

UNIVERSITY of HAWAII®

MAUI COLLEGE



STUDENT AFFAIRS – KU‘INA PROGRAM 2011-2012 PROGRAM REVIEW

Ku‘ina Program...Connecting You To Your Future

**UNIVERSITY OF HAWAI'I MAUI COLLEGE
STUDENT AFFAIRS – KU'INA PROGRAM
2011-2012 PROGRAM REVIEW**

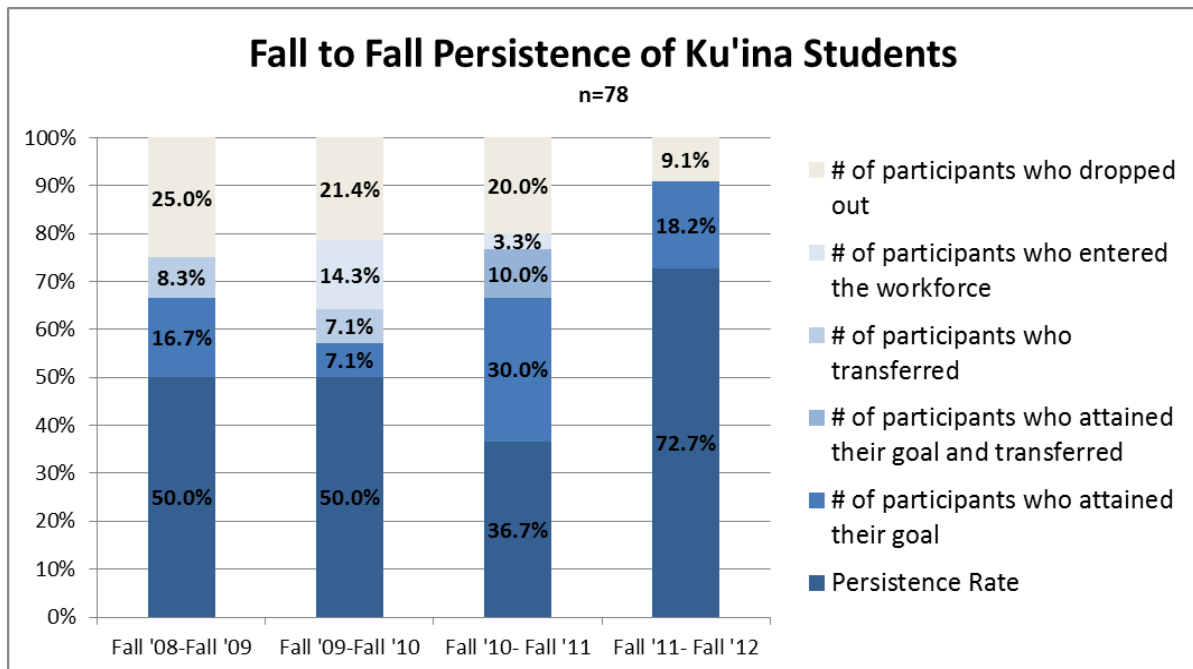
MISSION STATEMENT

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.

I. QUANTITATIVE INDICATORS

Below are Quantitative data regarding Ku'ina students in the following areas: 1) Fall to Fall Persistence, 2) Credit Completion Rate, 3) Average Term GPA, 4) Number of Students who Earned a Credential and the Number of Credentials Earned, 5) Total Financial Assistance Provided to Ku'ina Students, and 6) Ku'ina Semester Activities.

According to the data, the student outcomes increased in all areas (persistence, average credit completed, average term gpa, and number of students who earned a credential) since Fall 2008. Ku'ina staff suspect a direct correlation to the increase in financial assistance and activities required for Phase I students and students who attain below a 2.5 gpa. Phase I will be discussed in detail in section IV.



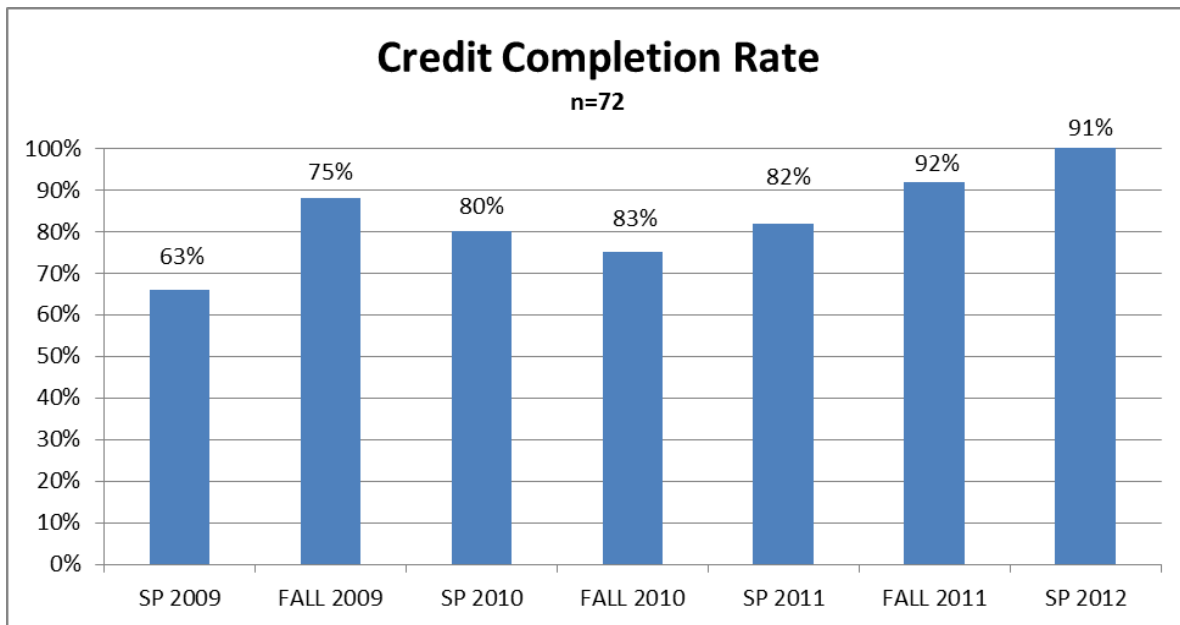
n = Total number of students that was measured from fall to fall semesters

Table 1

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 9.1% in Fall'11 to Fall'12. This is an improvement of 15.9%!

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.

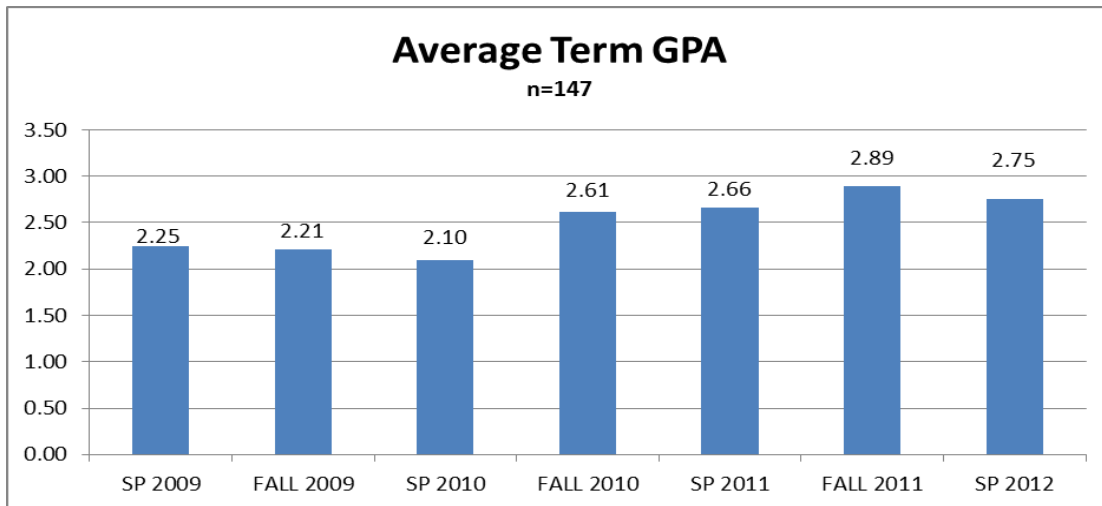


n = Total number of credits attempted

Table 2

Table 2 measures Credit Completion Rate. Ku'ina average credit completion rate increased from 63% in Spring 2009 semester to 91% in Spring 2012 (an increase of 28%)!

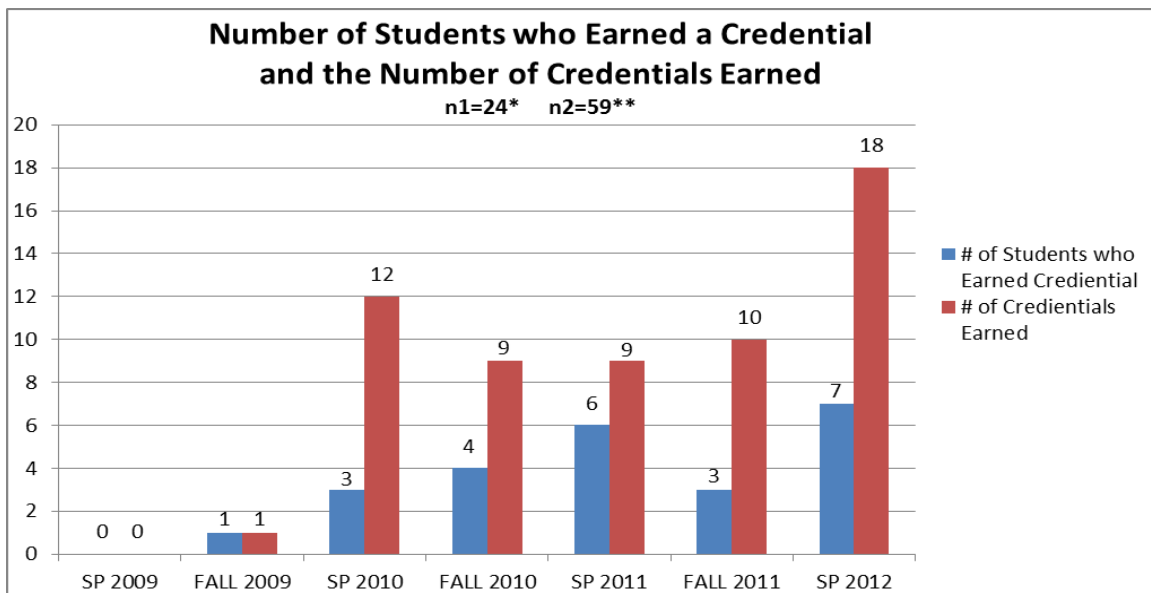
Many factors could be attributed to this success. These factors could be 1) increased financial assistance, 2) increase of students being engaged in their academic journey and actively participating in Ku'ina activities (completion of EUREKA, academic advising, ed planning, financial literacy, progress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



n = Total number of students (duplicated count)

Table 3

Table 3 measures Average Term GPA. Ku'ina average term GPA increased from 2.25 in Spring 2009 to 2.75 in Spring 2012. This is an increase of 0.50! This increase is with the fact that Ku'ina students attempted and completed more credits in Spring 2012 than Spring 2009. 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.

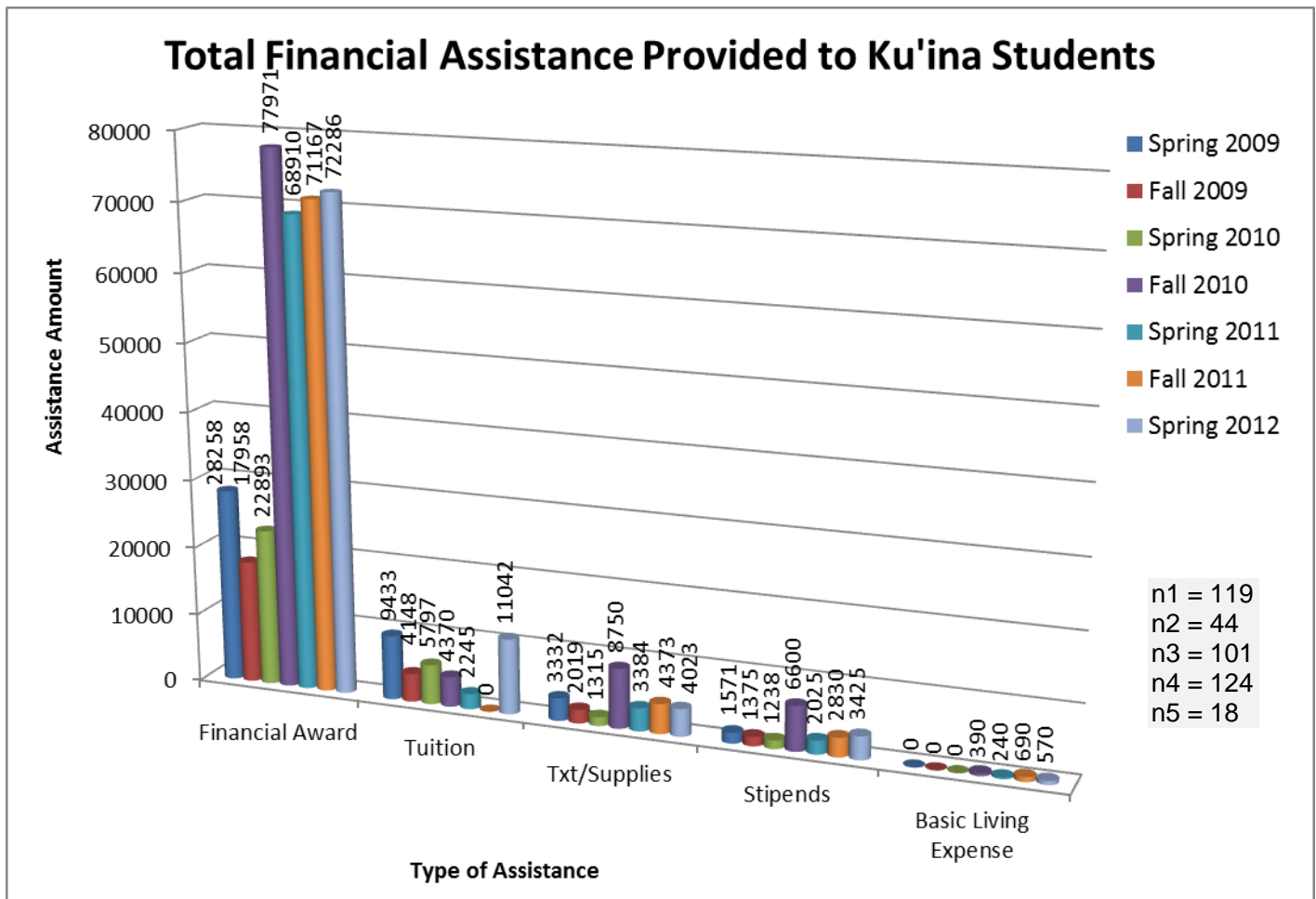


*n1 = Total number of students who earned a credential

** n2 = Total 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 education 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, twenty-four (24) students earned a total fifty-nine (59) credentials.



Students receiving financial assistance as indicated below may be duplicated semester by semester

n1 = Total number of students who received Financial Aid Awards

n2 = Total number of students who received Ku'ina program funds for tuition

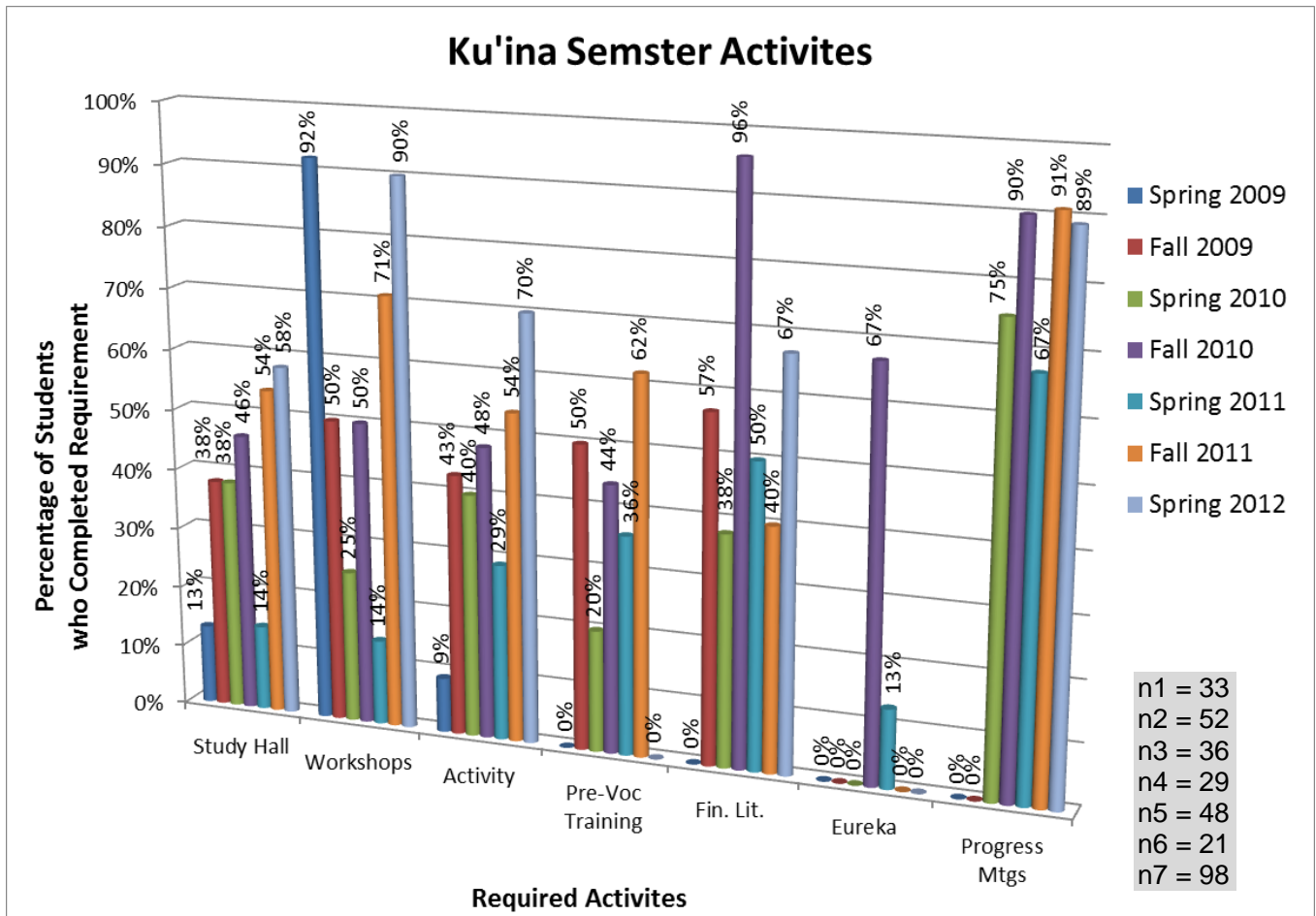
n3 = Total number of students who received assistance for text book and school supplies

n4 = Total number of students who received stipends

n5 = Total number of students who received basic living expenses

Table 5

Table 5 exemplify the importance of financial assistance to student success. If Financial Aid awards did not suffice student financial needs, Ku'ina used program funds to supplement the cost of students education. Since Spring 2009, a total of \$396,478 was awarded to Ku'ina students (\$359,443 in Financial Aid award and \$37,035 in Ku'ina program funds for tuition expenses). In addition, \$48,150 of supportive services were given to Ku'ina students (\$27,196 in text book and school supplies, \$19,064 in stipend awards, and \$1,890 in basic living expenses). Overall, the amount of financial assistance Ku'ina has provided from Spring 2009 to Fall 2011 has decreased. In the face of the stagnant economic conditions and the higher cost of attending college, Ku'ina will continue to support their students.



n1 = Total number of students who were required to attend Study Hall
n2 = Total number of students who were required to attend Workshops
n3 = Total number of students who were required to attend Club Activities
n4 = Total number of students who were required to attend Pre-Vocational Training
n5 = Total number of students who were required to complete Financial Literacy Training
n6 = Total number of students who were required to complete EUREKA career assessment
n7 = Total number of students who were required to attend Progress Meetings

Table 6

Table 6 measures Ku'ina semester activities. All Phase I (pre-enrolled) students and students who attained a gpa below a 2.5 the previous semester are tasked to complete one or more of the above mentioned activities. The definition of the requirement of each activity is as follows:

- 1) Study Hall: Two (2) hours a week for the duration of the semester. In a seventeen (17) week semester, a student is required 34 hours of study hall (17 weeks x 2 hours per week = 34 hours of study hall for the semester).
- 2) Workshops: Attend at least three (3) success workshops sponsored by a program on campus
- 3) Club Activities: Attend at least three (3) Ku'ina activities
- 4) Pre-Vocational Training: Complete a pre-vocational training course (IS 105C "Orientation To Employment" course or "Bring Your A Game to Work" training)
- 5) Financial Literacy: Complete at least nine (4) online modules of the USA Funds curriculum.
- 6) EUREKA: Complete a career assessment
- 7) Progress Meetings: Meet with me 2-3 times per semester

In Spring 2009, pre-vocational training, financial literacy, EUREKA modules, and meeting with Ku'ina Program Director at least twice a semester was not a requirement. However, in subsequent semesters, it became a requirement. It is apparent that the combination of these seven semester activities solicited student engagement and success. Overall, participation in these semester activities increased since Spring 2009 and contributed to the overall success of Ku'ina students. In Spring 2012 semester, students were required to submit a personal statement in lieu of completing the EUREKA requirement. This was to motivate students to submit scholarship applications.

II. OUTCOME AND GOAL ACHIEVEMENT

Please see above tables for outcome and goal achievement

III. Engaged Community

There are twenty-two (22) programs and departments within UHMC that provide support 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. Such programs include Admissions & Records, CareerLink, Title III - Ulu'A'e, Pai Ka Mana Student Support Services program (SSS), and other UHMC faculty and counselors. Admissions & Records allow Ku'ina participants priority registration. Ku'ina participants are referred to CareerLink for an opportunity to integrate classroom theory with related work-based learning. Students benefit from these opportunities by gaining practical on-the-job experience that fosters the development of skills, competencies, and interests in a specific occupation or career field while earning college credit. Through Title III – Ulu'A'e and SSS, we are able to co-enroll UHMC students to provide a variety of support services that help to ensure student success. Both programs may assist with monetary incentives, career planning, counseling, and the lending of equipment, including laptops and scientific calculators. CareerLink can assist with pre-vocational training, internship and job placement opportunities. Students who enroll in CareerLink have the possibility of having a paid internship through Maui County grants and other resources. UHMC's faculty and counselors conduct workshops, provide academic advising, personal counseling, and mentoring for Ku'ina participants. Program youth also have access to college facilities and equipment which has had a very positive impact on the students in their academic journey.

External partnerships are also formed with Hui Malama Learning Center, Mckinly Maui Community Schools for Adults, The Maui Farm (TMF) Independent Living Program, Workforce Maui, and ALU LIKE, Inc. Partnerships with these agencies will allow Ku'ina to maximize limited resources and support participants in hopes to increase student success. For example, Hui Malama and MCSA will continue to provide GED preparation and tutoring services. TMF services youth that were, or are, in the foster care system to provide them with housing and transportation. Worksource Maui provides job seeking skills trainings. Students that are of native Hawaiian ancestry may qualify to enroll in ALU LIKE, Inc. for tuition expenses, training supplies, and other support services. In all of these partnerships, Ku'ina is able to assist participants with tuition payments if no other agency is able to cover them.

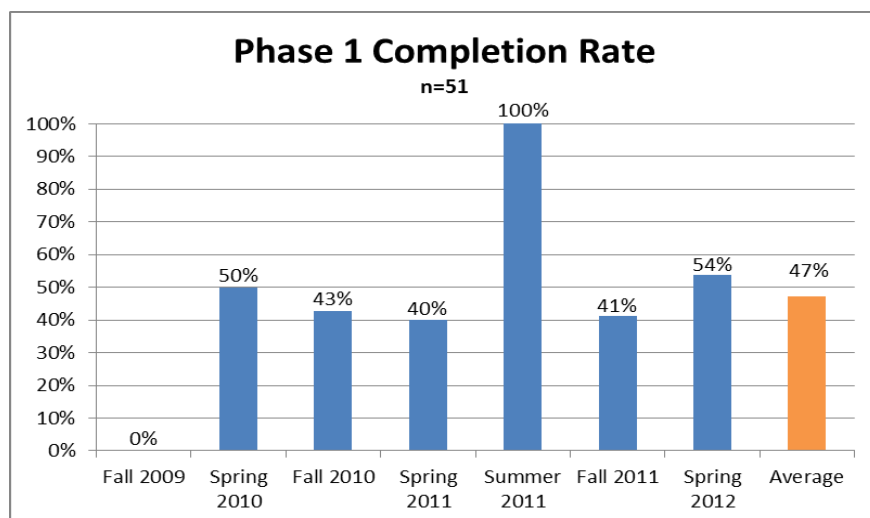
IV. Recognize and Support Best Practices

Ku'ina applies three best practices for their program.

Phase I

In the past seven years, Ku'ina staff have been fortunate to attend two day trainings with Social Policy Research (SPR) Associates in 2006, 2009, and 2012. SPR provides technical assistance to Workforce Investment Act programs nationwide and is a nationally recognized research, evaluation, and capacity building firm located in California. During the course of these trainings and discussions Ku'ina have learned many things, one of which Ku'ina now call the "Phase I" or pre-enrollment phase of their program. This phase provided potential students and Ku'ina with a trial phase to see if there would be a good match between potential program participants and the Ku'ina program. Students enrolled in this phase were treated like an enrolled Ku'ina participant and are obligated to fulfill all requirements set forth by the Ku'ina program. These requirements include two hours of study hall per week, three success workshops, four modules of financial literacy, an "Orientation to Employment" course, monthly progress notes from professors, and meetings with program staff.

After two full years of implementation, Ku'ina's student outcomes reveal this phase is definitely working. Students are able to determine for themselves whether Ku'ina is a program that would most fit their needs, especially their educational and career goals. Since being implemented, an average of 47% have continued beyond the Phase I participation period and remain in Ku'ina.



n = Total number of students who attempted Phase I

Online Tutorials

In the last few years, Ku'ina program has faced a reduction in staff. In strategizing on how to be more efficient, in Spring 2011, Ku'ina developed two online tutorials using a screen recording software called "Camtasia". The first tutorial explained the degree requirements for the Liberal Arts degree. The second tutorial explained how to create an ed plan using the degree requirement sheet.

The advantage of creating these online tutorial are three fold. First, the tutorials answer the most frequent questions relating to the degree requirements and the ed plan process. Second, it promotes self-direction; students will be able to access it on their own and at their convenience. It also allows program to spend more time with students who may require more individual assistance. Lastly, it provides an alternative for students facing transportation issues, time constraints, or taking classes at our outreach centers especially if students are not able to make it to campus during office hours, can't find transportation to campus, or part of our Moloka'i, Lana'i, or Hāna outreach centers. Having these modules available online fosters independence, growth, and self-responsibility in students which in turn, strengthens their confidence and likelihood to succeed.

Monitoring Progress Reports

As the weeks quickly unfold throughout the semester, 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. These recommendations include tutoring services, study skills, time management, and necessary educational supplies. Ku'ina staff meet with instructors, and make home, work, or school visits as often as necessary. It is important for staff to act upon a progress note in a timely manner to assist students in removing any potential barrier that could impede their academic progress or achieve their career goal. Through these progress reports and subsequent actions, Ku'ina staff continue to insure program creates a seamless connection between student's academics and needed support services by offering them appropriate interventions that strengthens their learning experience.

Research indicates that post-secondary students who are marginal and less motivated do need structure and additional support to help them and reinforce their efforts. In Spring 2009, Ku'ina students were opposed to getting progress reports. However, in a focus group Ku'ina conducted in 2011, comments from students validated the value of attaining progress reports. Therefore, Ku'ina will continue to provide this service. Two students commented:

"(These progress reports) allows me to evaluate myself and make necessary changes before the end of the semester"

"(Through the progress reports), we get to know our grade [sic] and get the chance to bring it up if we are not satisfied with it."

V. PLANNING AND POLICY CONSIDERATIONS

Ku'ina will seek guidance from Maui County Workforce Investment Act Youth Council on enrolling students who do not intend to pursue a degree at UH Maui College. The Workforce Investment Act performance measures are based on graduation rates. Therefore, Ku'ina would request to enroll students who plan to attain a degree.

VI. BUDGETARY CONSIDERATIONS AND IMPACT

The Ku'ina Program is funded 100% by federal funds streaming from the United States Department of Labor. Due to the increase in funds, Ku'ina will be hiring a Case Manager as well as increasing the number of participants this program year.