieving the Dream Implementation Plan**

**May 14, 2008**

*Windward Community College has made me love to learn!*  
Mark Nakagawa, 2007 WCC graduate

## About Achieving the Dream (AtD)

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Achieving the Dream works on multiple fronts, including efforts at community colleges and in research, public engagement and public policy. It emphasizes the use of data to drive change (quoted from the AtD website).

## University of Hawai'i Community College AtD implementation

In 2006, John Morton, Vice President for Community Colleges submitted an application to participate in AtD. The application focused on gaps for Native Hawaiians within the CC system; the Office of Hawaiian Affairs and Kamehameha schools agreed to partner in the venture. The initiative is being led by a broad section of representatives from each campus of the UHCC system, Kamuela Chun staffs it. At each campus, implementation teams will be set up to implement the AtD plan. The goals of AtD are closely aligned to the UHCC strategic plan that addresses financial aid access, developmental education, persistence, course completion, and success.

The first two phases of the program are almost complete; the first phase was to collect student data. The AtD student data is available at our website at: <http://windward.hawaii.edu/ir/AchievingDreamdefault.htm>. This data will be found throughout this plan and has been used to set outcome baselines. Two additional data sets have been used to set benchmarks for this plan. The financial aid benchmarks are from the National Center for Education Statistics, 2003-2004 National Postsecondary Student Aid Study and can be accessed at [2003 04 National Postsecondary Student Aid Study](http://nces.ed.gov/ipeds/data/npsas0304/). The transfer and graduation benchmarks are from the National Community College Benchmark Project found at <http://windward.hawaii.edu/ir/NCCBPdefault.htm>. The data is available because of the hard work of Jeff Hunt and Nalani Quinn.

The second phase is creating the AtD implementation plan that is found in the following pages of this document. Liko Hoe, Ellen Ishida-Babineau, and Lui Hokoana lead WCC's AtD team. This plan is based on empirical data from higher education research, cluster groups conducted at convocation, student surveys, faculty and staff feed back, and AtD meetings convened over the last year. The plan is ambitious and will cause tension, hopefully just the right amount of tension to cause change at our campus. While the data shows we have done good work in some areas, the data also suggests there is much more to do.

## Next Steps

Phase three, which begins in August of 2008, will be implementation of the WCC AtD plan. The AtD team will be asking faculty and staff members to volunteer to spear head one of the strategies found in this plan. AtD phase four will be evaluation of the strategies and phase five will be institutionalizing the strategies that work. Please join us on this journey of rediscovery as we help the "Marks" of this world find their passion for learning.

**Financial Aid**

**Windward Community College**

Evidence/Rationale: The financial aid utilization rate at Windward Community College is 26% (639 / 2445 for 2006 – 2007 school year) for all students and 35% (314 / 893) for Native Hawaiians; the rates for all students and Native Hawaiian students are well below the national average which is almost 50%. WCC will need to double the number of students receiving financial aid at WCC. The goal is to increase financial aid recipients by 150 students each year for 3 years; with the first year being committed to planning to increase the access, the net financial aid increase should be approximately 450 more financial aid recipients.

Rationale for Strategy: The empirical evidence from the Center for Higher Education Policy concludes that financial aid conferences that reach hundreds of students and workshops that are more specific and also reach a targeted audience are successful in increasing access to financial aid; however the most successful strategy to get students to access financial aid is one-on-one help. It is also the preferred mode amongst students. The Center also reports that students decide to enroll in college based on their financial aid awards. Thus the Center recommends that financial aid packages be made as early as possible.

Measurable Changes after Two Years: Increase financial aid access by 150 students from 639.

Measurable Changes after Four Years: Increase financial aid access by 450 students from 639.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Implement a comprehensive financial aid outreach program.					
Complete 200 pre application forms with junior high school students at the Windward CC feeder schools	X	X	X	X	Talent Search, Upward Bound, Gus Cobb-Adams, and Peer mentors
Assist 200 students complete a FAFSA. 1. Hold an Annual Scholarship Fair. 2. Hold four FAFSA workshops on campus. 3. Provide FAFSA assistance at Windward Mall from Jan. to May. 4. Assign peer mentors to work one on one with students to complete their FAFSA.		X	X	X	Financial Aid Office, Counselors, and Gus Cobb-Adams.
Award financial aid in April.			X	X	Steven Chigawa

**Developmental Education**  
**Windward Community College**

Evidence/Rationale: The average Developmental English course completion rate for Native Hawaiians is 52%, for non-Hawaiians – 61% and for all students 57%. The average Developmental Math course completion rate is 58% for Native Hawaiians, 67% for non-Hawaiians and 64% for all students. Native Hawaiians perform at lower rates than their counterparts in Developmental Education at Windward Community College. However, all students perform well below 85%, which is the average developmental education rate for WCC’s peer institutions that have the highest course completion rates.

Rationale for Strategy: Six strategies are proposed in this part of WCC’s plan. Based on anecdotal data and faculty perception, modularization of math courses and enhanced COMPASS testing are proposed to address the needs of students enrolled in developmental education courses. There is empirical data to support the effectiveness of these strategies: supplemental education, learning communities, early intervention strategies, and smaller class size.

**Measurable Changes after Two Years:**

Eng 21	Hawaiian			Non Hawaiian			All			Math 25	Hawaiian			Non Hawaiian			All		
	ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%		ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%
Averages	19	8	43	19	11	58	37.5	21	50.5	Average	28	17	60	60	42	70	88	59	67
85% goal	19	16.15	0.84	19	16.15	0.84	38	32.3	0.84	85% goal	28	23.8	0.86	60	51	0.85	88	74.8	0.85
Add □ I # of students to meet goal		<b>8</b>			<b>5</b>			<b>13</b>		Add □ I # of students to meet goal		<b>7</b>			<b>9</b>			<b>16</b>	

**Measurable Changes after Four Years:**

Eng 22	Hawaiian			Non Hawaiian			All			Math 24	Hawaiian			Non Hawaiian			All		
	ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%		ATT.	Pass	%	ATT.	Pass	%	ATT.	Pass	%
Averages	58	65	61	85	53	63	142	88	62	Average	45	25	55	67	43	63	112	67	61
85% goal	58	49	85	85	72	85	142	121	85	85% goal	45	38	84	67	57	85	112	95	85
Add □ I # of students to meet goal		<b>14</b>			<b>19</b>			<b>33</b>		Add □ I # of students to meet goal		<b>13</b>			<b>14</b>			<b>27</b>	

Data based on averages of AtD cohorts 2004 and 2005.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Develop modularized coursework in Math		X	X	X	DOI & Akatsuka
Develop Supplemental Instruction (SI) for developmental education courses.		X	X	X	DOI and Math & English faculty
Require all new students to take Compass test and enhance COMPASS testing – Web based testing, diagnostic testing, preparation workshops, and post interpretation.	X				DOSS, DOI, and Levinson
Require students to enroll in Developmental English in their first year.		X	X	X	DOI, Ishida-Babineau, DOSS, Levinson, Imai, and Counselors
Develop 4 Learning Communities.	X	X	X	X	DOI, Ishida-Babineau, and Hoe
Develop early intervention strategies for students placing in any developmental education course. e.g. amount of credits student can carry when placing into a developmental education course, mandatory advising.		X	X	X	DOSS and Arakaki

**Successful Progress and Graduation or Transfer  
Windward Community College**

Evidence/Rationale: According to the National Community College Benchmark Project (NCCBP) WCC’s fall to fall persistence rate is 46%. The institution with the highest benchmark retention rate reported 52%. Since the highest benchmark is so low, this plan proposes a goal of 60% in two years and 70% in four years. A large persistence gap between Native Hawaiians and all students does not exist at WCC. NCCBP reports that in 2006, after three years, only 10% of WCC’s students completed any type of a degree. The college with the highest graduation rate amongst WCC’s benchmark institutions is 34%. The AtD data reports that the 2004 cohort graduation rate for Native Hawaiians students was 5% and 10% for non-Hawaiian students. This is a significant gap. The two-year goal will be 20% and the year four goal will be 34%.

According to AtD data, the 2004 cohort transfer rate for Native Hawaiians is 20% and 25% for non- Hawaiians. The two-year goal will be 35% and four-year goal will be 55%, which is the highest transfer rate amongst WCC’s benchmarked institutions.

Rationale Strategy: There is empirical data that supports most of the strategies proposed in this section; for those without empirical data, the activities are based on suggestions from faculty and staff.

**Measureable Changes after Two and Four Years:**

<b>Persistence</b>	F□04	S□05	F□05									
Base	470	324	229	49%								
2 year goal			282	60%	<b>53 more students</b>							
4 year goal			329	70%	<b>100 more students</b>							
<b>Graduation</b>	Hawaiian			Non-Hawaiian			All					
Base	151	8	5%	319	31	10%	470	39	8%			
2 year goal			22	20%			33	20%		55	20%	<b>16 more students</b>
4 year goal			43	34%			77	34%		120	34%	<b>81 more students</b>
<b>Transfer</b>	151	30	20%	319	79	25%	470	109	23%			
2 year goal			53	35%			112	35%		165	35%	<b>56 more students</b>
4 year goal			83	55%			175	55%		258	55%	<b>149 more students</b>

\*Data based on AtD 2004 cohort \* Graduation and Transfer data percentages are WCC Benchmarks.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Develop an incentive program to improve student persistence and graduation.		X	X	X	Chancellor & Administration team
Create professional development team to implement On-Course at Windward Community College.		X	X	X	Ishida-Babineau & Staff Development
Create professional development team to implement formative assessment at Windward Community College.		X	X	X	Liko Hoe & Staff Development
Provide release time and resources for faculty to meet with students.		X	X	X	DOI & Dept. chairs
Faculty of developmental and gatekeeper courses will seek and share professional development that is designed to increase student achievement.		X	X	X	DOI & Dept. chairs
Students with grades of “C” or lower will attend mandatory meetings with faculty.		X	X	X	DOI & Dept. chairs
Provide one-stop Tutoring Center			X	X	DOSS, DOI, Heu, Landers, Regentine, Ragains, Levinson, Shibuya, and Inouye
Implement an on-line grading system at WCC			X	X	DOI
Mandatory counseling and orientation for all new students		X	X	X	DOSS and Counselors
Develop a graduation / transfer plan for every student	X	X	X	X	DOSS and Counselors
Implement Freshmen experience coursework			X	X	DOSS and Counselors
Create a vibrant student life by creating a WCC Lo‘i (Taro Patch)		X	X	X	Opulauoho, Kong, and DOSS
Develop and implement prerequisites as appropriate.					DOI
Promote the value of receiving the Associates in Art degree.	X	X	X	X	DOSS, Rogers, counseling, marketing, and enrollment management.

**Increase Institutional Research Capacity**  
**Windward Community College**

Rationale/Evidence: If the college is to transform its culture to a culture of evidence, having data will be imperative for this change to occur.

Measurable change after two years: The ability for 25% of the faculty or 20 people to view and analyze student data at their desktops. Analyze AtD strategies.

Measurable change after four years: The ability for 50% of the faculty or 40 people to view and analyze student data at their desktops. Analyze all AtD strategies.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Develop an Institutional Research committee	X	X	X	X	IR Staff & Chancellor
Train faculty on the use of Cognos and ESTATS	X	X	X	X	IR Staff & AtD team
Evaluate all AtD activities	X	X	X	X	IR Committee