

**UNIVERSITY OF HAWAII MAUI COLLEGE
STUDENT AFFAIRS-KU'INA PROGRAM
2013-2014 ANNUAL PROGRAM REVIEW**

MISSION STATEMENT

The overriding mission of the Ku'ina Program is to encourage and facilitate the youth's successful transition to independence and self-sufficiency; be it through achievement of a high school diploma/equivalency, enrollment in post-secondary education or other advanced training; unsubsidized employment; or military enlistment.

PROJECT OBJECTIVES/QUANTITATIVE OVERVIEW

Summary of 2012-2017 Federal Objectives and Assurances

Ku'ina Program assurances and objectives.

Objective 1	Fall to Fall Persistence – Have a 10% or less Drop Out Rate
Objective 2	Credit Completion Rate – Students will complete at least 80% of credits attempted
Objective 3	Average Term GPA – Students will attain a 2.5 GPA or higher
Objective 4	Number of Students who Earned a Credential & the Number of Credentials Earned

OBJECTIVE 1: Fall to Fall Persistence – Have a 10% or less Dropout Rate

Fall to Fall Persistence of Ku'ina Students

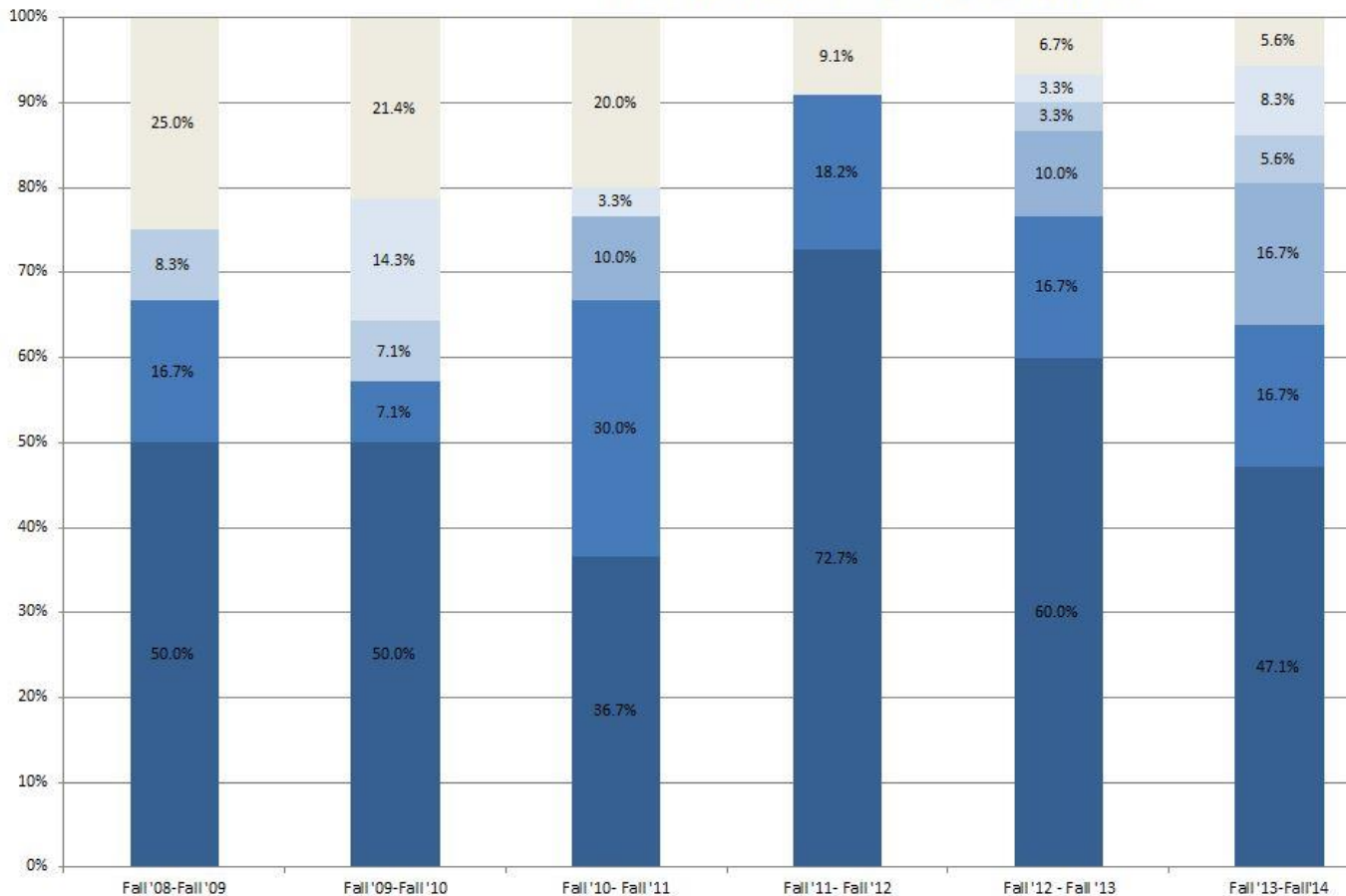


Table 1

■ # of participants who dropped out
 ■ # of participants who entered the workforce
 ■ # of participants who transferred
■ # of participants who attained their goal and transferred
■ # of participants who attained their goal
■ Persistence Rate

COMMENTS

Table 1 measures persistence of Ku'ina students from fall to fall semesters. If Ku'ina students did not persist, the graph explains why they did not. These reasons include participants who attained their goal (certificate and/or 2 year degree), attained their goal and transferred to another university, transferred prior to attaining their goal, entered the workforce, and dropped out or moved before attaining their goal.

Ku'ina's dropout rate decreased every year! Overall, their dropout rate decreased from a 25.0% from Fall'08 to Fall'09 to 5.6% in Fall'13 to Fall'14. This is an improvement of 19.4%!

To every extent possible, Ku'ina provided counseling sessions, made home visits, and referred students to other resources. These personal, mental, and physical issues were too much for the participants to bear at the time. Personal issues included relational problems (divorce, separation, and custody battles), family issues, issues relating to drugs, and incarceration. Mental health issues included depression and bi-polar personality type. Physical health issues included pregnancies and seizures.

OBJECTIVE 2: Credit Completion Rate – Students will complete at least 80% of credits attempted

Credit Completion Rate

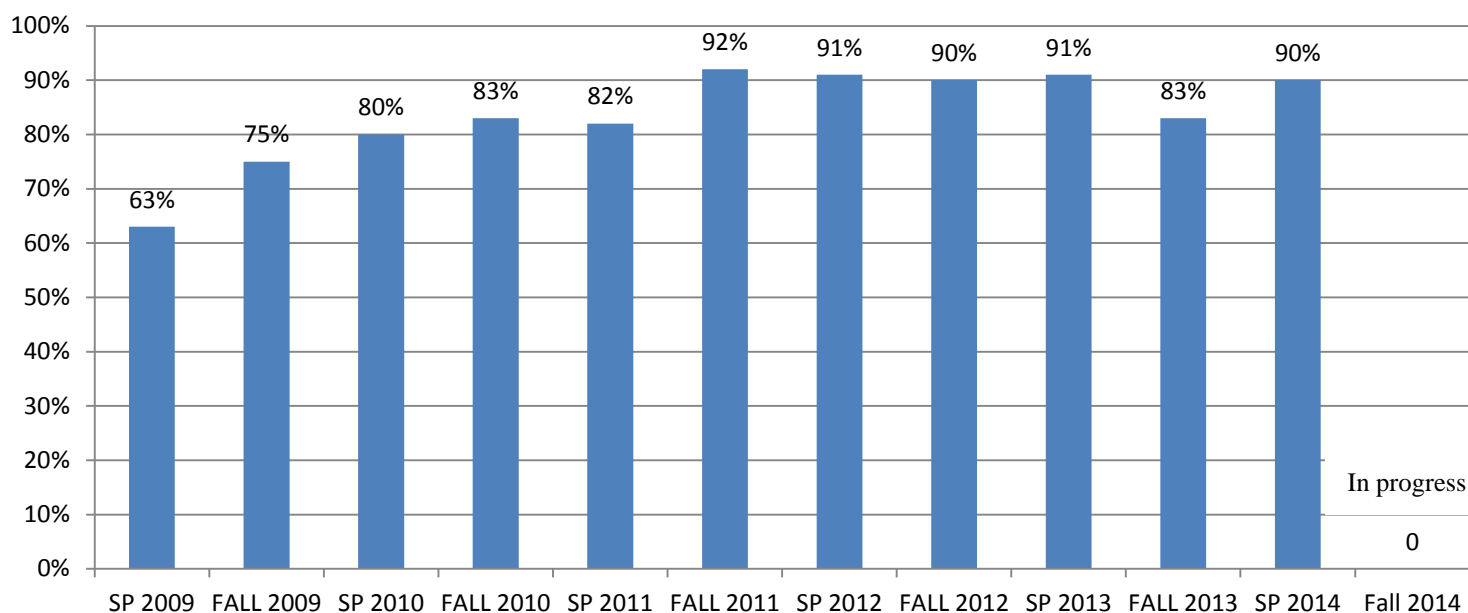


Table 2

COMMENTS

Table 2 measures Credit Completion Rate. Ku'ina average credit completion rate increased from 63% in Spring 2009 semester to 90% in Spring 2014 (an increase of 27%)!

Many factors could be attributed to this success. These factors could be 1) increased financial assistance, 2) increase of students being engaged in their academic journey and actively participating in Ku'ina activities (completion of EUREKA, academic advising, ed planning, financial literacy, progress meetings, study hall, workshops, Ku'ina bonding activities), and 3) strong partnerships with on and off campus agencies.

OBJECTIVE 3: Average Term GPA – Students will attain a 2.5 GPA or higher

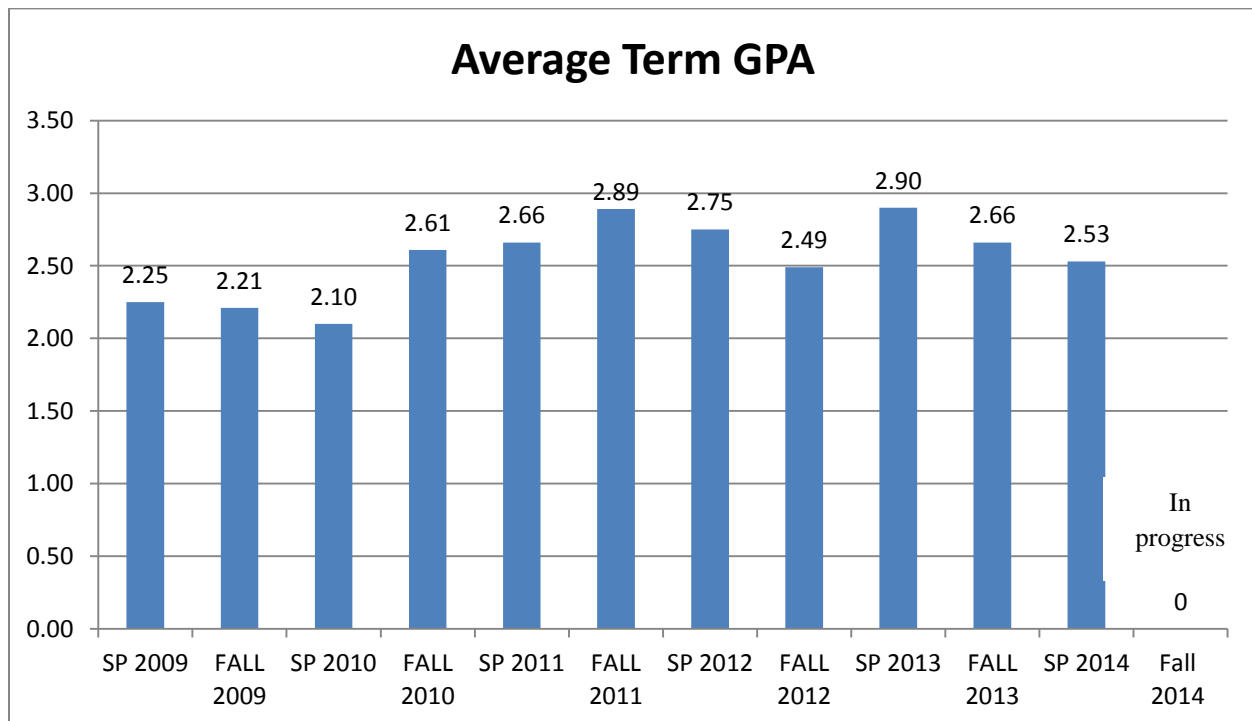


Table 3

COMMENTS

Table 3 measures Average Term GPA. Ku'ina average term GPA increased from 2.25 in Spring 2009 to 2.53 in Spring 2014. This is an increase of .28! Evidence is showing that strategies such as the Phase I program, EUREKA, progress reports, and monthly meetings have strengthened the achievement of Ku'ina students.

OBJECTIVE 4: Number of Students who Earned a Credential & the Number of Credentials Earned

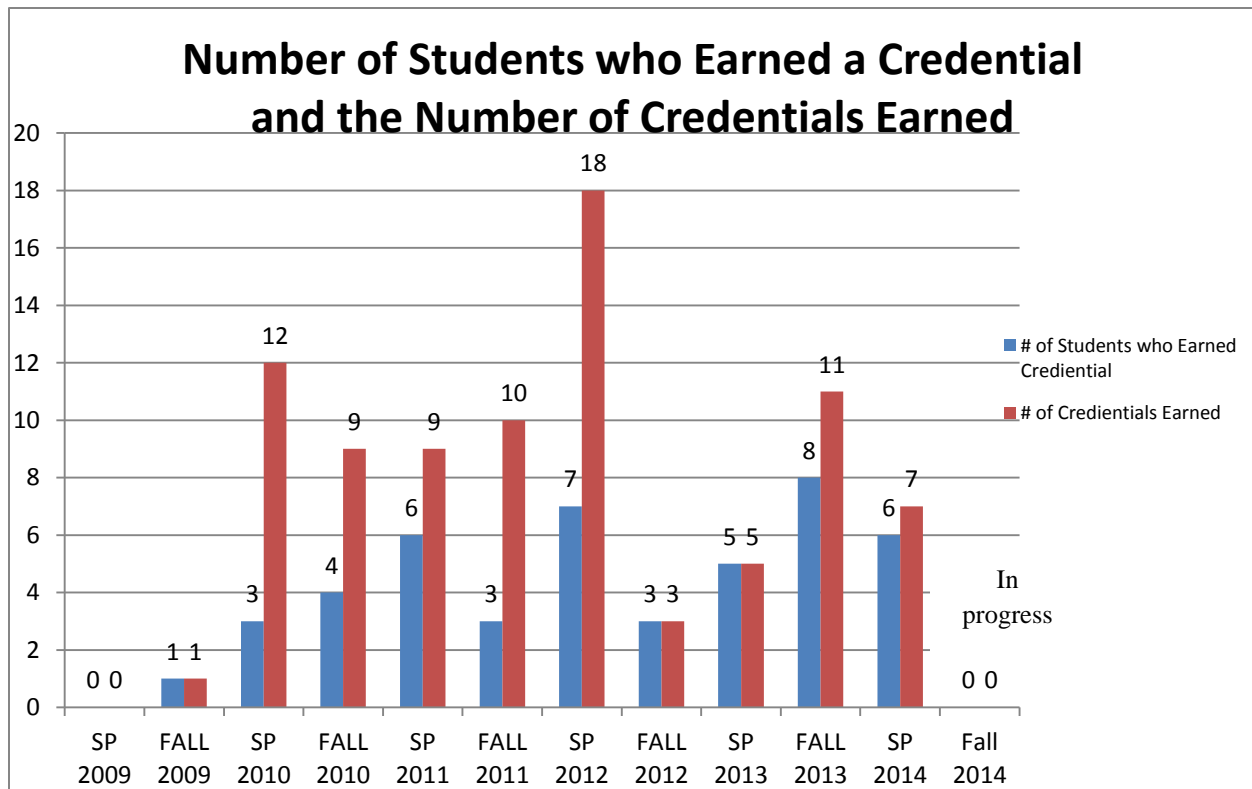


Table 4

Table 4 measures the number of students who earned a credential and the number of credentials earned. Credential is defined as earning a certificate or degree. In Spring 2009, no students earned a credential. With the introduction and integration of educational plans, Ku‘ina students have a greater awareness to their progress and actively pursuing their program credentials. This chart illustrates the steady increase in both the number of students and credentials earned since the baseline semester of Spring 2009. Since Fall 2009, forty-six (46) students earned a total of eighty-five (85) credentials.

QUALITATIVE OVERVIEW

Achievements

- The Ku‘ina program has met 4 of the 4 program objectives.

Challenges

- Many of Ku‘ina students are basic skills deficient and score at or below the 8th grade reading and/or math level. With this being said, many students struggle in their academic journey.

OTHER CONSIDERATIONS

Access/Retention/Persistence/Graduation

- Federally mandated objectives for the Ku‘ina program have been matched with institution’s goals of access, retention, persistence, and graduation in the tables above

Outcome and Goal Achievement

- The Ku‘ina program has met 4 of the 4 program objectives.

Planning & Policy Considerations

- Due to the revised statutes of the Workforce Investment Act (WIA), the grant will be changed to the Workforce Innovations and Opportunities Act (WIOA). The Ku‘ina program will seek guidance from Maui County Workforce Investment Act Youth Council on enrolling more Out-of-School Youth rather than In-School Youth.

Budgetary Consideration and Impact

- The Ku‘ina Program is funded 100% by federal funds streaming from the United States Department of Labor.
- Due to the decreased in funds, Ku‘ina will remain at one Youth Counselor/Case Manager position, instead of two as in the previous year.

Community Engagement

- There are twenty-two (22) programs and departments within UHMC that provide supportive services to a Ku‘ina participant. In essence, UHMC serves as a “One-Stop” center for Ku‘ina participants and often times allotted special privileges.
- External partnerships are also formed with Hui Malama Learning Center, McKinly Maui Community Schools for Adults, Workforce Maui, and Job Corps.

Incorporation of Best Practices

- Each Ku‘ina student is required to submit a progress report for every class on a monthly basis. This is vital to improving student retention and persistence, as it: 1) allows Ku‘ina staff to follow up on any “redflag” issues such as frequent absences and incomplete assignments and 2) instructors are able to share valuable recommendations with program so that staff may address them with students.