

Kaua'i Community College
 2013 Annual Program Review for
 The Wai'ale'ale Project
 For the period July1, 2012 to June 30, 2013
 (Submitted October 31, 2013)

Program Description

The Wai'ale'ale Project at Kaua'i Community College 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.

Part I. Quantitative Indicators

| Annual Report of Academic Support Services Program Data | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------|
| COLLEGE : Kaua'i CC - Wai'ale'ale Project | Quantitative Measure 2010-2011 | Quantitative Measure 2011-2012 | Quantitative Measure 2012-2013 | Health Trend (yr 1-3) |
| Program DATA (Overall Health) | | | | |
| Program Demand (Healthy) | | | | |
| 1. Number of students offered acceptance into the program | 66 | 115 | 130 | Better |
| 2. Number of 13th year students served (incoming cohort only) | 41 | 84 | 93 | Better |
| 2a. Number of Native Hawaiians served (incoming cohort only) | 21 | 57 | 58 | Better |
| 3. Total number of Wai'ale'ale students served (all cohorts) | 41 | 106 | 153 | Better |
| 3a. Number of Native Hawaiians served (all cohorts) | 21 | 67 | 95 | Better |
| 4. Total amount of aid awarded (incoming cohort only) | \$83,521 | \$206,665 | \$231,827 | Better |
| 5. Total amount of aid awarded (all cohorts) | \$83,521 | \$215,913 | \$255,828 | Better |
| Program Efficiency (Healthy) | | | | |
| 1. Total number of Wai'ale'ale staff positions | 0.5 | 1.0 | 2.0 | Better |
| 2. Number of students served (all cohorts) per staff position | 82 | 106 | 76.5 | (Worse) |
| 3. Total program cost (all sources) | \$126,021 | \$291,665 | \$308,246 | Better |
| 3a. Program cost (all sources) per student served (all cohorts) | \$3,074 | \$2,752 | \$2014 | Better |
| 4. Total program cost (external sources only) | \$83,521 | \$206,665 | \$223,246 | Better |
| 4a. Program cost (external only) per student served (all cohorts) | \$2,037 | \$1,950 | \$1,459 | Better |
| 5. Amount of aid awarded (incoming cohort only) per student served (incoming cohort only) | \$2,037 | \$2,460 | \$2492 | Better |
| Program Effectiveness (Healthy) | | | | |
| 1. Percentage of 13th year students who completed a course during the 1st year | 78.0% | 86.9% | 89.2% | Better |

| | | | | |
|--|--------------|--------------|--------------|---------|
| 2. Percentage of 13th year students who had achieved ≥ 2.0 GPA (cumulative) at the end of the first year | 65.8% | 71.4% | 71.0% | Mixed |
| 3. Percentage of 13th year students who had achieved ≥ 67 course completion (cumulative) at the end of the first year | 68.3% | 67.9% | 61.3% | (Worse) |
| 4. Percentage of 13th year students who had met SAP (≥ 2.0 GPA and ≥ 67 course completion) at the end of the first year | 68.3% | 65.5% | 55.9% | (Worse) |
| 5. Student satisfaction measurements using End-of-1st-semester evaluation | (out of 4.0) | (out of 4.0) | | |
| a. Overall, I am satisfied with the Wai'ale'ale Project | 3.95 | 3.90 | 3.88 | (Worse) |
| b. I am satisfied with the level of personal attention provided by Wai'ale'ale Project staff and other KCC personnel | 3.90 | 3.84 | 3.75 | (Worse) |
| c. I feel that I have improved the skills that will help me succeed in college | 3.48 | 3.56 | 2.86 | (Worse) |
| d. I feel more comfortable with college now than I was at the beginning of the semester | 3.65 | 3.68 | 3.58 | (Worse) |
| e. I feel more confident now than I did at the beginning of the semester | 3.65 | 3.70 | 3.49 | (Worse) |
| f. Overall, I'm satisfied with my progress as a student | 3.30 | 3.44 | 3.24 | (Worse) |

Part II. Analysis of the Program

Cohort 3 (Fall 2012 / Spring 2013) results

Demand

The number of students enrolled in the cohort entering Fall 2012 was 93. This represented a 10.7% increase over the previous year. (Importantly, the opportunity to participate in the Wai'ale'ale Project was offered to 130 students, although, ultimately, only 93 actually availed themselves of the opportunity to become a part of the final cohort.) This demonstrates a healthy recruitment into the program and fulfillment of the program's goal to increase access to higher education. Also, the high rate of Native Hawaiian students (62.1%) enrolled in the Wai'ale'ale Project - along with the fact that this percentage has increased from its initial year (51.2%, 67.9%, and 62.4% for cohorts 1-3, respectively) - shows that the program is actively increasing access to higher education for this key demographic in support of the UH system's mission. For all of these reasons, the program condition can be considered to be one of health.

Efficiency

Along with program expansion and year-to-year increases in student enrollment has come a predictable increase in the efficiency measures for the provision of services. This can be seen in the decreases across the three years in the overall cost/student both for all students (from \$3,074 to \$2,752 in year 2 and then down to \$2,014 in year 3) as well as for the 13th year cohort in particular (\$2,037 to \$1,950 in year 2 and then to down to \$1,459 in year 3). It is notable that this increased efficiency was achieved while still achieving an overall *increase* in the amount of scholarship aid awarded to students; thus, thanks to greater program scale, the direct scholarship aid per-student actually increased, even as the overall cost of supporting the students *decreased*. In fact, the only efficiency metric that comes across as "worse" compared to previous years was the "staff per student" metric, which predictably spiked with the hiring of an additional 1.0FTE support coordinator; however, this ratio will once again decrease in the upcoming years with each successive cohort as more new students are added to the program and existing students are retained. For all of these reasons, the trend for this indicator is currently, and is projected to be, one of health.

Effectiveness

Relative to previous years, it appears that the program has become less effective in supporting the students during their 13th year. Out of 10 effectiveness metrics, those for 2012-2013 were "worse" in eight, "mixed" in one, and "better" in only one. However, a closer analysis reveals that this may not be as dire a situation as it would at first glance appear, and that the program condition is still "healthy." Specifically:

- 1) The percentage of Wai'ale'ale students who completed at least one class was actually *higher* (89.2%) than in previous years (86.9% and 78.0% for years 2 and 1, respectively).
- 2) The percentage of Cohort 3 Wai'ale'ale students achieving a 2.0 gpa (71.0%) was comparable to the previous year (71.4%) and actually higher than two years prior (65.8%).
- 3) While the percentage of Cohort 3 Wai'ale'ale students achieving 67% completion of credits (61.3%) dropped noticeably from the previous year (67.9%) and from the year before that (68.3%), this decrease alone is not so precipitous as to suggest that the program itself has decreased in effectiveness. Of course it is an area worth monitoring as it appears to directly impact overall SAP success (see below for more detailed discussion.)
- 4) Though student satisfaction was lower in each of the six self-assessment areas surveyed, it is important to note that in five of those six areas the scores were still high (avg. 3.59 out of 4.0) and simply represented a *relative* decrease in satisfaction. Also, the decrease across those categories was negligible (from 3.71 to 3.59) representing an average decrease of only 3.2%.

Despite the overall strength and stability of these numbers, there does appear to be two areas that deserve attention: 1) the overall SAP rate (which fell from 65.5% to 55.9%); and 2) the rate that students felt that they had "improved their skills to help them succeed in college" (which fell dramatically from 3.48 to 2.86). Though these are separate indicators, we can assume that #2 is at least partially a result of #1, i.e., that students having less success will be more likely to feel that their skills have not prepared them to succeed. Also, the decreased rate of overall SAP attainment is clearly and directly linked to the rate of completion rather than to grade point average (since the latter was virtually identical to the previous year.) Therefore, the one real area of concern for effectiveness should be the drop in the completion rate. This drop might be caused by several factors, some of which are beyond the control of Wai'ale'ale (specific abilities of specific students in the cohort). However, others might be tied to demographic factors (a greater percentage of high school students - who tend to do worse than adults - compared to previous years) that Wai'ale'ale can anticipate and have some control over both before and during the cohort's first year. In any case, this issue is being monitored and efforts will be made to achieve improvements in upcoming years.

As of 2013, a new element of program effectiveness has been introduced, as commencement during Spring 2013 marked the first time that Wai'ale'ale students received their Associates in Arts degrees. Three students from Cohort 1 (entering 2010) received their AAs and one student from Cohort 2 (entering 2011) received her AA. As of May 2013, the total numbers for degrees and certificates awarded to Wai'ale'ale students are as follows:

Table 1. Number of students receiving certificates and degrees: by cohort

| Cohort | Date of entry | # of Students | # Students: Certificates | | # Students: Degrees | |
|--------------|---------------|---------------|--------------------------|-----------|---------------------|----------|
| | | | Earned | Awarded | Earned | Awarded |
| 1 | Fall 2010 | 41 | 4 | 4 | 3 | 3 |
| 2 | Fall 2011 | 84 | 21 | 21 | 1 | 1 |
| 3 | Fall 2012 | 93 | 20 | 20 | 0 | 0 |
| 4 | Fall 2013 | 98 | TBD | TBD | TBD | TBD |
| TOTAL | - | | 45 | 45 | 4 | 4 |

Meanwhile, the numbers of degrees and certificates for Native Hawaiian students are as follows:

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

| Cohort | Date of entry | # of Students | # Students: Certificates | | # Students: Degrees | |
|--------------|---------------|---------------|--------------------------|-----------|---------------------|----------|
| | | | Earned | Awarded | Earned | Awarded |
| 1 | Fall 2010 | 21 | 2 | 2 | 1 | 1 |
| 2 | Fall 2011 | 57 | 14 | 11 | 1 | 1 |
| 3 | Fall 2012 | 58 | 9 | 9 | 0 | 0 |
| 4 | Fall 2013 | TBD | TBD | TBD | TBD | TBD |
| TOTAL | - | | 25 | 22 | 2 | 2 |

In sum, analysis 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. It is therefore fair to conclude that the effectiveness of the Wai’ale’ale Project can be considered “healthy” at present.

Part III. Action Plan

Goal Alignment

The two program goals of the Wai’ale’ale Project are: 1) Bring students to college who would not otherwise come; and 2) Support students through their first year at KCC. These goals are aligned with the UH System and KCC strategic goals as follows:

| | | |
|------------|---|--|
| UH | UH Goal 1: Educational Effectiveness and Student Success | |
| | KCC Goal 1: Access | KCC Goal 2: Learning and Teaching |
| KCC | Strategic Goals: Student Recruitment, Retention and Success of All Students and Particularly: | |
| | <ul style="list-style-type: none"> • Increase opportunities for potential students to experience KCC | <ul style="list-style-type: none"> • Increased Completion of Degrees, Certificates, and Licensure |

| | | |
|-------------------------|---|--|
| Wai'ale'ale | WP Goal 1: Bring students to college who would not otherwise come | WP Goal 2: Support students through their first year at KCC |
| Program Outcomes | Enrollment in the program will meet projected enrollment targets. | Students will successfully complete their first year of college at a comparable rate to non-Wai'ale'ale students at KCC. |

To further these goals and achieve the indicated outcomes, the following action plan has been developed for the period July 1, 2013 to June 30, 2014:

Action Plan(s)

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO impacted | Status |
|---|---|------------------|-----------------------|-------------|--|--|-------------|
| 1. Bring students to college who would not otherwise come | 1a – recruit students for C5 cohort (Fall 2014) | None | coordinator | by 8/1/14 | 100 students enrolled (3.1% increase) | Enrollment in the program will meet projected enrollment targets. | In progress |
| | 1b – secure funding for C4 cohort | None | coordinator | by 4/15/14 | \$500,000 secured | Enrollment in the program will meet projected enrollment targets. | In progress |
| 2. Support students during their first year | 2a – improve satisfaction with progress | None | coordinator | by 12/15/14 | 3.6 avg. score on student satisfaction with “progress” (5% increase) | Students will successfully complete their first year of college at a comparable rate to non-Wai’ale’ale students at KCC. | In progress |
| | 2b – hire student support assistant | TBD | coordinator | by 7/1/14 | 60% of students meet SAP (7.3% increase) | Students will successfully complete their first year of college at a comparable rate to non-Wai’ale’ale students at KCC. | In progress |

Part IV. Resource Implications

Of the above-listed action items, only two require additional resources: *Goal 2b: to hire a student support assistant*. The request is explained below:

(1)

Goal 2b: Hire a student support assistant

Resources needed: 1) Funding for permanent Student Support Coordinator position and fringe

Justification for the request includes a projected increase of Wai'ale'ale enrollment from 185 students in Fall 2013 (12% of KCC's overall enrollment) to 240 students (15%) in Fall 2014. Significantly, Wai'ale'ale's incoming cohort of 100 students comprise approximately 21% of the projected 2014 incoming class and that the overall enrollment will increase with each new cohort. The Support Coordinator position is currently supported by two external grants that began on July 1, 2012 and will be ending on June 30, 2014. This has been an invaluable asset to our students as the Coordinator has been responsible for such student support activities as the first-week check-in, mid-term conferences, day-to-day student support, overseeing mentors and tutors, organizing the mid-term social event, and working with instructors to support Wai'ale'ale students in their classes. An end-of-semester survey administered in December 2012 showed that 93.6% of students felt that the Student Support coordinator "provided useful information and helped prepare me for my first semester of college"; and 92.3% felt that the mid-term progress check and conferences "provided useful information and helped me during my first semester of college." The Support Coordinator, therefore, is a crucial part of the program's projected development. This will be especially true if, as proposed, the Wai'ale'ale Program Coordinator is split in half and merged with the FYE coordinator position.

Part V. Program Learning Outcomes and Assessment

To achieve the targeted outcomes, enrollment and student success data will be collected. Specifically, this will include:

1. To measure success in achieving enrollment targets, we will use the number of Wai'ale'ale students taking classes during the Fall 2014 semester.
2. To measure success in first-year completion, we will use four indicators, each of which will be compared to the control group of first-time non-Wai'ale'ale students entering at the same time:
 - a. Percentage of 13th year students who completed a course during the 1st year
 - b. Percentage of 13th year students who had achieved ≥ 2.0 GPA (cumulative) at the end of the first year
 - c. Percentage of 13th year students who had achieved ≥ 67 course completion (cumulative) at the end of the first year
 - d. Percentage of 13th year students who had met SAP (≥ 2.0 GPA and ≥ 67 course completion) at the end of the first year

Part VI. Programs Cost Per SSH

N/A

Part VII. Capacity

N/A