

Kaua'i Community College
 2014 Annual Program Review for
 The Wai'ale'ale Project
 For the period July1, 2013 to June 30, 2014
 (Submitted December 2, 2014)

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 2011-2012	Quantitative Measure 2012-2013	Quantitative Measure 2013-2014	Health Trend (yr 1-3)
Program DATA (Overall Health)				
Program Demand (Healthy)				
1. Number of students offered acceptance into the program	115	130	132	Better
2. Number of 13th year students served (incoming cohort only)	84	93	97	Better
2a. Number of Native Hawaiians served (incoming cohort only)	57	58	74	Better
3. Total number of Wai'ale'ale students served (all cohorts)	106	153	215	Better
3a. Number of Native Hawaiians served (all cohorts)	67	95	148	Better
4. Total amount of aid awarded (incoming cohort only)	\$206,665	\$231,827	\$269,841	Better
5. Total amount of aid awarded (all cohorts)	\$215,913	\$255,828	\$368,008	Better
Program Efficiency (Healthy)				
1. Total number of Wai'ale'ale staff positions	1.0	2.0	2.0	Mixed
2. Number of students served (all cohorts) per staff position	106	76.5	107.5	Better
3. Total program cost (all sources)	\$291,665	\$308,246	\$529,965	Better
3a. Program cost (all sources) per student served (all cohorts)	\$2,752	\$2014	\$2465	Mixed
4. Total program cost (external sources only)	\$206,665	\$223,246	\$230,476	Better
4a. Program cost (external only) per student served (all cohorts)	\$1,950	\$1,459	\$1072	Lower
5. Amount of aid awarded (incoming cohort only) per student served (incoming cohort only)	\$2,460	\$2492	\$2782	Better
Program Effectiveness (Healthy)				
1. Percentage of 13th year students who completed a course during the 1st year	86.9%	89.2%	90.8%	Better

2. Percentage of 13th year students who had achieved ≥ 2.0 GPA (cumulative) at the end of the first year	71.4%	71.0%	80.6%	Better
3. Percentage of 13th year students who had achieved ≥ 67 course completion (cumulative) at the end of the first year	67.9%	61.3%	66.3%	Mixed
4. Percentage of 13th year students who had met SAP (≥ 2.0 GPA and ≥ 67 course completion) at the end of the first year	65.5%	55.9%	64.3%	Mixed
5. Student satisfaction measurements using End-of-1st-semester evaluation	(out of 4.0)			
a. Overall, I am satisfied with the Wai'ale'ale Project	3.90	3.88	3.78	(Worse)
b. I am satisfied with the level of personal attention provided by Wai'ale'ale Project staff and other KCC personnel	3.84	3.75	3.60	(Worse)
c. I feel that I have improved the skills that will help me succeed in college	3.56	2.86	3.40	Mixed
d. I feel more comfortable with college now than I was at the beginning of the semester	3.68	3.58	3.46	(Worse)
e. I feel more confident now than I did at the beginning of the semester	3.70	3.49	3.46	(Worse)
f. Overall, I'm satisfied with my progress as a student	3.44	3.24	3.37	Mixed

Part II. Analysis of the Program

Cohort 3 (Fall 2012 / Spring 2013) results

Demand

The number of students enrolled in the cohort entering Fall 2013 was 97. This represented a 4.3% increase over the previous year. (Moreover, the opportunity to participate in the Wai'ale'ale Project was offered to 132 students, although, ultimately, only 97 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 especially high rate of Native Hawaiian students (76.3%) enrolled in this cohort - along with the fact that this percentage has increased from its previous years (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 greater efficiency in most areas compared to previous years. This includes an increase in average funding awarded to incoming students from \$2460 in year 1 to \$2782 in year 3. The metric on cost-per-student needs additional contextual explanation as a decrease in cost-per-student might be a result of two opposite tendencies, i.e., both good (more efficient use of overhead costs spread over a larger amount of students) and bad (decreased funding for these students). Also, the external funding metrics do not include Pell funding, which is 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. Given the general stability of these indicators, we feel the trend for this indicator is currently one of health.

Effectiveness

In the area of program effectiveness an interesting phenomenon appears to be happening where students are doing significantly better academically (a positive measure of program effectiveness) while at the same time demonstrating less satisfaction with Wai'ale'ale as a program. While all four academic performance measures increased compared to the previous year, satisfaction actually *decreased* in 4 of 6 areas. One explanation for this might be a strategic shift in how we provide services, as we've moved toward a more "empowering" model that encourages students to be more self-sufficient. This model might appear from the student's perspective to be less "friendly" or "supportive," yet it may actually be achieving the desired results as evidenced by the better academic performance. A closer analysis reveals that despite the lower satisfaction results, the program condition is still "healthy." Specifically:

- 1) Percentage of students completing at least one course was 90.8%, which was higher than in any previous cohort.
- 2) Percentage of students achieving a 2.0 gpa was an amazingly high 80.6%. This is an unprecedented figure for this metric and far surpasses previous year results of 71.4% and 71.0%. (This large difference suggests the current cohort may be the exception to the rule.)
- 3) The percentage of Cohort 4 Wai'ale'ale students achieving SAP improved dramatically compared to the previous year (from 55.9% to 64.3%). This is in line with the year 1 figure and suggests that the year 2 figure may have been the anomaly.
- 3) Though student satisfaction was lower in each of the six self-assessment areas surveyed, it is important to note that overall scores in those areas were still high (avg. 3.51 out of 4.0) and simply represented a *relative* decrease in satisfaction. Also, the decrease from the previous year across those categories was negligible (from 3.59 to 3.51) representing an average decrease of only 2.3%. Nevertheless, this overall downward trend in satisfaction needs to be monitored as it might suggest a decreased level of service that comes with increased overall enrollment in the program.

Looking at these three years of data, it's hard to draw any conclusive trends. Most numbers appear to fall within the range of previous years, or are slightly higher or lower than those ranges. Looking at several years is helpful in smoothing out the differences between cohorts to be able to recognize when a given cohort is an anomaly.

However, the general trend that does appear to be consistent is the decreasing satisfaction with the program. These results, though still high, have consistently decreased from one year to the next. It is something that should be monitored.

As of the previous APRU, an element of program effectiveness that is being tracked is certificate and degree attainment. As of May 2014, 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 semesters	# of Students	# Students earning certificates	# Certificates received	# Students earning degrees
1	Fall 2010	8	41	7	11	6
2	Fall 2011	6	84	27	36	5
3	Fall 2012	4	93	26	49	4
4	Fall 2013	2	97	12	17	TBD
TOTAL	-			72	113	15

Meanwhile, the numbers of degrees and certificates for Native Hawaiian students 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	# Certificates received	# Students earning degrees	
1	Fall 2010	8	21	2	2	2	2
2	Fall 2011	6	57	18	25	2	2
3	Fall 2012	4	58	14	26	0	0
4	Fall 2013	2	74	8	12	TBD	TBD
TOTAL	-	-	209	42	65	4	4

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	KCC Goal 1: Access	KCC Goal 2: Learning and Teaching
	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 C6 cohort (Fall 2014)	None	coordinator	by 8/1/15	90 students enrolled (3.1% increase)	Enrollment in the program will meet projected enrollment targets.	In progress
	1b – secure funding for C6 cohort	None	coordinator	by 4/15/15	\$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 12/15/15	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 to permanent position	TBD	coordinator	by 2/1/15	66% of students meet SAP (2.6% 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 one requires resources: *Goal 2b: to hire a student support assistant to permanent position*. The item was ranked third out of 84 proposals in the previous APRU process and is in the process of being implemented. Therefore, it is my understanding that no additional request for the current APRU consideration is necessary.

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