

Comprehensive Program Review 2023



Wai'ale'ale Project



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua'i Community College
Five Year Comprehensive Program Review (CPR)

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

Program Name : Wai'ale'ale Project

Assessment Period: (e.g., 2017-2022): 2018-2022

Program or Unit Mission Statement (UHCCP 5.202)

The mission of the Wai'ale'ale Project at Kaua'i Community College (KCC) 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. As one student wrote, "College has made me think of myself as a better person. I want more in life—for me and my kids and through God blessing me with this program, I am able to see the life of me going somewhere, doing something"

College Mission Statement (UHCCP 5.202)

Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā kānaka a'o aku aa'o mai no ka ho'owaiwai 'ana I ke kaiāulu a me ka honua.

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)

How does your campus program or unit support the college mission?

Wai‘ale‘ale Project is a program designed to encourage non-college-bound high school students and adults to attend, and successfully complete, their first year of college. The program provides financial and other supports that reduce barriers to entering, and succeeding in, college. Such services include guaranteed financial support covering tuition, books and fees; program-specific academic supports; and other informational services to encourage student achievement.

By providing wrap around support to our students, our program empowers each student to continue after their first year of college to earn certificates and degrees and become contributing members of our community which naturally makes the world better for our students, their families and our world. It is clear by our students’ accomplishments and growth mindsets that our Wai‘ale‘ale Program inspires, engages and empowers our students by offering these opportunities to explore and create confident lives through education, feeling a sense of belonging, confidently moving forward in their lives with purpose and well being for themselves, their families and community.

Part I. Executive Summary of Program Status

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

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

Part II. Program Description (UHCCP 5.202)

Number of Faculty and Staff	Faculty (FT):
	Faculty (Lecturers):
	Staff: 1.75
Date Website Last Reviewed/Updated	August 2023
Brief History of Program	Created in 2010 as a pilot project at KCC, the Wai‘ale‘ale Program is an innovative approach to encourage non-college bound high school students and adults to attend, and successfully complete, their first year of college. The Wai‘ale‘ale Project has been actively serving the Native Hawaiian community for 13 years through concentrated efforts of outreach and allied affiliates in the community. Currently, two-thirds of the students accepted into the program are of Native Hawaiian descent. The program provides financial and other support that reduces barriers to entering, and succeeding in, college. Such services include guaranteed financial support that covers tuition, books and fees; program-specific academic supports; supplemental counseling and advising; and other informational services to encourage student achievement. This comprehensive commitment to student success

	makes the Wai‘ale‘ale Project unique among other scholarship programs which do not provide integrated support beyond financial contribution.
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For Instructional Programs ONLY

Graduate Occupation or Transfer Options	
Special Admission Requirements	
Credentials Offered	
Current Program Articulation Agreements (Institution and Expiration Date)	Institution:
	Expiration Date:
	Institution:
	Expiration Date:
Distance Education Courses Offered	
Early College Courses offered (total number of sections/high school)	Course Alpha and Number – # sections – High School
Distance Education Programs offered	
Current Advisory Board Members/Employer and last meeting date	Member Name:
	Employer:
	Last Meeting Date:
Employer Internships	

For Non-Instructional Programs ONLY

Community Partnerships, Advisory Committees, etc.	Adult Client Probation Services Aha Hui Ka‘ahumanu Society Ch. 6 Alu Like Boys & Girls Club of Hawai‘i Child and Family Service County of Kaua‘i- Housing Agency Dept of Health - Family Guidance Counselors Dept of Human Services (DHS)/ Child Welfare Services DHS/Vocational Rehab E‘Ola mau O Kekaha Fujita & Miura Public Relations Habitat for Humanity Hale Ho‘omalua Hale Kipa
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	<p>Hale O Na Ali'i Hale 'Opio Kauai Inc. HAO - Hawaiian Agencies and Organizations Head Start Ho'ola Lahui Hawaii Iron Pumpers 4-H Club Island School Juvinnile Client and Family Services Kamehamehal Schools Community Investment Hui Maka'āinana o Makana Kamehameha Schools Resource Kamehameha Schools Kapalama Kamehameha Schools Resource Center Kanuikapono Public Charter School Kapaa High School Kauai Community Correctional Center Kaua'i County Housing Kauai Drug Court Kawaikini Public Charter School Ke Kula Niihau O Kekaha Public Charter School Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) Public Charter School Kumano I Ke Ala (KIKA) Kupu Ae Leadership Development Love the Journey/Hale Kipa Makaloa Committee Mālama Hulē'ia Mālama Kaua'i McKinnley School for Adults Na maka o papahanaumokuakea Na Pua No'eau Na Wahine Hui O Kamehameha Nana's House- CFS Noelle Cambeilh LLC Office of Hawaiian Affairs- Kauai Partners in Development - Hui Hoomalu PATCH Queen Lili'uokalani Trust Queen Lili'uokalani Mentorship Initiative Royal Order of Kamehameha</p>
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	Waimea High School Waipa Foundation Women in Need Work Force Development/Workwise
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Part III. Analysis of Quantitative Indicators

Include the five years of Annual Review of Program Data (ARPD; all Instructional programs and Academic Support programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by UHCCP 5.202 that are not provided as ARPD (Administrative Service programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy.

Annual Report of Academic Support Services Program Data					
Program Demand (Healthy)					
COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2018-2019 Cohort 9	Quantitative Measure 2019-2020 Cohort 10	Quantitative Measure 2020-2021 Cohort 11	Quantitative Measure 2021-2022 Cohort 12	Quantitative Measure 2022-2023 Cohort 13
1. Number of Applicants received.	174	183	206	173	162
1a. Number of Native Hawaiian Applicants received	91	103	120	110	111
2. Number of students offered acceptance into the program	110	113	98	85	84
3. Number of students Enrolled in First Year of College (13 th Yr.) (incoming cohort only)	75	80	62	67	82
3. Total number of Wai'ale'ale students served (all cohorts)	193	184	198	156	201
3a. Number of Native Hawaiians served (all cohorts)	123	134	149	125	149
4. Total amount of aid awarded (incoming cohort only)	\$181,612	\$205,121	\$183,126	\$178,885	\$251,992

5. Total amount of aid awarded (all cohorts)	\$268,758	\$326,340	\$283,311	\$233,053	\$301,788
Program Efficiency: (Healthy)					
COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2018-2019 Cohort 9	Quantitative Measure 2019-2020 Cohort 10	Quantitative Measure 2020-2021 Cohort 11	Quantitative Measure 2021-2022 Cohort 12	Quantitative Measure 2022-2023 Cohort 13
1a. % of Native Hawaiians served each incoming cohort	65.3%	70.5%	80.3%	85.9%	65.9%
2. Fall to Spring Persistence % Rate (incoming cohort only)	78.7%	85.9%	83.6%	84.4%	92.7%
3. Fall to 2nd Fall Persistence % Rate (incoming cohort only)	60%	65.4%	57.4%	67.2%	81%
4. Percentage of 13th year students who successfully complete 1 st year (met SAP (≥2.0 GPA and ≥67 course completion)	57.3%	44.9%	54.1%	68.8%	70.7%
5.. % of students served FAFSA eligible (incoming cohort only)	62.7%	47.4%	49.2%	64.1%	53.7%
Program Effectiveness: (Healthy)					
COLLEGE: Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2018-2019 Cohort 9	Quantitative Measure 2019-2020 Cohort 10	Quantitative Measure 2020-2021 Cohort 11	Quantitative Measure 2021-2022 Cohort 12	Quantitative Measure 2022-2023 Cohort 13
1. Percentage of 13th year students who had achieved ≥2.0 GPA (cumulative) at the end of the first year	72%	74.4%	70.5%	78.1%	76.8%
2. Percentage of 13th year students who had achieved ≥67 course completion (cumulative) at the end of the first year	61.3%	46.2%	57.4%	75%	74.4%
3. Percentage of 13th year students who successfully complete 1 st year (met SAP (≥2.0 GPA and ≥67 course completion)	57.3%	44.9%	54.1%	68.8%	70.7%
4. % of students who are on-time for degree completion (150%)	28%	29.5%	19.7%	28.1%	17.1%
5. Student satisfaction measurements using End-of-1st-semester evaluation (4 point scale)					
a. Overall, I am satisfied with the Wai'ale'ale Project	3.79	3.89	3.90	3.78	3.88
b. I feel more confident now than I did at the beginning of the semester	3.91	3.71	3.47	3.45	3.55

c. Overall, I'm satisfied with my progress as a student	3.85	3.75	3.40	3.51	3.53

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program’s strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

Demand

The program is successfully increasing access to higher education by recruiting from over 55 community agencies/organizations and their staff over 100 individuals who provide services and / or are part of the Department of Education (DOE) in our community. By reaching out and providing the program information and referral information trainings to our partners in the community, our program is able to reach those individuals who may otherwise not be given the opportunity to become award of the program and attend KCC.

All Applications: During these last 5 years, our recruitment efforts have shown the average of 179 applications from 2018 to 2022 is 10.6% more than the previous applications received from the previous 5 year (160 was the previous 5 years average of applications received - see 2013-2018 CPR).

Native Hawaiian Applications: Native Hawaiian applications received increased to 24% with an average of 107 applications as opposed to the average of 81 applications from the previous 5 years. (see 2013-2018 CPR). The Fall of 2021 with 206 applications and 120 Native Hawaiian applicants was a direct result of the pandemic and we had a larger group of both High School and non-traditional students opted to stay home or were unemployed and chose to enroll at KCC and were referred to our scholarship.

Many changes were created including a lot of online recruitment with our partners in the community and all of the DOE and Charter schools indicating that the demand is alive and well and the demand for our program’s services is healthy and growing.

The total number of applications received:

Cohort	Date of entry	# of Apps Received	# of Native Hawaiian Apps Rec'd
9	Fall 2018	174	91
10	Fall 2019	183	103
11	Fall 2020	206	120
12	Fall 2021	173	110
13	Fall 2022	162	111

Efficiency

Although our program enrolls all students we recognize the need for and stay committed to our priority to offer our program to NH's with an average of 73.58% NH enrolling into our program from Fall 2018 through Fall 2022 enrollment a year.

Second Semester Persistence: Wai'ale'ale students are 21.2% more likely than non-Wai'ale'ale students Kaua'i Community College First Year students to persist to their second semester*, and 20.88% more likely to persist to their second semester than the Non-Wai'ale'ale Control group of students.

Second Semester Native Hawaiian Persistence: Wai'ale'ale Native Hawaiian students are 19.57% more likely than non Wai'ale'ale Kaua'i Community College First Year students to persist to their second semester*, and 20.78% more likely to persist to their second semester than the Non-Wai'ale'ale Control group of students.

Second Year Persistence: Wai'ale'ale students are 20.88% more likely than non-Wai'ale'ale Control group of students to persist to their second year.

Second Year Native Hawaiian Persistence: Wai‘ale‘ale students are 30.89% more likely than non-Wai‘ale‘ale Control group of students to persist to their second year.

FAFSA/PELL Eligible: An average of 55.42% and 55.78 NH students enrolled in Wai‘ale‘ale are Pell eligible.

C9 through C13 Grade and Completion Results; Enrolled Native Hawaiian students (NH); Fall to Spring persistence; Fall to Fall persistence; FAFSA eligible

Cohort	N-value (First Time Freshmen)	1. % NH First time Freshman Enrolled	2. % 2nd Semester Enrollment % Fall to Spring Persistence	3. 3rd Semester Enrollment % Fall to Fall Persistence	6. %FAFSA/ PELL eligible
C9 (Fall 2018)					
Non Wai‘ale‘aleControl	130	30 / 23.1%	85 / 65.4%	58 / 44.6%	52 / 40%
Non Wai‘ale‘aleControl NH	30	NA	19 / 63.3%	11 / 36.7%	14 / 46.7%
All Waialeale	75	49 / 65.3%	59 / 78.7%	45 / 60%	47 / 62.7%
Wai‘ale‘aleNH	49	NA	38 / 77.6%	30 / 61.2%	34 / 69.4%
C10 (Fall 2019)					
Non Wai‘ale‘aleControl	162	35 / 21.6%	120 / 74.1%	94 / 58%	64 / 39.5%
Non Wai‘ale‘aleControl NH	35	NA	22 / 62.9%	15 / 42.9%	8 / 22.9%
All Waialeale	80	55 / 70.5%	67 / 85.9%	51 / 65.4%	37 / 47.4%
Wai‘ale‘aleNH	55	NA	45 / 81.8%	36 / 65.5%	24 / 43.6%
C11 (Fall 2020)					
Non Wai‘ale‘aleControl	173	46 / 26.6%	120 / 69.4%	84 / 48.6%	56 / 32.4%
Non Wai‘ale‘aleControl NH	46	NA	32 / 69.6%	22 / 47.8%	17 / 37.0%
All Waialeale	62	49 / 80.3%	51 / 83.6%	35 / 57.4%	30 / 49.2%
Wai‘ale‘aleNH	49	NA	40 / 81.6%	27 / 55.1%	22 / 44.9%
C12 (Fall 2021)					
Non Wai‘ale‘aleControl	118	23 / 19.5%	80 / 67.8%	55 / 46.6%	40 / 33.9%
Non Wai‘ale‘aleControl NH	23	NA	16 / 69.6%	10 / 43.5%	6 / 26.1%
All Waialeale	67	55 / 85.9%	54 / 84.4%	43 / 67.2%	41 / 64.1%

Wai‘ale‘aleNH	55	NA	46 / 83.6%	36 / 65.5%	35 / 63.6%
C13 (Fall 2022)					
Non Wai‘ale‘aleControl	101	22 /21.8%	72 / 71.3%	TBD	8 / 37.6%
Non Wai‘ale‘aleControl NH	22	NA	14 / 63.6%	TBD	8 / 36.4%
All Waialeale	82	54/ 65.9%	76 / 92.7%	TBD	44 / 53.7%
Wai‘ale‘aleNH	54	NA	49 / 90.7%	TBD	31 / 57.4%

*Kaua`i Community College Annual Report of Program Data (APRD) Student Affairs
 Quantative Measures: <https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=KAU&t=STU&p=STU>

Definitions

1. % NH Enrolled = The number of and the percentage amount of Native Hawaiian students enrolled in the program
2. % 2nd semester enrollment Fall to Spring Persistence = The number of and the percentage of student who re-enrolled for their 2nd semester (following Spring) classes.
3. 3rd semester enrollment % Fall to Fall = The number of and the percentage of students who re-enrolled for their third semester –(next Fall) classes.
4. % FAFSA/PELL eligible = The number of and the percentage of students who were eligible to receive and received the Pell grant according to the FAFSA for the academic year.

Effectiveness

Cumulative GPA ≥2.0 Native Hawaiian Success: From the data tracked in the chart below, students in the Wai‘ale‘ale program were on an average 9.1% more likely to achieve a satisfactory GPA ≥2.0 than Non Wai‘ale‘ale students from the Control group.

Cumulative GPA ≥2.0 Native Hawaiian Success: The Wai‘ale‘ale NH students were 26.48% more likely to succeed than the Control group NH students.

Cumulative GPA ≥2.0 Success: Students in the Wai‘ale‘ale program were on an average 6.4% more likely to successfully complete at least 67% of enrolled classes than Non Wai‘ale‘ale students from the Control group.

Cumulative GPA ≥2.0 Native Hawaiian Success: The Wai‘ale‘ale NH students were on a average of 9.07 more likely to successfully complete at least 67% of enrolled classes than Non Wai‘ale‘ale NH students from the control group.

It is of note that during the Spring 2020 semester when the pandemic interrupted our students mid semester moving all classes to online, we recommended that they withdraw from the classes they were struggling with in order to preserve their GPAs. It is good to look back and remember that the UH System offered all students to withdraw from their classes if they did not achieve a passing grade. And although achieving a higher level than our Non Wai‘ale‘ale control group, it was a constant challenge our staff/mentors worked closely to assess and, evaluate and make

adjustments supporting our students to adjust to life challenges including online learning modes of instruction.

Cumulative Satisfactory Academic Progress (SAP) GPA(≥ 2.0) and Completion ($\geq 67\%$)

Success: The performance of all Wai‘ale‘ale students in the program who met SAP requirements for both GPA (≥ 2.0) AND Completion ($\geq 67\%$) is slightly below the by 1.53% with the Non Wai‘ale‘ale control group.

Cumulative (SAP) GPA(≥ 2.0) and Completion ($\geq 67\%$) Success Native Hawaiian Success:

Our Wai‘ale‘ale NH students outperformed the Non Wai‘ale‘ale NH’s from the control group with an average of 13.84% higher achievement.

We also work closely with the Appeal Team, Student Retention, and Counselors as well as our Financial Aid staff to provide support to our students not meeting SAP, by setting up group activities/workshops to include time management, financial literacy, communication and individual counseling.

C9 through C13 GPA Grade, Completion Results, Satisfactory Academic Success (SAP); and Certificate/Degree Attainment by Group: All Wai‘ale‘ale, Native Hawaiian (NH) Cohort, and Control Non-Wai‘ale‘ale/Non-Wai‘ale‘ale NH

Cohort	N-value	1. Cumulative 2.0 GPA% success	2. Cumulative 67% Comp Success	3. % Met 13th yr. SAP	3. % on time for degree
C9 (Fall 2018)					
Non Wai‘ale‘aleControl	130	77 / 59.2%	83 / 63.8%	11 / 53.1%	26 / 20%
Non Wai‘ale‘aleControl NH	30	14 / 46.7%	14 / 46.7%	11 / 36.7%	4 / 13.3%
All Waialeale	75	54 / 72%	46 / 61.3%	43 / 57.3%	21 / 28%
Wai‘ale‘aleNH	49	36 / 73.5%	31 / 63.3%	29 / 59.2%	12 / 24.5%
C10 (Fall 2019)					
Non Wai‘ale‘aleControl	162	116 / 71.6	105 / 64.8%	101 / 62.3%	55 / 34%
Non Wai‘ale‘aleControl NH	35	19 / 54.3%	18 / 51.4%	15 / 42.9%	6 / 17.1%
All Waialeale	80	58 / 74.4%	36 / 46.2%	35 / 44.9%	23 / 29.5%
Wai‘ale‘aleNH	55	39 / 70.9%	37 / 49.1%	26 / 47.3%	18 / 32.7%
C11 (Fall 2020)					
Non Wai‘ale‘aleControl	173	123 / 71.1%	113 / 65.3%	107 / 61.8%	48 / 27.7%

Non Wai'ale'aleControl NH	46	29/ 63.0%	29 / 63.0%	27 / 58.7%	10 / 21.7%
All Waialeale	62	43/ 70.5%	35 /57.4%	33/ 54.1%	12 / 19.7%
Wai'ale'aleNH	49	33/67.3%	26 / 53.1%	24 / 49.0%	8 / 16.3%
C12 (Fall 2021)					
Non Wai'ale'aleControl	118	74 / 62.7%	74/ 62.7%	66 / 55.9%	27 / 22.9%
Non Wai'ale'aleControl NH	23	12 / 52.2%	14/ 60.9%	12/ 52.2%	7 / 30.4%
All Waialeale	67	50 / 78.1%	48 / 75%	44 / 68.8%	18 / 28.1%
Wai'ale'aleNH	55	43 / 78.2%	41 / 74.5%	39 / 70.9%	15 / 27.3%
C13 (Fall 2022)					
Non Wai'ale'aleControl	101	74 / 73.3%	80 / 79.2%	68 / 67.3%	11 / 10.9%
Non Wai'ale'aleControl NH	22	14 / 63.6	14 / 63.6%	14 / 63.6%	2 / 9.1%
All Waialeale	82	63 / 76.8%	61/ 74.4%	58 / 70.7%	14 / 17.1%
Wai'ale'aleNH	54	40 / 90.7%	39 / 74.1%	37 / 68.5%	7 / 13.0 %

Definitions

1. Cumulative 2.0 GPA% success = The number of and the percentage of students who achieved at least a (≥ 2.0) GPA.
2. Cumulative 67% Completion % success = The number of and the percentage of students who completed at least 67% of attempted credits.
3. Met 13th Yr. SAP = The number of and the percentage of students who met Satisfactory Academic Progress (SAP) requirements for both GPA (≥ 2.0) AND Completion ($\geq 67\%$).
4. % On time for degree = Students enrolled in the program who earn a certificate or degree within the 150 timeframe.

Although not a part of our First Year Experience goals, the program also tracks certificate and degree completion as well as to evaluate UH transfer students. The numbers of degrees and certificates awarded to Wai'ale'ale students and UH transfers are as follows:

Table1. Number of students receiving certificates and degrees: by cohort

Cohort	Date of entry	# of semesters	# of Students	# Students earning certificates or Degree	# Certificates received	# Students earning degrees		Transfer to UH 4 yr
						Associates	Bachelors	
9	Fall 2018	10	75	33	55	19	0	6
10	Fall 2019	8	78	37	57	16	0	4
11	Fall 2020	6	61	14	10	7	0	1
12	Fall 2021	4	64	21	21	6	0	0

13	Fall 2022	2	82	9	21	0	0	0
TOTAL	-		360	114	164	48	0	11

The numbers of degrees and certificates awarded to Native Hawaiian students and UH Transfers are as follows:

Table 2. Number of Native Hawaiian students receiving certificates and degrees: by cohort

Cohort	Date of entry	# of semesters	# of Students	# Students earning Certificates or Degree	# Certificates received	# Students earning degrees		Transfer to UH 4 yr
						Associates	Bachelors	
9	Fall 2018	10	74	23	29	10	0	4
10	Fall 2019	8	40	33	54	14	0	1
11	Fall 2020	6	45	9	6	6	0	1
12	Fall 2021	4	47	19	47	5	0	0
13	Fall 2022	2	64	5	11	0	0	0
TOTAL	-	-	270	89	147	35	0	6

Since 2018 Wai‘ale‘ale has:

- Served 360 students ages 17-57 of which 270 are Native Hawaiian (NH) students
- 164 students of which 89 students are NH have earned associates degrees and / or certificates.
- 164 degrees / certificates have been awarded or which 147 are awarded to NH Students
- 11 students of which 6 are NH students, have transferred within the UH system working on bachelor degrees

Conclusion:

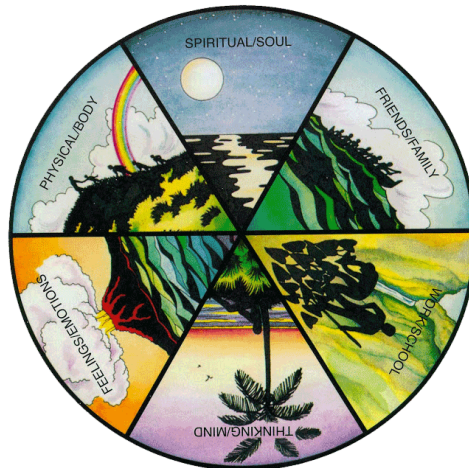
In summary, analysis of our Wai‘ale‘ale students success suggests that the Wai‘ale‘ale Project is effectively providing the services it seeks to provide and that the students in the program are making the most of their opportunity to attend college and the status of our program remains healthy. Allowing for the program to reach even higher goals going forward. Our program has gone through several transitions during the pandemic, one such transition was the increased contacts with our students and providing them with connections to several support resources including connecting them with Hale Mālama, which helps with mental health and food security. This collaboration increased the capacity of the Hawaii Food Bank partnership which originated with Wai‘ale‘ale starting from staff bringing in snacks to having a snack cabinet with the Hawaii Food Bank to establishing a partnership between KCC/Hale Mālama and Hawaii Food Bank. During the pandemic our staff also collaborated with Hawaii Food Bank and offered home delivery to families in our programs. Mentors were also able to get food safety certified through the Department of Health.

Working closely with students to help them get through as many non-academic issues and barriers has moved to the forefront of our support offered to our students. Before the pandemic, our program was able to loan up to ten chrome books to students and now in concert with the campus chrome book check out, our ability to support more students has drastically increased. We increased one to one sessions to support students to transition to the online classes and more recently in 2023 the transition back to in-person activities / classes.

Some key components that helped us, was to ensure staff, mentors and coaches were all trained on internet platforms and we became proficient at meeting with students via zoom. All program applications, assessments, surveys were recreated in google forms. We also recognized the need to offer more wrap around services for our students to support them not only academically but in more holistic ways.

We cultivated our partnerships with Hale Mālama, and all the departments at KCC offering as much support to not only our students but to act as liaisons for faculty and other KCC staff (i.e. Financial aid, Counseling, Admissions, Business Office etc.). We offer summer workshops to help our students become more acquainted with these aforementioned services, become aware of college expectations and build relationships with their mentors.

Our student support specialist increased her meetings with students to at least once or more times per month and mentors were required to check in with their mentees at least once a week using the Lokahi Wheel to assess progress and determine if students in the program were experiencing difficulties in any area not only academically, but also in any of the 6 areas of well being, Spiritual/Soul; Physical/Body; Feelings/Emotions; Thinking/Mind: Work/School; Friends/Family and we started creating individual life goals for each student in our program.



We then built in the Ka'ao framework to work harmoniously with the Lokahi wheel, which we deliver at pivotal times of the program.

- 1) Program Orientation (End of May): Hua – The Why? The Dream, the Seed. The Catalyst to Transform
- 2) Success Camp (August): Ha‘alele – An embodied flight from the community. Students start to identify what changes have and will happen as they pursue higher education.
- 3) End of First Semester Workshop (December, day after last date of instruction): Huaka‘i – A sequence of life and deaths. Students share their ups and downs experienced during the first semester.
- 4) End of Year Wrap Up Workshop (May, day after last date of instruction): Ho‘i - Reintegration back into the community. Students identify how they will be able to give back to their community and become ‘ōiwi (leaders) in their family, community and the world.

Each student in the program is also provided with a goal checklist for each semester that includes specific achievable steps, and academic goals working towards the student’s success plan to succeed academically and personally. The student success plans are created by an initial Needs Assessment and each student meets with a Coach, Student Success Specialist or Program Coordinator, to provide ideas and create goals according to each student’s desires/needs. A successful example happened with a student who was too ashamed to ask for help and working with our team was able to make one small step and set up a meeting with a tutor which opened up a new opportunity for her and she was able to pass her class with a “C” grade.

We have also included community service activities in partnership with the Hawaiian Club to establish pilina (connection) with each other and also our community, as well as assist our students in contributing to our community and include this in their personal statements as they complete scholarship applications for the following year.

During the pandemic, our entire staff found ways to connect virtually and everyone gave their utmost dedication to our students in the program. Before and after the pandemic, our mentors have played a key role in providing a much needed foundation and safe space to gather, feel welcomed to creating the strong bonds, resiliency and commitment to our students in the program.

Going forward we will continue to provide leadership opportunities and monthly peer mentor trainings to build our Peer Mentor program. We plan to grow and utilize our peer mentors’ academic strengths, offering tutoring specifically in remedial courses including assigning mentors and staff to visit online class sessions. Our mentors act as liaison assist our students to establish healthy relationships through strengthening communication between instructors and tutors. Our mentors also provided access to online zoom room study groups, individual support and continue assisting students in the program with concerns / referral and one on one support.

We continue working with the “Core Team” partnerships with Campus stakeholders meeting weekly providing our students with intensive wrap around support to help them succeed. Peer Mentors are required to meet with their assigned mentees at least once a week either through in-person, via zoom, face time, texting, email, phone calls or social media. Mentors and Staff also helped to create monthly schedules to include balancing time for work, created study groups,

assisted individuals with their studies, tutoring etc. Mentors also provide extremely valuable support to the entire KCC campus during college events including financial aid nights, AHA scholarship workshops, ‘ohana night, campus tours, commencement ceremony set up/break down, etc. As we transitioned back to in person classes and recruiting, our mentors contributed to the Student Success “On Boarding and New Student Orientation days” by assisting the Student Success campus team.

All these events provide the opportunities for our Mentors to grow and become ‘ōiwi (leaders) in our community.



Siera Alaibilla-Lagundino – Cohort 6: Graduated with her MSW from UH Manoa, hired as a Student Success Navigator with the Wai‘ale‘ale Project and Kīpaipai Program

Vanessa Visitacion – Cohort 5: working on her MSW with UH Manoa & is a GA working with UH Manoa’s Na Hokuia scholarship recipients.

Anagen Manipon-Hamada – Cohort 10 Will duate with a BA in Public Admin May 2024.

Athena Manipon-Hamada – Cohort 7: Will graduate with a BA SSCI UH West Oahu May 2024 – Will start working with the VCAA starting next Monday !!

Joana Rodriguez – Cohort 7: Will graduate with a BA SSCI in May 2024 with a gift of health and being able to be with her family of 4 children.

Ka`ula Apana – C12 - Will graduate with an AA in Hawaiian Students May 2024.

Hi`ilani Cremer – C13 – Currently enrolled in Liberal Arts. Plans to transfer to a Journalism Degree.

Kyler Tom – Kīpaipai Cohort 2018 – AS Bus from KCC May 2023! Enrolled GA BUS Fall 23 UH West Oahu.

Janezka Esposito – Kīpaipai Cohort 2015 – Graduated with a MSW from UH Manoa, currently working with Na Ho‘okama as a Peer Coach for our FYE Programs.

Maile Rose Padre –Kīpaipai Cohort 2021 – Former Student body president and Peer Mentor for our FYE Programs. will graduate with her AA in Liberal Arts in May 2024 and plans to transfer to UH Manoa’s.....

Kelvin Hanzlie Ibia – Cohort 12 – Peer Mentor for the FYE Programs, graduated with AA Liberal Arts in May 2023 and pursuing a BA SLS1 at UH Manoa

Miulana Asai -C13 – Pursuing AS Creative Media plans to transfer to UH WOA BA CM.

Katelyn Erese – C13 – Pursuing AS Bus with plans to transfer to UH WOA GA Bus



Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2) or Program Service Outcomes (non-instructional units).

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

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

PSLO/PSO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
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..	2023	92.7% Wai‘ale‘ale students persisted from Fall 22 through Spring 23.	Fall Check List, Fall Reflections, Success Time Management Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports per individual needs; Peer mentor support Goal planning for next semester	2024
3) Wai‘ale‘ale students will attain Satisfactory Academic Progress in their first year at the same rate as non-Wai‘ale‘ale students.	2023	59.16% Wai‘ale‘ale and 60.08% Non Wai‘ale‘ale students attained Satisfactory Academic Progress in their first year. Wai‘ale‘ale is at a 1.53% which is less percentage of meeting SAP than Non	Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports per individual needs; Peer mentor support and more familiarization	2024

		<p>Wai‘ale‘ale students in their 1st year. However this percentage reflects a 41% increase from the previous 5 years.</p>	<p>with tutoring center services. organized study groups, more collaboration with Academic Support Center ASC for tutoring. Summer workshops to include time management and study skills.</p>	
<p>2) Wai‘ale‘ale students will persist from the Fall semester of their first year to the Fall semester of their second year at the same rate as non-Wai‘ale‘ale students.</p>	<p>2022</p>	<p>The Fall to Fall persistence for Wai‘ale‘ale students in the 2021-2022 year was 67.2%, exceeding the KCC* average Fall to Fall persistence rate, which indicates the program is exceeding expectations for this outcome.</p>	<p>As a result of the program exceeding expectations for this outcome, the program will continue pursuing student retention practices that have proven effective.</p>	<p>2023</p>
<p>4) Wai‘ale‘ale students will feel more confident about their ability to succeed in college by the end of their first year.</p>	<p>2023</p>	<p>3.55 was the average out of a 4.0 point system of Cohort 13 Wai‘ale‘ale students who felt more confident about their ability to succeed in college by the end of their first year as indicated in the end of year survey</p>	<p>Although lower than pre-pandemic years, our student continue to have high levels of confidence as a student at KCC which suggests that our program and its support is having a positive impact on its students and that they are taking full advantage of</p>	<p>2024</p>

			the opportunity to continue their educational journey passed their first year.	
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*Kaua'i Community College Annual Report of Program Data (APRD) Student Affairs
 Quantative Measures: <https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=KAU&t=STU&p=STU>

Part V. Curriculum Revision and Review : NA

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Course Prefix and Number	Date Last Reviewed	Next Review Date

Part VI. Survey Results

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

Survey Type	Date Administered	Date of Next Survey	Results
Student Satisfaction	05/2023	12/2023	3.53

Part VII. Financials

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

Fiscal Year	Budget
2018/2019	\$554,758
2019/2020	\$612,340
2020/2021	\$569,311
2021/2022	\$519,053
2022/2023	\$586,788

The per student cost in terms of just Wai'ale'ale Students can be figured many ways, but for the purpose of this, the per-student listed below is the average \$3,081. This includes all salaries for

2 full time staff, 6 to 8 Peer Mentors/Coaches, and scholarship funds. Also, the external funding metrics do not include Pell funding Hawaii Promise and additional scholarships, which are a huge additional source of funding for cohorts after their first year. Thus, the external funding per student can also be misleading as an increase in Wai‘ale‘ale support might be the result of decreased Pell eligibility and federal support during successive years.

Total Program Cost for Office of FYE (Wai‘ale‘ale)	
Total Number of Students served (all cohorts)	921
Total Program Cost (all scholarships and staffing sources)	\$2,838,250
Total Cost Per Student Served (all FYE programs, all sources)	\$3081*

*Based upon the total cost each fiscal Year (2018/19 through 2022/23) including amount of all students served \$1,413,250, and 2 full time staff \$1,050,000 and 6-8 mentors \$375,000 in the program)

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

As a program, we understand how technology has rapidly immersed itself into our daily lives and even more so for our students in our programs. During the most crucial times of the pandemic, we found ourselves making transitional changes with how we delivered our support and early interventions for our students.

Many changes were created including adding online recruitment with our partners in the community and all of the DOE and Charter schools. The large amount of applications received indicates that the demand is alive and well and the demand for our program’s services is healthy and growing. We now incorporate all modes of connection, including face to face, zoom, face time, and Microsoft Teams.

It is of note to share that in the summer of 2019 we celebrated our 10th year as a program and have since continued to be awarded the MAUO Grant with \$1,825,236 for 3 years, several new committed funders including Kamehameha Schools, Kukui‘ula, Gross Family and , 2 new endowments which continue to support our program’s success going into the future.

The MAUO grant and private new Donors dramatically influenced our ability to recruit and accept a greater number of students into our program. The MAUO grant also included a position for Program Specialist hired in November 2022 to help manage the grant and fundraise and create a strategic plan for the sustainability of our program!

Provide the program or unit's current resources.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			
Positions (Faculty)			
Positions (Staff)	2		FYE Program Success
OPERATING			
Supplies			
Equipment			
Space/Facilities	Wai'ale'ale Hale Campus Center Offices Spaces/Rooms 211, 216, 217, 220**		FYE Program Success
TECHNOLOGY	2 Dyna Books, 2 MacBooks 8 Chrome books 2 printers/ 6 Ipads		Staff / Mentors / Student supports
Hardware			
Software			

**Keeping the FYE Hale in the campus center is vital because it is an established space and contributes to students sense of belonging to our campus and they take pride as Wai'ale'ale Scholars attending KCC! Although during the pandemic students were not on campus, our space offered a place for planning and meeting with our mentors / staff to collaborate and brainstorm ways to improve our program delivery. As we move back to in person, we continue to use the space for various activities including: checking out use of chrome books/laptop computers, tutoring, face to face meetings with mentors, workshops, group meetings, socializing and to grab a snack, and to meet with advisors.

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

Wai‘ale‘ale remained consistent with the 13th Year Initiative core values and our prior year action plan that continued with recruitment outreach giving priority to adults and Native Hawaiians in our Kaua‘i Community. The college goals that supported this prior year action plan remained the same (1,2,3,5,7)

Action Plan	Anticipated Outcome	Actual Outcome
Recruit students for the next cohort 13	80 students will enroll for Cohort 13	84 students enrolled in cohort 13 AY 2022-2023
Improve successful completion rates (SAP)	50% of Cohort 13 will meet SAP cumulatively	58 or 70.7% students met SAP
Recruit Native Hawaiian students to cohort 13 (Fall 2023)	60% of Cohort 13 students will be of Native Hawaiian descent	54 or 65.9% of the students enrolled in Cohort 13 are of Native Hawaiian descent.
Improve Satisfaction with Progress	3.5 avg. score on student satisfaction with personal “Progress”	Cohort 13 avg score on student satisfaction with person “Progress” is at a 3.53 avg.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
1)	Program Recruitment: Imperative One: Goal 1,2,3 Imperative Two: Goal 1, 2, 3, 4	90 students enrolled in Fall 2023 (C14)	65% of the enrolled students will be NH. 40% of the enrolled students will be Males	Actual amount of students enrolling in Fall 2023 Semester	Ongoing
2)	Student Success Rate:	55% Success (SAP) rate for C14 (Fall 2023)	60% SAP achievement of at least a 2.0 gpa and	SAP Progress of at least a 2.0 GPA	Ongoing

	Imperative One: goal 1,2,3 Imperative Two: Goal 1, 2, 3, 4	65% Persistence Rate for c14 (Fall 23 to Spring 24)	67% credit completion. At least 85% of students will persist to the FALL 2025 Semester with a student satisfaction rate of 3.5	and 67% credit completion	
3)	Student Community Engagement: Imperative One: Goal 2, 3 Imperative Two: 2, 4, 5	85% or Students enrolled in the program will participate in a community service activity	90% Student will participate in a community service event and complete the UH Common Scholarship		Ongoing
4)	Secure Sustainable Funding for the next 5 years: Imperative One: Goal 1,2,3 Imperative Two: 1,2,3	\$400,00 for each year	Work with MAUO Program Development Specialist for fundraising and grant writing, and UH Foundation, HCF, Private Donors	Donations received in a timely manner in order to plan for each year's recruitment	Ongoing

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

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

As the program continues to meet the college's goals and strategic outcomes for the upcoming years, the program must expand their physical resources to accommodate the expected growth demonstrated since its formation. The current space for the program has reach its limits with students as well as employees. The program is therefore requesting an additional office space for the newly hired APT position.

Program Goal	
Resource Requested*	Additional office space for 1.0 FTE
Cost and Vendor	N/A
Annual Recurring Cost	No cost
Useful Life of Resource	N/A
Person(s) Responsible and Collaborators	Lahea Salazar, No'eau Keopuhiwa
Timeline	Summer 2024

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