

2024 Annual Report of Program Data

Wai‘ale‘ale Project



1. Program or Unit Mission

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.

Target student or service population?

The Wai‘ale‘ale Project at Kaua‘i Community College (KAUCC) 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. 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.

2. Program Student Learning Outcomes or Unit/Service Outcomes

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..	2024	77.2% Wai'ale'ale students persisted from Fall 23 through Spring 24. Control Group 60.2%	Student Assessment and each Student creates a goal to include 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	2025
2) Wai'ale'ale students will attain Satisfactory Academic Progress in their first year at the same rate as non-Wai'ale'ale students.	2024	50% Wai'ale'ale and 57.6% Non Wai'ale'ale students attained Satisfactory Academic Progress in their first year. Wai'ale'ale is at a 13.1% which is less percentage	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 with tutoring center services. organized study groups, more collaboration	2025

		of meeting SAP than Non Wai'ale'ale students in their 1st year. Students did not transition well and were advised to withdraw from classes that they were not able to achieve at least a "C" grade	with Academic Support Center ASC for tutoring. Students are matched with other students in same class to create study groups with mentors.	
3) 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.	2024	The Fall to Fall persistence for Wai'ale'ale students from Fall 2023 to Fall 2024 was at 57.6% exceeding our control the KAUCC* average Fall to Fall persistence rate, which indicates the program is exceeding expectations for this outcome.	Although the result was higher than the control group, we understand that this cohort was not prepared for the rigor of college and in the future, we will offer more one to one support in supporting students in staying on track with educational goals. We will implement more contacts with students, create more activities on and off of campus to increase sense of belonging and confidence.	2025
4) Wai'ale'ale students will feel more confident about their	2024	3.47 was the average out of a 4.0 point system	3.47 is slightly lower than the previous year,	2025

ability to succeed in college by the end of their first year.		of Cohort 14 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	however, we have identified that our team can create more check ins with mentors and student support staff. Also increasing tutoring and helping students to create study groups and join in clubs and a	
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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=2024&c=KAU&t=STU&p=STU>

PSLO 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: 77.2% Wai'ale'ale students persisted from FALL 23 to through SPRING 24, while 60.2% of non-Wai'ale'ale students persisted. Wai'ale'ale students persist to their 2nd semester at a 22% higher rate than non-Wai'ale'ale students.
- Improvements Implemented: Continued Success Workshops for students who did not meet SAP in their first semester; Appeal process to give needed supports 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.
- Next Assessment Date: 2025.

PSLO 2) 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: 50% Wai'ale'ale and 57.6% Non Wai'ale'ale students attained Satisfactory Academic Progress in their first year. Wai'ale'ale is at a 13.9% less percentage of meeting SAP than Non Wai'ale'ale students in their 1st year, Wai'ale'ale students also did not perform as well as the Non-Wai'ale'ale students (1.11% less) in

achieving at least a 2.0 or higher with Wai'ale'ale students at 62% and Non Wai'ale'ale students at 62.7% . Credit completion also presented a large gap with 12.26% less than Non Wai'ale'ale students at KAUCC (Wai'ale'ale 56.5% and Non Wai'ale'ale at 64.4%)

- Improvements Implemented: Worked closely with students and those that experienced difficulties situations were connected with campus and community resources. Constant contact with students using all means necessary including text/pc/zoom/face time and other virtual platforms to assist students in staying connected and enrolling in FALL 2024/Fall 2025 semesters. Continued Success Workshops for students who did not meet SAP in their first and second semesters; Appeal process to give needed supports 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 work closely with instructors and counselors to ensure that the best collaborative support is given to each student.
- Next Assessment Date: 2025.

PSLO 3) 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.

Assessed.

- Findings: The Fall to Fall persistence for Wai'ale'ale students in the 2023-2024 year was 57.6%, the KAUCC average Fall to Fall persistence rate of 48.3%, which indicates the program is performing slightly higher than the general population FYE students and meeting expectations for this outcome with 16.14% students enrolling in their 2nd fall semester.
- 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 was to keep students engaged during summer with internships and check in, and workshops to keep connected and ready to continue supporting our students.
- Next Assessment Date: 2025

PSLO 4) 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". Answers are based upon a 4 answer (Strongly Agree (4pts); Agree (3pts); Neutral (2pts); Disagree (1pt)).

- Assessed.
 - Findings: 3.47 was the average out of a 4.0 point system of Cohort 14 Wai'ale'ale students. Wai'ale'ale student confidence decreased 11.22% from the previous 2 year's average of 3.83. The greatest reasons for this lowered confidence level as indicated by students in the program included difficulty adjusting to the online class delivery, Financial difficulties (sometimes working 2 jobs in addition to taking too many classes). They also reported that they were filled with responsibilities in the home, including caring for sibling, kupuna (grandparent or those in the household of a grandparent's generation), and finding work to help sustain their family's needs.

This question is asked in an end of year survey which is a part of the End of Year Virtual Workshop in May 2024. Students are asked specific questions which include: "As a Wai'ale'ale students, I feel more confident about my ability to succeed in college". Answers are based upon a 4 answer (Strongly Agree (4pts); Agree (3pts); Neutral (2pts); Disagree (1pt). Although lower than usual we consider this a huge accomplishment despite the many challenges of COVID19.

- Improvements Implemented: To support students with a lowered 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 planning to attend Fall 2024 / Fall 2025 semester to ensure these gaps being experienced by students are being addressed as a collective whole and individually through summer workshops, cultural workshops, individual meetings with staff and mentors/coaches in the program. Offered guidance in time management/ taking less classes/ working less hours etc.
- Next Assessment Date: 2025.

3. Analysis of the Program/Unit

[Use this section to discuss the annual report of program data and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals

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Program: [Wai'ale'ale Project](#)

of your comprehensive program review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan(s), etc.).

DEMAND

COLLEGE : Kaua'i CC - Wai'ale'aleProject	Quantitative Measure 2021-2022 Cohort 12 (c12)	Quantitative Measure 2022-2023 Cohort 13 (c13)	Quantitative Measure 2023-2024 Cohort 14 (c14)
1. Number of Applicants received	173	162	184
1a. Number of Native Hawaiian (NH) Applicants received	110	111	112
2. Number of students offered acceptance into the program	85	84	120
3. Number of students Enrolled in First Year of College (13 th Yr.) (incoming cohort only)	67	82	92
3a. % or NH students served incoming cohort only.	85%	65.9%	67%
4. Number of Native Hawaiians served (all cohorts)	125	149	131

EFFICIENCY

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2021-2022 Cohort 12 (c12)	Quantitative Measure 2022- 2023 Cohort 13 (c13)	Quantitative Measure 2023-2024 Cohort 14 (c14)
1. Fall to Spring Persistence Rate Percentage (incoming cohort only)	84.4%	92.7%	77.2%
2. Fall to 2nd Fall Persistence Rate Percentage (incoming cohort only)	67.2%	81%	57.6%

3. Percentage of 13th year students who successfully complete 1 st year (met SAP (≥ 2.0 GPA and ≥ 67 course completion)	68.8%	70.7%	50%
4. Percentage of students served FAFSA eligible (incoming cohort only)	64.1%	53.7%	67.4%

EFFECTIVENESS

COLLEGE : Kaua'i CC - Wai'ale'ale Project	Quantitative Measure 2021-2022 Cohort 12 (c12)	Quantitative Measure 2022-2023 Cohort 13 (c13)	Quantitative Measure 2023-2024 Cohort 14 (c14)
1. Percentage of 13th year students who had achieved ≥ 2.0 GPA (cumulative) at the end of the first year	78.1%	76.8%	62%
2. Percentage of 13th year students who had achieved ≥ 67 course completion (cumulative) at the end of the first year	75%	74.4%	56.5%
3. Percentage of students who are on-time for degree completion (150%)	28.1%	17.1%	6.5%
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 semester	3.78	3.88	3.47
4b. Overall, I'm satisfied with my progress as a student	3.45	3.55	3.40

Demand:

Demand, as indicated by the amount of applications received, has continually has remained consistent with 184 applications which is 8.96% higher than the avg of 167

applications from the previous c12/c13. Native Hawaiian (NH) applications continues to remain consistent with 112 applications received for c14 with (110/110, c12/c13). The total number of NH Wai'ale'ale students served in their first year at 67% is slightly higher than the previous year by 1.6%. Although many NH students were accepted into the program, many opted to defer their scholarships and chose employment opportunities.

As a program, our recruitment in the community and high schools was completed in collaboration with each HS including all charter schools. 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 83% is a decrease of 2.46 from the c10 85.10%, however with all the Covid19 challenges this persistence rate is excellent and is 1.4% higher than the average of 81.8% from c9 (78.6% and c10 (85.1%).

Fall to Fall persistence rate at 62% is 6.3%% decrease from c10 at 67.2%, and is 3.2% higher than c9's 60%.

50% Wai'ale'ale students attained Satisfactory Academic Progress in their first year. Wai'ale'ale students did not perform as well in achieving at least a 2.0 or higher with Wai'ale'ale students at 62%. Credit completion 56.5%. We found that many high schools students were not entering at a level of confidence lacking the skills and grit to overcome personal challenges and often chose to drop classes.

Financial need is assessed and included in the selection process which may directly affect the high Pell eligible students at 67.4% which is higher than the KauCC Pell eligible students by 25.66 %. See KauCC (50.1%) Student Affairs Program

Quantative Indicators:

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

Effectiveness:

The Percentage of 13th year students who had achieved ≥ 2.0 GPA 62% which is 14.75% lower than the previous 2 cohort (78.1% c12, 76.8% 13). Credit completion also presented a large gap with Wai'ale'ale 56.5% which is a huge gap of 24.36% lower than the avg of 74.7 from the previous 2 cohorts (75% c12, 74.4% c13) The percentage of 13th year students who had achieved ≥ 67 course completion for is a direct outcome from students failing their classes at mid term check ins and it was recommended by instructor and advisor to withdraw from class.

The Percentage of students who are ontime for degree completion was a low 6.5% which is a reflection of less students enrolled in the trades.

3.47 was the average out of a 4.0 point system of Cohort 14 Wai'ale'ale students. Wai'ale'ale student confidence decreased 11.22% from the previous 2 year's average of 3.83. The greatest reasons for this lowered confidence level as indicated by students in the program included difficulty adjusting to the online class delivery, Financial difficulties (sometimes working 2 jobs in addition to taking too many classes). They also reported that they were filled with responsibilities in the home, including caring for sibling, kupuna (grandparent or those in the household of a grandparent's generation), and finding work to help sustain their family's needs.

The outcomes of a First Year Experience (FYE) program are to help students transition to college and succeed academically. Our program's common outcomes include:

- **Academic preparation**

Students learn about academic expectations, time management, study skills, and career planning, study skills, communication and other skills that now only help them to succeed as a student, but also a part of personal growth.

- **Social development**

Students build a sense of community and connection within the scholarship and campus as a whole. Through several activities on campus and through the program, they learn to interact with faculty and peers throughout our Kaua'i community and expand through community engagement opportunities and kuleana with their 'ohana and others in the community.

- **Campus resources**

Students learn about university resources, including support services and social, work, volunteer and internship and distance education opportunities. We refer our student to the campus resource according to their interests, requests and needs.

- **Diversity and inclusion**

Students learned about cultural diversity, power and privilege, and how to engage respectfully with others. Students are invited to all campus events and are part of many campus clubs, student government and student activities.

- **Critical thinking**

Students learned to build problem-solving skills and make changes through critical thinking and reflection and our team of mentors and staff helped them to develop these skills through monthly check ins, workshop activities. We found this group of students to lack interpersonal skills and worked intensely to bring them back on campus and helped them to communicate directly with us, staff and instructors.

- **Commitment**

Students demonstrate a commitment to learning, success, and building confidence while also creating a supportive, thriving community for others in their classrooms, on campus.

4. Action Plan

[Based on findings in Parts 1-3, How well has the program met the goals from your comprehensive program review and action plan(s)? What changes are you making to your comprehensive program review action plan for the next year? Include external factors affecting the program or unit.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Specify how the action plan aligns with the College's Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.

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

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 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.

Core Value 4: Assessing kuleana and offering cultural campus and community engagement activities.

The outcomes of a First Year Experience (FYE) program are to help students transition to college and succeed academically. Our program's common outcomes include:

Academic preparation

Students learn about academic expectations, time management, study skills, and career planning, study skills, communication and other skills that now only help them to succeed as a student, but also a part of personal growth.

Social development

Students build a sense of community and connection within the scholarship and campus as a whole. Through several activities on campus and through the program, they learn to interact with faculty and peers throughout our Kaua'i community and expand through community engagement opportunities and kuleana with their 'ohana and others in the community.

Campus resources

Students learn about university resources, including support services and social, work, volunteer and internship and distance education opportunities. We refer our student to the campus resource according to their interests, requests and needs.

Diversity and inclusion and Cultural awareness

Students learned about cultural diversity, power and privilege, and how to engage respectfully with others. Students are invited to all campus events and are part of many campus clubs, student government and student activities. Each student is encouraged to participate in NH cultural events and community service activities.

Critical thinking

Students learned to build problem-solving skills and make changes through critical thinking and reflection and our team of mentors and staff helped them to develop these skills through monthly check ins, workshop activities. We found this group of students to lack interpersonal skills and worked intensely to bring them back on campus and helped them to communicate directly with us, staff and instructors.

Commitment

Students demonstrate a commitment to learning, success, and building confidence while also creating a supportive, thriving community for others in their classrooms, on campus and learn the leadership skills necessary to become leaders in our community.

The college imperatives supported through our program are:

Imperative S: Goal: Educate more students, empowering them to achieve their goals and contribute to society.

1. Increase participation in post-secondary education statewide.
2. Provide students the necessary support for student success, including addressing barriers to access, basic needs (such as food and housing insecurity) and holistic health and wellness.
3. Provide innovative learning experiences that prepare students to achieve their personal and professional goals while fulfilling their kuleana to people and place.
4. Improve campus infrastructure to promote a vibrant, inclusive, and safe environment on campuses across the UH System

Imperative K: Goal: Model what it means to be an Indigenous-serving and indigenous-centered institution — Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Hawaiians and Hawai'i.

1. Ensure that UH supports the success of Native Hawaiians in learning, teaching, service and research across our campuses and nurtures Native Hawaiians as leaders.
2. Create opportunities for all UH students, faculty, staff, executives and regents to inform their work by learning about Hawaiian language, culture, knowledge, and the past and present impacts of colonization.

3. Play an active role in the reconciliation of injustices, advancing language parity, and improving the lives of Native Hawaiians across the islands.

Imperative K: Goal 1 Imperative S: Goal 1

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 future cohorts. Reach out to all the Native Hawaiian agencies and any 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: Native Hawaiian and all Students applying to the Wai'ale'ale Scholarship.

Imperative K: Goal 1/3 Imperative S: Goal 1/2/3/4

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 (especially for Hospitality & Business degrees) while also addressing their health and well-being. These changes included working individually with student to ensure they understand the online platforms. 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: Improve 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 2024 to Spring 2025 and Retention rates from Fall 2024 to Fall 2025.

Imperative K: Goal 2/3 Imperative S: Goal 2/3/4

Activity 1: Wai'ale'ale students will be informed of and participate in various cultural activities, including being a part of the Hawaiian Wai'ale'ale clubs, TaropyTuesday, community aina community service days, etc.

Unity of Measure: Students will start to understand and develop one's own sense of kuleana and connection to their community. They will complete a reflection questions survey that is designed to help guide their plans as they consider ways that they can use their educational experiences to help others.

Imperative K: Goal 1/2/3 Imperative S: Goal 1/3/4

: 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: All students will complete a Needs assessment and create 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 both personally and academically. 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.

5. Resource Implications

[Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support Action or Perkins plans.

*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.]

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