

**ANNUAL**  
REPORT OF PROGRAM DATA  
**2022**

UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE



Hale Mālama

## **1. Program or Unit Description**

**Hale Mālama** is dedicated to the health, safety, overall well-being, and quality of life for all students at Kaua'i Community College by providing holistic services and fostering empowerment and resilience. 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.

**Program Description:** 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). Hale Mālama has expanded its services to students through holistic, wellness-centered initiatives in mental health and human needs.

Campus **mental health** services are available and free to actively enrolled KauCC students or UH students who physically live on Kaua'i and are connected with KauCC campus services. Hale Mālama aims to help students achieve a fulfilling and balanced student life by providing free and confidential mental health counseling and support. During the initial appointment, we work with students to determine their needs and how best to serve them. There is no need for a referral or existing mental health diagnosis. Students can meet with a team of mental health counselors in person, via zoom, or phone call.

Our **human needs** programs provide campus-direct access to support & outreach services that increase the perpetual self-sufficiency and academic success of every Kaua'i Community College student. These services aim to address food insecurity; student houselessness; childcare connections; college affordability; emergency aid; other basic needs such as transportation, medical/dental, and technology; and referrals to needed community resources as identified. Our students are connected to our services through self, campus, community, and CARES team (also Behavior Intervention Team) referrals. We empower our students to create and advocate for their successful and sustainable future by leveraging our programs and resources..

**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)*

Hale Mālama was created to serve all Kaua'i Community College students who can benefit from support services which include human needs, mental health, financial, community resources, and case management to navigate challenges impacting their academic journey and overall well-being.

## **2. Analysis of the Program/Unit**

**Demand Quantitative Indicators:** The demand for mental health and human needs services has increased since Spring 2020. To meet the additional student needs, a HINET/human needs coordinator was hired in Spring 2020 and in Fall 2020, a half-time mental health counselor position was added. In order to create a baseline for demand we have identified the following four areas.

**Intake surveys** are given to students as part of their admissions process. Within this survey students are able to check multiple areas of interest. When a student selects a service area of interests on the survey, an email is generated to the Mental Health Coordinator and Human Need Coordinator. Students will then be contacted by one of our Hale Mālama team members and provided with a survey to collect some basic demographics and other pertinent information.

**Individual participation** are those students who are seeking formal services regardless of how they were referred. This will include those students referred by faculty and staff, self referrals, high risk students identified by our CARES Team (Behavioral Intervention Team), and students already connected to one of our Hale Mālama services areas. Our goal is to grow the Hale Mālama program to be servicing 20% of the total student population compared to the previous goal of reaching 9-11% of total student population.

**Group participation** is determined by those students participating in group activities on campus or in collaboration with other campuses.

Support groups:

- Open art studio - August 2021 to December 2022, 13 sessions (#16)
- Art psychosocial group for international students - September 2021 (#6)
- Pono checkup sessions with nursing students, six sessions per semester for both first and second year nursing students (12 sessions, # 35)
- PAU Violence Doll Making psychosocial support groups - April 2022 (#11)
- Take A Break Wednesday - online support group for all UH community college students, September 2021 to December 2021 (\*)
- Art psychosocial support group for student veterans and future soldiers - July 2022 (#6)

Outreach and educational groups:

- Mental Health Awareness Month outreach campaign - May 2021 (3 sessions, #24)
- Find Your Future event - Feb 2022 (\*)
- PAU Clothesline project tabling - April 2022 (#15)
- Chalk the Walk for Sexual Assault Awareness Month - April 2022 (\*)
- Tie Dye with Student Veterans - April 2022 (#8)
- Student Veterans Virtual Group - Feb 2022 (#2)
- Earth Day Fishing Net Art as Therapy Group - April 2022 (#15)
- Marine Debris Art Show - May to June 2022 (#)

- Friendship House - June 2022 (#12)
- Intro to College class - July 2022 (#33)
- Math Boot Camp - July 2022 (\*not recorded)
- ...

**Potential Participation** is an area where we can see potential demand and gives us an idea of those who may be interested in receiving support but don't actually follow through with formal services. Understanding this component gives the Hale Mālama team an opportunity to improve outreach services and increase the overall student participation. The “webpage views” captures total views but also breaks down the “unique views” to our mental health intake packet, tabling events, community resources, mental health apps, making appointments, marketing and outreach materials (flyers, brochures, resource cards) etc..which are subsections of our Hale Mālama page.

Demand	
# of students served at Hale Mālama	112
# of Native Hawaiian students served	32
Meal voucher	Fall=27 Unduplicated; Spring=10 Unduplicated
Ho'ai Food & Goods Pantry	Fall=4 Unduplicated; Spring=4
HINET/SNAP	33 Unduplicated
Emergency Aid	Fall=20 Unduplicated; Spring=13 Unduplicated
Child Care Grants	2 Unduplicated applications
Laptop Grants	0
Textbook Grants	0
Housing	10 Unduplicated Referrals
Health Care	1 Unduplicated Referral
Individual Therapy	<ul style="list-style-type: none"> <li>● 287 of total appointments</li> <li>● 53 students Unduplicated</li> </ul>
Groups	(27 groups, 183 participants + *) <ul style="list-style-type: none"> <li>○ Support groups (17 groups, 75 participants)</li> <li>○ Outreach and campaign efforts (11 groups, 92 participants)</li> </ul>

# of students participating in a social service mentorship program with Hale Mālama	3
# of students accessing more than 1 service	not collected

<b>Efficiency</b>	
# of students who completed intake process for Hale Mālama's mental healthy services	23
# of students serviced by Hale Mālama (unduplicated)	113
# of care plans completed	16
# of BSW and MSW interns per AY at Hale Mālama	a. Clinical 1 b. Non-clinical 2
Communication and marketing materials	<ul style="list-style-type: none"> <li>• social media engagement: 131 followers, posts</li> <li>• # of flyers: 5</li> <li>• # of newsletter: 1</li> <li>• # of brochures and resources guide: 2</li> </ul>

<b>Effectiveness</b>	
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  See completed survey results in index.	<ul style="list-style-type: none"> <li>• 28.6% students agree; 61.9% strongly agree that the student's overall counseling experience was valuable and helpful</li> <li>• 14.3% students agree; 81% strongly agree that the student's understanding of the own patterns and behaviors improved as a result of counseling</li> <li>• 14.3% students agree; 81% strongly agree that the student would return to this counselor in the future if needed.</li> <li>• 23.8% students agree; 71.4% strongly agree that the student's experience, they would refer other students to Hale Mālama.</li> </ul>
Post support group anonymous survey (for nursing students' pono sessions)	<ul style="list-style-type: none"> <li>• 224 responses</li> </ul>

	<ul style="list-style-type: none"> <li>○ 30% agree and 46% strongly agree that their overall mood has improved after pono sessions; 27% agree and 43.6% strongly agree that pono sessions are helpful</li> <li>● Pre and post assessment for nursing students           <ul style="list-style-type: none"> <li>○ 94 responses</li> </ul> </li> </ul>
<p>Pre and Post-test assessment - assess students wellbeing including resilience, anxiety, depression, suicide ideation, and stress.</p>	<ul style="list-style-type: none"> <li>● Nursing program pre and post assessment:           <ul style="list-style-type: none"> <li>○ 94 responses</li> </ul> </li> <li>● Individual intake assessment for mental health and wellbeing services           <ul style="list-style-type: none"> <li>○ 23 responses</li> </ul> </li> </ul>

A non-clinical case manager position was hired in Spring of 2022 and coordinates the campus CARES team. The purpose of the non-clinical case manager in Hale Mālama is to provide an integral link of support to individuals in their varying roles as student, family member, community contributor, and career navigator that will guide them toward achieving their educational goals and self-sufficiency. This is accomplished by removing barriers and coordinating services that include: wellness; support for students as parents; crisis prevention and intervention through professional case management; collaboration with other professionals, organizations, and community agencies; advocacy for students; and applying the Mālama Matrix.

A Sustainability VISTA intern from AmeriCorp was onboarded in August 2021 and ended in October 2021 to return to the mainland due to unforeseen family circumstances. The position aims to make sustainable change in areas that affect poverty, including education, public health, climate, access to benefits, and more.

### **3. Program Student Learning Outcomes or Unit/Service Outcomes**

**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.

- a) Findings: Hale Malma did not have a cohesive process to gather this information across programming established until July 2022 and began implementation of the Mālama Matrix in Fall 2022. However, 16 (30%) of mental health and wellness participants have completed

the intake process. Hale Mālama's satisfaction surveys will be administered to all program area users via email at the end of each semester in AY 2022.

- b) Improvement Implemented: Hale Mālama created and finalized Mālama Matrix and facilitated meetings with the Financial Aid department to discuss the process of implementing Mālama Matrix.
- c) Next Assessment Date: AY 2023

**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.

- a) Findings: In Spring 2022, the Mālama Matrix was streamlined in its ease of use to include each of Hale Mālama's program areas: Mental Health and Wellness, Human Needs, and Non-clinical Case Management services. In AY 2021, each program area collected and housed its student participant data separately due to HIPAA and FERPA concerns which made it difficult for the Hale Mālama team to efficiently identify all supports the students accessed.
- b) Improvement Implemented: Both mental health and human needs programs have developed their own data collection systems using a combination of dropbox, google form, and excel sheets.
- c) Next Assessment Date: AY 2023

**PLO #3** - Increase student participation in KauCC support groups by 25%. This allows us to address 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.

- a) Findings: In AY 2021, Hale Mālama provided support groups to existing student populations, including first and second year nursing students, international students, and students from the Wai`ale`ale & Kīpaipai programs.
- b) Improvement Implemented: Reduced the frequency of pono sessions from 10 sessions per semester to 6 sessions based on the discussion and surveying with nursing students and faculty; Fully adapted Lokahi Wheel as a guideline in designing pono sessions; In Spring 2022, Hale Mālama was able to increase the number of support groups by working with students from other departments and campus-wide initiatives: Student Veteran Center, army recruiting office; Intro to College classes, PAU Violence committee; and Earth Day. Hale Mālama was able to increase student participation in KauCC support groups.
- c) Next Assessment Date: AY 2023

**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 Native Hawaiian student perpetual self-sufficiency and academic success.

- a) Findings: Identifying which students being served by Hale Mālama identify as Native Hawaiian has been challenging in the Human Needs area as many participants use the meal voucher or outreach services which do not collect that information or require the student to have a comprehensive care plan on file. Currently, unless self-reported, Hale Mālama does not gather that information until the end of each semester when requested from the campus Institutional Effectiveness office.
- b) Improvement Implemented: In AY 2022, Hale Mālama will identify ways to collect this demographic information earlier and across all program areas.
- c) Next Assessment Date: AY 2023

**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 or Psychology.

- a) Findings: Hale Mālama aims to develop as a training center for undergraduate and graduate students who study social work and mental health counseling. Hale Mālama has been providing a variety of internship experiences, including clinical mental health counseling, case management, outreaching and marketing, support groups, and so forth. In addition, student interns also receive individual and group supervision to help them develop as a social worker or mental health counselor. Hale Mālama hosted three social work student interns in AY 2021 who demonstrated the competencies and behaviors expected by the UH School of Social Work and Kaua'i Community College.
- b) Improvement Implemented: Established group supervision for student interns on a regular basis in AY 2021. In AY 2022, Hale Mālama will develop internship agreements and protocols to set clear expectations and goals as a training center with the student interns; Will extend supervision hours to provide both individual and group supervisions to student interns, especially graduate students.
- c) Next Assessment Date: AY 2023

**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.

- a) Findings: We have been unable to secure a cohesive space large enough to accommodate all of our program service areas due to the rising cost of construction and resource scarcity.



Hale Mālama will not be able to build out its original site and plan as written in the Title III grant. In AY 2021, Hale Mālama settled into several separate spaces within the Learning Resource Center's Library which provides ease of access points for students at Kaua'i Community College while we continue to look for a physical space. Data show that 75% of the utilized LRC spaces are equipped to support student privacy.

- b) Improvement Implemented: Hale Mālama staff reorganized in May 2022 to better accommodate our students. The Non-clinical Case manager moved into Lib #105, Human Needs coordinator moved into the Ho'ai Food & Goods pantry Lib #119, and Clinical Mental Health Counselors settled into Lib #120 and Lib #121. Hale Mālama also reserved LRC #124B, Lib #122, and Fine Arts Auditorium for group meetings.
- c) Next Assessment Date: AY 2023

## **4. 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 Financial Aid and Admission & Records 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 who are 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. Identified students may be supported by the CARES Package program for college affordability. Complete by Fall 2023
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 2023.

**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. Utilize Hale Mālama Matrix for Non-Clinical and Clinical screening and intake to create uniformity for student interaction, program use, and data collected to be implemented in Spring 2022.
2. Implement the non-clinical screening tool as a pre and post assessment to measure progress for identified needs beginning Spring 2022.
3. 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 2023.

**Goal #3:** Increase student participation in KauCC groups by 15%. 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. Work with the nursing program to strengthen relationships with faculty and students to improve on Pono Sessions currently being offered. 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 2023.
2. Work with departments, 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.
3. Identify potential support and skill building group opportunities for KauCC students entering the Human Service Profession to improve overall well-being, academic success, networking, and industry skills in collaboration with Hale Mālama staff, student interns, and volunteers. Complete by Fall 2023.
4. Enhance Hale Mālama Quarterly Newsletter to include industry spotlight series to draw participants to engage in Hale Mālama programming as measured by subscriber list, impressions, and referrals beginning Spring 2023.

**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 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. Leverage partnership with the Financial Aid department for early identification of students with low EFC for referral to CARES Package program to increase engagement and retention as measured by the number of students identified, referred, and enrolled. Beginning by Fall 2022.
3. Create outreach campaigns targeting faculty, staff and students to increase success of NativeHawaiian students as measured by the number of events, attendance, and feedback. Begin in Spring 2023.

**Goal #5:** 100% of student 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 issued by the UH School of Social Work (KauCC Priority 1,2,3,4,5,6,7,10,11,15,18)

**Action plan:**

1. Coordination of program participants with Industry Professionals to increase student knowledge of workforce and careers including possibilities for employment, relevant professional expectations, and experiences as measured by numbers of collaborations, outreach efforts, and student feedback. Complete by Fall 2023
2. Coordinate opportunities with UH System 2-year, 4-year, UH Manoa College of Social Sciences and UH Hilo Department of Psychology for possible Internships or student worker placements as measured by numbers of interns, student workers, and collaboration efforts.
3. Develop Hale Mālama as a training center for social workers and mental health counselors by creating internship protocols and agreements, establishing and expanding individual and group supervision on a regular basis, especially for master's level students. Complete by Fall 2023

**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. Explore the establishment of a permanent physical space for Hale Mālama by actively advocating for a planning process. 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), mentoring, 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 staff to accomplish goals beyond current grant funding and CPR time frame as measured by numbers of services, staffing, hours, and efficiency. Complete by Fall 2023.
4. Create a sense of place as ohana for all students as measured by the usage and feedback.

## **5. Resource Implications**

### **Request 1**

- Purchasing a HIPPA protected case management system to document and track progress of students dealing with mental health and disability issues that comply with state and federal laws. Currently Honolulu CC, UH Maui Campus, Hilo CC, and UH Hilo use the Titanium program.
  - a. Titanium Estimated cost:
    - i. Basic program w/license for 5 users: \$1600 1st year, \$1320 after 1st year
    - ii. Calendar Sync: \$250 1st year, \$125 after 1st year
    - iii. Text reminders: \$125 annual fee plus, \$1/month and \$0.01/message, with minimum \$50 prepay

### **Request 2**

- Requesting x permanent positions for Hale Mālama staff whose positions are based on Title III grant which will end on 9/30/2024.

**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**

## Index

- **Satisfaction survey results - individual mental health counseling: 21 responses**
  - 42.9% agree; 42.9% strongly agree that the student's learned one or more strategies to cope with stress, anxiety, depression or other symptoms.
  - 28.6% students agree; 61.9% strongly agree that the student's benefited from having an objective listener who gave them feedback and/or a new viewpoint on their concerns.
  - 38.1% students agree; 38.1% strongly agree that the student's had clear goals that they made towards while in counseling
  - 38.1% students agree; 33.3% strongly agree that since beginning counseling, the student's have had improvement in living a healthier lifestyle in at least one area (e.g. I get more sleep, socialize more, exercise more, eat better, use less alcohol or other drugs).
  - 47.6% students agree; 23.8% strongly agree that since beginning counseling, the student's have had improvement in their school performance.
  - 38.1% students agree; 38.1% strongly agree that since beginning counseling, the student's are better prepared to handle their problems.
  - 28.6% students agree; 61.9% strongly agree that the student's overall counseling experience was valuable and helpful
  - 14.3% students agree; 81% strongly agree that the student's understanding of the own patterns and behaviors improved as a result of counseling
  - 28.6% students agree; 66.7% strongly agree that the student's counselor understood things from the students point of view.
  - 19% students agree; 76.2% strongly agree that the student's counselor focused on what was important to the student
  - 23.8% students agree; 77.4% strongly agree that the student's counselor accepted what the student said without judging them.
  - 14.3% students agree; 81% strongly agree that the student's counselor showed warmth toward the student.
  - 19% students agree; 76.2% strongly agree that the student's have a positive rapport/relationship with their counselor.
  - 14.3% students agree; 81% strongly agree that the student's counselor fostered a safe and trusting environment.
  - 19% students agree; 76.2% strongly agree that the student's felt their counselor was competent and effective in his/her/their skills.
  - 19% students agree; 71.4% strongly agree that the student's felt their counselor was sensitive to issues of diversity (e.g ethnicity, culture, gender, sexual orientation, religion, age, etc.)
  - 14.3% students agree; 81% strongly agree that the student would return to this counselor in the future if needed.
  - 42.9% students agree; 57.1% strongly agree that the student's felt it was easy to get an appointment.

- 42.9% students agree; 67.1% strongly agree that the student's felt the initial paperwork was reasonable and clear.
  - 23.8% students agree; 47.6% strongly agree that the student's felt comfortable with Hale Mālama's environment (i.e. room, privacy, furniture, temperature, noise level)
  - 28.6% students agree; 57.1% strongly agree that the student's confidentiality and its limits were explained to the student.
  - 23.8% students agree; 71.4% strongly agree that the student's experience, they would refer other students to Hale Mālama.
- **Post support group (for nursing students) anonymous survey - measure the effectiveness and efficiency of pono sessions**
    - Survey for pono session: 224 responses
      - 30% agree and 46% strongly agree that their overall mood has improved after pono sessions; 27% agree and 43.6% strongly agree that pono sessions are helpful
  - **Pre and Post-test assessment - assess students wellbeing including resilience, anxiety, depression, suicide ideation, and stress.**
    - Nursing program pre and post assessment:
      - 94 responses
    - Individual intake assessment for mental health and wellbeing services
      - 23 responses
  - **Complete surveys and Mālama Matrix - Available Upon Request**
  - **Demographic information for students serviced**



