



UNIVERSITY of HAWAII®  
**KAPI'OLANI**  
COMMUNITY COLLEGE

**Final Program Review**  
**September 9, 2014**

**Prepared by LaVache Scanlan, Program Coordinator**

## **College Mission Statement**

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

## **Program Mission Statement**

To provide opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. Through scholarship, academic and personal support, and a sense of community, students will build a foundation for success in the first year of college as measured by student engagement, learning, and achievement.

This program addresses the following outcomes of the Kapi'olani Community College Strategic Plan 2008 – 2015:

- Strategic Outcome A: Native Hawaiian Educational Attainment
  - Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.
- Strategic Outcome B: Hawai'i's Education Capital
  - To increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

## **Part I. Executive Summary**

This report provides progress and outcomes assessment of the 2013 – 2014 cohort of the King William Charles Lunalilo Scholars Project at Kapi'olani Community College (KCC). This report will provide demographic information of the cohort, an overview and analysis of the program, an action plan, and resource and budget implications for the coming 2014-2015 academic year. Three areas of assessment will be addressed to determine effectiveness of the program based on 2013 – 2014 academic year data: retention rates from fall 2013 to spring

2014 and spring 2014 to fall 2014, cohort GPA, and credits enrolled to credits earned. The Lunalilo Scholars are compared to other first-time to college students and first-time Native Hawaiian students. Other data that will be included in this report are results from the College Student Inventory (CSI), the Mid-Year Assessment (MYSA), a Student Engagement Survey, and an informal focus group, as well as, course satisfaction results and financial aid and scholarship information. Statistics on the 2012 – 2013 cohort is also included to begin to determine the long-term effects of the program.

## **Part II. Program Description**

### **History**

Through a generous donation from the Kaneta Foundation of Honolulu, Hawai'i and in partnership with KCC and the University of Hawai'i Foundation, the King William Charles Lunalilo Scholars Project (referred to as the Lunalilo Scholars Project) was launched in May 2012. This unique program boasts a comprehensive commitment to student success that combines financial and integrated support making college possible for those who would otherwise not have this opportunity due to financial problems or other barriers. Community partners, including KCC feeder high schools, with access to underprivileged, Native Hawaiian, and non-college bound students refer students to the program through an online or paper application and referral form. A team of KCC faculty review and select the recipients.

The first year of the project supported 20 students. The cohort of the second year increased to 32 and the number of applicants almost doubled from the first year. In the third year, 42 scholars were accepted from 65 applicants. Financial support for the 2012 and 2013

Lunalilo Scholars ceased after the first year, however academic and personal support continues for those students that remain at KCC. Alumni of the project were hired as peer mentors for the 2013 and 2014 cohorts and will continue to assist the growth and improvement of the project. The project is assessed bi-annually and adjustments to the project are made to ensure continued improvement.

Services offered through the Lunalilo Scholars Project include, but are not limited to the following: assistance with the application and entrance requirements of KCC, an orientation to the program, a Summer Bridge program, a College Success course, assistance with math and English courses, technology support, tutoring in other courses as necessary, placement test preparation, assistance with scholarship applications, income tax forms and the Free Application for Federal Student Aid (FAFSA), career and personality assessments and counseling.

### **Program Goal**

The Lunalilo Scholars Project identifies the needs of each individual scholar and provides the necessary tools and resources to build a solid foundation in the first year of college.

### **Program Student Learning Outcomes (SLO)**

Several SLO were initially identified as being essential to the success of the Lunalilo Project. The College requires that every program develop a schedule for SLO assessment such that within a three-year period, all SLO will be assessed.

- Students will feel a sense of place at KCC and build a community of scholars that provides academic and personal support.

- Students will engage with the College by identifying and actively participating in campus services and utilizing campus resources.
- Students will build a foundation in the first year that will contribute to academic, career, and personal success.
- Students will be able to identify their career or degree pathway at KCC or successfully transfer to another campus or program.

### **Faculty and Staff**

A broad base of KCC faculty and staff supports the Lunalilo Scholars Project in direct and indirect ways. In particular, the following members of the KCC community have been instrumental in supporting this project:

Dr. Leon Richards, Chancellor

Mona Lee, Former Vice-Chancellor of Student Affairs

Dawn Zoni, Interim Vice-Chancellor of Student Affairs

Linh Hoang, University of Hawai'i Foundation

Mary Inouye, University of Hawai'i Foundation

Malia Peters, University of Hawai'i Foundation

Kahelelani Clark, Summer Bridge Instructor, Scholar Selection Committee

Thomas Keopuhiwa, Summer Bridge Counselor, Scholar Selection Committee

Jeffrey Yamashiro, Institutional Analyst, Office of Institutional Effectiveness

Nawa'a Napoleon, Michaelyn Nako, Rona Kekauoha, and Cory Ando, Scholar Selection Committee

Colette Andrade-Fujii and Robert Yamashita, First-Year Experience Program

Mary Hattori, Coordinator, Center of Excellence in Learning, Teaching, and Technology

Reid Sato and Jessica Lum, Staff, CELTT

Alfred Gonzales and Melissa Lum, Office of Student Activities

Sean Ho, Financial Aid Office

Kekaulike Information and Service Center Staff

Tiffany Perez, KCC Bookstore Staff

KCC Program and Special Population Instructional and Counseling Faculty

### **Resources**

The 2013 – 2014 Final Budget Report can be found in Appendix A. Based on the size of the first cohort, it was determined that the 2013 – 2014 cohort should be increased from 30 to 34 students, yet only 32 scholars met the requirements. In the original gift agreement, 18 credits per year was budgeted for each scholar, however the scholars continue to want to take more than 9 credit hours per semester. College contributions and adjustments to other parts of the original budget allowed for this credit increase, though this may not be sustainable by the fourth year of the project.

### **Part III. Quantitative Indicators of Program Review**

The Full Year Progress and Outcomes Report 2013 – 2014: Student Enrollment and Achievement (Appendix B) compares Lunalilo Scholars to all first-time to college students and first-time to college Native Hawaiian students at KCC in three areas: retention rates from fall to spring and spring to fall, cohort GPA, and credits attempted to credits earned. Comparative demographic information of both groups is also included. Other data that is included in this section are results from the College Student Inventory (CSI), the Mid-Year Assessment (MYSA),

a Student Engagement Survey, course satisfaction results and financial aid and scholarship information. An informal focus group was conducted in the spring semester to solicit qualitative feedback on the program.

### **Retention Rate**

Table 1 (Appendix B) compares the fall 2013 to spring 2014 retention rate of the Lunalilo Scholars to all first-time college students at KCC. 29 out of 32 scholars (90.63%) continued to take classes in the spring semester compared to 77.54% of the other first-year students. 100% of the Native Hawaiian scholars continued to the spring semester, compared to 70.64% of other first time students of Hawaiian ancestry (Table 1a). 73.33% of the scholars continued to the fall 2014 semester, while only 66.57% of first-year students did. 76.47% of the scholars of Hawaiian ancestry continued to the fall 2014 semester, compared to 57.83% of Native Hawaiian first time students. Retention data is preliminary until September 30, 2014, the official fall census date.

### **Demographics**

Table 1d, 1e, 1f, and 1g (Appendix B) describe the 2013 Lunalilo Scholars. Compared to last year's cohort, the 2013 scholars had a larger percentage, 76.67%, of students in the 24 and under age range. This was lower than the 91.25% of all first time students in this age range. While there were twice as many males in the 2013 cohort than the 2012 cohort, females still outnumber the males in the program. Table 1e shows that females comprised 65.63% of the scholars and males 34.38%.

Although the intent of the program was to give preference to Native Hawaiian applicants, ethnic identification was not a criteria evaluated in the application process. Table 1f

compares the ethnic distribution of the Lunalilo Scholars and the typical first-year student. 56.67% of the 2013 scholars are of Native Hawaiian ancestry, as compared to 95% of the 2012 cohort, and 15.35% of other 2013 first time students. As a result of the KCC presence in the Palolo Community, there was an 18.75% increase in the number of scholars of Micronesian, Mixed Pacific Islander, and Samoan Ancestry.

The majority of the Lunalilo Scholars selected Liberal Arts as a major, a slightly lower ratio than the typical first-year student. This major also includes students interested in pursuing a select admissions program at KCC, such as Radiological Technician or Nursing, therefore these numbers are not indicative of a scholar's final major. Liberal Arts is a typical major for those students that plan on transferring to UH-Manoa, UH-Hilo, or UH-West Oahu for a Bachelor's Degree. Table 1g includes the major breakdown of the 2013 cohort.

### **GPA Performance**

The Lunalilo Scholars outperformed all first-time students in the fall 2013 and spring 2014 semesters, as shown in Table 2 (Appendix B). The cumulative GPA performance of the scholars was 2.21 compared to 2.04 for all other first time students. For those scholars of Native Hawaiian ancestry, the average cumulative GPA was 2.28 compared to 1.56 of first time students of Hawaiian ancestry. 69% of the scholars achieved a 2.00 or higher and 34% achieved a 2.70 or higher in the fall semester. In the spring semester, 34% achieved a 2.00 or higher and 48% achieved a 2.70 or higher.



**Credits Enrolled to Credits Earned**

Lunalilo Scholars were required to take a minimum of 9 credits each semester to participate in the program. In the fall 2013 semester, 100% of the Lunalilo Scholars enrolled in 9 or more credits, compared to 80.02% of other first-time students. In the spring semester, some scholars were unable to meet the 9-credit minimum, resulting in only 76.67% of students enrolling in more than 9 credits. This was still higher than the 72.47% of first time students taking more than 9 credits. In the fall semester, 100% of the scholars of Native Hawaiian ancestry were enrolled in 9 or more credits. This declined to 82.35% in the spring semester, compared to 68.05% of other first-year students of Hawaiian ancestry.

The 2013 cohort attempted and earned more credits than the first-time student in both the fall and spring semesters, however the ratio of credits attempted to credits earned in the spring was slightly lower at 0.78 compared to 0.86 for other first time students. When comparing students of Hawaiian ancestry, the scholars attempted and earned more credits and had higher ratios of credits attempted to credits earned than their counterparts. In the fall and spring semesters, the Hawaiian scholars earned 9.83 and 10.53 credits, respectively, compared to only 6.95 and 6.34 for first time Hawaiian students.

**Financial Aid and Scholarship**

97% of the 2013 scholars completed the 2013 – 2014 FAFSA. Of those, 71% were PELL eligible and 87% were eligible for student loans. 28% of the scholars also received some other type of financial assistance or scholarship. 93% of the scholars completed the 2014 – 2015 FAFSA in the spring semester. Of those that completed all other requirements of the KCC

Financial Aid Office, 45% received a PELL grant, 62% were offered student loans, and 52% received some other type of financial assistance or scholarship for the 2014 – 2015 academic year. Students can complete the FAFSA until the end of the school year and can still receive the PELL grant if eligible.

### **Campus Engagement**

The table below is an inventory of self-reported scholar participation in campus resources and services at the end of the spring semester. A program was identified as one of the following: Disability Student Support Office, Malama Hawaii, Single Parents and Displaced Homemakers Program and TRIO. Here are some examples of campus activities or resources that students could have identified as participating in, but could include more and are not limited to: International Café, Alani Children’s Center, Office of Student Activities, clubs and student organizations, or the Library. An Academic Support service was identified as online or campus tutoring, group study sessions, instructor office hours, or any other academic assistance that was provided by the campus.

<b>Survey Item</b>	<b>Yes Responses</b>	<b>No Responses</b>
Participated in at least one campus program	48%	52%
Participated in at least one campus activity or resource	81%	19%
Met with a counselor	63%	37%
Participated in an academic support service	85%	15%
Had an on-campus job	19%	81%

### **CSI and MYSA Results**

As part of the intake process, 34 (22 females and 12 males) initially accepted Lunalilo Scholars completed the College Student Inventory (CSI). This report was used as a tool to solicit information about the scholars’ perceived barriers and direct conversation with the KCC

counselors and the scholars about college resources. The top ten recommendations revealed by the CSI are listed in the table below. A higher mean priority score indicates that the scholar would like help in these areas.

<b>Recommendations</b>	<b>Mean Priority Score (0=low; 10=high)</b>
Get help with exam skills	7.77
Discuss the qualifications for occupations	7.77
Get help in obtaining a scholarship	7.74
Get help in selecting an academic program	7.65
Get help with basic math skills	7.51
Get help with study habits	7.48
Get help with writing skills	7.41
Discuss advantages/disadvantages of occupations	7.38
Get tutoring in selected areas	7.33
Get help in selecting an occupation	7.10

The scholars were given the Mid-Year Student Assessment (MYSA), a follow-up post-test to the CSI, which identifies changes in students' needs at the mid-point of the first year in terms of receptivity to factors related to academic motivation and general coping. 30 scholars completed the MYSA (20 females and 10 males). For academic motivation, areas that increased for the scholars were: math and science confidence (from 46.2% to 51.2%) and verbal and writing confidence (41.0% to 47.0%), with the national norm being 50% or higher. For general coping, areas that increased for the scholars were career closure (43.9% to 45.5%), opinion tolerance (46% to 48.8%), sense of financial security (24.2% to 39.5%) and sociability (47.0% to 54.8%). As with the 2012 cohort, desire to finish college was an area that declined after the first semester. The 2012 cohort also decreased in sense of financial security, however this increased for the 2013 cohort. The table below provides a summary of student satisfaction scores at the end of the first semester for nine specific areas that are frequently associated with student success.

<b>Student Need</b>	<b>Mean (1 = low, 7 = high)</b>
Availability of financial resources	6.17
Safety and security on campus	5.77
Interaction with advisor	5.67
Sense of belonging to this college community	5.60
Opportunities for community service/volunteer work	5.57
Assistance in selecting major/program	5.53
Level of interaction with other students	5.40
Interaction with faculty in class	5.40
Interaction with faculty outside class	5.10

### Success Course Evaluation

The Lunalilo Scholars were required to take two 1-credit student success courses, one in each semester. IS 107, Student Success, was taken in the fall semester and IS 197F, Financial Literacy, in the spring semester. Students evaluated the course instructor, which was the coordinator of the project. The following tables compare the Lunalilo Scholars' evaluation of IS 107 and IS 197F to ratings for all classes at KCC (not all courses are required to be evaluated by students). Overall, the ratings were higher for these courses than the average for all other classes taught at KCC that were evaluated.

<b>IS 107 Student Success Survey Item</b>	<b>Lunalilo Mean</b>	<b>KCC Mean</b>
The course objectives and procedures were clear	4.72	4.40
The instructor was accessible to students outside of class	4.94	4.33
The course was well organized	4.72	4.31
The instructor knew the subject area	4.90	4.64
The instructor encouraged students' participation	4.97	4.47
The course material was presented in a clear and effective way	4.74	4.30
The instructor provided a good atmosphere for learning	4.94	4.41
The instructor encouraged me to think for myself	4.97	4.43
The instructor graded tests and assignments fairly	4.97	4.46
The instructor informed students of their grades on exams and assignments promptly	4.82	4.37
The instructor demonstrated concern for students	4.97	4.35
The instructor treated students fairly	4.97	4.48

IS 197F Financial Literacy Survey Item	Lunalilo Mean	KCC Mean
The course objectives and procedures were clear	4.63	4.53
The instructor was accessible to students outside of class	4.82	4.51
The course was well organized	4.69	4.52
The instructor knew the subject area	4.88	4.65
The instructor encouraged students' participation	4.88	4.48
The course material was presented in a clear and effective way	4.69	4.45
The instructor provided a good atmosphere for learning	4.82	4.50
The instructor encouraged me to think for myself	4.88	4.51
The instructor graded tests and assignments fairly	4.82	4.58
The instructor informed students of their grades on exams and assignments promptly	4.88	4.56
The instructor demonstrated concern for students	4.88	4.54
The instructor treated students fairly	4.86	4.58

### Focus Group

KCC's Office of Institutional Effectiveness (OFIE) conducted the focus group with the first cohort, however more specific feedback was desired with the 2013 cohort; therefore class time was used to illicit feedback on the following topics: restructuring ideas to improve retention and persistence of scholars and improving participation in the program. 75.86% of the scholars participated in the discussions with the Coordinator and a Peer Mentor.

The following ideas emerged on how to restructure the program to improve retention and persistence of the scholars. The students described the difficulty in the number of credits they were required to take (although many opted to enroll in more than the 9 credit minimum) or necessary to take to complete their degree in a timely manner. They suggested that the IS 109 (Summer Bridge) course be extended into the first semester, giving students 3 credits toward the 9-credit minimum and eliminating the 1-credit Success Course in the fall semester. They also shared that the interactive and "fun" nature of the Summer Bridge gave them a false sense of what college was going to be like. Many scholars expressed that they were not

prepared for the rigor of college. The scholars also recommended a mandatory “Study Hall,” in particular for those students not doing well early in the semester and allowing students doing well to be exempt. They suggested that the program provide tutors specifically for certain classes that are historically more difficult, such as zoology. Although, grade checks were sent to faculty, not all faculty participated. They felt this was important to continue and that the program should work with the faculty so that they actually completed the grade checks in a timely manner.

During the discussion, the scholars emphasized that they would have liked to have classes with other scholars. They felt this would improve their performance in their classes and motivate them to stay in school. The scholars that did have classes together shared how beneficial it was because they formed study groups and the program was able to provide a tutor for them. They also expressed a need for more one-on-one time with the coordinator, in particular around class scheduling and academic planning.

Attendance in the success course was sporadic. The scholars were asked to share what they felt might improve this. The recommendation was that we should more carefully select the scholars that can participate. They suggested a motivation survey and pre-interviews with the applicants to determine how serious they were about attending college. They also suggested an orientation prior to acceptance into the program to weed out students that were not committed to the program.

#### **Part IV. Analysis of the Program**

The results indicate that the Lunalilo Scholars Project continues to have a positive

impact on the participants' enrollment and achievement in the first year of college. The results also indicate that this project is an effective strategy for all first-year students, but particularly for Native Hawaiian student success.

### **Quantitative Indicators**

#### ***Demographics***

While a more dispersed age range was desired for the second cohort, the younger age group bonded significantly and the close relationships established were instrumental to success in the first semester. The program will continue to strive for gender ratio balance in future cohorts. The ethnic distribution indicates that this type of program is needed for Native Hawaiians and other Pacific Islanders and the project should continue to collaborate with community partners that have access to these ethnic populations. The scholars were given the Kuder Assessment to help them identify career options and discussed these options with a KCC Counselor, as suggested in the 2012 – 2013 Final Review. As a result, all scholars had identified a major in the first year, although some scholars were continuing to explore their career options through the liberal arts major.

#### ***Cumulative GPA***

The Lunalilo Scholars continue to outperform both other first-year and Native Hawaiian students in cumulative GPA, although the program strives for a 2.7 or higher for all scholars to increase the potential for merit scholarships. Only 34% of the scholars achieved a 2.7 or higher in the fall semester. Although, this increased to 48% in the spring, scholarship applications are due at the beginning of the spring semester, meaning that the only one-third of the scholars

were eligible for merit scholarships. The program attempted to solicit student progress reports from instructors in both the spring and fall semesters and both the IS 107 and IS 197F courses had students calculate their current averages in every course at mid-semester. However, participation by the faculty in a timely manner was not achieved and many had no grades entered for students at the mid-semester, making it difficult to assist students in decisions about withdrawing from a course or getting assistance, such as specialized tutoring. A more informed decision about withdrawing could increase GPA, however withdrawal can also affect Satisfactory Academic Progress (SAP). This should continue to be monitored closely by the coordinator to ensure that SAP is met so that students can continue to receive PELL, which is affected by both GPA and the percentage of courses successfully completed by the student.

### ***Focus Group***

The informal focus group conducted in the spring semester brought forth more useful information than in the previous year. Changes to the program in the third year were based on the feedback received.

### ***CSI and MYSA***

The IS courses covered the study skills that the scholars expressed they might need help with in the first year. However, there was not enough time to cover qualifications for occupations and the advantages/disadvantages of occupations, other areas with high priority scores for the scholars. In the third year, more focus will be placed on academic planning to identify the students that need additional help in these areas.



The student satisfaction results suggest that the program is meeting scholar needs. The lowest score (5.10) was indicated for interaction with faculty outside of class. There were no scores less than 5.10 (7 being the highest rating).

### **Applications**

A sufficient number of applications were received for the third cohort, yet many were incomplete. The selection process was completed by June 1, which gave enough time to allow students to complete their application after the deadline and another round of scholars selected. An Orientation to the Program was included as a requirement for the scholarship to ensure that students were aware of the responsibilities of a Lunalilo Scholar.

### **Summer Bridge Program**

The second cohort also identified the Summer Bridge Program as a necessary and beneficial component of the Lunalilo Scholars Project, even suggesting that it be extended two more weeks; therefore it will continue with the third cohort. The cohort was split into two groups, with the entire group coming together only for the field trips and final presentations. No math brush-up was required for this cohort, as many were identified as needing PHIL 110 (no math placement required) for their academic program or had advanced in mathematics during the STEM Summer Bridge. It is recommended to at least maintain the common field trips, even with the large size of the third cohort.

### **Campus Engagement**

The large percentage of the scholars participated in campus activities and used campus resources, such as tutoring. There is no comparison data for campus engagement.

**Assessment Results for Program SLOs**

This section includes the SLO, dates assessed, assessment results, and changes that will be made based on an evaluation of the assessment results.

<b>SLO</b>	<b>Date Assessed</b>	<b>Assessment Results</b>	<b>Changes Made</b>
Students will feel a sense of place at KCC and build a community of scholars that provide academic and personal support.	Spring 2014	A student satisfaction mean of 5.60 out of 7.00 (1 = low, 7 = high) on the Mid-Year Assessment for sense of belonging to this college community, a decline from 5.87 the previous year.	Team building exercises will be included in the Summer Bridge to enhance community building as the Lunalilo cohorts increase in size.
Students will engage with the College by identifying and actively participating in campus services and utilizing campus resources.	Spring 2014	81% identified a campus activity or resource they participated in. 85% identified that they participated in a campus academic support service such as tutoring. 48% identified that they participated in a campus student support program, such as TRIO.	Since some students do not qualify for a campus student support program, "extra help" days will be established for more opportunities for engagement in this area. Service Learning will also be included in the IS 109 course to provide other opportunities for engagement.
Students will build a foundation in the first year that will contribute to academic, career, and personal success.	Spring 2014	Fall to spring and spring to fall retention rates and cumulative GPA were higher for Lunalilo Scholars than other first-time to college students. Fall to fall retention rates of the 2012 cohort is 36.82% higher than all first-year 2012 students.	While Lunalilo Scholars outperformed other first-time college students, monitoring of student progress will be increased through mandatory "extra help."
Students will be able to identify their career or degree pathway at KCC or successfully transfer to another campus or program.	Spring 2014	100% of the Lunalilo Scholars selected a major in the first semester. Two scholars from the 2012 cohort graduated from KCC with the Liberal Arts degree in Spring 2014 and will continue at UH-Manoa. One scholar from the 2013 cohort will transfer to UH-Manoa in Fall 2014.	While this SLO was met satisfactorily, scholars expressed a need for more direct advising toward degree and/or transfer.

**Part V. Action Plan**

This section of the report focuses on the actions that will take place to improve the Lunalilo Scholars Project in year three, based on the analysis of the data collected in year one and two.

**Summer Bridge Program**

A counselor from TRIO will be added to the team, in place of last year's counselor who will be on maternity leave. The Bridge program will be shortened to one week, with the course (IS 109) continuing through the fall semester during prime time (Monday through Thursday). This was based on the suggestions from the 2013 focus group to increase engagement and rigor of the IS 109 course, yet allows students an opportunity to be in similar classes and/or have similar schedules. "True Colors" and "Team Challenge" activities will be added to increase initial bonding and increase engagement in the shorter time frame. Mauna Ala will be added as a field trip and the Fish Pond field trip will be held during the fall semester, another suggestion by former scholars to continue the cultural activities after Summer Bridge. Initially, it seemed better to separate the larger size of the third cohort into two separate Summer Bridge Programs, however the logistics are too difficult to accommodate in the coming year. Instead, the IS 109 classes will be smaller in size during the fall semester. Several more Lunalilo Peer Mentors will be hired and alumni will continue to support the program by volunteering.

**Monitoring of Student Progress**

The early connections with instructors and mid-term grade checks were unsuccessful with the second cohort. With the third cohort, students will have a mandatory "Study Hall," to ensure planned study time and opportunities for tutoring and scheduled extra help. Scholars will also be responsible for submitting mid-term grade checks.

**Student Retention**

The IS 107 course will not be offered to the third cohort and the IS 109 course will continue into the fall semester, as suggested by the scholars. A 1-credit financial literacy course (IS 197F) was created and the second cohort was required to take the course in the spring semester. This will continue with the third cohort and will focus on scholarship attainment and financial planning for continued academic pursuit.

**Student Engagement**

The Campus Engagement Survey provided evidence that the majority of scholars are engaging in campus activities and utilizing campus resources. However, a more prescriptive activity will be added to the IS 109 course, so that students more thoughtfully plan the activities, services, and programs they engage with. In addition, scholars will be required to participate in Service Learning, a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility. This will allow for experiential learning that will also give students opportunities to explore possible careers. The new text for the IS 109 course, written by a former community college student, provides concrete examples of how students can get engaged in college early.

**Part VI. Resource and Budget Allocation for 2013-14**

The 2014 – 2015 Projected Budget can be found in Appendix C. As a result of the increased size of the third cohort, an increase in tuition rates, and the tendency for scholars to take more than 9 credits per semester, technology other than the laptop rentals was eliminated and the books and supplies budget was reduced. The budget for peer mentors and tutors was

increased to allow for more contact hours with the scholars to increase engagement and persistence.

It will be difficult to sustain the increased credit load of the scholars in the next cohort. It should be determined if the Lunalilo Scholars Project should continue to support more than 9 credits per semester.

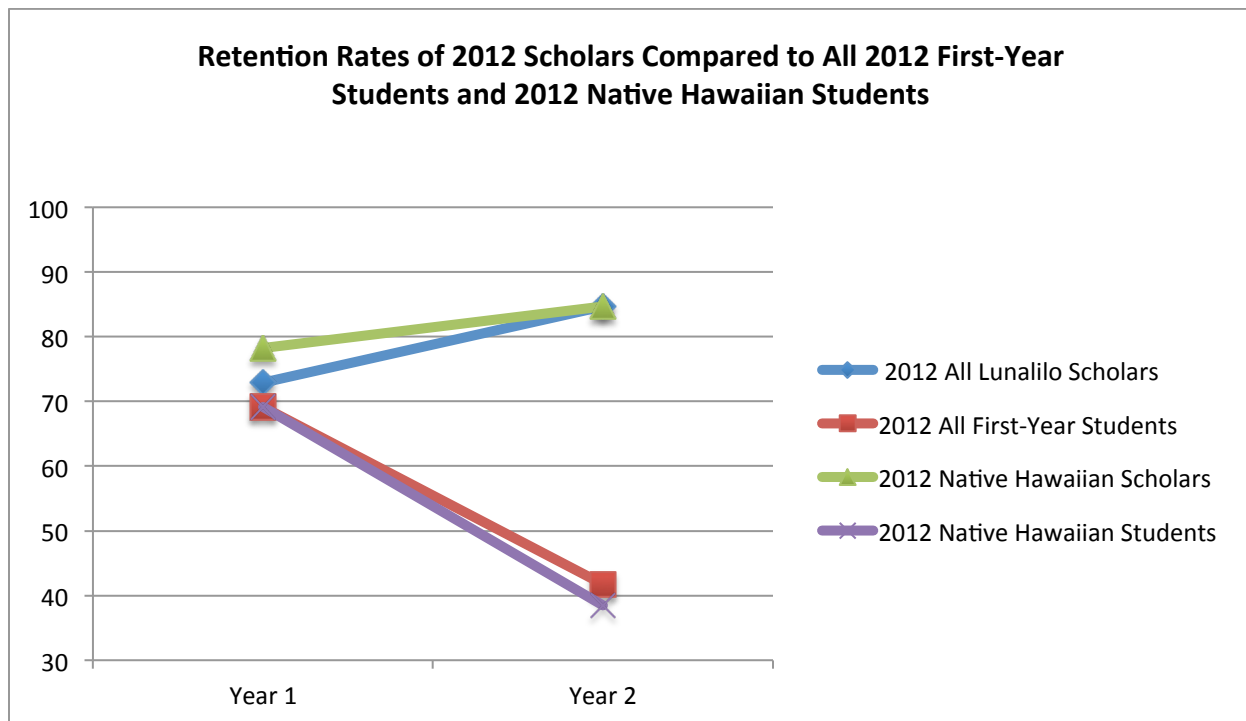
## **Part VII. Evaluation of Data and Measurable Improvements**

This section begins to look at the long-term effects of the Lunalilo Scholars Project. The Annual Follow-Up Report of the Fall 2012 Cohort can be found in Appendix D. This report compares the 2012 Lunalilo Scholars to all 2012 first-time to college students and 2012 first-time to college Native Hawaiian students at KCC in three areas: retention rates, cohort GPA, and credits attempted to credits earned.

### **Retention Rate**

Of the first cohort of Lunalilo Scholars, 13 out of 20 remain in college in year three. 84.62% of the first cohort enrolled at KCC for the fall 2014 semester (tentative because prior to census date of September 30, 2014) and 85.71% of the scholars that completed year one remain in college. Two scholars graduated from KCC with an Associate in Arts in Spring 2014 and another has petitioned to graduate in Fall 2014. Both graduates continue at UH-Manoa with the intent of earning a Bachelor's degree. When compared to other 2012 first time students that continued to the second year of college, the scholars had a retention rate that was 42.87% higher, as shown in the chart on the following page. When compared to other 2012 Native Hawaiian students that continued into the second year, the Hawaiian scholars had a

retention rate that was 46.19% higher. The chart below shows that the scholars and first-year students, including those of Hawaiian ancestry, had similar retention rates after the first year, however a significant difference between the retention rates of these populations occurred by the end of the second year. This could be attributed to a stronger foundation established by the Lunalilo Scholars Project and more opportunities for continued academic and personal support for the scholars in the second year. However, more data is necessary to see if this trend continues with future cohorts.

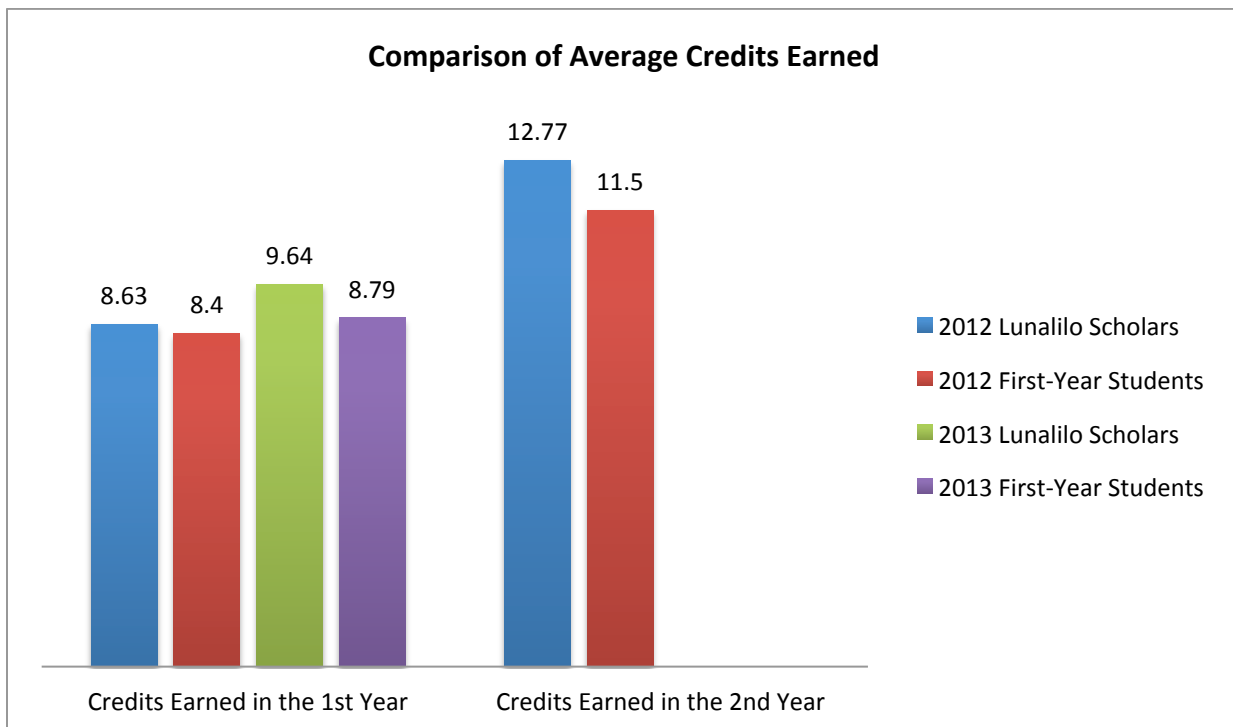


### GPA Performance

The average Spring 2014 GPA for the 2012 scholars at KCC was 2.49, while the average for 2012 first time students at KCC was 2.26. For Native Hawaiian students the average Spring 2014 GPA for the 2012 scholars at KCC was 2.49 compared to an average Spring 2014 GPA of 1.98 for 2012 first time students of Hawaiian ancestry.

### Credits Enrolled to Credits Earned

100% of the 2012 scholars enrolled in more than 9 credits in Spring 2014, compared to 76.95% of 2012 first time students. While the 2012 scholars had a lower ratio of credits attempted to credits earned than their counterparts, they attempted and earned more credits on average. The chart below shows the average number of credits earned for Lunalilo Scholars and other first-year students at the end of year one and then for the first cohort at the end of year two. Lunalilo Scholars continue to outperform their peers even after year two.



Based on this report, it is conclusive that the Lunalilo Scholars Project should be continued and principal practices identified maintained. Measurable improvements can and should always be pursued; therefore suggestions for changes to the project in year three were included in the Action Plan and the coordinator will continue to refine the program over the next year. Feedback will also be solicited from the Kaneta Foundation.