

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE



Wai'ale'ale Project

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 (Kaua'iCC) 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

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

DEMAND

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2019-2020 Cohort 10 (c10)	Quantitative Measure 2020-2021 Cohort 11 (c11)	Quantitative Measure 2021-2022 Cohort 12 (c12)
1. Number of Applicants received	183	206	173
1a. Number of Native Hawaiian (NH) Applicants received	103	120	110
2. Number of students offered acceptance into the program	113	98	85
3. Number of students Enrolled in First Year of College (13 th Yr.) (incoming cohort only)	78 (2 started in the Spring 21 due to personal events TOTAL 80 Students in c10)	62	65
4. Total number of Wai'ale'ale students served (all cohorts)	184	198	156
4a. Number of Native Hawaiians served (all cohorts)	134	149	125

EFFICIENCY

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2019-2020 Cohort 10 (c10)	Quantitative Measure 2020-2021 Cohort 11 (c11)	Quantitative Measure 2021-2022 Cohort 12 (c12)
1. Fall to Spring Persistence Rate Percentage (incoming cohort only)	85.10%	83%	84.6%
2. Fall to 2nd Fall Persistence Rate Percentage (incoming cohort only)	67.20%	62%	83%
3. Percentage of 13th year students who successfully complete 1 st year (met SAP (≥ 2.0 GPA and ≥ 67 course completion)	55%	54.1%	67%
4. Percentage of students served FAFSA eligible (incoming cohort only)	67%	59.2%	63%

EFFECTIVENESS

COLLEGE : Kaua'i CC - Wai‘ale‘ale Project	Quantitative Measure 2019-2020 Cohort 9 (c9)	Quantitative Measure 2020-2021 Cohort 10 (c10)	Quantitative Measure 2021-2022 Cohort 12 (c12)
1. Percentage of 13th year students who had achieved ≥ 2.0 GPA (cumulative) at the end of the first year	72.50%	70.5%	78%
2. Percentage of 13th year students who had achieved ≥ 67 course completion (cumulative) at the end of the first year	57.50%	57.4%	75%
3. Percentage of students who are on-time for degree completion (150%)	10.30%	4.9%	21%
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 year	3.71	3.47	3.45
4b. Overall, I'm satisfied with my progress as a student	3.75	3.40	3.51

Demand:

Demand, as indicated by the number of applications received, is still at a high rate although the number of applications decreased 5.46% from c10 (2019-2020) with 183, 16% from c11(2020-2021) with 206 applications received.

Native Hawaiian (NH) applications continue to show a need with 110 applications received for c12 (2021-2022) from the average of 111 (103/120 c10/c11).

The total number of Wai‘ale‘ale students served at 156 is a 18.3% decrease from the previous years average of 191 (184/198 c10/c11). With a total of 125 NH students we also saw a decrease of 16%. This amount reflects the 2 smaller cohorts (c11/c12) and

with the declining enrollment at Kaua'iCC with a 10% decline from 2020-21 to 2021-22 (1835/1715 respectively), as shown on Student Affairs Program Quantitative Indicators: <https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=STU&p=STU>.

All applicants who declined the scholarship opted to join the workforce as financial worries, underemployment and job loss remain high on Kaua'i .

The 65 students in Cohort 12, were selected from 173 applications, of which 82 were accepted into the program. Per the counselors at the 3 major high schools, many students did not feel it was time to attend Kaua'i CC and chose to take a gap year. Of these 82 applicants, 17 Native Hawaiian (NH) Applicants asked to defer the scholarship until the next Fall 2022 semester due to various reasons including choosing to take a break from education and securing great paying employment opportunities. The final roster of 65 students followed through with all requirements and enrolled in FALL Semester. Demographic data for this cohort's applicants indicate that: 73 (42%) males applied to the program which is 50% (102), 16% less than the previous year. 100 or 58% of females applied to the program. 120 or 68.9% applied are entering directly from high school (this number is 19.4% less HS student applicants from the previous year's cohort 11 with 72.3% (149), and 63.6% are NH 58 % are Native Hawaiian which is 12% less than the previous year 72.3% (149). Although the applications were less than the previous year caused by the long-delayed effects of the Covid19 restrictions, this cohort 12 has a representation of students from all three local public high schools and three of our local Hawaiian-focused charter schools and non-traditional students from all of Kaua'iCC.

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.

Efficiency:

To measure efficiency our program measures persistence and Satisfactory Academic Progress (SAP). Fall to Spring persistence rate at 84.6% is an increase of 1.92% from 83% c11 and a .5% decrease from c10 at 85.10%, however with all the Covid19 challenges this persistence rate remains consistent with a very close comparison of previous cohorts.

Fall to Fall persistence rate of 83% is a very high rate with a 28% increase from the average of 64.6% (62% c11 and c10 at 67.2%). We attribute this high persistence rate

to the changes we made from the previous year with our student academic support and mentors meeting more often up to 1 x per week with students in the program. As our staff became more familiar with online learning, we were all able to offer more support to our students in the program.

Meeting the 13th year SAP at 67% is on an average of 18.58% is a large increase of the average 54.55% of c11 and c10 (54.1% and 55%) this large increase can include the strong recommendations of our program to start with fewer classes and learn the new expectations of online learning. We also had huge support for our students in the trades and in-person classes from our faculty and counselors.

Financial need is assessed and included in the selection process which may directly affect the high Pell eligible students at 63% which is 28.7% higher than the general Kaua'iCC population See Kaua'iCC (44.9%) Student Affairs Program Quantitative Indicators:

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

Some reasons for this high percentage can be attributed to our program's requirement for all students in our program to fill out a FAFSA, and we assisted several students in working with our financial aid staff to submit income reductions due to job loss during the pandemic.

Effectiveness:

The Percentage of 13th year students who had achieved ≥ 2.0 GPA is 78% which is a 6.66% increase from c11 72.5% which is a 2.56% increase from c10 at 76%.

The percentage of 13th year students who had achieved ≥ 67 course completion is back on track at 75% with a slight increase of .53% when compared with c10 74.6%.

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. This year it is of note that 14 of our students or 21% in cohort 12 earned a certificate either of completion, achievement or academic subject.

The student Confidence level for c12 is at 3.45 showing a 7% decrease from c10, 3.71%, and is almost the same as c11 at 3.47%. Student satisfaction with their progress at 3.51 is showing a decrease of 6.4% from c10 at 3.75 and a 3.13 increase from c11 at 3.40. Although this c12 performed better academically, after administering our student needs assessments, we found high rates of mental health struggles, financial needs, and anxiety being experienced by our students and their family. We feel this directly affected our students to see clearly their academic success when dealing with so many personal, financial, and community challenges.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

Program Student Outcome (PSO) 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: 84.6% Wai'ale'ale students persisted from FALL 2021 through SPRING 2022, 63% of non-Wai'ale'ale students persisted. Wai'ale'ale students persist to their 2nd semester at a 25.5% higher rate than non-Wai'ale'ale students. See Kaua'iCC (63%) Student Affairs Program Quantitative Indicators: <https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=STU&p=STU>
- Improvements Implemented: Continued Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed support 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 and Mentors. Monthly or more as needed, collaboration with student counselors, career counselor, and Hale Mālama staff. Individual recommendations and connecting students with the Urgent relief fund to help ease the financial strain.
- Next Assessment Date: 2023.

PSO 2) Wai'ale'ale students will persist from the Fall semester of their first year to the Fall semester of their second year (Fall 2021 to Fall 2022) at the same rate as non-Wai'ale'ale students.

- Findings: The Fall to Fall (Fall 2021 to Fall 2022) persistence for Wai'ale'ale students in Cohort 12 is 83% which is 39% more than Non-Wai'ale'ale students with an average of 50.6% (F/T 52.5% and P/T 48.7%). See: https://data.hawaii.edu/#/reports/SDSTT01?IRO_INST_AND_UHC

C=KAU&IRO_INSTITUTION=KAU&reportId=SDSTT01:~:text=Sources%3A%20Banner%20Operational%20Data%20Store%20(ODS)%20IRO_TRACKING_COHORT_ID%2C%20IRO_TRACKING_COHORT_RET%2C%20IRO_TRACKING_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 were to keep students engaged during summer with Virtual meetings, reintroducing face 2 face community service, hands-on activities, and workshops to keep students and program staff, and mentors connected and ready to meet the ever-changing delivery of FALL 22 classes. Going forward we will continue to encourage Face to Face in-person Orientations, Workshops, and individual meetings with staff and mentors. We will create webs of support to help our students get through the many non-academic issues and barriers that have become increasingly acute due to the economic and social impacts of COVID-19.
- *Next Assessment Date:* 2023.

PSO 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:* 67% Wai'ale'ale, and because Kaua'i CC 2021-22 SAP data was not available when creating this report, from a control group of 161 Non Wai'ale'ale students in a Data Record shared by Kimo Perry, the 13th year Coordinator's UH Manoa's IR report, 86 or 53% attained Satisfactory Academic Progress in their first year. Wai'ale'ale is at a 20.9% higher percentage of meeting SAP than Non Wai'ale'ale students in their 1st year. Wai'ale'ale students also outperformed the Non Wai'ale'ale students (20.3% higher) in achieving at least a 2.0 or higher with Wai'ale'ale students at 78% and Non-Wai'ale'ale students at 62.1%. Credit completion also presented a large gap with 20.5% more than Non Wai'ale'ale students at Kaua'iCC (Wai'ale'ale 75% and Non Wai'ale'ale at 59.6%)
- *Improvements Implemented:* Our changes made this year include helping students navigate the uncertainty connected to changes in Fall 2021 classes and support to address the needs of students who were not ready for online or hybrid learning models. Being knowledgeable of both campus and community support for our students experiencing difficult personal situations, and ensuring that

our students remain connected with campus and community resources. Constant contact was given to all of our students, using all means necessary including text/pc/zoom/facetime and other virtual platforms to assist students in staying connected and enrolling in the Fall 2021 and Spring 2022 semesters. Continued Success Workshops for students who did not meet SAP in their first and second semesters; Appeal process to give needed support 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 continued to work closely with instructors and counselors and Hale Mālama staff to ensure that the best collaborative support is given to each student. Guiding students to access Urgent funds was also a great relief for students under economic stress.

- Next Assessment Date: 2023.

PSO4) 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 2021. Students are asked specific questions which include: “ As a Wai'ale'ale students, I feel more confident about my ability to succeed in college” and “ I feel more confident now than I did at the beginning of the year.” Answers are based upon a 4 answer (Strongly Agree (4pts); Agree (3pts); Neutral (2pts); Disagree (1pt).

Assessed.

- Findings: The student Confidence level for c12 is at 3.45 showing a 7% decrease from c10, 3.71%, and almost the same as c11 at 3.47%. Student satisfaction with their progress at 3.51 is showing a decrease of 6.4% from c10 at 3.75 and a 3.13 increase from c11 at 3.40. Although this c12 performed better academically, after administering our student needs assessments, we found high rates of mental health, financial needs, and anxiety being experienced by our students and their family. We feel this directly affected our students to see clearly their academic success when dealing with so many personal, financial, and community challenges. It is also of note that students continue to adjust to online / distance class delivery.
- Improvements Implemented: To support student 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 in creating success goals using the Six dimensions of the Lokahi Wheel created by Kamehameha Schools: • Work/school Kuleana (responsibility)- Personal fulfillment at home or school, skills used successfully such as at work or school, and finances in order • Thinking/Mind Mana'o- Creativity being applied, are you mentally challenged, and improving your mind by being curious • Feelings/Emotions Na'au- Aware of your own feelings and able to self-regulate/manage your feelings • Physical/Body Kino- Physical fitness, nutrition, and healthy habits to treat your body well • Spiritual/Soul Pili 'uhane- Find the meaning or questioning the universe for the desire to understand and define the universal value of the world, awareness of the unexplained, building values, and seek to find the meaning of life • Friends/Family 'Ohana- Healthy relationships, community/school interactions, and positive connections. To directly address the whole students well-being we consider this assessment to be fluid, living subject to changes, to ensure the 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 throughout the year. We also will provide continued technology support to our students especially those taking online/distance asynchronous classes.

- Next Assessment Date: 2023.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

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.

Goal 1 Program Recruitment: 2/5: 65% of the applicants will be NH and 51% of the applicants are males. +-
9.*/8

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 and In-person on site 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 seeking to attend college and or are experiencing unemployment, receiving SNAP / TANF benefits, and accessing the agency due to economic difficulties. Unit of Measure: Students applying in the Fall 2022 semester.

Goal 3/1,2,3,5,7: Secure consistent sustainable funding.

Activity 1: Actively 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: Hire through the MAUO grant a Program Development Specialist who will oversee finding grant opportunities and making connections with current funders in collaboration with UH Foundation and Hawaii Community Foundation to collaborate in fundraising activities including

connections with the community and donor relations, 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 Academic Support or 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 fewer classes to support 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 supporting 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 and persisting Fall 2022 to Spring 2023 and Retention rates from Fall 2022 to Fall 2023.

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 students to ensure they understand the online platforms and how to use zoom and other online platforms (i.e. Microsoft Teams, Google Meet). The student academic support person and mentors will meet at least 2 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: Wai'ale'ale staff will work directly with Instructors for grade and attendance checks and support instructors helping students to get back on track or with the best decisions going forward in class which may be to withdraw from the class.

Activity 3: Create and implement a Student Success Plans based on the assessments 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. Incorporate into each success plan successes and strengths that team can focus on when working with students in the program. It will also assist mentors and staff in supporting students in the program by creating tangible goals to show individual progress and turn student focus to what is going right or what strengths can be used to get things going in the right track.

Activity 4: All students in the program will have a checklist to show progress and will have filled out the needs assessment and will meet with program staff to make changes as needed.

Activity 5: Build the mentor team by providing mentor training and support so they can give the additional personal support needed as students in the program have indicated the need for more check-ins and appreciate the support from mentors.

Unit of Measure: Student confidence level will increase as indicated on the End of the Year Survey. **Additional Supports:** To support students with a decreased satisfaction and confidence level, all students in the program are required to fill out a needs survey to assess educational and personal needs. Based on the results of this survey, individual and group virtual meetings, and referrals made to college and community programs as well as assisting students to focus on their strengths and accomplishments. Students were encouraged to apply for Urgent Funds to alleviate financial stress.

Additional Supports:

Wai‘ale‘ale Project workshops and trainings have been integrated throughout the summer and fall to support students’ transition to online learning platforms (Zoom, Lulima, 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 increased 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 diapers, 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 Mālama, mentor and staff now collaborate with Hale Mālama staff and the foodbank and now have established a cold food distribution led by the Hale Mālama staff. 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 and most all students indicated difficulty with time management skills and we plan to include trainings during our Success Camp and End of Semester meetings.

We also plan to collaborate with community resources to offer our students additional wellness support with on and off campus workshops. Although limited, we continue to create a safe and productive learning space in the Campus Center Hale, offering a space to study/receive tutoring for our students who 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 2022-2023 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 Kaua'iCC 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 environment which will continue to be evident through the coming years.

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.