



Hale Mālama



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua`i Community College

Five Year Comprehensive Program Review (CPR)

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name: Hale Mālama

Assessment Period: (e.g., 2016-2021): 2016-2021

Program or Unit Mission Statement (UHCCP 5.202) Hale Mālama is dedicated to the health, safety, overall well-being, and quality of life for all students at Kaua`i Community College. We believe students who are able to uncover their voice, discover their purpose, and recover their individual truth will not only take their place in society as strong and resilient individuals but will also have the academic passion to create positive change.

College Mission Statement (UHCCP 5.202) Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world. *‘O ke kahua ma mua, ma hope ke kūkulu. First comes the foundation, then comes the building. (‘Ōlelo No ‘eau, number 2459)*

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

N/A

Describe program or unit changes made as a result of these recommendations.

N/A

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT): 1
	Faculty (Lecturers): 0
	Staff: 1 FTE and 1 PTE
Date Website Last Reviewed/Updated	09/2021
Brief History of Program	Hale Mālama was formulated with the goal of providing integrated, holistic student support services through a case-based management support system that aligns with “Achieving the Dream” objectives as part of the Title III Kahua Paepae Grant (10/1/2019-9/30/2024). Prior to Hale

	<p>Mālama (2016-2019) services were basically separated by job duties and responsibilities with different staff members without any overarching connection and established mission statement to ensure cohesiveness and a holistic approach. Oversight of Hale Mālama was assigned to the Mental Health Counselor as part of the primary duties and responsibilities. This required significant programmatic and structural changes to the existing process as the previous job duties for the mental health counselor also involved disability services and was not tasked with providing a holistic support system. The 2019-2020 academic year was envisioning what Hale Mālama would initially look like while also trying to separate duties from disabilities since a new Disability Coordinator was hired. The duties of mental health and disabilities were part of the same job description and therefore needed to be separated in terms of therapeutic services and disability accommodations for students. This process also identified the challenge of separating existing forms, consents, data, and the overall process for students seeking services. The 2020-2021 academic year focused on creating the necessary HIPAA (Health Insurance Portability and Accountability Act) compliant forms to address student mental health and well-being while also integrating our holistic approach through the efforts of our HINET/SNAP/Human Needs Coordinator. This CPR is a more cohesive and collaborative effort in terms of putting forth PLO's (Program Learning Outcomes) that represent the entirety of Hale Mālama services as opposed to the 2020 APRU which was primarily focused on mental health.</p>
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For Non-Instructional Programs ONLY

<p>Community Partnerships, Advisory Committees, etc.</p>	<p>Kaua'i Suicide Task Force, Kaua'i Domestic Violence Task Force, YWCA, Department of Health, Department of Human Services, Adult Mental Health, Kamehameha Schools, Kaua'i Food Bank, Hale Opio, Child and Family Services</p>
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Part III. Analysis of Quantitative Indicators

Include the five years of 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).

Demand	2020-2021
Individual Participation	
actual # of students	43
Group Participation	
actual # of students	75
Potential Participation	
intake survey inquiries	38
Website Page Views	
Hale Mālama website page views	2415
Avg time on website page	2:00
Entrances on website page	536
Efficiency	2020-2021
Staffing	
Full time position	1
Part time position	1
Practicum student	3
Timeliness of Response	
# of intake survey inquiries	38
# of responses within 72 hours	38
Efficiency %	100%
Timeliness of Services	
# of students receiving services	113
# of care plans within 1 week	0
Efficiency %	0%
# of discharge plans	0
Efficiency %	0%
Effectiveness	2020-2021

Academic Factors	
% Fall to Spring Persistence	no data
% Fall to Fall Persistence	no data
% Completed at least one class	no data
Average Cumulative GPA	no data
% Average Completion	no data
% Completion Success	no data
Resiliency Factors	
Avg Pre Test Score	no data
Avg Post Test Score	no data
Change Score	no data
Risk Factors	
Avg Pre Test Score	no data
Avg Post Test Score	no data
Change Score	no data
Awareness of Campus Resources	
Avg Pre Test Score	no data
Avg Post Test Score	no data
Change Score	no data
Other Indicators	
% of student referrals to Hale Mālama	no data

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years?

The demand, efficiency and effectiveness indicators identified for Hale Mālama in the 2020 APRU were not found to be reflective of the essence of Hale Mālama as identified in the mission statement. It was primarily focused on the mental health aspect and so this CPR will be more inclusive of the holistic approach of the program. The new demand, efficiency and effectiveness indicators identified in this CPR are more in line with our mission statement and will replace those previously identified in the 2020 APRU. The gathering of data for the 2020-2021 academic year was a struggle due to the lack of a cohesive data collection system and lack of the actual surveys and forms in place. It was estimated that these forms and processes would be completed prior to the 2020-2021 year which did not happen. Creating HIPAA compliant forms

to capture data proved more challenging than expected especially without a systemwide template and so there was a lot of trial and error in terms of what information should or shouldn't be included. Also working with UH system and KCC IT to establish a UH dropbox to store this data took some time.

The demand indicators are useful in terms of the actual number of participants. However, the intake survey inquiries were not an effective measurement of the true demand for mental health and wellness services because 1) the survey is part of the intake process where students are checking off boxes but may not be interested in services as evident in the lack of response to follow up emails. 2) students are filling this out prior to the start of the semester and have not had the opportunity to experience the academic stressors in order to identify the type of support they are really in need of.

The efficiency indicators focused on timeliness of the therapeutic process but was not realistic in terms of actually meeting the established deadlines. Also, the final care plans and discharge plans were not completed in time to actually implement during the 2020-2021 school year. The one-week deadline to establish a care plan was not realistic since most students were meeting weekly or biweekly and creating a care plan on the first session was just not possible with the intake and assessment requirements. The first session with students is about building rapport and identifying if they actually required clinical mental health services or basic case management. The care plan was originally designed as a treatment plan for those engaged in mental health counseling and could not be completed in the one-week time frame because of the information gathering that needed to take place first as part of the clinical intake and assessment process. We discovered it was more realistic to have the care plan completed by the 3rd session which was usually during the 3rd week. The discharge plan document was not completed until the Fall of 2021 so none of the students served during the 2020-2021 academic year received a discharge plan.

The effectiveness indicators developed around the academic factors were not reflective of the true effectiveness of mental health services and so will not be used moving forward with this CPR. Risk and resiliency factors are more appropriate and a good measurement for effectiveness but the pre and post survey to capture this data was not completed prior to the 2020-2021 school year. This measurement will be used moving forward since the survey including risk and resiliency factors are now complete.

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2).

Develop a schedule for PSLO assessment over the next five years so that within the review period, all PSLOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PLO's from 2020 APRU	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
PLO #1- Have 75% of the student population aware of Hale Mālama services by creating a comprehensive outreach campaign to educate the campus which will be measured via campus surveys indicating knowledge increase. (2020 APRU)	05/2021	Unable to verify the 75% goal without an accurate data collection point.	Improved website and creation of videos discussing services offered to inform student body of services	This PLO will no longer be used moving forward with CPR and subsequent APRU's.
PLO #2- Create a data collection system that will allow all Hale Mālama services to be integrated into one unified voice in terms of reporting demand, efficiency and effectiveness for 100% of students who are serviced. This will allow for improved program evaluation and an expedited reporting process. (2020 APRU)	05/2021	Did not meet this goal as we are currently without a comprehensive data collection system or electronic case management system	Attempted to create google forms and surveys to capture data but discovered without a high level of expertise it was difficult to capture the data in a consistent and effective manner. Will be implementing a new Hale Mālama Matrix that will be used in all services to gather information moving forward.	12/2021
PLO #3- Increase student participation in KCC support groups by 35%. This allows us to address student barriers to their academic success while	05/2021	Group attendance remained static and did not meet the	Reaching out to other cohorts such as international students, ambassadors and student workers to	5/2022 and yearly till 2026

<p>also is an effective way to create relationships with students and increase the chance of future participation in Hale Mālama services. (2020 APRU)</p>		<p>goal of 35% increase</p>	<p>increase participation. Also identified that 35% is not a realistic goal and will adjust to 25% moving forward. Difficult to understand the full measure of why students are hesitant to participate in support groups but we estimate mental health stigma is playing a major role. We also think day and time of proposed groups have not been fully explored in order to maximize participation. Finally, did not do a survey to find out why students aren't participating in student support groups so achieving a 35% increase seemed unrealistic at this time.</p>	
<p>PLO #4- 90% of referred Native Hawaiian students will have a comprehensive care plan on file. The overall goal is to increase Native Hawaiian success at KauCC by providing integrated, holistic student support services through a Hale Mālama Care Center case-based management support system that aligns with the Achieving the Dream objectives. (2020 APRU)</p>	<p>05/2021</p>	<p>Each student receiving services from Hale Mālama has a care plan on file.</p>	<p>Adjusted clinical supervision meetings to include care plan reviews to ensure they are being completed in a timely manner. Need to create a care plan that is able to be applied across the different services to set clear goals and measure progress.</p>	<p>Capture ratio of NH students will be done in yearly increments 2021-2026, 30%, 45%, 60%, 75%, 90%.</p>

NEW PLO's CPR 2021-2026	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
<p>PLO #1-75% of students who receive Hale Mālama services will demonstrate an ability to navigate systems of inequity (access) by successfully completing the intake process and articulate an attitudinal change about program services received via surveys. The ability to navigate systems of inequity will be demonstrated through an increased focus on servicing minority and marginalized communities as displayed in participant data collection.</p>	New	N/A	N/A	Assessed yearly through 2021-2026.
<p>PLO #2-Create a data collection system that will allow all Hale Mālama services to be integrated into one unified voice in terms of reporting demand, efficiency and effectiveness for 100% of students who are serviced. This will allow for improved program evaluation and an expedited reporting process that will assist in prioritizing individual needs through early success planning during the intake process.</p>	New	N/A	N/A	Assessed yearly through 2021-2026.
<p>PLO #3- Increase student participation in KCC support groups by 25%. This allows us to address</p>	5/2021	N/A	N/A	Assessed yearly through 2021-2026.

<p>student barriers to their academic success while also is an effective way to create relationships with students and increase the chance of future participation in Hale Mālama services.</p>				
<p>PLO #4- 90% of referred Native Hawaiian students will have a comprehensive care plan on file. The overall goal is to increase Native Hawaiian success at KauCC by providing integrated, holistic student support services through a Hale Mālama Care Center case-based management support system that aligns with the Achieving the Dream objectives. Will also increase their perpetual self-sufficiency and academic success.</p>	<p>05/2021</p>	<p>N/A</p>	<p>N/A</p>	<p>Capture ratio of NH students will be done in yearly increments 2021-2026, 30%, 45%, 60%, 75%, 90%.</p>
<p>PLO #5-100% of Interns who work at Hale Mālama will meet the social work competencies and behaviors as identified in their learning objectives, in particular, being able to engage diversity and differences in practice and advancing human rights and social, economic and environmental justice. This will be measured using their midterm and final evaluation and overall grade issued by the UH School of Social Work.</p>	<p>New</p>	<p>N/A</p>	<p>N/A</p>	<p>Assessed yearly through 2021-2026.</p>

PLO #6-Hale Mālama will create a physical space where at least 90% of students accessing the space will be able to openly express ideas, identify personal behaviors, access interventions, and actualize practices that promote self-equity and sustainability as measured in achievement of care plan goals, satisfaction survey and actual participation in services	New	N/A	N/A	Assessed yearly through 2021-2026.
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New CPR 2021 Data Table

Demand
of students accessing the following services
Meal voucher
Ho'ai Food & Goods Pantry
SNAP
HINET
Emergency Aid
Child Care Grants
Laptop Grants
Textbook Grants
Housing
Health Care
Individual Therapy
Support Groups
Open Art Studio
of students accessing more than 1 service
of outreach and campaign efforts
of students participating in social service mentorship program with Hale Mālama.

Efficiency
of students who completed intake process for Hale Mālama services
of students serviced by Hale Mālama (unduplicated)
of care plans completed
of BSW and MSW interns per AY at Hale Mālama
a. Clinical
b. Non-clinical
Communication quarterly (Newsletter)
a. subscribers
Effectiveness
Satisfaction Survey:
a. Ease of access to program
b. Quality of service experience
c. Willingness to refer others
d. Referral source knowledge
e. Qualitative input
Post support group anonymous survey
Pre and Post-test survey

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
Anonymous Feedback Pono Checkup	Feb 2020- May 2021 after each Pono Checkup	Designed new surveys for each session in Fall 2021 for both first-	Qualitative data showed students found pono checkup curriculum to be useful in helping to achieve academic goals in the program.

	with nursing student	and second-year nursing students.	Pros and cons were considered in adjusting curriculum and style of facilitation to promote an environment of safety and self-care.
Pre/Post Test for Support Groups	Feb 2020- May 2021	Designed new surveys for each session in Fall 2021 for both first- and second-year nursing students.	Results showed improvement in anxiety, depression and stress scores collected pre and post support groups. 41 students were surveyed using the PHQ-9 (Patient Health Questionnaire-9), PSS (Perceived Stress Scale), GAD-7 (Generalized Anxiety Disorder 7 Item Scale). Used this information to shape group topics and activities to best address the needs of students.
Student Support Survey	Sept.1st-15th 2020	None at this time.	Response rate was 15% of total enrolled population. Revealed students dealing with variety of issues such as food and financial insecurity. As a result of the survey donations and grant funding were sought and awarded to support food, childcare, and emergency aid immediately after the survey was completed. Began taking the necessary steps to open up food pantry in its current location in the library through discussions and coordination with library staff, Wai'ale'ale and Foodbank. Connected with local housing resources to better assist students with housing insecurity. Also, did follow ups with students who requested further assistance and information about services provided.

Part VII. Financials

Provide your program or unit's budget for each year of this review.

Fiscal Year	Budget
2016-2017	N/A
2017-2018	N/A
2018-2019	N/A
2019-2020	\$360,157
2020-2021	\$379,450

*Budget is the total for the Kahua Paepae Title III grant which includes Hale Mālama. Also included budgeted personnel dollars.

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

There have been no changes regarding direction of services but has been broadened to include the full spectrum of services to satisfy the holistic mission of Hale Mālama as outlined in the grant.

Provide the program or unit’s current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)	1		
Positions (Staff)	2		
OPERATING			
Supplies	N/A	N/A	N/A
Equipment	N/A	N/A	N/A
Space/Facilities	LRC 105, 120, 121	Dedicated space to provide Hale Mālama Services	Part of the Title III grant to have this dedicated space

TECHNOLOGY			
Hardware	4 desktop computers, 3 laptops	N/A	N/A
Software	N/A	N/A	N/A

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan from APRU 2020.

Action Plan	Anticipated Outcome	Actual Outcome
<p>Goal #1 (implement in 2020-2021): Create a comprehensive outreach campaign to educate the KCC campus regarding Hale Mālama services which will be measured via campus surveys indicating knowledge increase. The goal is to complete the creation of the campaign material by the end of fall 2020 semester and be able to collect the necessary data in spring 2021. (KauCC Priority 1,2,3,4,5,6,7,10)</p>	<p>Given Hale Mālama is a new program it was our hope to create an outreach program that was date driven in order to inform the student and faculty population about the services being offered through a comprehensive campaign.</p>	<p>Our attempt to survey students resulted in minimum responses and so was not able to get a clear picture of the campus knowledge that we were hoping for. Being able to measure the targeted 75% of student population proved to be a challenge. We were only able to present in a few classes that we were invited in to. Other than that it was by word of mouth and the other actions steps that are identified here. We were also limited because of the lack of students on campus.</p>
<p>1. Reducing mental health stigma- Will create a video campaign with the help of our Creative Media and Marketing Students. Campaign will include both informational and testimonial videos to address the stigma involved when</p>	<p>Complete by Spring 2021</p>	<p>Completed by Fall 2021. Created 3 videos that are currently available on website.</p>

trying to reach out for support services on campus.		
2. Pono Check-up Campaign- Will create flyers and other resources to distribute via email and website.	Complete by Spring 2021	Completed by Fall 2021
3. Maximizing web page reach- The ultimate goal is to create a webpage that is more student friendly and interactive	Complete by Spring 2021	Completed Spring 2021
Goal #2(implement in 2020-2021): Create a data collection system that will allow all Hale Mālama services to be integrated into one unified voice in terms of reporting demand, efficiency and effectiveness for 100% of students serviced. (KauCC Priority 1,2,3,4,5,6,7,10)	We were hoping to have a centralized data collection system where we could customize data reports in order to measure demand, efficiency, and effectiveness of program. This data would then be used to adjust our services and approaches to best service our students and campus community.	Because we were not able to secure funding for this system we were left with trying to piece meal surveys and different data collection processes to gather this information which proved to be difficult and inconsistent.
1. Will develop relevant data points across the different services that are also in alignment with this program review and internal program outcomes.	Complete by Fall 2021	Did not complete due to challenges in identifying data points that could satisfy both mental health and human needs.
2. Will create a manual system to collect the necessary data which will later be uploaded into an electronic format.	Complete by Fall 2021	Did not complete due to lack of expertise in creating a free-standing data collection system that is HIPAA compliant
3. Research existing case management and data collection systems in order to duplicate at a smaller scale.	Complete Spring 2021	Completed Spring 2021. Identified Titanium as the most appropriate electronic platform and presented this request with features of the system and cost to administration for approval. Did not receive approval for purchase.

<p>4. Work with UH IT to ensure information being stored meets all security requirements in terms of HIPAA and FERPA.</p>	<p>Complete Spring 2021</p>	<p>Completed Spring 2021. IT completed set up of UH Departmental Dropbox for Hale Mālama to store HIPAA related information.</p>
<p>Goal #3 (implement in 2020-2021): Increase student participation in KCC support groups by 35%. Currently this seems to be an effective way to create relationships with students and increase the chance of future participation in Hale Mālama services. (KauCC Priority 1,2,3,4,5,6,7,10)</p>	<p>We were hoping that by having access to students through this support groups that we would be able to build the rapport and trust needed for them to reach out individually for the support they need in order to achieve their academic goals.</p>	<p>We experienced success with this in our nursing support groups because the faculty supported our efforts which allowed for consistent participation from students and subsequent individual sessions and increased access to support services. We were not able to experience consistent participation in other support groups we tried on campus or via our cross campus efforts with WCC, KapCC, and HonCC.</p>
<p>1. Utilize existing data from student surveys to help identify what they are looking for and in need of regarding support groups.</p>	<p>Complete Spring 2021</p>	<p>Completed Spring 2021. Did not effectively use the data collected to create support groups combined with lack of student interest and presence on campus. Designed and implemented multi levels of survey to gather both efficiency and effectiveness of Hale Mālama’s mental health services.</p> <ul style="list-style-type: none"> ● Post-Session Survey ● Discharge Satisfaction Survey

<p>2. Will explore how to build closer relationships with faculty and get direct access to students to advertise existing support groups and the importance of participating during this time of COVID. This will be completed by fall of 2021</p>	<p>Complete by Fall 2021</p>	<p>Completed by Fall 2021. Did presentations during convocation for faculty regarding Hale Mālama services and received feedback via question and answer on zoom chat.</p>
<p>3. Will work with our media department to increase presence on KCC social media platforms to strengthen outreach.</p>	<p>Complete by Fall 2021</p>	<p>Completed by Fall 2021. Created Hale Mālama Instagram Account and videos posted on website.</p>
<p>4. Will continue to partner with the nursing program to increase participation in support groups. This was initiated in spring 2020 and will continue as a yearly program. Data will be reviewed and reported each year</p>	<p>Complete by Spring 2021</p>	<p>Designed and implemented new surveys to gather effectiveness of groups starting from Fall 2021.</p> <ul style="list-style-type: none"> • 1st year Pono Checkup • 2nd year Pono Checkup
<p>Goal #4 (implement in 2020-2021): Increase Native Hawaiian participation in Hale Mālama services. The overall goal is to increase Native Hawaiian success at KauCC by providing integrated, holistic student support services through a Hale Mālama Care Center case-based management support system that aligns with the Achieving the Dream objectives. (KauCC Priority 1,2,3,4,5,6,7,10,15,18)</p>	<p>We were hoping to work with existing Native Hawaiian groups and programs on campus to provide support services and increase participation with Hale Mālama.</p>	<p>Discovered this was not as simple as we had hoped given that students were already receiving support within their respective Native Hawaiian programs like Wai‘ale‘ale and Kīpaipai were already tasked with requirements tied to their scholarship. We also discovered that they were receiving wrap around services through the mentors and faculty who already had the trust of these students. We also did not put enough effort into coordinating our efforts with other Native Hawaiian groups and</p>

		organizations to expand our reach.
1. Will work with 1st year experience programs on campus such as Wai`ale`ale and Kīpaipai to introduce Hale Mālama services during their onboarding and orientation periods. These programs have a significant Native Hawaiian student population. Will also work with program mentors to help with the relationship building process to increase program participation. This will be initiated with onboarding for the 2021-2022 academic school year and will be continued throughout each school year.	The expected outcome was to be able to leverage the captured NH student population in the Wai`ale`ale and Kīpaipai programs through participation in orientation and mentor referrals to build participation in Hale Mālama services. We made some progress in this area with some collaboration with mentors in terms of educating them on services offered and conducted an art segment as part of the orientation process with Hale Mālama Art Therapist.	We did not achieve the outcome we were hoping for as students are already receiving holistic support from Wai`ale`ale and Kīpaipai staff. The connection we were hoping to create with the students is already strong within the program and so Hale Mālama became an additional service for students needing help above and beyond what they were already receiving.
2. Collaborate with the Makaloa Council in order to better meet the needs of our Native Hawaiian students. This will be completed Fall of 2020 and will continue throughout each school year.	Complete by Spring 2021	We did not follow through on this action plan. Part of the issue was I did not consistently refer back to the 2020 APRU to ensure we were addressing the action steps and therefore it was not adequately addressed.
3. Participate in events sponsored by the Hawaiian Studies or the Hawaiian Club (such as hosting a booth or table). This will be initiated Spring of 2021 and will be continued throughout each school year.	Complete by Spring of 2021	We did not follow through on this action plan. Part of the issue was I did not consistently refer back to the 2020 APRU to ensure we were addressing the action steps and therefore it was not adequately addressed.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. 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, financial needs (with timelines), 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.

GOALS AND ACTION PLAN:

Goal #1: Create an intake process that identifies the unique challenges of minority/marginalized students to navigate systems of inequity with the goal of having 75% of students indicate in follow up surveys successful completion of intake and increase of resiliency (KauCC Priority 1,2,3,4,5,6,7,10,11,17,18,19).

Action plan:

1. Work with admission and registration departments to identify and advocate for minority/marginalized (i.e., Native Hawaiian, Indigenous, and other Pacific Island people, resident alien and non-citizens, International Students, Non-traditional students not affiliated with Wai`ale`ale and Kīpaipai, transfer students) students to create a targeted outreach campaign, as measured by number of outreach efforts, meetings with campus departments, and number of minority/marginalized students served or can be potentially served. Complete by Fall 2022
2. Collect appropriate demographic data to ensure we are able to reach those benchmarks in terms of outreach and actual students being served in collaboration with ISS-onboarding and Retention Committees beginning in Fall 2022 and occurring each semester thereafter.
3. Create a survey that will capture students' ability to navigate systems of inequity with both qualitative and quantitative data points by Summer 2022.
4. Work with student government, ambassadors, and clubs on campus as part of outreach efforts to reach targeted student populations on campus as measured by numbers of meetings, outreach efforts, and students reached beginning in Fall 2022.
5. Create a Student Support Case manager position who will be paired with new students at the onset of admissions process and acceptance to KauCC by Fall 2022.

Goal #2: Develop the Hale Mālama Matrix unified data system for collecting and reporting the demand, efficiency, and effectiveness of all Hale Mālama programs for 100% of students served. This will allow for improved program evaluation and an expedited reporting process that will assist in prioritizing individual needs through early success planning during the intake process (KauCC Priority 1,2,3,4,5,6,7,10,11,18,19)

Action plan:

1. Development of Hale Mālama Matrix to use as a guiding framework to ensure consistency in program service measures for clinical and non-clinical case management by end of Fall 2021.

2. Utilize Hale Mālama Matrix for (1) Non-Clinical Screening Tool, (2) Intake Form and (3) Clinical and Non-clinical Care Plan to create uniformity for student interaction, program use, and data collected to be implemented in Spring 2022.
3. Implement the non-clinical screening tool as a pre and post assessment to measure progress for identified needs beginning Spring 2022.
4. Continue to work with administration to secure funding for an electronic case management system to allow for integrated data collection between different Hale Mālama programs to be implemented in Fall 2022.

Goal #3: Increase student participation in KCC support groups by 25%. Currently this seems to be an effective way to create relationships with students and increase the chance of future participation in Hale Mālama services. (KauCC Priority 1,2,3,4,5,6,7,10,11)

Action plan:

1. Continue work with the nursing program to strengthen relationships with faculty and students to continue to improve on Pono Sessions currently being offered. Will use the success of this effort to help market other cohort-based programs on campus. Participation measured by attendance, anonymous feedback survey, number of outreach efforts to other programs. Complete by Fall 2022
2. Identify potential skill building group opportunities for HINET students to improve overall well-being and academic success in collaboration with practicum students and mental health counselors. Complete by Fall 2022
3. Use Hale Mālama Instagram, Kaua'i Community College website, and college email systems to reach out to students to identify potential topics for new support groups to increase actual participation, measured by number of Instagram posts, website pageviews, and numbers of outreach emails. Complete by Spring 2022
4. Explore quarterly events calendar to draw participants from the larger campus community to engage in Hale Mālama programming as measured by impressions, attendance, and referrals beginning Spring 2022.

Goal #4: Increase Native Hawaiian participation in Hale Mālama services. The overall goal is to increase Native Hawaiian success at KauCC by providing integrated, holistic student support services through a Hale Mālama Care Center case-based management support system that aligns with the Achieving the Dream objectives. (KauCC Priority 1,2,3,4,5,6,7,10,11,15,18)

Action plan:

1. Partner with native-serving campus programs (Wai'ale'ale / Kīpaipai, Kipuka Center) for direct support services measured by the number of referrals received and services provided.

2. Build partnership with financial aid for early identification of students with low or no EFC for referral to Hale Mālama to increase engagement and retention as measured by the number of students identified and referrals. Complete by Fall 2022
3. Create marketing and outreach campaigns targeting faculty, staff and students to raise awareness of Native Hawaiian Success as measured by the number of events, attendance, and feedback. Complete by Fall 2022

Goal #5: 100% of Interns who work at Hale Mālama will meet the social work competencies and behaviors as identified in their learning objectives, in particular, being able to engage diversity and differences in practice and advancing human rights and social, economic and environmental justice. This will be measured using their midterm and final evaluation and overall grade issued by the UH School of Social Work (KauCC Priority 1,2,3,4,5,6,7,10,11,15,18)

Action plan:

1. Create early identification systems through the Institutional Research Office, Admissions and Records, UH Continuing Education, and Academic Advising to identify students with the Social Services degree pathway as measured by the number of students identified. Complete by Fall 2022
2. Coordination of program participants with Career Center to increase student knowledge of workforce and professional careers including possibilities for employment, relevant professional expectations, and experiences as measured by numbers of collaborations, outreach efforts, and student feedback. Complete by Fall 2022
3. Coordinate opportunities with UH System 2-year, 4-year, UH Manoa College of Social Sciences and graduate programs for possible Internships or student worker placements as measured by numbers of interns, student workers, and collaboration efforts. Complete by Fall 2022
4. Social Services degree pathways mentorship program for enhanced workforce development and community-based organizational framing with a focus on study grant support for tuition and academic needs by year 3.
5. Program participants trained to encompass Social Services mentor abilities as hired staff by year 4.

Goal #6: Hale Mālama will create a physical space where at least 90% of students accessing the space will be able to openly express ideas, identify personal behaviors, access interventions, and actualize practices that promote self-equity and sustainability as measured in achievement of care plan goals, satisfaction survey and actual participation in services (KauCC Priority 1,2,3,4,5,6,7,10,15,18)

Action plan:

1. Establish and operate a permanent physical space for Hale Mālama by year 3 as measured by location and square foot of physical space, and numbers of operating offices for individuals and groups. Complete by Fall 2023.
2. Creation of well-designed and defined areas that promote holistic development of the student experience (i.e., small computer lab, cooking area (food), workshops (scholarships, taxes, financial literacy), tutoring in-house, small and large group gathering spaces, academic and social spaces) as measured by usage of space. Complete by Fall 2023
3. Identify funding to ensure adequate Hale Mālama faculty/staffing to accomplish goals beyond current grant funding and CPR time frame as measured by numbers of services, staffing, hours, and efficiency. Complete by Fall 2022
4. Establish a calendar of student and/or ohana activities to increase program engagement as measured by the number of attendees, activities, and feedback. Complete by Fall 2023
5. Create a sense of place as ohana for all students as measured by the usage and feedback.

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

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

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

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

Program Goal	
Resource Requested*	

Cost and Vendor	
Annual Recurring Cost	
Useful Life of Resource	
Person(s) Responsible and Collaborators	
Timeline	

*An approved ITAC Request Form must be attached for all technology requests