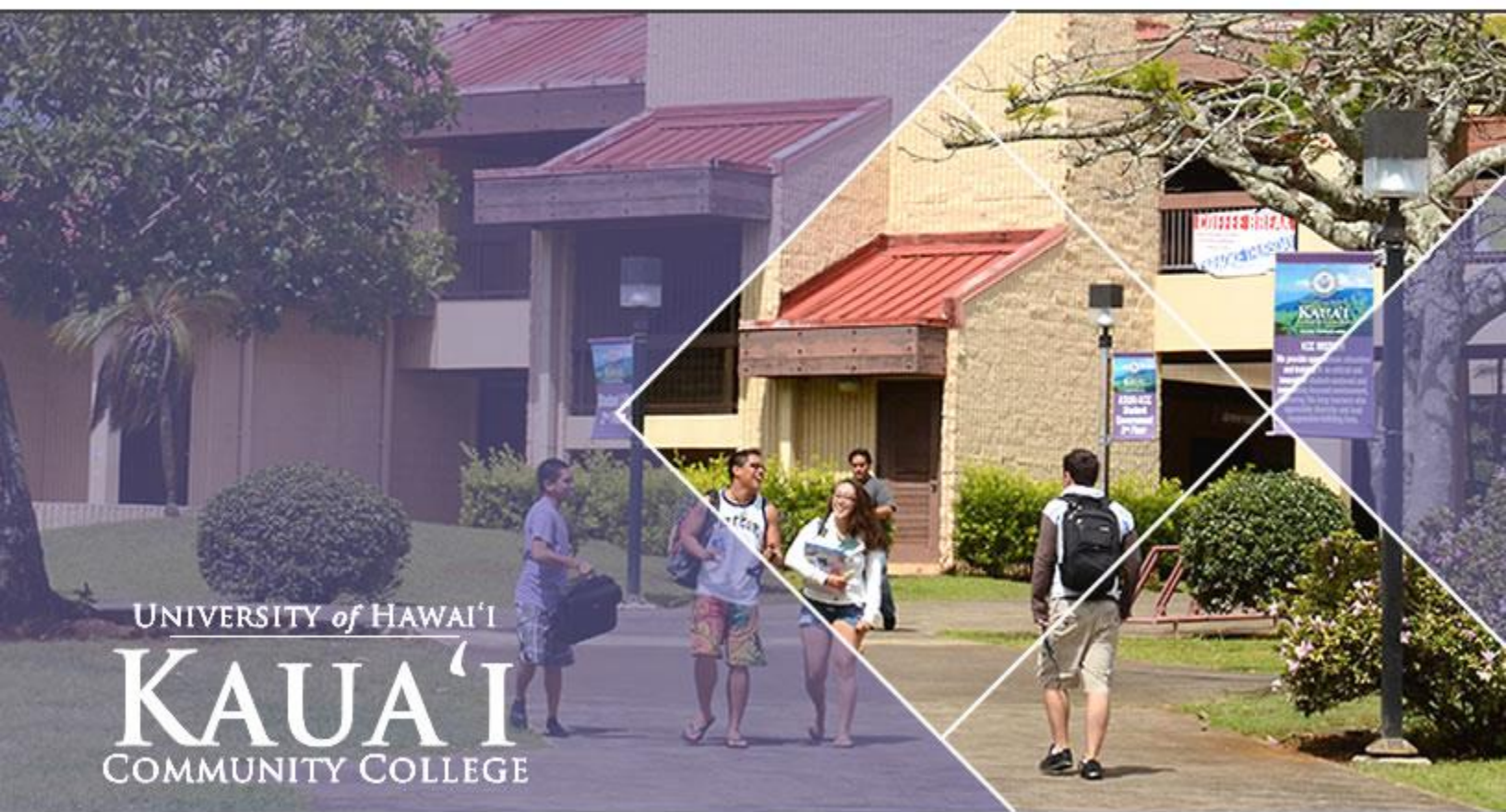# ANNUAL
REPORT OF PROGRAM DATA
2023

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

2023 Annual Report of Program Data
Hale Mālama

1. Program or Unit Mission

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, human needs, and non-clinical case management.

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.

Our **Non-Clinical Case Management and CARES Team** provides resources to individuals within our campus community who may be exhibiting signs of personal distress or concerning behaviors. The Case Manager is responsible for receiving, facilitating weekly CARES meetings, triaging, updating running records, and maintaining contact with the referral source(s) throughout the intervention process that is recommended by the multidisciplinary CARES Team.

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, human needs, and case management services has increased since Spring 2021 by at least 30%. To meet the additional student needs, the part-time mental health counselor turned full-time in April 2022, a Non-clinical Case Manager was hired in May 2022, two full-time AmeriCorp Vista Interns were hired in August 2022. 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:
- Pono is Power - 7/19/2022 (#11)
- Art psychosocial group for international students - 9/2022 (#8)
- Pono checkup sessions with nursing students, six sessions per semester for both first and second year nursing students (12 sessions, # 36)
- Support group for faculty and staff in honoring of a faculty 9/20/2022 (#24)

Outreach and educational groups:
- WaiAleAle and Kipaipai workshops 7/19/2022 & 7/20/2022 (#25)
- Health Fair 11/1/2023 (50)
- IS class with Will Dressler 9/23/2022 (16)

- Club day (#30)
- Intro to College class (#15)
- PAU Violence Valentine's day event 2/14/2023 (#30)
- Find Your Future 2/23/2023 (200+)
- HISSI Open Art Psychosocial Support group 3/3/23 (#28)
- Onboarding 3/32/2023 (#5)
- WaiAleAle Mentor Training 5/31/2023 (20)
- …

VISTA & Pantry Outreach
- KCC Health and Wellness Fair- 11/1/22 (#30)
- Student Life Center WinterFest - 12/1/22 (#15)
- Christmas Cheer: Students with kids toy drive - 12/21/22 (#16)
- Find your Flavor- Faculty/Staff program awareness- 12/14/22(#30)
- E Komo Mai Club Day - 1/11/23 (#22)
- Spring Break Food Distribution - 3/8/23 (#97)
- Understory Alliance Workshop - 4/10/23 (#20)
- Kaua'i Animal Education Farm Workshop - 4/26/23 (#17)
- Ohana night Food Distribution 6/16/23(#62)

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	340
# of Native Hawaiian students served	98
Meal voucher	Academic Year = 100 Unduplicated Fall = 56; Spring = 57
Ho'ai Food & Goods Pantry unduplicated # students served	Academic Year = 195 Fall22 = 109; Spring23 = 80; Summer23 = 6
Ho'ai Food and Goods Pantry visits	Academic Year = 991 Fall = 406 Spring = 539 Summer(June) = 46

Food Distributions # of students	March: 97 June: 62
Emergency Aid	Fall 2022=2 Unduplicated; Spring 2023=27 Unduplicated
Child Care Grants	9 unduplicated applications
Non-clinical Case Management (CARES Team)	74
Mental Health services (individual and group therapy)	123 students Unduplicated
Individual Therapy	167 of total appointments 90 students Unduplicated
Group Therapy/Support Group	28 groups, 79 participants
Outreach and campaign efforts	20
# of students participating in a social service mentorship program with Hale Mālama	2

Efficiency	
# of students who completed intake process for Hale Mālama's mental health services	19
# of students serviced by Hale Mālama (unduplicated)	340
# of care plans completed	21
# of BSW and MSW interns per AY at Hale Mālama	a. Clinical 1 b. Non-clinical 1
Communication and marketing materials	● social media engagement: 219 followers ● # of flyers: 15 ● # of newsletter: 2 ● # of brochures and resources guide: 2

Effectiveness	
Overall Program Satisfaction Survey:	● 34 responses
Satisfaction survey for mental health services	● 50% students agree; 50% strongly agree that the student's overall counseling experience was valuable and helpful ● 50% students agree; 50% strongly agree that the student's understanding of the own patterns and behaviors improved as a result of counseling ● 50% students agree; 50% strongly agree that the student's experience, they would refer other students to Hale Mālama.
Post support group anonymous survey (for nursing students' pono sessions)	● 315 responses ● Pre and post assessment for nursing students 　○ 42 responses
Pre and Post-test assessment - assess students wellbeing including resilience, anxiety, depression, suicide ideation, and stress.	● Nursing program pre and post assessment: 　○ 42 responses ● Individual intake assessment for mental health and wellbeing services 　○ 13 responses
* See index for detailed survey results	

The **non-clinical case manager position** continued to receive, coordinate and triage referrals submitted to the campus CARES team. The purpose of this position housed 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/community agencies; and advocacy for students.

In the Academic 2022-2023 school year, a total of 74 student referrals were received via the Kaua'i Community College's online "Person of Concern," also known as the **CARES Team** reporting system. These concerns varied in the areas of academic difficulty, personal wellness, disturbing behavior(s), and mental health/counseling referrals.

Two **Sustainability and Resilience AmeriCorps VISTA** members were onboarded in August 2022. Their service ended in September 2023 when they were both temporarily

hired on through RCUH. The intention of their positions was to increase the capacity of their host organization through sustainable change in areas that affect poverty, including education, public health, climate, access to benefits, and more. Housed under Hale Mālama, our VISTAs increased the offerings and partnerships of the Hoʻai Food and Goods Pantry, collaborated on other human needs initiatives under the direction of the Human Needs Coordinator, and assisted with sustainability programming.

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) <u>Findings:</u> With comprehensive and holistic services provided by Hale Malama, our department was able to identify the most vulnerable students who could use the most support. Even though Hale Mālama is still developing a consistent intake process throughout different departments, each department has developed its own unique way of gathering the necessary information needed to understand current perceptions and attitudes for students trying to access their educational goals and any equity issues they may be experiencing. Through referral systems internally within Hale Malama or externally across campus, Hale Malama is able to reach out and provide timely support to the most marginalized and vulnerable student populations.

b) <u>Improvement Implemented:</u> Inconsistency in the application of the Mālama matrix is due to the variety of student touchpoints where due to the services being sought or limited interaction does not allow for an opportunity to present the Mālama matrix for completion in a non-intrusive manner. There needs to be a reimagining of the Mālama matrix tool to gather a broader amount of information or use a series of individual surveys to capture more specific information without overloading students and creating survey fatigue. There also needs to be the addition of demographic questions in order to identify those students who are part of a minority or marginalized community. The Mālama matrix was used during summer outreach events with the Waiʻaleʻale/Kipaipai programs as well as the new nursing student orientation conducted by Hale Mālama in order to increase usage of the tool, initiate student contact, and improve case management and outreach. Hale Mālama matrix was also used with early college students at Waimea High School during a class taught by a former Human Needs Coordinator. Collection of the data and how to maximize that information in terms of student support services will be revealed in AY 2023-2024.

c) <u>Next Assessment Date</u>: AY 2024

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) <u>Findings</u>: The data collection goals of being able to integrate a tool that is used consistently throughout the different Hale Mālama programs and services continues to be a work in progress. As mentioned previously with PLO #1 There are existing challenges caused by student engagement based on needs that have not allowed for a consistent gathering of data that also balances the student experience and rapport building that is vital to our overall goal of improving connections to increase student participation. This barrier also exists within our food pantry and case management functions where students are seeking specific support with limited interaction with staff where asking them to complete the Mālama matrix did not seem appropriate and at times an inconvenience for students just trying to ask a question or grab something out of the pantry. There continues to be a barrier between the Mālama matrix assessment and the formal mental health intake due to HIPPA and FERPA concerns that has not been solved to date resulting in the matrix not being introduced with this population. Although much of the same information is collected the two forms are currently incompatible. Also without a centralized electronic case management system data collection continues to be fragmented.
   b) <u>Improvement Implemented</u>: Both mental health and human needs programs have developed their own data collection systems using a combination of dropbox, google form, and excel sheets. Moving forward improvement needs to be made in terms of the vehicle in which this data is collected in order to accurately measure for the indicated outcomes.
   c) <u>Next Assessment Date</u>: AY 2024

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) <u>Findings</u>: Although Hale Malama has not been able to integrate support groups into another academic department's curriculum in AY 2022-2023, in addition to nursing's pono sessions, Hale Mālama increasingly expanded support groups to various student populations, such as peer mentors and new students from the Wai`ale`ale & Kīpaipai programs, math boot camp, intro to college students, new students at culinary programs, and international students. In the meantime, Hale Mālama will continue to explore opportunities to collaborate with different academic cohorts if leadership of those programs find it beneficial for their students and require participation with our pono session curriculum currently being used with the nursing department.
   b) <u>Improvement Implemented</u>: Hale Mālama has been working towards formalizing the pono

session curriculum in a way that will allow for expansion of the program to other potential student populations. However, more work is required in order to establish the necessary relationships to include pono sessions within other academic programs (ie., culinary, automotive, etc.). Increased outreach to different on campus groups continues to be a focus but these are one time events and not the type of support group this PLO is targeting but does positively impact student connection and increase the possibility of providing support services when specific needs are identified.

c) <u>Next Assessment Date</u>: AY 2024

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) <u>Findings:</u> Compared to previous AY, not only the number of Native Hawaiian students served by Hale Malama tripled in AY 2022-2023, but also the percentage of Native Hawaiian students served by Hale Malama has increased to 28.8%. Although barriers continue to exist in creating care plans for students due to students' level of participation, of those students who were identified as Native Hawaiian within the AY 2022-2023 mental health caseload 100% of them have a care plan in place. Care plans are based on the ability to gather the necessary information to identify student needs to include both strengths and areas for improvement. Depending on the level of interaction when students are seeking Hale Mālama services the opportunity to conduct an assessment and collaboratively create a care plan may or may not exist. Those students who are seeking mental health services where consistent engagement is requested or suggested have care plans created in order to track progress and establish tangible goals to meet identified outcomes. Outside of Native Hawaiian population, care plans have been inconsistent and in some cases totally absent due to the transient nature of engagement. Subsequent surveys to collect data regarding the self-sufficiency and academic success of Native Hawaiian students have not been implemented to accurately measure this particular outcome. 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. However, Hale Mālama works with every student to identify their goals either orally or in writing, especially in mental health services.

b) <u>Improvement Implemented:</u> In AY 2023-2024 continued effort to identify demographic information early in the engagement process across departments will continue in order to create opportunities to gather more information and establish care plans when appropriate. Also need to consider ways in which to capture necessary information from students when engagement is limited.

c) <u>Next Assessment Date</u>: AY 2024

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 two social work student interns in AY 2022-2023 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 2022-2023. Hale Mālama developed 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 2024

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: Hale Mālama continues to face barriers in securing 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. This requires a radical change in the original vision for Hale Mālama to take place in order to achieve identified outcomes.

b) Improvement Implemented: The expansion of the Ho'ai Food & Goods Pantry to a new possible location in the bookstore will create more opportunities for engagement and expanded services due to a larger space in which to operate. This process is currently in the planning stage with Spring 2024 as the earliest projected move date. Clinical and non-clinical services would remain in the LRC with discussion of how to reimagine using the open space created by the move to the bookstore.

c) Next Assessment Date: AY 2024

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).

Recommendations for improvement: AY 2022-2023 presented some challenges in achieving this goal, primarily due to daily operations being divorced from collecting this information on a consistent basis. Although the action plan was established the steps were not aggressively pursued and so data was not collected to identify the unique challenges of minority/marginalized students navigating systems of inequity. This continues to be an important goal for Hale Mālama where improved efforts during the AY 2023-2024 will hopefully produce not only the data but subsequent support needed to improve the student experience. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

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 Spring 2024.

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 2023 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 Fall 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)

Recommendations for improvement: Hale Mālama needs to make more of an effort to find opportunities for students to complete the Mālama Matrix despite existing barriers when it comes to student engagement touchpoints. After AY 2023-20024 we need to examine whether this data collection tool is the best approach moving forward. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

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 more strategically starting Spring 2024

2. Implement the non-clinical screening tool as a pre and post assessment to measure progress for identified needs beginning Spring 2024.

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 Spring 2024.

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)

Recommendations for improvement: Hale Mālama has not been able to expand student groups on campus but continues to find this the most effective way to engage with students on a consistent basis with the nursing program as the primary example moving forward. Will continue to work with nursing leadership to encourage them to help lead the charge in promoting integrated Pono Session groups into other academic cohorts with an on-campus presence. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

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 Spring 2024.

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 2023.

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 Spring 2024.

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 Fall 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)

Recommendations for improvement: Need to be more creative in increasing engagement with identified populations on campus that have a known Native Hawaiian students in order to identify need and provide associated support. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

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 2023.

3. Continue 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 Fall 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)

Recommendations for improvement: This goal has been effectively addressed and has the potential to increase into a much more robust program to produce qualified social work professionals into the Kaua'i workforce. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

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 Spring 2024

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 Spring 2024.

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)

Recommendations for improvement: With Hale Mālama grant funding coming to an end and the limited funds remaining finding a permanent space is currently not attainable. However, discussions and efforts to search out more grant funding is currently underway and so pursuing this goal is something that should continue despite existing barriers. The action plan has remained in place from last year in order to provide more opportunity to reach the identified goal.

Action plan:

1. Explore the establishment of a permanent physical space for Hale Mālama by actively advocating for a planning process. Complete by Spring 2024.

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 Spring 2024.

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 Spring 2024.

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.
    - 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 3 permanent positions for Hale Mālama staff whose positions are based on Title III grant which will end on 9/30/2024
    - **Second Mental Health Counselor** - provide mental health counseling services and develop wellness programs for the campus. Duties include but are not limited to: provide mental health counseling services to individual students; develop and implement psychosocial support groups for students, faculty, and staff; develop wellness programs for faculty and staff; assist with marketing and educational outreach efforts; collaborate with local agencies and organizations to promote community wellness and resilience, such as suicide prevention, domestic violence, substance abuse etc.
    - **Non-clinical Case Manager position** - receive, coordinate and triage referrals submitted to the campus CARES team. Duties include but are not limited to: provide case management for students, faculty, and staff referred by the CARES team; Lead regular CARES team meetings and plannings; Co-leading threat assessment team to prevent targeted violence on campus.
    - **Human/Basic Need Coordinator** - provide campus-direct access to support & outreach services that increase the perpetual self-sufficiency and academic success of students. 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.

Index

- **Overall program survey: 34 responses**
- **Post support group (for nursing students) anonymous survey - measure the effectiveness and efficiency of pono sessions**
    - Fall 2022 with 1st year nursing student: 93 responses
        - 19.4% agree and 75.3% strongly agree that their overall mood has improved after pono sessions;
        - 20.4% agree and 76.3% strongly agree that pono sessions are helpful

Your overall mood has improved after today's session.
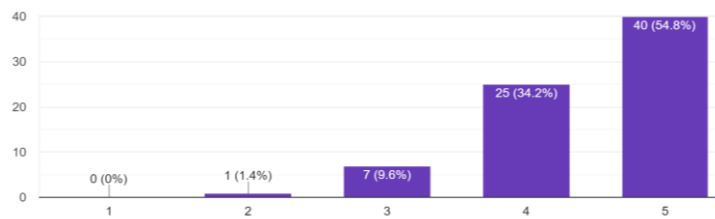93 responses
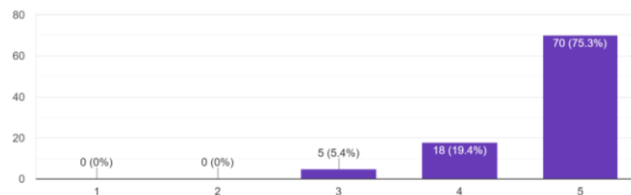
Today's session is helpful.
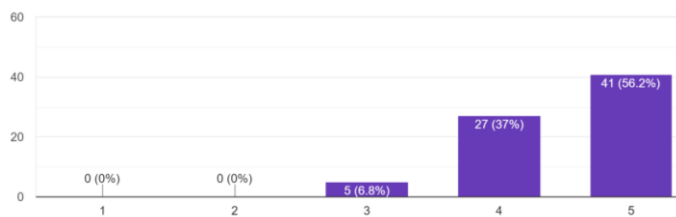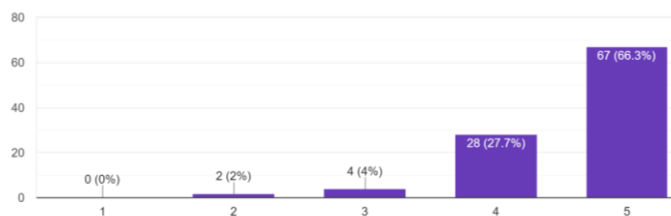93 responses
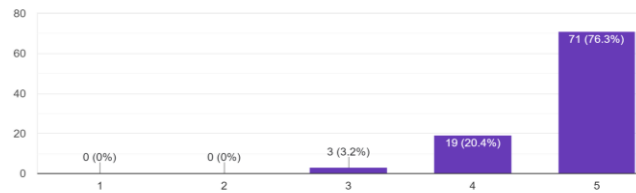
- ○ Fall 2022 with 2nd year nursing student: 73 responses
  - ■ 34.2% agree and 54.8% strongly agree that their overall mood has improved after pono sessions; 37% agree and 56.2% strongly agree that pono sessions are helpful

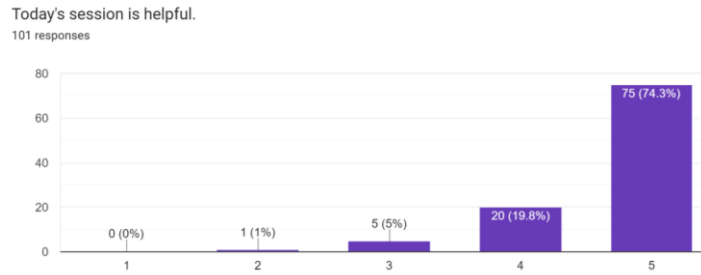**Your overall mood has improved after today's session.**
73 responses

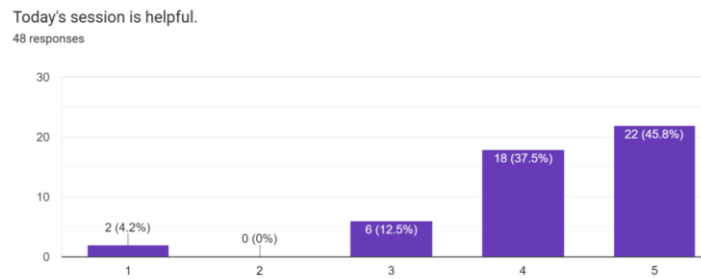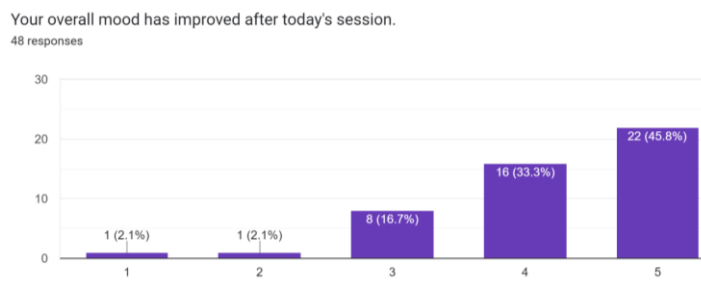**Today's session is helpful.**
73 responses

- ○ Spring & Summer 2023 with 1st year nursing student: 101 responses
  - ■ 27.7% agree and 66.3% strongly agree that their overall mood has improved after pono sessions; 19.8% agree and 74.3% strongly agree that pono sessions are helpful

Your overall mood has improved after today's session.
101 responses

Today's session is helpful.
101 responses

- Spring & Summer 2023 with 2nd year nursing student: 48 responses
  - 33.3% agree and 45.8% strongly agree that their overall mood has improved after pono sessions; 37.5% agree and 45.8% strongly agree that pono sessions are helpful

Your overall mood has improved after today's session.
48 responses

Today's session is helpful.
48 responses

- **Pre and Post-test assessment - assess students wellbeing including resilience, anxiety, depression, suicide ideation, and stress.**
  - Nursing program pre and post assessment:
    - 42 responses
  - Individual intake assessment for mental health and wellbeing services
    - 13 responses