# Wai`ale`ale Project

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in UHCCP 5.202.  Additional measures may also be used for program or unit assessment.

# 1.    Program Description

**Program or Unit Mission Statement**

The mission of the Wai'ale'ale Project is to expose students to the essential values and habits that are intrinsic to an environment of higher learning and that, over time, contribute to academic, career, and personal success.

**Part I. Program Description**

| Date of Last Comprehensive Review | 2018 |
|---|---|
| Date Website Last Reviewed/Updated | 1/14/2019 |
| Target Student Population | The Wai'ale'ale Project at Kaua'i Community College (KauCC) is an innovative program designed to encourage non-college-bound high school students and adults to attend, and successfully complete, their first year of college. |
| External Factor(s) that Affected the Program or Unit | Program Scholarships are funded exclusively by private donors and the amount of scholarships received will dictate the amount of students accepted into the program.  Title III and other funds are needed to support our Peer Mentors and Staffing for Kipaipai. |

# 2.    Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all Instructional programs and Academic Support programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing

Education and Training, campus committees), or metrics required by UHCCP 5.202 that are not provided as ARPD (Administrative Service programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

**The Overall Program Health is** Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

| COLLEGE : Kaua'i CC - Wai'ale'ale Project | Quantitative Measure 2016-2017 <br><br> Cohort 7 | Quantitative Measure 2017-2018 <br><br> Cohort 8 | Quantitative Measure 2018-2019 <br><br> Cohort 9 |
|---|---|---|---|
| **Program DATA (Overall Health)** | | | |
| **Program Demand (Healthy)** | | | |
| 1. Number of Applicants received. | *167* | *160* | *174* |
| *1a. Number of Native Hawaiian Applicants received* | *77* | *92* | *91* |
| 2. Number of students offered acceptance into the program | *119* | *121* | *110* |
| 3. Number of students Enrolled in First Year of College (13th Yr.) (incoming cohort only) | *82* | *94* | *75* |
| 3. Total number of Wai'ale'ale students served (all cohorts) | *160* | *180* | *193* |
| 3a. Number of Native Hawaiians served (all cohorts) | *105* | *111* | *123* |

Program:  Wai`ale`ale Project

| | | | |
|---|---|---|---|
| **Program Efficiency (Healthy)** | | | |
| 1.  Number of students served (all cohorts) per staff position | *91* | *103* | *95.6* |
| *1a.  % of Native Hawaiians served each incoming cohort* | *57.3%* | *67%* | *69.3%* |
| *2.  Fall to Spring Persistence Rate (incoming cohort only)* | *78.5%* | *84%* | *78.67%* |
| 3.  Fall to 2nd  Fall Persistence Rate (incoming cohort only) | *55%* | *68%* | *60%* |
| 4.  Percentage of 13th year students who successfully complete 1$^{st}$ year ( met SAP (≥2.0 GPA and  ≥67 course completion) | *41%* | *56%* | *69.3%* |
| *5. % of students served FAFSA eligible (incoming cohort only)* | *53.5%* | *51%* | *63.7%* |
| | | | |
| **Program Effectiveness (Healthy)** | | | |
| 1.  Percentage of 13th year students who had achieved ≥2.0 GPA (cumulative) at the end of the first year | *53%* | *65%* | *76%* |
| 2.  Percentage of 13th year students who had achieved ≥67 course completion (cumulative) at the end of the first year | *43%* | *72%* | *74.67%* |
| *3.  % of students who are on-time for degree completion (150%)* | *4.87%* | *2.12% as of SP19 150% TBD SP20* | *TBD* |
| 4. Student satisfaction measurements using End-of-1st-semester evaluation (4 point scale) | | | |
| d. I feel more confident now than I did at the beginning of the semester | *3.52* | *3.77* | *3.91* |
| e. Overall, I'm satisfied with my progress as a student | *3.31* | *3.69* | *3.85* |

Italicized measures are added as of  CPR 2018

Program Demand:

The consistent amount of applicants, indicates that our recruiting efforts continue to be

successful in targeting our target population. We continue to provide maximum support to our students collaborating with our KauCC student support services and assisting the accepted students through to enrollment. Having a strong Mentor team continues to be a key strength in this process and through their first year at KauCC. In terms of Native Hawaiian students, the consistently high rate of Native Hawaiian students with a continual increase in number from 57.3% in Fall 2017 to 69.3% in Fall 2018 is a strong indicator that the program continues to actively increase access to higher education for this key demographic in support of the UH system's mission.

Efficiency: The per student cost in terms of just Wai'ale'ale Students continues to be misleading. The Title III Student Services programs (Kipaipai, SYE, transitions) are combined with the Wai'ale'ale Project under the new FYE programs. FYE Personnel now provide support to many different programs and service a variety of students. If viewing the per-student cost in terms of just the two comprehensive FYE programs (Kipaipai and Wai'ale'ale), the average is $2,294 (see table below). This includes all salaries and scholarship funds for both programs. Also, the external funding metrics do not include Pell funding, which is a huge additional source of funding for cohorts after their first year. Thus, the external funding per student can also be misleading as an increase in Wai'ale'ale support might be the result of increased Pell eligibility and federal support during successive years. Given the general stability of these indicators, we feel the trend for this indicator is currently one of health.

Total Program Cost for Office of FYE (Wai'ale'ale and Kipaipai):

Total Number of Students served (all FYE programs, all cohorts)    263
Total Program Cost (all FYE programs, all sources)                $615,605
Total Cost Per Student Served (all FYE programs, all sources)      $2,340

The number of students served per staff position is at 95.6 which is based upon 2 full time and one .75 time staff. As our program's mission and also to meet external funding eligibility requirements, our program targets non college bound students including Native Hawaiian (NH) students from the community. This 1819 Cohort 9 has offered the program's services to 69.3% Native Hawaiians (52 of 75 Cohort 9 (c9) students are NH).

Our Wai`ale`ale Cohort 9 students and NH students in Cohort 9 exceeded the KauCC students by 2.1 and 9.94% respectively for Fall to Spring retention (NH 71.43; KauCC 60.49%; All Wai`ale`ale c9 69.33%). Fall to second Fall success also exceeded both KauCC 7.52%, and Wai`ale`ale c9 students 1.22% (NH 61.22; KauCC 53.70; c9 All Wai`ale`ale 60%).

Although the Fall to Fall persistence is reported as Healthy, this is an area where we plan to work with our campus collaborators to improve our student retention by adding workshops and

activities during winter and summer breaks.

In the last CPR we added measuring the amount of students served who are FAFSA eligible with 63.7% c9 students Pell eligible which is at a 21.9% higher rate than the 52.25% average from the previous 2 years (cohort 7 53.5% ; cohort 8 51% and c9 63.7%).  We are including Pell funding as a part of our program's efficiency as Pell grants are  a large additional source of funding for cohorts after their first year at Kaua'i CC.

Program Effectiveness:

The Percentage of 13th year students who had achieved ≥2.0 GPA (cumulative) at the end of the first year is 14.4% higher than the previous year (76% and 65% respectively).  The Percentage of 13th year students who had achieved ≥67 course completion (cumulative) at the end of the first year significantly increased 42.4% from AY 1617 from 43% to 74.67%  and had a slight increase of 3.57% This indicates that our students are utilizing the supports offered by the program, including mentors, support staff and Kaua'i CC resources.

Our program's new goal to measure the success of students who are on-time for degree completion (150%) is a new measure and the data indicates progress, however, the majority of our program's students are attending college part time.   A strong indicator that our Wai`ale`ale students can be seen through retention data and by measuring our full-time students.  With 61.22% C9 students re-enrolling in their second fall semester which is

The Wai`ale`ale Program exceeds expectation with our student satisfaction measurements using End-of-1st-semester evaluation (4 point scale) as  our enrolled students felt more confident now than at the beginning of the semester at a rating of 3.91 which is 3.5% increase from the previous year (3.77 and 3.91 respectively).  Students also reported at a 3.85 rating that they are overall satisfied with their progress as a student.

# 3.  Program Student Learning Outcomes

   a) List of the Program Student Learning Outcomes
   b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
   c) Assessment Results
   d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.
   1. List of the PSLOs.
   2. Indicate PLSOs that were assessed in the year of this APRU.
   3. Assessment findings.

4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

| PSLO | Assessed During this APRU Cycle (Y or N) | Findings | Improvements Implemented | Next Assessment Date |
|---|---|---|---|---|
| 1) Wai'ale'ale students in their first year will persist from the Fall to Spring semester at the same rate as non-Wai'ale'ale students. | Yes | 78.67% Wai'ale'ale students persisted from Fall 18 through Spring 19. Non-Wai`ale`ale students persisted at 53.70%. | Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports per individual needs; Peer mentor support. | 2020 |
| 2) Wai'ale'ale students will persist from the Fall semester of their first year to the Fall semester of their second year at the same rate as non-Wai'ale'ale students. | Yes | The Fall to Fall persistence for Wai'ale'ale students in the 2018-19 year was 60%, exceeding the Kaua'i CC average of 53.7% from Fall 18 to Fall 19, and remains at a higher level which indicates the program is meeting expectation outcomes despite the lower retention trend at Kaua'i CC. | As a result of the program exceeding expectations for this outcome, the program will continue pursuing student retention practices that have proven effective. | 2020 |

| | | | | |
|---|---|---|---|---|
| 3) Wai'ale'ale students will attain Satisfactory Academic Progress in their first year at the same rate as non-Wai'ale'ale students. | Yes | 69.33% Wai'ale'ale and 60.49% Non Wai'ale'ale students attained Satisfactory Academic Progress in their first year. Wai'ale'ale is at a higher 7.84% percentage of than Non Wai'ale'ale students in their 1st year. | Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports per individual needs; Peer mentor support and more familiarization with utilizing tutoring center services and attending study groups with students in the classrooms and collaborated with Instructors – meeting together with mentors and instructors and other students in the FYE Hale & Collaboration area. | 2020 |

| 4) Wai'ale'ale students will feel more confident about their ability to succeed in college by the end of their first year. | Yes | 3.91 was the average out of a 4.0 point system of Cohort 8 Wai'ale'ale students who felt more confident about their ability to succeed in college by the end of their first year as indicated in the end of year survey. | Such high levels of satisfaction with the program suggest that it is having a positive impact on its students and that they are appreciative of the opportunity and continue to meet program's goals. | 2020 |

# 4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

| Action Plan | Anticipated Outcome | Actual Outcome |
|---|---|---|
| Fund 100% FTE for Wai`ale`ale Coordinator / 1,2,3,5,7 | To ensure sustainability for the program's success. Increase the number of Graduates; Increase the number of Native Hawaiian Graduates; Increase the number of low income student Graduates; Eliminate Access and Success Gaps; Reduce the time to degree: Increase Student Retention and Credit Accumulation | Funds approved to Hire 100% FTE Wai`ale`ale Coordinator (Hired on 10/1/2019) |

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

As Wai`ale`ale Project is a part of the 13th Year UH System Initiative our student outcomes have been aligned with the outcomes of the other FYE Community College programs in the UH

System. Wai`ale`ale Project is aligning with three systemwide Core Values: 1) Active recruitment of students least likely to enroll, and succeed in college; 2) a comprehensive commitment to reducing barriers to student access and success; and 3) special focus on Native Hawaiian success. During the 1819 AY, our program's collaboration with other FYE programs supports our program with new ideas and we implemented the first 13th year Student Leadership Conference with other FYE programs and included the training for 2 of our lead mentors. The training included strategic planning and leadership activities as professional development for our student mentors. We also hired a student support specialist who joined our team in June of 2018. She brought more collaborations in the community and our students were able to participate in several community service activities including, but not limited to Malama Huleia, campus collaborations Hawai`ian and Sustainability clubs. To break down barriers, we have invited faculty to join our Success Camps and End of Semester meetings to meet with and share their stories with our students. To assist students with transferring to UH Manoa, our program has worked with Ka`ie`ie transfer staff and we are working towards creating relationships with UH Hilo and UH West O`ahu and work closely with our counselors providing support in transferring.

Knowing that the Title III grant was closing on 9/30/2019, we may lose our FYE & SYE Transition Coordinator and funding for our peer mentors. We did collaborate as an investigator on the next TITLE III grant to continue the Kipaipai program and provide monetary support for our peer mentors going forward. As the Kipaipai Program has been envisioned to support more FYE students going forward, and the Title III grant has been approved, I will be presenting a separate APRU after getting the specifics and expectations organized.

**Analysis of Alignment with CPR**
List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

| Goal/Strategic Goal or Priority** | Achieved (Y or N)? | Benchmark | Desired Outcome | Actual Outcome | Unit of Measure |
|---|---|---|---|---|---|
| Program Recruitment/5 | Yes | N=160 Applicants<br><br>Received 174 applications | 65% of the applicants will be NH and 51% of the applicants will be Males | 91 applicants or 52% of applicants are NH<br><br>82 or 47% applicants are | Students applying in FALL semester |

| Goal/Strategic Goal or Priority** | Achieved (Y or N)? | Benchmark | Desired Outcome | Actual Outcome | Unit of Measure |
|---|---|---|---|---|---|
| | | | | males | |
| Adult Enrollment/20 | No | N= 30% of all applicants will be adult students ages 19 and over | At least 20% of student applicants enrolled in the Fall semester will be adult students ages 19 and over | 25.8% Adult Students applying for Fall semester and of the 75 enrolled students 21% enrolled in Fall 18 | Students applying in Fall semester |
| Secure Funding for Cohorts 9-13 /1,2,3,5,7 | Yes | $300,000 | Consistent Funding | Received private donations of $320,000 during 1819 | 2018-2019 Funding received through UHF including Kamehameha Schools; Scheidel Program; Wai`ale`ale Adopt a Student |
| Student Success/1,2,3,7 | Yes | 50 % Success (SAP) rate for C9 (Fall 2018) 55% Persistence for C9 (Spring 2019) | At least 65% of enrolled students will meet at least a 2.0 gpa and 67% completion. At least 55% of students will persist to second Fall Semester. | 69.3% of enrolled students met a least a 2.0 gpa and 67% completion. 60% pf students persisted to second Fall Semester | SAP Progress of at least a 2.0 gpa and 67% completion. Second Fall enrollment data |

**All Strategic Goals and Priorities are Aligned to the College Mission.

**Describe any impacts these goals had on your health indicator(s).**

Although the recruitment of male and Native Hawaiian applicants is short 20% of our desired outcome with 52% and NH applicants (91 of 174) and 7.8% less with 47% Males (82 of 174) with desired outcome 51%, our program's actual Fall 18 enrollment for Cohort 9 consisted of 69% NH students (52 of 75 are NH) and 49% males (37 of 75 students are males). And Although we the 45 applications received for adults the 25.8% may be deceiving due to the large volume of applications received from our three high schools (129) and the program did meet the desired outcome of 20% enrolling in Fall semester with 21% actually enrolled in Fall 18. We are meeting 3 of the 4 benchmark goals; Program Recruitment, Student Success and Securing Program Funding.

We need to implement more efforts in recruiting Adults into the program by collaborating more with employers and coordinating efforts with our business department and counselors working with reaching out to returning adults. As the 2019 recruitment for cohort 10 is completed we will focus our 2020 recruitments with Adults and NH males as a priority as we present our affiliate trainings in the community.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

| Goal | Strategic Goal/Priority (List number) | Benchmark | Desired Outcome | Unit of Measure | Year(s) Implemented |
|------|----------------------------------------|-----------|------------------|------------------|----------------------|
| NA | NA | NA | NA | NA | NA |

# 5.    Resource Implications

**Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).**

☒  **I am NOT requiring resources for my program/unit.**