Is your institution applying for Leader College status (initial or recertification)?
No

Please write the email where you would like a summary of your responses sent.
kamu@hawaii.edu

Contributors to the Annual Reflection: Please identify the stakeholders who contributed to the 2016 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)
- John Morton, Vice President for Community Colleges
- Peter Quigley, Associate Vice President for Academic Affairs
- T. Kamuela Chun, Director, AtD
- Cheryl Chappell-Long, Director, Academic Planning, Assessment and Policy Analysis
- Suzette Robinson, Director, Academic Programs
- Cathy Bio, Director, Student Success Council
- Samuel Giordanengo, Asst. Professor, History, Hawai‘i Community College
- Jerry Saviano, Prof. Language Arts; AtD Campus Coordinator, Honolulu Community College
- LaVache Scanlan, Coordinator, FYE; AtD Campus Coordinator, Kapi‘olani Community College
- William Dressler, Instructor, Dev English; AtD Campus Coordinator, Kaua‘i Community College
- Auli‘i Silva, Coordinator, Halau ‘Ike o Pu‘uloa; AtD Campus Coordinator, Leeward Community College
- Benjamin Guerrero, Project Director; Kaiao, AtD Campus Coordinator, UH Maui College
- Ardis Eschenberg, Vice Chancellor for Academic Affairs, AtD Campus Coordinator, Windward Community College

STUDENT SUCCESS VISION
Briefly outline your institution’s current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision. Suggested word count: 300-500 words

Our vision for student success at the UHCC system is that all students who enter any of our seven colleges will experience success and fulfill their educational goals, especially for underrepresented students, such as Native Hawaiians. They will enter an environment where they will feel welcome and supported, their backgrounds and existing knowledge will be validated and they will thrive because of intensive supportive services and a strong focus on every individual student. Students will receive culturally relevant instructional practices, student services tailored to their needs, a positive environment which encourages them to engage with the college and a commitment to their graduation, transfer to a university or employment outcomes.

The goals for our vision include:
1. Accelerate Development Education course work so that students complete developmental education requirements in one semester, or, at most one academic year.
2. Follow guided pathways, using the latest software and technology, to enter into, continue on and complete their college experience, leading to graduation, transfer or immediate employment.
3. Eliminating cost as a barrier to student success by increasing student access to grants and loans and using open source resources in courses to reduce the cost of textbooks.
4. Making the latest technology available for student learning and increasing the use of distance learning to help students get the classes they need to complete.
5. Insuring that class scheduling is more attuned to student needs while being more efficient in faculty, buildings and room utilization.
6. Fulfilling the commitment to become a model indigenous serving higher educational system.

Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change. Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students’ progress and ultimate success in education and the labor market.

In order to prioritize strategies and implement them consistently throughout the community college system, in Fall 2014, the UHCC system established the Student Success Council (SSC). Composed of representatives from faculty, administration, institutional research, Banner, P/20, SSC identified four focus areas to increase student success: restructuring developmental education; developing guided college pathways, providing Just in Time Support; and, increasing graduation and transfer numbers. The first two are highlighted in this report:

Restructuring Developmental Education: The UHCC system launched a large-scale approach to accelerate students through college level math and English beginning in Fall 2016. The changes have accelerated the time necessary for student to complete developmental education sequences within one semester or one year at most by developing a co-requisite structure for students at all colleges. Various paths for college algebra, college math and Career Technical Education (CTE) math were developed. Multiple variables were approved to determine appropriate placement in math and English courses.

Developing Guided College Pathways: UHCC recognized that too much time and money is spent on unnecessary credits and courses. As such, it designed initial prototypes focused on well-defined programs of study (pathways) for declared majors, undecided students (meta majors), students with transfer goals within the UH system, and part-time students. After deciding on their initial pathway, students will be able to manage their progress through pathways. The Banner registration system was modified to use STAR guided pathways and was successfully pilot-tested at Honolulu Community College. In Fall 2016, all campuses will have a pilot program implemented. In Fall 2017 campuses will have all their programs with well-defined pathways. Through the online STAR system, students can see their progress within a certain pathway or major. As a result, STAR shows the student what his or her course selections should be in the upcoming semester. STAR serves as the official registration tool for the system.

Additionally: UHCC is drafting a Student Success Pathway (SSP) model. This helps UHCC design “just-in-time” support for students throughout their academic journey. It integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that match a student’s interest and goals, and better prepares them for success. SSP maps out all the various services, tools, and policies using a framework from Completion by Design, with modification, that includes: connection, entry, progress and learning, completion to transfer, and completion to career.

What key metric(s) are you using to measure progress on achieving your student success vision? Data Source(s):

Complete College America
State community college system data
Reforming Developmental Education: National data through such organizations as Complete College America consistently show that incorporating the Co-Required model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. UHCC projected outcomes:

- 75% of students testing one-level below college ready will successfully complete their college-level English and/or Math course within one semester.
- 70% of students testing at two or more levels below college ready will successfully complete their college-level English or Math course within one year.
- Co-requisite structure for students (all colleges)
  - One semester developmental English for two or more levels down followed by English 100 in the subsequent semester
  - Co-requisite developmental English/English 100 for two or more levels down (Honolulu only)

Developing Guided Pathways to Success:
- Students’ time to degree obtainment will be shortened.

**LEADERSHIP AND VISION**

*Is this area part of your strategic plan?*

Yes

*Did your college pursue any strategies in this area during the past academic year?*

Yes

*Progress*

The Vice President for Community Colleges continues to advocate student success and student equity initiatives at his fall and spring campus visits. He continues to articulate the larger picture of how all of UHCC’s student success initiatives fit together.

In addition to the UHCC Strategic Planning Council made up of chancellors, faculty senate chairs, student representatives and support staff, UHCC convened a system-wide Student Success Council (SSC) focused on instituting systemic change. SSC brings together academic affairs and student affairs in an ongoing relationship and includes: Vice Chancellors for Academic Affairs, Vice Chancellors for Student Affairs, faculty members; student services administrators, and system administrators. SSC has a leader devoted full-time to the Council’s business, supported by funds from a Jobs for the Future grant. The Council’s website is updated with all pertinent information on progress, meeting agenda and minutes, etc.

As part of its commitment as a model indigenous serving system, UHCC Policy 1.104 established the Community College Council of Native Hawaiian Chairs. The Council has regular meetings with the Vice President for Community Colleges and has a retreat planned to discuss implementing Hawai‘i Papa o Ke Ao recommendations.

Performance Based Funding and funds for innovations continues as an incentive for student success.
initiative. Additionally, each campus was awarded $15,000, for professional development customized to their needs. In PY 16-17, additional professional development funds will be available.

**Challenges**

As can be expected with seven colleges, implementation of the Student Success Initiatives can be uneven across the system. UHCC is working on providing sufficient and timely professional development activities to help faculty develop appropriate curricular changes in math, English and co-curricular courses. Profession develop funds will also target curricula reforms for meta-majors. UHCC wants to ensure those who are interested in change be provided tools to effect changes in a consistent manner across the system.

**Do you have goals in this area for the 2016-2017 academic year?**

Yes

**Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?**

This year, 2015-2016, phase one of implementation of UHCC’s Strategic Direction concentrated on reforming developmental education and developing guided pathways to success. Next year, 2016-2017, phase two will include trying to remove cost as a barrier to community college success; using technology to expand offerings and improve processes; providing for an effective workforce; improving enrollment management; and, fulfilling its commitment as a model indigenous serving system.

**Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?**

Yes

**Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.**

The development of a system-wide Student Success Council with oversight from the UHCC system office.

**DATA & TECHNOLOGY**

**Is this area part of your strategic plan?**

Yes

**Did your college pursue any strategies in this area during the past academic year?**

Yes

**Progress**

These are a few of the programs UHCC developed this year:

Guided Pathways to Success: Modified Banner Registration to use STAR guided pathways: Successfully pilot-tested with students at Honolulu Community College; implementing pilots at all campuses for Fall
2016; full implementation of all program scheduled for Fall 2017.

Ad Astra: A scheduling of programs to maximize availability of required courses for students’ success. First piloted at Honolulu Community College and now to be implemented at all seven colleges in Fall 2016.

iPASS: Articulates a set of best practices in using and integrating the three technology solutions of STAR, MySuccess (Starfish) and PAR in academic counseling in order to improve student retention & completion and to better understand how to cultivate, advise and support STEM students. Through a proactive student advising system, interactive software, and predictive analytic intervention, advisors will be able to identify at-risk students before they run into academic obstacles and target services such as counseling or tutoring to help students get back on track.

Labor Map: Provides students with real time information on career opportunities. The labor map includes sectors and jobs auto-generated by current demand. When launched in Fall 2016, it provides a coherent and uniform way to understand and communicate:
• Program relevance in the Hawai’i economy
• Program demand levels; present and future projections
• Special demand areas: low numbers; high need
• Graduation levels relative to demand; over or under producing
• Program opportunities; missed areas in the economy
• Skill sets that are aligned or not with industry needs
• Student demand that may or may not fit into Hawai’i’s economic priorities

Challenges
The challenge here is to best assess the effectiveness of strategies; gathering data and measuring the effectiveness of multiple measures for placement, as well as the effectiveness of the various math and English models.

Do you have goals in this area for the 2016-2017 academic year?
Yes

Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Work continues on:
• Removing institution-created barriers to student progress
• Developing analytic tools to help manage scheduling and course availability including: STAR Academic Program Velocity and Analytics and Ad Astra
• Integrating student services, advising, and registration communication with Starfish
• Process to get students on their initial path and to manage changing pathways
• Creating communication and reinforcement to keep students on path
• Improving course scheduling at campuses to address student degree completion

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?
UHCC needs help with accessing national data on our target populations: Native Hawaiians, Filipino, and Pacific Islanders. Currently these data are not tracked though a national database.
Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?
Yes

Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

- STAR Registration system with built in guided pathways to program and degree obtainment.
- iPASS, linking early alert with predictive analytics.

EQUITY
Is this area part of your strategic plan?
Yes

Did your college pursue any strategies in this area during the past academic year?
Yes

Progress
Initially, UHCC targeted Native Hawaiian students and low-income students and will continue to do so. The updated strategic directions were expanded to include Filipino students and Pacific Islander students. Campuses have developed outreach activities based on the communities under consideration. These ethnic communities will be targeted with specialized student support services to advance student success after enrollment in the UHCC system.

Challenges
Finding national data on target populations and specific ethnic groups.

Do you have goals in this area for the 2016-2017 academic year?
Yes

Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Eliminate access and success gaps for target populations mentioned above:
Action Steps: Develop and expand successful outreach activities that improve the participation rates of these groups, pilot student support practices for these populations, and develop culturally relevant instructional practices for these groups of students.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?
Yes
Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Highlighting the target populations in the strategic plan elevates the importance.

TEACHING & LEARNING

Is this area part of your strategic plan?

Yes

Did your college pursue any strategies in this area during the past academic year?

Yes

Progress

Reforming Developmental Education:
- Support for Implementation: UHCC receives technical support from Complete College America (CCA); $500,000 over two years from a Kresge/Jobs For the Future Grant to establish Student Success Center; $225,000 funding from The Leona M. and Harry B. Helmsley Charitable Trust and the Bill and Melinda Gates Foundation for iPASS; and positions re-allocated/allocated from campuses and/or UHCC System. UHCC committed $800,000 to its Innovation Fund and its professional development funds are already released. Unearned performance funding will be reallocated to support implementation.
- Adoption of recommendations: Restructuring of developmental English and developmental math to include co-requisites courses; revising of grading options; improving the enrollment management processes to advising tool kit for consistent information; providing seven placement options; investigating best practices on integrating non-cognitive variables.

Professional Development:
- UHCC and its colleges actively supported faculty, staff and administrators in various professional development activities including but not limited to: 2016 DREAM Institute, 2016 Hawai‘i Strategy Institute, 2016 Data Summit, Complete College America Conference, and AACC Conference.

Challenges

Mapping out of faculty and staff roles and responsibilities and services to minimize inconsistency, reduce redundancy, and shorten students’ time to completion.

Do you have goals in this area for the 2016-2017 academic year?

Yes

Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

1) Refine process on reforming developmental education with the co-requisite model; developing an assessment and evaluation plan to measure the effectiveness of the co-requisite model.

2) Fully implement the STAR Registration System and finalize and adapt the guided pathways model.
Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?
Yes

Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

UHCC has adopted a relatively uniformed co-requisite model for developmental education.

**ENGAGEMENT & COMMUNICATION**

Is this area part of your strategic plan?
Yes

Did your college pursue any strategies in this area during the past academic year?
Yes

**Progress**

Student Success Council: Creation of the Student Success Council for the system and Student Success Committees (formally the AtD Committee) at the campuses has allowed us to centralize the student success initiatives at the system level and raised the importance of student success at the seven colleges. The Student Success Council’s website was updated to include the most recent happenings, including UHCCP 5.213, Time to Degree: Co-Requisite (the new board policy for acceleration of Dev Ed), chancellors' letter, frequently asked questions and answers, adopted recommendations, and the SSC meeting notes. ([https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fwww.uhcc.hawaii.edu%2FOVPCC%2Facceleration_initiative%2Fstudent_success_council.php&token=O588Ktwtl6%2F4vAj3qXqd7hDhf%2FvCZLYia1%2F%2BHij3ew%3D](https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fwww.uhcc.hawaii.edu%2FOVPCC%2Facceleration_initiative%2Fstudent_success_council.php&token=O588Ktwtl6%2F4vAj3qXqd7hDhf%2FvCZLYia1%2F%2BHij3ew%3D))

2016 Hawai‘i Strategy Institute: The 2016 Hawai‘i Strategy Institute was the seventh institute bringing together over 950 invited guests including faculty and staff from the seven colleges in the University of Hawai‘i Community Colleges system who are engaged in best practices, innovations, and strategies that lead to increased student success. Besides interacting with and learning from their colleagues about innovative student success practices, participants also learned about system-wide progress, related policies and national student success trends in higher education. This year’s theme, Accelerating Student Success, was a reflection of the University of Hawai‘i Community Colleges ongoing strategies and initiatives to increase the number of students receiving a degree or certificate as projected in the Hawai‘i Graduation Initiative. General assembly presentations included UHCC’s progress on reforming developmental education.

USA Funds: UHCC received $4.6m for two years to address STEM needs. UHCC will focus on information technology (cybersecurity), biotechnology, and engineering; and, build STEM pathways from the Hawai‘i State Department of Education through the community colleges to UH Manoa, UH Hilo, and UH West O‘ahu in these areas. UHCC is working with the Chamber of Commerce and the Hawai‘i Business Roundtable to convene industry lead discussions on requisite skills that employers
need in the identified fields of STEM industries and occupations.

Ho'opili 'Aina: Collaboration with Kamehameha Schools (a large feeder, private school system in the state) that focuses on early college programs; collaboration on Kamehameha's Mo'ili'iili redevelopment project; data sharing; developing living learning lab; developing 'Ike Hawai'i that advance and strengthen expectations and the future workforce; and financial aid and student persistence initiatives that support students to complete their degree.


Outreach: All campuses continue to work with feeder high schools, outreach to churches attended by Pacific Islanders, and collaboration with SEED/UHM (Pasefika Passion Pipeline).

**Challenges**

Ensuring faculty are fully engaged.

**Do you have goals in this area for the 2016-2017 academic year?**

Yes

**Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?**

Continuation of above activities.

**Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?**

Yes

Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Hawai'i Strategy Institute: Providing an opportunity to bring together faculty, staff, and administrators from throughout the system to engage in discussions on student success models, strategies, and UHCC's efforts.

**STRATEGY & PLANNING**

Is this area part of your strategic plan?

Yes

Did your college pursue any strategies in this area during the past academic year?
Yes

Progress
Over the past two years, UHCC developed strategic directions by leveraging the work done in the previous strategic planning period, 2008-2015. That plan set the tone for a focused, student success oriented mission with a strong commitment to Native Hawaiian access and success. The result was an increase in graduation and transfer; enrollment, graduation, and transfer of Native Hawaiian students; student enrollment in and graduation from Science, Technology, Engineering, and Math (STEM) programs; and a fivefold increase in federal grant aid supporting students in the community colleges. This year, moving forward, the UH Community Colleges continue to have a shared commitment to student success, a commitment to a deeper understanding of what works and what doesn't work in promoting that success, and a willingness to try new approaches to achieve higher levels of student success.

Structures and policies to support the plan and directions include: UHCC Strategic Planning Council; UHCC Student Success Council; Achieving the Dream and other national initiatives; $6.5m in Performance Based Funding; and $1.25m available for innovation and implementation activities associated with the strategic plan.

Challenges
As we begin implementing essential practices identified for onboarding, assessment, advising, learning, transfer and career, how do we scale our initiatives to ensure that all students receive essential services?

Like other states in the Student Success Center Network (SSCN), who are also implementing guided pathways, we are challenged with the need for technical assistance in the implementation of essential practices, including multiple measures of placement, development of strong advising and other student supports, scalability of advising models, embedded academic and non-academic support systems, and broad engagement of college leadership, faculty, and staff.

Do you have goals in this area for the 2016-2017 academic year?
Yes

Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Other areas of work that still needs to be addressed:
• Strategic Distance Education course and program development,
• Professional Development and research and development on technology-enhanced teaching,
• Targeted programs for Adult Learners,
• Programs to enhance student transfer and transfer success.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?
No
POLICIES & PRACTICES

Is this area part of your strategic plan?
Yes

Did your college pursue any strategies in this area during the past academic year?
Yes

Progress

Policies related to Student Success Initiative approved this academic year:

UHCCP # 5.302 Prior Learning Assessment Program (December 2015): This policy describes and outlines the terms and conditions under which the University of Hawai‘i Community Colleges (UHCC) through its Prior Learning Assessment (PLA) Program award college credit towards certificates or degrees based on prior learning. Policy serves to ensure academic integrity is maintained through program consistency and transparency.

UHCCP #5.213 Time to Degree: Co-Requisite (December 2015): This policy provides guidelines and practices to provide the necessary support to succeed in college-level courses through co-requisites, thereby shortening the time to successful completion of academic credentials at the University of Hawai‘i Community Colleges (UHCC).

UHCCP # 1.105 Council of Community College Native Hawaiian Chairs (January 2016): To provide a formal, independent voice and organization through which the Native Hawaiian constituencies of the University of Hawai‘i Community College (UHCC) system can participate in the development and interpretation of system-wide policies and practices as they relate to Native Hawaiian programs, activities, initiatives, and issues. The Hawai‘i Papa O Ke Ao (HPOKA) report articulates the University’s vision to meet its mission of being a model indigenous serving institution. The UHCC Strategic Plan commits the UHCC to implement the recommendations of HPOKA in areas of leadership development, community engagement, and Hawaiian language and cultural parity. The role of Native Hawaiian governance is to advise the Vice President for Community Colleges (VPCC) on matters related to the community college system. The campus Native Hawaiian Council fulfills this role with the Chancellor and college governance.

UHCCP #5.203 Program Credentials: Degrees and Certificates (May 2016): This policy addresses the establishment and issuance of the degrees and certificates within the University of Hawai‘i Community Colleges (UHCC), including: Bachelor in Applied Science (BAS) degrees, Associate in Arts degrees (AA), Associate in Science degrees (AS), Associate in Applied Science degrees (AAS), Associate in Technical Studies degrees (ATS), Certificates of Achievement (CA), Advanced Professional Certificates (APC), Academic Subject Certificates (ASC), Certificates of Competence (CO), C

Student Success Committee Recommendations Adopted by all Campus:

The Student Success Committee recommendations on grading options, English placement, math placement, enrollment management and cognitive assessment options were adopted by all campus. (Recommendations may be found online at https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fwww.uhcc.hawaii.edu%2FOVPCC%2Facceleration_initiative%2Findex.php&token=gK%2Fdal2u0Qd%2FBko3j2pRfGV685sVsghhR%2FI%5My0KE6M%3D)
Do you have goals in this area for the 2016-2017 academic year?
Yes

Goals for 2016-2017 Academic Year Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

As mentioned above, UHCC is drafting a Student Success Pathway (SSP) model. This helps UHCC design “just-in-time” support for students throughout their academic journey. It integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that match a student’s interest and goals, and better prepares them for success. SSP maps out all the various services, tools, and policies using a framework from Completion by Design, with modification, that includes: connection, entry, progress and learning, completion to transfer, and completion to career. UHCC hopes to have that model in place next year.

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?
Yes

Please describe the promising practice (if this is one of the interventions in your college’s Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

A Student Success Pathways model.