

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998
University of Hawai'i Community Colleges**

**KAPI'OLANI COMMUNITY COLLEGE
FY 2006 - 2007**

Kapiolani Community College (the College), the second largest of ten public colleges in the University of Hawaii (UH) System, is a two-year college providing extensive and high quality liberal arts and career programs. The College bears the name of Queen Julia Kapiolani, who was deeply committed to the education, well-being and perpetuation of her people. The College looks to its Hawaiian roots, and to the Queen's motto, "Kulia i ka nuu,"— "To Reach for the Highest", in shaping this Perkins Act proposal and the College's vision as a learning-centered institution as noted in the KCC Strategic Plan:

...institutions weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula are attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students learn to integrate general education, the major, and electives into a coherent ensemble (American Association of Colleges and Universities, Greater Expectations, 2002).

From 1988 to 2005, the College experienced a solid growth in headcount enrollment from 5,372 to 7,289 diverse, multi-ethnic students (4,139 FTE). In fall 2005, 21% declared themselves as career and technical majors (N=1585). Recognizing the need to improve Perkins Act indicators, the college has positioned itself through its Perkins Act planning process to continuously improve its career and technical education programs.

Widely recognized for its learning-centered excellence and for integrating a coherent curriculum that connects and reinforces learning across classroom, campus, community and cyberspace, the college is nationally recognized for particular excellence by several higher education associations. These include:

- ♦ *American Association of Colleges and Universities (AAC&U) Greater Expectations Initiative: The Commitment to Quality as the Nation Goes to College.* Kapiolani is one of 16 "innovative, learning-centered colleges and universities serving as models of best practices in liberal education." Since 2001, the College has participated in AAC&U's Consortium for Quality Education to develop First Year Experience programs, Hawaiian faculty leadership skills, learning communities and learning outcomes assessment.
- ♦ *American Council of Educations' Promising Practices Initiative:* The College is among eight in the nation selected for quality programs in international education.
- ♦ In Spring 2005, the College was the only community college nationally to be selected to participate in the *Lumina Foundation/AAHE National Coalition for E-portfolio Research.*
- ♦ The *Carnegie Foundation for the Advancement of Teaching* has twice, in 2000 and 2005, recognized the College for its Service-Learning and Community Engagement programs.

Student Enrollment for 2005-06 by Category

The 2006-07 Perkins Achieving Standards Plan supports ongoing major activities for special and general population students to improve career and technical education at the campus. Perkins funds awarded to Kapi`olani supplement existing efforts at the college through a variety of activities administered by the Deans. The college's 2006-07 program proposals and budget request aims to develop more fully the academic, career and technical skills of postsecondary students enrolled in 21st century careers by integrating instruction, academic support, and student services for credit and non-credit programs offered at the college. The college intends to measure its performance on the seven accountability core indicators and evaluate the impact of the first year pilot strategies and continuing strategies by the end of the 2006-07 academic year.

Trend data reported by the UHCC system indicates performance weakness for 3P2, Retention in Employment. Included in the College's plan are specific activities that provide supplemental student support for students to improve their academic and vocation performance, placement rates and non-traditional performance through a combination of instruction, student services and academic support.

The following table provides a summary of the 2005-06 enrollment data for career and technical students at the college:

Career/Tech Majors	
Business Education	356 students
Hospitality and Travel	208 students
Culinary	327 students
Health Education	452 students
Paralegal	126 students
New Media Arts	56 students
Education Paraprofessional	14 students
Total Voc Ed Majors	1539 students
Individuals with Disabilities	37 students
Economically Disadvantaged	564 students
Nontraditional Enrollees	183 students
Single Parents	56 students
Displaced Homemakers	22 students
Limited English Proficiency	257 students
Total Special Populations	1,119 students

Summary of the Funded Intervention Strategies from the Previous Year and Descriptions of and Major Changes to or Deviations from the Plan

The College is targeting the following performance indicators for the 2006-07 academic year:

Accountability Core Indicators of Performance	06-07 goals
1P1 student attainment of challenging State established academic skill proficiencies	81.87
1P2 student attainment of challenging State established vocational and technical skill proficiencies	90.42
2P1 student attainment of a post-secondary degree or credential	38.00
3P1 student placement into further education, employment, or the military	71.07
3P2 student retention in employment	91.86
4P1 student participation in vocational and technical education programs that lead to nontraditional training and employment	14.60
4P2 student completion of vocational and technical education programs that lead to nontraditional training and employment	12.19

During the 2005-06 program year, the college continued to utilize WorkKeys and Keytrain to assess culinary arts majors. Students were evaluated around skills sets identified as being critical by departmental faculty. Remediation and assessment around the skills sets have been established and the Culinary Arts Program will be utilizing the results to improve their curriculum and provide appropriate academic support. Beginning in summer 2006, the Culinary Arts program will systematically review results of the WorkKeys assessment with the goal of increasing success rates for their students. As a result, the program is targeting a 1-2% increased performance as measured by 1P2.

Given the success of the Perkins funded WorkKeys initiative over the past two years, the college will be expanding WorkKeys and Keytrain to the Hotel and Travel Programs to address deficits in performance. Continued funding for WorkKeys and Keytrain is included in the college's request for the coming year (Strategy #3). The Deans will create linkages to the Holomua Department to provide instructional services to those students with identified skills deficiencies in math courses (Strategy #2).

During the 2005-06 budget year, the College was unable to fill the .5FTE Job Placement Coordinator position after the incumbent left in September to fill another position on campus. Funds initially requested for the position were reallocated to purchase Student Accountability and Records Software (SARS). It is expected that SARS will provide students with more efficient access to counselors through a system of electronic appointment scheduling. Additionally, SARS will provide a means for the college to gather data on student visits to counselors, tutoring, computer labs, and other learning support activities.

Based on a survey conducted at the beginning of the spring 05 semester, only 47% of KCC students were aware of the availability of Job Placement services and only 3% used the KCC website to conduct a job search. The goal of the Job Placement Counselor position, as

requested, is to support students and faculty in preparation for transition to the workplace. Faculty and students will collaborate to enhance students' improvement in 'soft skills' areas identified by industry as critical to retention in employment. These include sessions on personal responsibility, self-management, interdependence, personal preferences, attitude awareness, and other areas that support success at work and in life. The counselor will also develop connections with businesses and organizations to continually enhance the support for students and the community through dialogue and partnerships including the sponsoring of a Job Fair. During the 05-06 academic year, a Job Fair was held with over 50 employers participating. Student attendance was achieved at the satisfactory level.

The New Media Arts department will continue development of an online website to show their students' work to prospective employers. It is intended that this site link students, employers, and counselors to build ongoing relationships to strengthen job placement initiatives. Once implemented, the site will serve as a model for culinary students (Strategy #1).

In the area of services to special populations students, the College provides notetakers, interpreters and counseling support services to those pursuing career and technical degree programs. Because the college has such a wide range of students with disabilities and the largest number of Deaf and Hard of Hearing students in the system, the requested funds will be needed to adequately service the population (Strategy #4).

The Student Services Online Project faculty members met their goals during the past year. Data collected during the initial year of the project indicated that 89% of students own computers and only 3% did not own a computer and don't have easy access to one. Based on this data, there is a definite need for KCC to develop the infrastructure to allow students to receive counseling and advising services, find internships, co-op and full-time employment, and receive financial support services in an integrated, holistic manner that supports their learning.

The project met its goal of completing 75% of the content information to support online advising. A team of four counselors and a Web Editor collected, composed and edited information for posting on the college website. The information collected was used by the KCC web staff to update the new KCC website that was launched in January 2006. During the coming year, the counselors will develop the procedures for online advising and will target two vocational programs for implementation in the spring semester. Counselors will also use SARS to make it more convenient for students to schedule appointments with them. The goal of this strategy for the coming year is to provide career and technical students with improved student services online (Strategy #5).

Description of the Planning Process and Participants Involved in the Process.

During the 2005-06 academic year the College adopted a planning process that fully integrated the Perkins planning cycle with the overall College's annual planning cycle. Data on the Perkins Performance Indicators were presented at key meetings during the College planning process. Administrators and faculty were asked to be ready with requests for the upcoming year, keeping in mind strategies and activities that were successful, as well as promoting new initiatives to support all career and technical education students including those from identified special populations. As a result, decisions for requesting funding for Perkins achieving standards strategies and RFP program improvement initiatives were made during planning meetings attended by college administrators, faculty and staff following the planning process described below. A permanent Perkins committee consisting of 4 department chairs and the Perkins dean reviews all requests and makes its recommendation to the Chancellor for submittal to the Office of the Associate Vice-President of Community Colleges.

In addition to college-wide planning, numerous student support and educational programs have involved a wider group of campus constituents, and considered best practices and national models in their recent planning efforts.

In spring 2003, the college further assessed its planning processes and realized it needed to more explicitly connect its strategic plan with the work of Programs, and important campus-wide emphases and initiatives. The College's approach has been to support and facilitate the development of three-year tactical plans that align with the strategic plan. Most importantly, we recognized that these tactical plans would have to be focused on student learning outcomes and assessment, and that this planning would necessarily drive fiscal and learning resource allocations.

The college's Strategic Plan also benefited greatly from environmental scans produced by the University of Hawai'i Community College system and from the environmental scan the College completed for the College's successful Title III grant submission in May 2004. The college's Strategic Plan is aligned with all five UHCC Strategic Plan Goals. The college also developed a seventh Strategic Plan Goal, *To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning*.

In January 2004, the Board of Regents approved Kapi'olani Community College's mission statement and strategic plan. While the mission statement and plan had been developed in 2002 as a part of the University's strategic plan, this approval marked the first time the Regents had acted on individual college plans.

With the completion of the strategic plan, the College moved to the creation of Academic Program and Administrative and Educational Support (AES) unit plans for each of the major organizational units. These unit plans are intended to focus the organizational units on specific actions that will implement the goals of the strategic plan and drive continuous program improvement.

Since October, 2004, the College, through both the Planning and Policy Advisory Council (PPAC) (formerly the PAC) and the Dean's Advisory Council (DAC), has made substantial progress in developing three-year tactical plans in all seven academic programs and ten administrative and educational support units. Tactical plans are formally presented and discussed at monthly meetings of the PPAC.

Requests for refinements in program data elements resulting from the planning process will be forwarded to the Institutional Research Office. The Institutional Research Office is currently providing the academic programs with their key program health indicator data and other program review data, and these new elements will be placed into the analysis of the program on a three-year cycle in conjunction with program planning. As the program review and planning processes are refined, the relationship between Perkins achieving stands and RFP program improvement allocation decisions and the review/planning process will be made more direct and transparent.

Data Tables on Campus Performance Relative the Adjusted Levels of Performance for the Past 5 Years and How the Underperforming Programs will be Addressed

Kapi'olani CC Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	75.50	80.81	76.81	81.06	75.48	81.56	77.80	81.81	85.08
1P2: Vocational Achievement	91.53	90.69	91.53	93.28	91.53	90.79	91.53	90.75	90.00	93.56
2P1: Program Credentials	34.7	51.15	34.95	40.45	35.20	34.50	35.70	47.69	36.00	50.71
3P1: Placement in Employment	69.52	77.90	69.77	77.08	70.02	85.67	70.52	78.20	71.00	74.52
3P2: Retention in Employment	90.13	86.04	90.13	88.51	90.13	95.72	90.13	88.46	90.13	88.48
4P1: Non-traditional Participation	15.44	24.60	15.60	23.38	15.77	17.91	15.94	19.33	14.18	20.53
4P2: Non-traditional Completion	13.84	21.98	14.00	19.92	14.17	11.36	14.34	17.71	12.86	16.18

- 1P1: Strong gains made by IT, Marketing, Hospitality, Dental, MLT, OTA, resulted in an overall gain of 7.28. The College meets the standard for the first time in five years. Strategies # 2, 3, 4, and 5, are designed to improve performance.
- 1P2: Gains in Culinary, IT, OTA, displaced homemakers and limited English students resulted in the college meeting the standard for the first time in two years. Strategies # 1, 2, 3, 4, and 5 are designed to improve performance.
- 2P1: Gains in all but two programs led to an increase of 3.02. The college met the standard again this year. Strategies #2, 3, 5 and 6 are designed to continue this positive trend.
- 3P1: Declines in ACCT, IT, Hotel, Travel, Dent, MLT, OTA, and Legal resulted in an overall decline of 3.68. However, the college consistently remains above standard. Strategies #1, 3, 5 and 6 are designed to improve performance and to remain above the standard.
- 3P2: Declines in IT, Hotel, Travel, OTA, and PTA offset improvements made by the other programs. The college does not meet the standard again this year.
- 4P1: Consistent program performance led to an increase of 1.20. The college consistently remains above the standard.
- 4P2: Although there was a decline of 1.53 the college met the standard this year.

Business Education Programs (Accounting, IT, Marketing and eBusiness)

Data on the Kapi'olani's Business programs (Accounting, Info Tech, Marketing, eBusiness), reflect a decline in enrollment of majors and uneven performance over the past six years. Business Education students in Accounting are not meeting 1P2 performance standards. Students in three of the majors are not meeting standards for 2P1. The department has sought assistance from consultants as well as examined their performance during the past year. Strategy #6 is designed to establish internship experiences for Business majors including retention support through addressing learning skills.

Accounting Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	83.61	80.81	73.81	81.06	85.19	81.56	83.02	81.81	87.76
1P2: Vocational Achievement	91.53	93.02	91.53	89.89	91.53	91.53	91.53	85.25	90.00	88.68
2P1: Program Credentials	34.7	26.36	34.95	31.11	35.20	16.95	35.70	24.59	36.00	22.64
3P1: Placement in Employment	69.52	80.00	69.77	82.81	70.02	86.67	70.52	70.00	71.00	80.00
3P2: Retention in Employment	90.13	92.86	90.13	84.21	90.13	100.00	90.13	100.00	90.00	100.00
4P1: Non-traditional Participation	15.44	25.14	15.60	28.74	15.77	25.00	15.94	28.65	14.18	29.26
4P2: Non-traditional Completion	13.84	20.59	14.00	18.52	14.17	7.69	14.34	33.33	12.86	18.75

Information Tech Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	83.41	80.81	80.52	81.06	73.86	81.56	75.00	81.81	89.58
1P2: Vocational Achievement	91.53	86.77	91.53	88.17	91.53	80.81	91.53	88.75	90.00	94.12
2P1: Program Credentials	34.7	14.40	34.95	25.81	35.20	18.18	35.70	28.75	36.00	19.61
3P1: Placement in Employment	69.52	66.67	69.77	62.96	70.02	95.83	70.52	77.78	71.00	47.83
3P2: Retention in Employment	90.13	92.31	90.13	23.38	90.13	95.72	90.13	100.00	90.00	100.00
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Marketing Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	70.00	80.81	75.00	81.06	52.94	81.56	66.67	81.81	80.00
1P2: Vocational Achievement	91.53	88.37	91.53	100.00	91.53	84.21	91.53	94.12	90.00	93.10
2P1: Program Credentials	34.7	23.26	34.95	37.50	35.20	15.79	35.70	23.53	36.00	31.03
3P1: Placement in Employment	69.52	40.00	69.77	66.67	70.02	33.33	70.52	66.67	71.00	75.00
3P2: Retention in Employment	90.13	100.00	90.13	100.00	90.13	100.00	90.13	50.00	90.00	84.33
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

eBusiness Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement							81.56	100.00	81.81	71.43
1P2: Vocational Achievement							91.53	100.00	90.00	100.00
2P1: Program Credentials							35.70	0.00	36.00	71.43
3P1: Placement in Employment										
3P2: Retention in Employment										
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Hospitality Programs (Culinary CA, Culinary AS, Hotel, Travel)

The performance of culinary majors is of a strong concern with students' performance -19.66 on 1P1 for C.A. majors and -16.43 on 1P1 for A.S. majors. While there has been some improvement over the past five years, it is clear that their performance is a major point of concern for their program in order to reach their mission of quality vocational education. To address the performance of Culinary students in math classes, the Holomua and Culinary departments are linked in a strategy to improve 1P1 (Strategy #2). The decline in 3P1 for Hospitality and Travel raises concern and some research needs to be conducted to determine the cause.

Culinary C.A. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004 - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	54.22	80.81	38.29	81.06	62.50	81.56	61.90	81.81	61.54
1P2: Vocational Achievement	91.53	89.22	91.53	85.57	91.53	100.00	91.53	81.82	90.00	100.00
2P1: Program Credentials	34.7	51.96	34.95	34.29	35.20	54.29	35.70	63.64	36.00	71.43
3P1: Placement in Employment	69.52	81.82	69.77	69.23	70.02	91.57	70.52	89.47	71.00	64.29
3P2: Retention in Employment	90.13	96.30	90.13	88.89	90.13	100.00	90.13	94.12	90.00	100.00
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Culinary A.S. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>	\$258,762		\$317,463		\$331,760		\$389,225		\$318,263	
1P1: Academic Achievement	80.56	61.26	80.81	66.36	81.06	50.00	81.56	59.57	81.81	65.38
1P2: Vocational Achievement	91.53	93.00	91.53	93.13	91.53	86.84	91.53	81.51	90.00	90.09
2P1: Program Credentials	34.7	60.33	34.95	41.22	35.20	29.82	35.70	57.14	36.00	49.55
3P1: Placement in Employment	69.52	76.47	69.77	71.95	70.02	85.00	70.52	67.65	71.00	77.94
3P2: Retention in Employment	90.13	86.15	90.13	88.14	90.13	96.08	90.13	82.61	90.00	86.79
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Hospitality Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>	\$258,762		\$317,463		\$331,760		\$389,225		\$318,263	
1P1: Academic Achievement	80.56	67.27	80.81	67.50	81.06	81.06	81.56	66.67	81.81	89.58
1P2: Vocational Achievement	91.53	85.93	91.53	80.95	91.53	88.64	91.53	94.12	90.00	94.00
2P1: Program Credentials	34.7	20.83	34.95	21.43	35.20	18.18	35.70	23.53	36.00	60.00
3P1: Placement in Employment	69.52	69.23	69.77	69.57	70.02	88.89	70.52	66.67	71.00	47.37
3P2: Retention in Employment	90.13	94.44	90.13	93.75	90.13	100.00	90.13	50.00	90.00	88.89
4P1: Non-traditional Participation	15.44	48.43	15.60	42.19						
4P2: Non-traditional Completion	13.59	42.31	13.84	72.00	14.00	18.18				

Trav and Tourism Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>	\$258,762		\$317,463		\$331,760		\$389,225		\$318,263	
1P1: Academic Achievement	80.56	76.53	80.81	76.81	81.06	75.48	81.56	66.67	81.81	71.70
1P2: Vocational Achievement	91.53	93.00	91.53	93.28	91.53	90.79	91.53	94.12	90.00	90.74
2P1: Program Credentials	34.7	20.00	34.95	40.45	35.20	34.50	35.70	23.53	36.00	50.00
3P1: Placement in Employment	69.52	66.67	69.77	77.08	70.02	85.67	70.52	66.67	71.00	64.71
3P2: Retention in Employment	90.13	87.50	90.13	88.51	90.13	95.72	90.13	50.00	90.00	81.82
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Health Education and Legal Education Programs

Health and Legal Education Programs at KCC employ selective admission strategies to carefully admit only those students having the best potential for completing the program and gaining employment in the career field. The programs do extremely well as measured by the Perkins indicators with only a few exceptions. As mentioned earlier, the College is examining the selective admission criteria which should address the performance issues for all of the selective admission programs.

Dental Assist. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- - 05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>	\$258,762		\$317,463		\$331,760		\$389,225		\$318,263	
1P1: Academic Achievement	80.56	50.00	80.81	66.67	81.06	28.57	81.56	62.50	81.81	100.00
1P2: Vocational Achievement	91.53	100.00	91.53	94.44	91.53	100.00	91.53	100.00	90.00	100.00
2P1: Program Credentials	34.7	90.00	34.95	50.00	35.20	47.37	35.70	80.00	36.00	54.55
3P1: Placement in Employment	69.52	57.14	69.77	92.86	70.02	88.89	70.52	77.78	71.00	91.67
3P2: Retention in Employment	90.13	100.00	90.13	93.31	90.13	87.50	90.13	85.71	90.00	100.00
4P1: Non-traditional Participation	15.44	0.00	15.60	8.70	15.77	8.70	15.94	4.55	14.18	10.34
4P2: Non-traditional Completion	13.84	0.00	14.00	8.33	14.17	8.33	14.34	5.56	12.86	0.00

Medical Assist. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	74.19	80.81	72.73	81.06	76.00	81.56	77.78	81.81	84.62
1P2: Vocational Achievement	91.53	95.65	91.53	95.65	91.53	93.10	91.53	95.00	90.00	92.59
2P1: Program Credentials	34.7	21.74	34.95	65.22	35.20	75.86	35.70	75.00	36.00	59.26
3P1: Placement in Employment	69.52	69.44	69.77	88.89	70.02	80.00	70.52	72.73	71.00	86.67
3P2: Retention in Employment	90.13	92.00	90.13	100.00	90.13	91.67	90.13	93.75	90.00	100.00
4P1: Non-traditional Participation	15.44	6.94	15.60	7.58	15.77	6.78	15.94	7.69	14.18	3.39
4P2: Non-traditional Completion	13.84	0.00	14.00	0.00	14.17	6.90	14.34	6.25	12.86	0.00

Med. Lab. Tech. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	78.57	80.81	81.82	81.06	100.00	81.56	77.78	81.81	88.89
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	87.50	91.53	80.00	90.00	70.00
2P1: Program Credentials	34.7	50.00	34.95	90.91	35.20	62.50	35.70	40.00	36.00	60.00
3P1: Placement in Employment	69.52	100.00	69.77	85.71	70.02	90.00	70.52	100.00	71.00	25.00
3P2: Retention in Employment	90.13	100.00	90.13	100.00	90.13	100.00	90.13	100.00	90.00	100.00
4P1: Non-traditional Participation	15.44	40.00	15.60	31.25	15.77	7.69	15.94	25.00	14.18	19.35
4P2: Non-traditional Completion	13.84	42.86	14.00	41.67	14.17	0.00	14.34	25.00	12.86	16.67

OTA Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	86.67	80.81	76.81	81.06	75.48	81.56	77.80	81.81	100.00
1P2: Vocational Achievement	91.53	100.00	91.53	93.28	91.53	90.79	91.53	90.75	90.00	100.00
2P1: Program Credentials	34.7	58.82	34.95	40.45	35.20	34.50	35.70	47.69	36.00	62.50
3P1: Placement in Employment	69.52	58.33	69.77	77.08	70.02	85.67	70.52	78.20	71.00	66.67
3P2: Retention in Employment	90.13	57.14	90.13	88.51	90.13	95.72	90.13	88.46	90.00	50.00
4P1: Non-traditional Participation	15.44	35.29	15.60	23.38	15.77	17.91	15.94	19.33	14.18	36.84
4P2: Non-traditional Completion	13.84	30.00	14.00	19.92	14.17	11.36	14.34	17.71	12.86	50.00

PTA Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	94.12	80.81	75.00	81.06	87.50	81.56	77.78	81.81	75.00
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	100.00	91.53	100.00	90.00	80.00
2P1: Program Credentials	34.7	70.00	34.95	0.00	35.20	10.00	35.70	63.64	36.00	40.00
3P1: Placement in Employment	69.52	91.67	69.77	92.31	70.02		70.52	100.00	71.00	100.00
3P2: Retention in Employment	90.13	54.55	90.13	33.33	90.13		90.13	100.00	90.00	57.14
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Rad. Tech. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	92.11	80.81	86.96	81.06	91.67	81.56	95.24	81.81	100.00
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	100.00	91.53	100.00	90.00	100.00
2P1: Program Credentials	34.7	36.59	34.95	0.00	35.20	0.00	35.70	80.00	36.00	88.10
3P1: Placement in Employment	69.52	68.75	69.77	73.33	70.02		70.52		71.00	85.00
3P2: Retention in Employment	90.13	27.27	90.13	36.36	90.13		90.13		90.00	52.94
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Resp. Care Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	91.67	80.81	92.31	81.06	70.00	81.56	85.71	81.81	92.86
1P2: Vocational Achievement	91.53	96.32	91.53	87.50	91.53	100.00	91.53	100.00	90.00	100.00
2P1: Program Credentials	34.7	44.44	34.95	81.25	35.20	36.36	35.70	86.67	36.00	93.75
3P1: Placement in Employment	69.52	92.31	69.77	83.33	70.02	100.00	70.52	100.00	71.00	100.00
3P2: Retention in Employment	90.13	100.00	90.13	100.00	90.13	92.31	90.13	75.00	90.00	100.00
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

EMT Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	95.83	80.81	75.00	81.06	89.47	81.56	95.00	81.81	92.86
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	100.00	91.53	96.55	90.00	100.00
2P1: Program Credentials	34.7	0.00	34.95		35.20		35.70		36.00	10.26
3P1: Placement in Employment	69.52	100.00	69.77		70.02		70.52		71.00	
3P2: Retention in Employment	90.13	100.00	90.13		90.13		90.13		90.00	
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

MICT Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	93.75	80.81	71.43	81.06	80.00	81.56	100.00	81.81	91.67
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	100.00	91.53	100.00	90.00	100.00
2P1: Program Credentials	34.7		34.95	22.22	35.20		35.70	12.50	36.00	11.76
3P1: Placement in Employment	69.52	100.00	69.77	100.00	70.02	100.00	70.52		71.00	100.00
3P2: Retention in Employment	90.13	100.00	90.13	100.00	90.13	100.00	90.13		90.00	100.00
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Nursing ADN Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	99.09	80.81	98.51	81.06	100.00	81.56	100.00	81.81	100.00
1P2: Vocational Achievement	91.53	94.89	91.53	96.00	91.53	98.39	91.53	98.80	90.00	100.00
2P1: Program Credentials	34.7	34.31	34.95	80.00	35.20	90.32	35.70	89.16	36.00	94.03
3P1: Placement in Employment	69.52	86.36	69.77	86.96	70.02	88.33	70.52	80.36	71.00	81.08
3P2: Retention in Employment	90.13	92.11	90.13	97.50	90.13	98.11	90.13	91.11	90.00	96.67
4P1: Non-traditional Participation	15.44	24.64	15.60	24.66	15.77	22.82	15.94	25.00	14.18	27.33
4P2: Non-traditional Completion	13.84	25.53	14.00	23.33	14.17	18.97	14.34	22.97	12.86	25.76

Prac. Nurs. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	90.00	80.81	90.00	81.06	94.87	81.56	89.74	81.81	91.49
1P2: Vocational Achievement	91.53	86.44	91.53	100.00	91.53	82.22	91.53	100.00	90.00	88.00
2P1: Program Credentials	34.7	59.32	34.95	65.21	35.20	57.78	35.70	51.22	36.00	70.00
3P1: Placement in Employment	69.52	96.88	69.77	85.71	70.02	78.57	70.52	88.46	71.00	66.67
3P2: Retention in Employment	90.13	83.87	90.13	87.50	90.13	100.00	90.13	60.87	90.00	57.14
4P1: Non-traditional Participation	15.44	7.81	15.60	8.62	15.77	7.41	15.94	12.50	14.18	15.38
4P2: Non-traditional Completion	13.84	2.86	14.00	11.76	14.17	3.70	14.34	13.79	12.86	14.29

Legal Ed. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	75.56	80.81	69.70	81.06	84.38	81.56	72.73	81.81	81.82
1P2: Vocational Achievement	91.53	96.03	91.53	96.92	91.53	97.01	91.53	91.94	90.00	93.22
2P1: Program Credentials	34.7	24.60	34.95	41.54	35.20	37.31	35.70	38.71	36.00	42.37
3P1: Placement in Employment	69.52	83.33	69.77	75.00	70.02	85.19	70.52	72.00	71.00	66.67
3P2: Retention in Employment	90.13	88.00	90.13	100.00	90.13	86.36	90.13	100.00	90.00	100.00
4P1: Non-traditional Participation	15.44	17.53	15.60	17.78	15.77	12.64	15.94	13.66	14.18	14.20
4P2: Non-traditional Completion	13.84	12.90	14.00	20.69	14.17	7.14	14.34	10.71	12.86	3.70

New Media Arts

NMA Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement							81.56	100.00	81.81	100.00
1P2: Vocational Achievement							91.53	100.00	90.00	60.00
2P1: Program Credentials							35.70	0.00	36.00	100.00
3P1: Placement in Employment										
3P2: Retention in Employment										
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Special Populations

Except for the students with disabilities, the special population students perform as well as or better than the general population on 1P1, 1P2. The challenges for special populations students appear to lie in the job placement areas of 3P1 and 3P2. Strategy #4 addresses the needs of the special populations and the college will continue to place a strong emphasis on these students.

Disabled Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	54.55	80.81	0.00	81.06	46.67	81.56	70.59	81.81	78.57
1P2: Vocational Achievement	91.53	96.15	91.53	66.67	91.53	76.47	91.53	88.89	90.00	78.57
2P1: Program Credentials	34.7	42.31	34.95	33.33	35.20	25.53	35.70	44.44	36.00	21.43
3P1: Placement in Employment	69.52	50.00	69.77	71.43	70.02	50.00	70.52	50.00	71.00	62.50
3P2: Retention in Employment	90.13	60.00	90.13	60.00	90.13	100.00	90.13	100.00	90.00	80.00
4P1: Non-traditional Participation	15.44	33.33	15.60	42.86	15.77	33.33	15.94	26.67	14.18	45.45
4P2: Non-traditional Completion	13.84		14.00		14.17	50.00	14.34		12.86	50.00

Econ. Disadv. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	81.18	80.81	79.76	81.06	71.33	81.56	79.50	81.81	82.44
1P2: Vocational Achievement	91.53	89.75	91.53	90.80	91.53	88.27	91.53	91.63	90.00	92.27
2P1: Program Credentials	34.7	42.40	34.95	50.57	35.20	39.66	35.70	40.34	36.00	57.51
3P1: Placement in Employment	69.52	76.96	69.77	75.76	70.02	90.91	70.52	70.42	71.00	75.00
3P2: Retention in Employment	90.13	82.99	90.13	86.67	90.13	94.74	90.13	88.00	90.00	83.33
4P1: Non-traditional Participation	15.44	24.85	15.60	26.92	15.77	13.40	15.94	14.91	14.18	20.94
4P2: Non-traditional Completion	13.84	27.12	14.00	16.67	14.17	5.17	14.34	16.67	12.86	15.73

Non-Trad. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	73.24	80.81	70.59	81.06	82.35	81.56	88.37	81.81	88.37
1P2: Vocational Achievement	91.53	86.63	91.53	82.50	91.53	91.49	91.53	90.91	90.00	86.79
2P1: Program Credentials	34.7	27.91	34.95	41.25	35.20	36.17	35.70	49.09	36.00	52.83
3P1: Placement in Employment	69.52	73.81	69.77	75.55	70.02	84.85	70.52	82.35	71.00	74.07
3P2: Retention in Employment	90.13	80.65	90.13	94.29	90.13	100.00	90.13	92.86	90.00	90.00
4P1: Non-traditional Participation										
4P2: Non-traditional Completion										

Single Parent Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	73.68	80.81	83.33	81.06	70.37	81.56	76.92	81.81	83.33
1P2: Vocational Achievement	91.53	95.00	91.53	100.00	91.53	84.85	91.53	95.24	90.00	90.91
2P1: Program Credentials	34.7	30.00	34.95	50.00	35.20	36.36	35.70	50.00	36.00	72.73
3P1: Placement in Employment	69.52	90.91	69.77	89.89	70.02	100.00	70.52	66.67	71.00	76.19
3P2: Retention in Employment	90.13	70.00	90.13	87.50	90.13	100.00	90.13	87.50	90.00	81.25
4P1: Non-traditional Participation	15.44		15.60		15.77	2.22	15.94	3.70	14.18	2.56
4P2: Non-traditional Completion	13.84		14.00		14.17		14.34	6.25	12.86	0.00

Disp. Home. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	75.00	80.81	66.67	81.06	100.00	81.56	75.00	81.81	57.14
1P2: Vocational Achievement	91.53	100.00	91.53	100.00	91.53	100.00	91.53	75.00	90.00	100.00
2P1: Program Credentials	34.7	20.00	34.95	66.67	35.20	42.86	35.70	37.50	36.00	80.00
3P1: Placement in Employment	69.52	0.00	69.77	0.00	70.02	100.00	70.52	66.67	71.00	33.33
3P2: Retention in Employment	90.13	0.00	90.13	0.00	90.13	100.00	90.13	50.00	90.00	100.00
4P1: Non-traditional Participation	15.44		15.60		15.77		15.94		14.18	0.00
4P2: Non-traditional Completion	13.84		14.00		14.17		14.34		12.86	0.00

Limited Eng. Performance	2000 - 01		2001 - 02		2002 - 03		2003 - 04		2004- -05	
	standard	actual	standard	actual	standard	actual	standard	actual	standard	actual
<i>Achieving Standards Funding</i>		\$258,762		\$317,463		\$331,760		\$389,225		\$318,263
1P1: Academic Achievement	80.56	69.44	80.81	75.00	81.06	82.86	81.56	84.91	81.81	86.67
1P2: Vocational Achievement	91.53	91.57	91.53	75.00	91.53	85.71	91.53	83.93	90.00	90.63
2P1: Program Credentials	34.7	33.15	34.95	25.00	35.20	31.43	35.70	44.64	36.00	53.13
3P1: Placement in Employment	69.52	76.27	69.77	40.00	70.02	25.00	70.52	63.64	71.00	44.00
3P2: Retention in Employment	90.13	84.44	90.13	50.00	90.13	100.00	90.13	85.71	90.00	81.28
4P1: Non-traditional Participation	15.44	17.59	15.60	23.53	15.77	11.90	15.94	14.98	14.18	15.79
4P2: Non-traditional Completion	13.84	16.00	14.00		14.17		14.34	14.98	12.86	20.00

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet
Strategy # 1
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College
Department: Humanities (New Media Arts)

Targeted Indicator(s): 1P2 (30.0 below the standard), 3P1 (data not available for 04-05)

(Descriptive) Strategy Title: Assist New Media Arts Majors with Placement into Further Education, Employment or the Military

Year 1 of 3 (for 2005-06 continuing strategies)

Amount Requested for fiscal year: \$46,522

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
x	Integrated Academics (1P1, 1P2 and 2P1)
x	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

To keep pace with industry needs, NMA must consistently update software and equipment and emerging technologies in the workplace. Funds are requested for increasing job placement and to improve purchases of computer equipment to ensure superior academic achievement and career training.

Brief Strategy Description

New Media Arts requests funds to develop the academic, vocational, and technical skills of students enrolled in NMA courses. These following actions will integrate academic, vocational, and technical instruction:

Summer 2006

- Integrate industry and student data collected in 2005 – 2006 into an online database that can be updated using online resources

- Develop software code to generate online surveys and forms that will post data to a NMA database and to provide assessment of NMA student and program learning outcomes.
- Design online surveys of current and former students, high schools, other colleges and universities with similar new media degrees and additional industry professionals.
- Purchase new equipment for one NMA lab*

Spring 2007

- Develop an email distribution list to announce program news and events and to invite students to a NMA job fair for internship and job opportunities
- Send an annual email blast and an online survey to maintain contact with NMA graduates and make it possible to assess program learning outcomes after graduation.

* Approximately one-third of the NMA equipment is outdated for current technology. Funds will be used to update the equipment for one NMA lab. Emerging technology demands are an ongoing component of new media education. In a recent survey of students taking NMA courses, 62.5 % of those surveyed are dissatisfied with the computer hardware available in the NMA labs, 47.5% think the hardware is inadequate for the demands of NMA classes, 15% report daily problems with hardware in the NMA labs, and 55% report experiencing hardware related problems in the NMA labs on a weekly basis.

Effectiveness Measures:

New assessment methods are being developed to better serve current and future students. These methods include surveys to assess student needs and to track general student information. An additional survey is being developed to assess student success after graduation and to track graduates after the completion of their degree. Funds are being sought for technology upgrades to the labs and for special projects to assist in assessing student needs and success. New Media Arts is hosting industry professionals in a New Arts Lecture Series. Between 20 – 100 students and community professionals attend these workshops and lectures.

Rationale:

NMA requests funds to integrate industry and student data collected in 2005 – 2006 into an online database that can be updated using online resources. Further data will be collected and integrated into this database through online surveys. Surveys will be designed to collect contact information and to provide assessment of NMA student and program learning outcomes.

BUDGET SUMMARY

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item) Project management and content preparation for NMA Web surveys. Identification of target audiences. Equivalent of 12 cr @ instructor salary flat grant	18,280	4,570	4,570	4,570	4,570
A-O	Develop code for a survey generator to generate forms that will post data to a NMA database. Equivalent of 3 cr @ "A" lecturer rate flat grant	4,570	1,142	1,143	1,142	1,143
	TOTAL PERSONNEL SERVICES	22,850				
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	Dell Precision 380 Workstation CPU: Intel Pentium D 840 MEMORY: 2 GB DDR2 GRAPHICS: nVidia Quadro F 1400 HARD DISK: 500GB SATA OPTICAL: 16XDVD an 16XDVD+/-RW MONITOR: Dell 20 inch UltraSharp 2005FP monitor TOTAL PER UNIT = \$2,745.44	23,672	23,672			
	TOTAL OTHER CURRENT EXPENSES	23,672				
	TOTAL OPERATING COSTS	\$46,522	29,384	5,713	5,712	5,713

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet
Strategy # 2
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College
Department: Holomua (Developmental Education)
Partner: Culinary Arts

Targeted Indicator(s): 1P1 (16.43 below the standard), 1P2 (.09 above standard), 2P1 (35.43 above standard)

(Descriptive) Strategy Title: Using Supplemental Instruction to Improve Academic Performance among MATH 24, MATH 25 and FSHE 241 Students

Year 1 of 3 (for 2005-06 continuing strategies)

Amount Requested for fiscal year: \$51,000

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
x	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

Supplemental Instruction (SI) is a nationally recognized, institution-wide academic assistance program that increases student performance and retention. The courses targeted for SI are MATH 24, MATH 25 and FSHE 241. 66.7% of students who take developmental math are preparing for study in one of KCC's career and technical degree and/or certificate programs. Understanding the concepts of MATH 24 is imperative to student success in MATH 25 and in later career and technical courses. FSHE 241, Cost Analysis, is a required course for students studying in the KCC Culinary degree program. The academic rigor of MATH 24 and 25 and FSHE 241 exceeds the academic preparation of most incoming students. The ongoing project addresses Goal 1 Objective 1 "to strengthen campus support for Holomua," and Goal 1 Objective 2 "to provide, maintain and make visible fully accessible student support services to promote student success rates and satisfaction" (KCC Strategic Plan 2003-2010), as well as the Tactical Plans of both Culinary Arts and Holomua.

Brief Strategy Description:

SI intervention was offered to four MATH 24 and two FSHE 241 classes per semester in FY 2005-2006. We would like to again offer SI to four MATH 24 and two FSHE 241, and add two MATH 25 classes per semester in the fiscal year 2006-2007. This will allow data to be collected on success rates in subsequent classes, as well as provide a service to another historically difficult course in Holomua. The service is meant to be proactive rather than reactive. For example, on the first day of class, the SI Coordinator will introduce the SI Leader, give a brief description of SI, and administer a brief survey to determine the best times to schedule SI sessions and office hours. SI schedules (three study sessions and two office hours per week) are set during the second week of class, allowing students to obtain assistance before they encounter academic difficulty. Since SI Leaders attend all class meetings, they are able to develop a relationship with the students in the class. The SI sessions that the SI Leaders facilitate are designed to promote a high degree of student interaction and mutual support. SI leaders will also offer critical thinking, reading, learning, and study skills instruction in the context of course requirements and as an outgrowth of student questions and concerns. The SI Leaders will also attend weekly meetings led by the SI Coordinator to discuss strategies for improving SI sessions.

Plan:

Action	Timeline	Who is Responsible
Hire SI Leaders	May 2006-August 2006	SI Coordinator
Train SI Leaders	August 2006	SI Coordinator
Information Session for Faculty Teaching Targeted Courses	August 2006	SI Coordinator
Schedule SI Sessions	Ongoing	SI Leaders/SI Coordinator
SI Sessions	Ongoing	SI Leaders
Assessment	Ongoing	SI Coordinator/SI Leaders
Prepare and Disseminate Final Reports	August 2007	SI Coordinator

Effectiveness Measures:

- Comparison of mean final course grades of SI participants to Non-SI participants
- Comparison of mean final course grades of KCC SI to National SI
- Comparison of withdrawal rates of SI participants to Non-SI participants
- Number of sessions attended
- Number of students participating
- Comparison of SI in FY 2005-2006 to SI in FY 2006-2007
- Success rates of SI and Non-SI participants in subsequent classes
- Comparison of persistence rates of SI participants to Non-SI participants

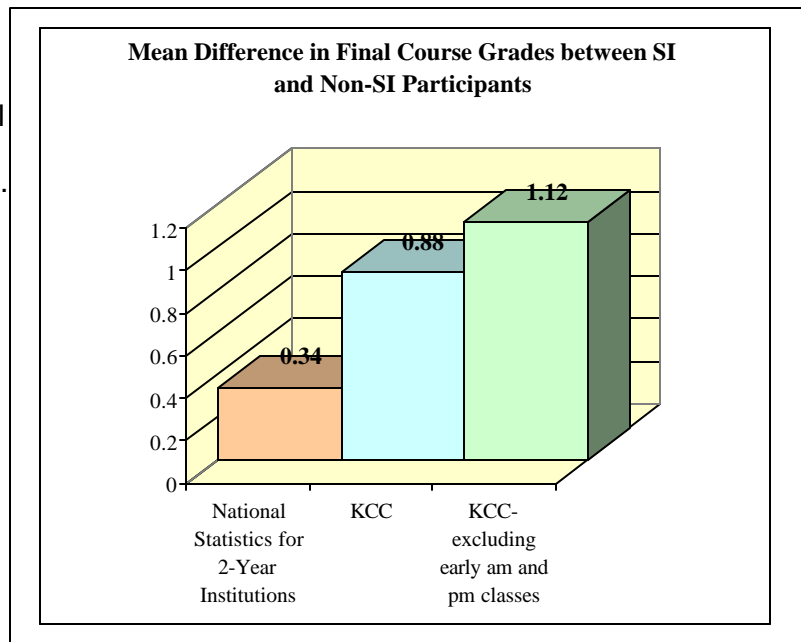
Rationale:

SI has been in existence nationally for over 30 years and after a rigorous review process in 1981, became one of the few postsecondary programs to be designated by the U.S. Department of Education as an Exemplary Educational Program. National data on SI demonstrates its value and success; therefore it is an appropriate intervention strategy for

addressing the under-performing indicator. In FY 2005-2006 SI was offered in eight MATH 24 classes and four FSHE 241 classes. SI was offered to 152 students in Fall 2005, with 38% of those students attending at least one SI session during the semester. This is typical of national statistics of SI, which on average have attendance rates of 30-45%. A total of 227 sessions was offered. In the current FY 2006-2007 it is expected that approximately 200 students will be served.

Results from Fall 2005 indicate that the intervention was also successful in MATH 24, further indication that the intervention should be continued and expanded. SI participants had a mean mean final course grade of 2.34

versus Non-SI participants, which had a mean final course grade of 1.46, a difference of +0.88. National 2-year public institutions show a mean final grade difference of +0.34. Excluding the early morning and evening classes, the mean final course grade difference between SI participants and Non-SI participants in MATH 24 was +1.12. The students in the early morning (7:45 am) and evening (5:00 pm) classes had difficulty attending SI sessions due to work or other obligations before or after class; therefore in Spring 2006 SI classes were not offered at these times.



SI participants had an average withdrawal rate of 0% in comparison to the Non-SI participants, which had an average withdrawal rate of 23.6%.

In FSHE 241 there was a -0.42 mean difference between SI participants and Non-SI participants. After discussion with Culinary Arts Department Chair, Ron Takahashi, it was determined that the SI participants in FSHE 241 would probably not have passed the course had they not participated in SI. Therefore he felt it was successful. SI participants in FSHE 241 had an average withdrawal rate of 0% versus Non-SI participants, which had an average withdrawal rate of 14.5%.

Overall, of those that participated in SI, the mean student satisfaction with the SI Leader, with 1 being low and 5 being high, was 4.2. This suggests that the training of SI Leaders is sufficient but can be improved in the next year.

Budget Summary

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item)					
	Faculty Coordinator @ .40FTE	19,500	4,875	4,875	4,875	4,875
A-L						
A-1	7 SI leaders x 10 hpw x 12.50/hr (A-6) x 17 weeks x 2 semesters (includes training)	29,750	7,437	7,438	7,437	7,438
A-O						
	TOTAL PERSONNEL SERVICES	49,250				
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	SI training materials	500	500			
	Computer and printer for SI leaders	1,250	1,250			
	TOTAL OTHER CURRENT EXPENSES	1,750				
	TOTAL OPERATING COSTS	51,000	14,062	12,313	12,312	12,313

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet**

**Strategy # 3
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College
Department: Culinary Arts
Partners: Hospitality, Travel and Tourism

Targeted Indicator(s): Culinary: 1P1 (16.43 below the standard), 1P2 (.09 above standard), 2P1 (35.43 above standard), 3P1 (6.71 below standard)
Hospitality: 1P1 (7.77 above the standard), 1P2 (4.0 above standard), 2P1 (24.0 above standard), 3P1 (23.63 below standard)
Travel: 1P1 (10.11 below the standard), 1P2 (4.0 above standard), 2P1 (.74 above standard), 3P1 (14.0 below standard)

(Descriptive) Strategy Title: KeyTrain Assessment and On-line Remediation

Year 1 of 3 (for 2005-06 continuing strategies)

Amount Requested for fiscal year: \$70,249

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
x	Integrated Academics (1P1, 1P2 and 2P1)
x	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

During the last five academic years, the 1P1 score for KCC Culinary has consistently fallen below the Perkins Standards, averaging -25.25 for the FSCA (Certificate) students and -20.98 for the FSER (Associates) students.

Deficiencies in the 1P1 Academic Achievement scores for KCC Hospitality, Travel and Tourism have also been problematic as shown below. For Hospitality, the 1P1 scores fluctuated more than can be directly attributed to intervention activities, which raises questions about the

reliability of the data. The Travel/Tourism 1P1 scores have been consistently deficient, with a considerable decline in 2004-2005.

Brief Strategy Description:

It is the belief of the Culinary, Hospitality, Travel and Tourism programs that one of the main reasons our students perform poorly in their academic achievement is due to poor college preparation in high school. Characteristically, many of our vocational students are creative, tactile learners. Even though they excel in performance-based lab courses, many are ill-prepared for the rigors of academia and likewise score badly in academic classes. A second reason for poor academic performance is the student's inability to identify and pursue realistic and achievable academic pathways. Because our incoming students do not have a means of assessing their skill levels, they may enter into the Associate of Science degree program, whereas a different pathway may have been more appropriate. We believe that basic skills assessment and self-directed remedial education are critically needed to prepare our students for the pathway that offers the highest level of individual success.

The Job Placement Counselor will continue to make connections with business and industry. With the increase in the number of students involved with WorkKeys, a .50FTE coordinator is being requested to facilitate and coordinate assessment and remediation training using Work Keys & Key Train. This coordinator will work with KCC vocational programs and Institutional Research to provide coordination, support with advising, data collection, proctoring, report writing, and assessment.

Effectiveness Measures:

KCC Culinary will be able to assess the effectiveness of its tactics since basic skills assessment is an integral component of this achieving standards strategy. With pre and post assessment, we can measure the outcomes of students who utilized the remedial program and measure the impact that higher levels of preparation have on academic achievement. The measures of effectiveness will include:

- Pre-testing of 100% of all incoming students in the academic year
- Post-testing of 100% of all students who took the pre-assessment
- 20% improvement in the test score of all students who took advantage of the KeyTrain remediation program over the control group that did not when comparing the pre-test to post-test scores
- 5 point increase in 1P1 score for 2007

The KCC Hospitality, Travel and Tourism Department strategy is to use KeyTrain assessment and remediation via their HOST 100 course, which is required for all hotel and travel majors.

Measures of effectiveness will include:

- Pre-testing 100 % of HOST 100 students
- Post-testing 100% of students who took the pre-assessment
- 20% improvement in test score of students who utilized KeyTrain remediation program over those students who did not when comparing their pre-tests and post tests.
- 4.5 point increase in 1P1 score for 2007.

Rationale:

Due to only partial funding in Year 1, the number of laptops purchased did not allow for mandated assessment. Current program of voluntary assessment is not being taken advantage

of by students. Program revision requiring on-line skills assessment prior to entry into program will be submitted in Fall 2006.

Budget Summary

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item)					
A-L	1.0 FTE Faculty (Job Placement and WorkKeys Coordinator)	38,879	6,288	9,197	9,197	14,197
A-1						
A-O	Student Help (8.25/hr x 30 hpw) Fringe	12,870	3,217	3,218	3,217	3,218
	TOTAL PERSONNEL SERVICES	51,749				
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	Site License (\$20/student)	4,000			4000	
	Supplies for Job Placement	2,500	625	625	625	625
	Laptops (8 each)	12,000	12,000			
	TOTAL OTHER CURRENT EXPENSES	18,500				
	TOTAL OPERATING COSTS	70,249	22,130	13,040	17,039	18,040

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet**

**Strategy # 4
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College
Department: Student Services Counseling
Partners: Deaf and Hard of Hearing Program
English for speakers of other languages (ESOL)
Financial Aid Office

Targeted Indicator(s): 1P1, 1P2, 4P1, 4P2

(Descriptive) Strategy Title: Support Services for Special Populations Disabled (below standard for 1P1, 1P2, 2P1, 3P1, 3P2), economically disadvantaged (below standard for 3P2), non-traditional (below standard for 1P2), single parent (below standard for 3P2, 4P1, 4P2), displaced homemaker (below standard for 1P1, 3P1), limited English (below standard for 3P1, 3P2)

Year 1 of 3 (for 2005-06 continuing strategies)

Amount Requested for fiscal year: \$89,604

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
x	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
x	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

The College continues to perform below expected standards for disabled students, economically disadvantaged students, single parents, displaced homemakers and students with limited English proficiencies.

Students with limited English proficiency often struggle to succeed in vocational and academic settings. Inadequate oral communication skills and inaccurate pronunciation of American English can impede the successful completion of educational and career goals.

All special populations students struggle with the financial aid application process and many do not complete their forms to qualify for aid.

Brief Strategy Description:

The College plans to provide career services, recruitment services, success workshops and financial aid outreach to students of these special populations. Direct support will be provided through textbook vouchers, and childcare assistance, beyond what is covered by financial aid. The college will continue to provide notetakers, readers, scribes, interpreters, and other accommodations to students with disabilities.

A series of six-week Pronunciation for Success courses will be developed and implemented. One section will be delivered in Spring 2007 and three sections will be offered in Summer 2007. Two hour classes will be held once a week, in the early evening, to fit the schedules of students and working adults. During each six-week session, volunteer tutors will be available once a week, to support those workshop participants needing individualized pronunciation practice. Volunteer tutors will be recruited through the International Café on the Kapi'olani Community College campus, and through UH system graduate programs in Education and TESL. These pronunciation workshops will be offered in a language/computer lab that allows for the use of hardware, software, audio, video, and online technologies to support learning.

The strategies will include qualitative and quantitative indicators consistent with the institutional mission, values, and strategic/tactical plan.

Effectiveness Measures:

Programs offered to special populations students are targeted to reach 70% of the designated populations and increase rates for 1P1, 1P2, 4P1, 4P2 by 2% for the coming program year.

Rationale:

This is an ongoing strategy. The commitment of the college is to provide the resources and support necessary for successful program completion and employment. This broad strategy provides the college with a comprehensive method of supporting students and a good foundation for positively impacting degree completion and participation in non-traditional programs. The College is enhancing student progress by allocating resources to meet the specific needs of students on a 1:1 basis via tutoring, academic accommodations, and counselor intervention.

The Pronunciation for Success Workshop was funded in FY 2002-2003. Twelve qualified vocational/technical students expressed interest in the Spring 2002 workshop and ten enrolled. Three sections were offered in Summer 2003. Seven to ten students per section participated in these workshops. A total of 21 students attended all six of the class meetings for the section in which they had enrolled. The population served by the Pronunciation for Success Workshop in 2002-2003 represented many of the major language groups in Hawaii's workforce, including Japanese, Chinese, Korean, Vietnamese, Thai, Ilocano, Tagalog, and others. Based on past student interest and rate of participation, approximately ten to fifteen students per section can be expected to benefit from this language training workshop. This adds up to an estimated total of between forty to fifty vocational/technical limited English proficiency students served by the Pronunciation for Success workshops in FY 2006-2007.

Budget Summary

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item)					
	.30 FTE Counselor for Deaf and Hard of Hearing Students	15,248	5,062	5,062	2,562	2,562
A-1	Notetakers	12,000	3,000	3,000	3,000	3,000
	Counseling Asst. (Casual) @ \$16.35/ hr @ 20 hr/wk	16,104	4026	4026	4026	4026
A-O	Financial Aid outreach Asst. (Casual) @ \$16.35/ hr @ 10 hr/wk	8,052	2013	2013	2103	2013
	Instructor for pronunciation workshops (60 hours x 4 sessions x \$30/hr)	7,200			3,600	3,600
	TOTAL PERSONNEL SERVICES	58,604				
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	Interpreters	12,000	3,000	3,000	3,000	3,000
	Career Resources/ Book Awards	12,000	3,000	3,000	3,000	3,000
	Supplies for Pronunciation workshops (site license @ \$165 each, tapes, headphones, digital camera, audio equipment)	7,000		7,000		
	TOTAL OTHER CURRENT EXPENSES	31,000				
	TOTAL OPERATING COSTS	\$89,604	20,101	27,101	21,201	21,201

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet**

**Strategy # 5
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College

Targeted Indicator(s): 1P1, 1P2, 2P1, 3P1

(Descriptive) Strategy Title: Student Services Online

Year 1 of 3 (for 2005-06 continuing strategies)

Amount Requested for fiscal year: \$24,000

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
<input checked="" type="checkbox"/>	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
<input checked="" type="checkbox"/>	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

The College continues to experience problems in meeting the demand of career and technical students for advising for degree programs due to high counselor to student ratios in certain vocational programs. As part of an overall college strategy, the counselors have focused on increasing the availability of information online and improving the accessibility of web-based services. In a recent survey, students reported using the KCC Website to review program requirements at a low 20% rate.

Brief Strategy Description:

This strategy aims to utilize technology to allow students to receive advising as well as scheduling appointments with counselors using the Student Accountability and Reporting System (SARS) as a means of enhancing counseling and advising services. The strategy will include qualitative and quantitative indicators consistent with the institutional mission, values, and strategic/tactical plan.

Effectiveness Measures:

Working with all career and technical counselors, the College will determine students' preferences for online advising using qualitative and quantitative measures. The data will be used to monitor the continuous improvement of online advising. Available student data indicates that 97% of KCC students own or have easy access to a computer and 54% use their

hawaii.edu account regularly. The overall targeted outcome for this strategy will be a decrease in the number of students who fail their vocational and general education courses and who subsequently do not complete their degree or postpone their graduation goals.

Rationale:

Recent literature speaks directly to learning environments, the engagement of students, and the support services necessary for student success. The literature also suggests that online advising programs yield positive results in student support and retention.

Increasingly, the majority of students, including those studying through distance education, expect to access institutions through online resources and services. Thus, these services become integral to the ways colleges engage and support students and their learning.

During the current academic year, KCC sent eleven departmental e-blasts and four campus e-blasts. Prior to notifying students that they were responsible for checking their hawaii.edu mailbox, the average number of students reading departmental e-blasts was 58.8% and campus e-blasts, 45.5%. It is expected that this percentage will increase since students were officially notified in February 2006 of the new e-communication policy by email and postcard.

This is a continuing strategy. For the coming year, the strategy attempts to support selected majors and special populations students who are in high-risk categories for passing their courses. Online advising that provides decision-support throughout the semester assists students in making good choices for adding and dropping classes and meeting graduation requirements. Students will be able to easily access counselors through online appointment methods (SARS) when faced with academic or course-related problems.

Budget Summary

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item)					
	.10 FTE faculty on assigned time to develop student services online	9,000	2250	2250	2250	2250
A-O	Casual hire to develop online communication to CTE students to build awareness of online advising services	6,000	1,500	1,500	1,500	1,500
	Casual hire (consultant) to provide services to audit website	6,000		6,000		
	TOTAL PERSONNEL SERVICES					
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	SARS maintenance fee	3,000	3,000			
	TOTAL OTHER CURRENT EXPENSES					
	TOTAL OPERATING COSTS	\$24,000	6,750	9,750	3,750	3,750

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**ACHIEVING STANDARDS
Intervention Strategy Worksheet**

**Strategy # 6
Fiscal Year 2006-2007**

Campus: Kapi'olani Community College
Department: Business Education

Targeted Indicator(s): Accounting: 2P1(13.36 below standard), 3P1(9.0 above standard)
IT: 2P1(16.39 below standard), 3P1(23.17 below standard)
Marketing: 2P1(4.97 below standard), 3P1(4.0 above standard),

(Descriptive) Strategy Title: Expanding and Integrating Business Education Internship Programs to Provide Relevant Vocational Experience and Career Pathways

Year 1 of 5 (for new 2006-07 strategies)

Amount Requested for fiscal year: \$52,492

Priority Areas: This strategy addresses: (check all that apply)

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
<input checked="" type="checkbox"/>	Integrated Academics (1P1, 1P2 and 2P1)
<input checked="" type="checkbox"/>	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

Currently, the Business Education Department has four AS programs, three of which have a unique internship course associated with their respective program. The Marketing program is the only one that requires students to engage in an internship, a 3-credit course, as a graduation requirement. The department has no internship or capstone of its own.

The Achieving Standards Performance for the BE programs listed in the charts below indicate consistently poor performance in 2P1 Program Credentials for Accounting, Information Technology and Marketing and inconsistent 3P1 Placement in Employment performance for Accounting and a big dip in 2004-2005 for Information Technology.

Brief Strategy Description:

The Business Education Department would like to institutionalize the internship experience more deeply into its programs by developing internship course(s) requirements for each of our programs. Some of these programs would like to consider offering the internship for repeat credit. By developing a departmental internship course, one that any business student can enroll in, we can offer internship experiences (the internship course) each semester and even through the summer.

The creation and maintenance of these required internship courses would require careful consolidation of external contacts and internal resources.

Project Objectives and timeline:

- Study internship models, best practices and resources Fall 2006
- Establish instructor profile and start professional development Fall 2006
- Establish common student learning outcomes across programs Fall 2006
- Propose and come to agreement on internship program
- Identify across curriculum learning support to prepare students for internships Fall 2006

- Develop internship curriculum/prepare curriculum proposals Spring 2007
- Continue to develop database design for internship resources and test the design (database development started spring 2006 on Perkins grant for departmental support/resources) Spring 2007
- Explore internship sites and projects and establish agreements Spring 2007
- Develop instructional resources for the courses such as handbooks for the student, instructor and internship supervisor, evaluations and other forms Spring 2007

Effectiveness Measures:

- Higher enrollment numbers in internship
- Increase number of quality internship hosts
- Increase placement in employment measures in all programs
- Student Satisfaction Feedback higher than 3.0 (on 1—4 scale)
- Increase in graduation numbers

Rationale:

Reports from our respective advisory groups and members of an April 2006 Business Roundtable have reinforced our previous information that the internship experience for students in vocational programs is highly valued by employers. Internships are used nationally and locally as an effective way to introduce students to the application of knowledge and skills in a real setting while still under the guidance of their program faculty and to gain knowledge and skills that complement, supplement and enhance “classroom” learning. It has been pointed out that those KCC campus programs that require a form of clinical or internship experience appear generally to have consistently higher performance achievement in program credentials and/or graduation rates. Although this may not be the only factor leading to a higher success rate, it appears to be one of the significant factors.

Budget Summary

Description		Budget				
		Cost	Q1	Q2	Q3	Q4
A	PERSONNEL (Indicate fringe* percentage and cost as a separate line item)					
	6 credits faculty for planning and development	20,800	5,200	5,200	5,200	5,200
	.5FTE APT Researcher to support CTE assessment/research	23,192	5,798	5,798	5,798	5,798
A-L						
A-1	Student assistants for clerical and data systems input and other tech support	3000		1,000	1,000	1,000
A-O	Database designer to continue development & testing of database for internship resource information	3,000		1,000	1,000	1,000
	TOTAL PERSONNEL SERVICES	49,992				
B	OTHER CURRENT EXPENSES (List by Object Symbol and Description)					
	Development and Publication of internship information; resource handbooks for student, faculty, employer and other instructional resources; other supplies	2,500		2,500		
	TOTAL OTHER CURRENT EXPENSES					
	TOTAL OPERATING COSTS	52,492	10,998	15,498	12,998	12,998