Wai'ale'ale Project

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY of HAWAI'I®

KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose 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.

What is the target student or service 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.

2. Analysis of the Program/Unit

2021 Kaua'i Community College
ARPD Program: Wai'ale'ale Project

DEMAND

COLLEGE : Kaua'i CC - Wai'ale'aleProject	Quantitative Measure 2018-2019 Cohort 9 (c9)	Quantitative Measure 2019-2020 Cohort 10 (c10)	Quantitative Measure 2020-2022 Cohort 11 (c11)
1. Number of Applicants received	174	183	206
1a. Number of Native Hawaiian (NH) Applicants received	91	103	120
2. Number of students offered acceptance into the program	110	113	98
3. Number of students Enrolled in First Year of College (13th Yr.) (incoming cohort only)	75	78 (2 started in the Spring 21 due to personal events TOTAL 80 Students in c10)	62
4. Total number of Wai'ale'ale students served (all cohorts)	193	184	198
4a. Number of Native Hawaiians served (all cohorts)	123	134	149

EFFICIENCY

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2018-2019 Cohort 9 (c9)	Quantitative Measure 2019-2020 Cohort 10 (c10)	Quantitative Measure 2020-2022 Cohort 11 (c11)
1. Fall to Spring Persistence Rate Percentage (incoming cohort only)	78.60%	85.10%	83%
2. Fall to 2nd Fall Persistence Rate Percentage (incoming cohort only)	60%	67.20%	62%
3. Percentage of 13th year students who successfully complete 1st year (met SAP (≥2.0 GPA and ≥67 course completion)	69.30%	55%	54.1%
4. Percentage of students served FAFSA eligible (incoming cohort only)	63.70%	67%	59.2%

EFFECTIVENESS

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2018-2019 Cohort 9 (c9)	Quantitative Measure 2019-2020 Cohort 10 (c10)	Quantitative Measure 2020-2022 Cohort 11 (c11)

2021 Kaua'i Community College
ARPD Program: Wai'ale'ale Project

1. Percentage of 13th year students who had achieved ≥2.0 GPA (cumulative) at the end of the first year	76%	72.50%	70.5%
2. Percentage of 13th year students who had achieved ≥67 course completion (cumulative) at the end of the first year	74.60%	57.50%	57.4%
3. Percentage of students who are on-time for degree completion (150%)	2.12%	10.30%	4.9%
4. Student satisfaction measurements using End-of-1st-semester evaluation (4 point scale)			
4a. I feel more confident now than I did at the beginning of the semester	3.91	3.71	3.47
4b. Overall, I'm satisfied with my progress as a student	3.85	3.75	3.40

Demand:

Demand, as indicated by the amount of applications received, has continually increased 4.9% from c9 (1819) with 174 to c10 (1920) with 183, 11.2 % from c10 (1920) to c11(2022) with 206 applications received. Native Hawaiian (NH) applications continues to increase with 120 applications received for c11 (2022) from the average of 97 (91/103 c9/c10). The total number of Wai'ale'ale students served at 194 is a 7% increase from the previous year (184) with a total of 149 NH students which is 10% more that 134 students during 1920. This continues to affirm that our program is meeting the demands of our NH population.

As a program, our recruitment in the community and high schools was completed before the March Covid-19 shut downs and in order to accommodate our community, we extended the applications through the summer and worked closely with our student services to offer our Wai'ale'ale and Kipaipai services to all new incoming first year students. The program's active recruitment and presence in the NH community and its focus on reaching the most underserved populations means that approximately two-thirds of the students currently accepted into the Wai'ale'ale Project scholarship program are of NH ancestry. The recruitment process relies heavily on our affiliate referring agencies and organizations to identify potential applicants. The affiliate referrers in the community receive annual training on the program, application process, and ideal candidate profile. The affiliates then make referrals from their clients or students, as opposed to the program directly recruiting applicants. We currently have over 60 affiliates from 30 different community agencies, organizations, and schools.

2021 Kaua'i Community College
ARPD Program: Wai'ale'ale Project

Efficiency:

To measure efficiency our program measures persistence and Satisfactory Academic Progress (SAP). Fall to Spring persistence rate at 83% is a decrease of 2.46 from the c10 85.10%, however with all the Covid19 challenges this persistence rate is excellent and is 1.4% higher than the average of 81.8% from c9 (78.6% and c10 (85.1%).

Fall to Fall persistence rate at 62% is 6.3%% decrease from c10 at 67.2%,and is 3.2% higher than c9's 60%.

Meeting the 13th year SAP at 54.1% is a slight decrease of 1.6% from c10 at 55% and continues to be indicative of the continued COVID19 challenges being faced by our community. (See Challenges and changes in supporting students below)

Financial need is assessed and included in the selection process which may directly affect the high Pell eligible students at 59.2% which is 23.1% higher than the general KauCC population See KauCC (45.5%) Student Affairs Program Quantative Indicators:

https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=STU&p=STU

Effectiveness:

The Percentage of 13th year students who had achieved ≥2.0 GPA is 70.5% which is a 2.7% decrease from c10 at 72.5% and 7.2% decrease from pre-covid c9 at 76%. The percentage of 13th year students who had achieved ≥67 course completion for is a direct outcome from the COVID 19 Credit/No Credit option offered to students in the Spring 21 semester. The 55% c10 students meeting SAP for the 13th year is a direct result of the 57.7% credit completion. Students remain at a high rate with their Confident level at 3.71 and satisfaction with their progress at 3.75. Although the "on time for degree" rates are preliminary, our high persistence rate is a good indicator that our full time Wai'ale'ale students are on their way to earning degrees/certificates within the 150% time frame.

3. Program Student Learning Outcomes or Unit/Service Outcomes

PSLO 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;
Assessed.

- *Findings:* 83% Wai'ale'ale students persisted from FALL 20 through SPRING 21, while 71.7% of non-Wai'ale'ale students persisted to from FALL 20 to SPRING 21. Wai'ale'ale students persist to their 2nd semester at a 14.2% higher rate than non-Wai'ale'ale students.
- *Improvements Implemented*: Continued Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports per individual needs; Weekly

check ins with students during the 1st 3 weeks with mentors, and bi-weekly or more as needed meetings with Student Success Coordinator.

- *Next Assessment Date*: 2022.

PSLO 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.
Assessed.

- *Findings:* The Fall to Fall persistence for Wai'ale'ale students in the 2020-2021 year was 62%, _____the KAUCC average Fall to Fall persistence rate of ???????????%, which indicates the program is doing as well as the general population FYE students and meeting expectations for this outcome.
- *Improvements Implemented*: As a result of the program exceeding expectations for this outcome, the program will continue pursuing student retention practices that have proven effective. Strategies implemented was to keep students engaged during summer with Virtual meetings activities and workshops to keep connected and ready to meet the new Virtual delivery of FALL 21 classes. Going forward we will hope to slowly bring back Face to Face in person activities during 2021-2022.
- *Next Assessment Date*: 2022.

PSLO 3) Wai'ale'ale students will attain Satisfactory Academic Progress (SAP) in their first year at the same rate as non-Wai'ale'ale students.
Assessed.

- *Findings:* 54.1% Wai'ale'ale and 64.1% Non Wai'ale'ale students attained Satisfactory Academic Progress in their first year. Wai'ale'ale is at a 15.6% less percentage of meeting SAP than Non Wai'ale'ale students in their 1st year, Wai'ale'ale students also did not perform as well as the Non-Wai'ale'ale students (3% less) in achieving at least a 2.0 or higher with Wai'ale'ale students at 70.2% and Non Wai'ale'ale students at 72.5% . Credit completion also presented a large gap with 14.5% less than Non Wai'ale'ale students at KAUCC (Wai'ale'ale 57.4% and Non Wai'ale'ale at 67.2%)
- *Improvements Implemented*: Worked closely with students and those that experienced difficulties situations were connected with campus and community resources. Constant contact with students using all means necessary including text/pc/zoom/face time and other virtual platforms to assist students in staying connected and enrolling in FALL2021 semester. Continued Success Workshops for students who did not meet SAP in their first and second semesters; Appeal process to give needed supports per individual needs; Weekly check ins with students during the 1st 3 weeks with mentors, and bi-weekly or more as needed meetings with Student Success Coordinator. Staff also work closely with instructors and counselors to ensure that the best collaborative support is given to each student.
- *Next Assessment Date*: 2022.

PSLO 4) Wai'ale'ale students will feel more confident about their ability to succeed in college by the end of their first year. (A student survey is filled out by each student at the end of year student workshop which was delivered virtually in May 2020. Students are asked specific questions which include: " As a Wai'ale'ale students, I feel more confident about my ability to succeed in college". Answers are based upon a 4 answer (Strongly Agree (4pts); Agree (3pts); Neutral (2pts); Disagree (1pt)).

Assessed.

- *Findings:* 3.47 was the average out of a 4.0 point system of Cohort 11 Wai'ale'ale students. Wai'ale'ale student confidence decreased 6.46% from the previous year's 3.71. the greatest reasons for this lowered confidence level as indicated by students in the program included difficulty adjusting to the online class delivery, lack of good working technology, huge amount of responsibilities in the home, including caring for sibling, kupuna (grandparent or those in the household of a grandparent's generation), and finding work to help sustain their family's needs. This question is asked in an end of year survey which is a part of the End of Year Virtual Workshop in May 2020. Students are asked specific questions which include: " As a Wai'ale'ale students, I feel more confident about my ability to succeed in college". Answers are based upon a 4 answer (Strongly Agree (4pts); Agree (3pts); Neutral (2pts); Disagree (1pt). Although lower than usual we consider this a huge accomplishment despite the many challenges of COVID19.

- *Improvements Implemented*: To support students with a lowed confidence level, all students in the program were asked to fill out a needs survey to assess educational and personal needs. Based on the results of this survey we assisted each student in addressing specific needs and worked closely with students planning to attend Fall 2021 semester to ensure these gaps being experienced by students are being addressed as a collective whole and individually through summer workshops, individual meetings with staff and mentors/coaches in the program.
- *Next Assessment Date*: 2022.

4. Action Plan

Going forward, Wai'ale'ale will remain consistent with the 13TH Year Initiative core values and our action plan will continue with recruitment outreach giving priority to adults and Native Hawaiians in our Kaua`i Community.   The college goals supported will remain the same (1,2,3,5,7).

The Core Values of our 13th Year Initiative include:
Core Value 1: Active recruitment of students least likely to enroll, and succeed, in college.
Core Value 2: Comprehensive commitment to reducing barriers to student access and success.
Core Value 3: Special focus on Native Hawaiian success.

2021 Kaua'i Community College
ARPD Program: Wai'ale'ale Project

Goal 1 Program Recruitment:2/5: 65% of the applicants will be NH and 51% of the applicants are males.
Activity 1: Wai'ale'ale staff will ensure to let all referrers understand that our priority recruitment is Native Hawaiian and male applicants while recruiting for C12. Reach out to all the Native Hawaiian agencies and agencies that work with Native Hawaiians in the community for referral presentations. Also offer more Zoom presentations to ensure all potential referrers are aware of the program's recruitment timeline and priorities.
Unit of Measure: Students applying to the Wai'ale'ale Scholarship.

Goal 2 Adult Enrollment/20: 30% of all applicants will be adult students ages 19 and over. At least 20% of student applicants enrolled in the Fall 21 semester will be adult students ages 19 and over.
Activity 1: Staff will work with community agencies that work directly with adult individuals who are currently seeing to attend college and or are experiencing unemployment, receiving SNAP / TANF benefits, accessing the agency due to economic difficulties.
Unit of Measure: Students applying in the Fall21 semester.

Goal 3/1,2,3,5,7: Secure consistent sustainable funding.
Activity 1: Look for grant opportunities offered for the future academic years.
Unit of Measure: Find and establish a team to write a grant for Wai'ale'ale Program. .
Activity 2: Secure funds to employ a fundraiser person who can assist in donor relations and obtaining funds for the sustainability of the Wai'ale'ale scholarships.
Unit of Measure: Hire a fundraiser and the funding received through Private or agency donors.

Goal 4/1,2,3,5,7 : 50% Satisfactory Academic Progress (SAP) of at least a 2.0 gpa and 67% completion: 55% Persistence Fall to Spring; and 55% of students will persist to second Fall Semester

Activity 1: To assist students in achieving more success going forward we have made several adjustments to our program to support students in meeting the demands of online learning while also addressing their health and well being. These changes included working individually with student to ensure they understand the online platforms and how to use zoom. Student success coordinator will meet at least 1 x per month or more as needed to assess the progress of the student. Wai'ale'ale team will work directly with counselors to ensure that students with outside

challenges take lesser classes to ensure their success. Recommend that students take the IS 103 or IS 110 and IS 111 classes to prepare for college and career success.

Activity 2: Create and implement a Student Success Assessment to gather student information to create a success plan for all students enrolled as Wai'ale'ale students. This "success plan" will allow each student the opportunity to work on goals and address individual needs and challenges to success. It will also assist mentors and staff in support students in the program.

Activity 3: Build the mentor team to give additional support needed as students in the program have indicated the need for additional check in and support from mentors.

Unit of Measure: Students achieving SAP with at least a 2.0 gpa and 67% completion.

Goal 5/1,2,3,5,7: Student confidence level increases back to the average of 3.79 from previous cohorts.
Activity 1: To assist students in achieving more success going forward we have made several adjustments to our program to support students in meeting the demands of online learning while also addressing their health and well being.   These changes included working individually with student to ensure they understand the online platforms and how to use zoom. Student success coordinator will meet at least 1 x per month or more as needed to assess the progress of the student. Wai'ale'ale team will work directly with counselors to ensure that students with outside challenges take lesser classes to ensure their success. Recommend that students take the IS 103 or IS 110 and IS 111 classes to prepare for college and career success.

Activity 2: Create and implement a Student Success Assessment to gather student information to create a success plan for all students enrolled as Wai'ale'ale students. This "success plan"

will allow each student the opportunity to work on goals and address individual needs and challenges to success. It will also assist mentors and staff in support students in the program.

Activity 3: Build the mentor team to give additional support needed as students in the program have indicated the need for additional check in and support from mentors.

Unit of Measure: Student's confidence level will increase as indicated on the End of the Year Survey.

Additional Supports:

To support students with the low credit completion, and a decreased satisfaction and confidence level, all students in the program were asked to fill out a needs survey to assess educational and personal needs.   Based on the results of this survey, individual and group virtual meetings,

workshops and trainings have been integrated throughout the summer and fall to support students' transition to online learning platforms (Laulima, Google Classroom, and other virtual learning platforms). Staff networked with Community and Campus Resources to ensure that the best care could be provided for each student.

We have increase our outreach to students on a daily basis and their 'Ohana (family) to keep them updated with changes, community food distribution dates/times, community and campus relief fund deadlines / new applications, etc.. The priority needs that students identified were rent assistance, food, personal hygiene, hand sanitizer, disinfectant wipes/cleaning supplies, face masks/ gloves, laptops, wifi and those with small children requested help with baby food/formula/baby clothing which we were able to coordinate with WIC (Women, Infants, Children) services and other community resources. With the growth and establishment of our campus Hale Malama, mentor and staff now collaborate with Hi-Net staff and the foodbank and now have established a cold food distribution led by the Hi Net coordinator. A great number of students are lacking reliable wifi so we are working with the campus to purchase "hot spots" for all students including Wai'ale'ale

Many students were also feeling anxious and depressed, so our team created weekly uplifting messages with community and campus mental health workshops making resources available for students to reach out to. We also plan to collaborate with community resources to offer our students additional wellness supports. Although limited, we continue to create a safe and productive learning space in the Campus Center, offering a space to study / receive tutoring for our students that lack technology/ internet service and support in their home environment.

Our mentors and staff will increase the individual contact with our new students and offer times to meet with previous students to ensure their success and that they are supported during these trying times.

Going into the 2021-2022 Academic Year, we will run our program with the usual expectations, however, we recognize the extensive challenges that have been brought on due to the COVID-19 pandemic. These are unprecedented times and the experience as a student at KauCC is radically different and constantly changing with many variables that we as a program and campus will be working diligently to resolve. We remain steadfast in giving the students in our programs the best possible support as we all adjust to an ever changing environments which will continue to be evident through the coming years.

Next CPR Date: 2023

5. Resource Implications

Detail any resource requests, including reallocation

of existing resources (physical, human, financial).
*Note that CTE programs seeking future funding via
UHCC System Perkins proposals must reference
their ARPD Section 4. Action Plan and this ARPD
Section 5. Resource Implications to be eligible for
funding.

☑ **I am NOT requesting additional resources for
my program/unit.**

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification
(SOC) codes listed for your Instructional Program
and verify that the occupations listed align with the
program   learning   outcomes.   Program   graduates
should be prepared to enter the occupations listed
upon program completion. Indicate in this section if
the program is requesting removal or additions to the
occupation list.

☐ **I am requesting changes to the SOC
codes/occupations listed for my program/unit.**