**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 2006
Kaua'i Community College
ACHIEVING STANDARDS PLAN**

**FY 2007 - 2008**

❑ *A description of the planning process and the participants involved; and a list of significant resources used (e.g. research studies and/or consultants).*

The foundation of the on-going planning process at Kaua'i Community College is Program Review (PR) and the Annual Program Review Update (APRU), which are completed by all instructional as well as student service and academic support units. Through this process the campus reviews the effectiveness of current programs and activities and determines its action priorities for the coming year. In funding these priorities, the College considers a variety of funding sources, including the Perkins Act.

The Strategic Goals of the College are embedded in the APRU/PR process. Several of these goals are in alignment with Perkins priorities, and Perkins Indicators are actually part of the data set used by all programs in completing their APRU/PR. Improving and enhancing access for all students is a continuing concern for the campus. Improving retention and program completion, as well as responding to workforce needs by preparing employable and effective graduates, are other targets. All of these college strategic goals are aligned with Perkins measures.

As part of their APRU/PR process, all units use such data as student and graduate surveys, employer focus groups, and program health indicators measuring performance on enrollment, completion, and job placement. Faculty members analyze these data to develop their action plans, which are part of the APRU/PR. Our Student Services unit also relied upon data and recommendations obtained from a previously completed retention opportunities assessment done by Noel Levitz. In addition, Student Services has on-going data collection on student evaluation of services. We also called upon the finding and recommendations of the Case Management Committee, whose work was previously funded as a Perkins activity.

Faculty and staff throughout the campus are actively involved in the PR/APRU processes. With respect to the Perkins proposal, a general meeting, open to all interested faculty was called to provide input on activities for this proposal. Primary input was solicited from the Dean for Student Services, Assistant Dean for Academic Support and the Dean of Instruction. The overall focus of the Achieving Standards Plan was developed at that meeting by examining the Perkins performance data for the college and for each individual program. Areas of strengths and weaknesses were identified and successful past strategies as well as new strategies were discussed. The College has been able to institutionalize several previously funded strategies, or find other sources of funding to continue developing and improving upon activities originally funded by Perkins, including supplemental instruction through the Learning Center and faculty professional development in using Skip Downing On-Course approaches.

❑ *Data tables or charts of college performance on core indicators relative to the pre-established goal levels.* ***Be sure to Include data on the performance of special populations. And when strategies are intended to address program weaknesses, be sure to include the relevant data****.*

The College's overall performance met all the Perkins Indicator standards for 2005-06.

| Kauai CC Performance | 2001 02 * | | 2002 - 03 | | 2003 - 04 | | 2004 - 05 | | 2005 - 06 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | standard | actual | standard | actual | standard | actual | standard | actual | standard | actual |
| *Achieving Standards Funding* | | $96,146 | | $265,459 | | $267,910 | | $215,902 | | $ 198,701 |
| 1P1: Academic Achievement | 80.81 | 83.45 | 81.06 | 78.95 | 81.56 | 76.22 | 81.81 | 76.67 | 81.92 | 86.32 |
| 1P2: Vocational Achievement | 91.53 | 86.50 | 91.53 | 89.06 | 91.53 | 82.32 | 90.00 | 93.04 | 90.00 | 97.58 |
| 2P1: Program Credentials | 34.95 | 39.26 | 35.20 | 40.63 | 35.70 | 30.49 | 36.00 | 43.67 | 37.33 | 52.42 |
| 3P1: Placement in Employment | 69.77 | 86.44 | 70.02 | 85.94 | 70.52 | 90.38 | 71.00 | 88.00 | 71.72 | 81.16 |
| 3P2: Retention in Employment | 90.13 | 96.08 | 90.13 | 96.36 | 90.13 | 97.87 | 90.00 | 90.91 | 92.00 | 92.86 |
| 4P1: Non-traditional Participation | 15.60 | 20.28 | 15.77 | 20.16 | 15.94 | 10.92 | 14.18 | 14.68 | 14.60 | 16.35 |
| 4P2: Non-traditional Completion | 14.00 | 21.88 | 14.17 | 17.72 | 14.34 | 12.50 | 12.86 | 15.46 | 12.73 | 14.81 |

Program acronyms:
ABRP    Autobody Repair and Painting
ETRO    Electronics
BTECH    Business Technology (formerly Office Administration and Technology, OAT)
FENG    Facilities Engineering
HOST    Hospitality and Tourism
AMT    Automotive Technology

❑ *An analysis of the college's progress in achieving the goal levels of performance on the core indicators, including the performance for special populations. Each core indicator must be addressed even if the college did not receive funds for all core indicators.*

1P1 Performance
This was the first year since 2001-02 that the college has met the 1P1 standard. Our major strategies over the past three years, Peer Assistants Program, KeyTrain, and focus tutoring have focused on the "high risk" courses with significant attrition rates. Required academic courses including English, math and humanities regularly appear on that list. While one year does not establish a trend, it is encouraging to see that the College has not only met, but exceeded the standard for this indicator. We do note that, while the College average performance exceeds the standard, certain programs still demonstrate weakness in this area, i.e., ABRP, ETRO and Culinary. Special populations also exceeded the standard, overall. Individual programs which did not meet the standard in special populations include Culinary and BTECH (still OAT in the indicator report).

1P2 Performance
Campus performance on 1P2 also exceeded standard by an appreciable margin and showed continued improvement over the previous year. Special populations also exceeded standard, on a campus-wide basis. A variety of strategies were used to address this indicator, as each CTE program has its own issues. For example, the Automotive program has an on-going challenge of keeping its curriculum and hands-on practice in line with industry standards. Faculty members have also been working on developing rubrics to clearly describe satisfactory performance with respect to course SLOs. All programs met or exceeded this indicator. Challenges in this area are to continue to develop the formal and measurable assessment of student learning outcomes, and to ensure that the SLOs are aligned with industry needs and the future needs of industry. Among special populations, the only program which did not meet or exceed for all special populations was Nursing, which missed standard for individuals with disabilities.

2P1 Performance
Overall campus performance on this indicator exceeded standard, some programs by a significant margin; notably Culinary and Nursing, which achieved credentialing rates of 82% and 89%, respectively. Several curricular and student support approaches have been applied to increase student retention and success, including modularizing curriculum to provide more credentialed exit points with marketable skills; cohort learning communities have developed integrated basic skills courses customized with CTE programs, and faculty teams identify and respond to student problems quickly and in a collaborative fashion. Programs which did not meet this standard include ABRP, Early Childhood (ECE), and Electronics. Poor academic preparation continues to be the most pressing issue for ABRP completion, while the low pay and lack of incentive to complete certification in ECE remains and issue in that program. The Electronics program continues to be challenged by the rapid pace of change in the industry, coupled with an intense workforce demand. We note that 100% of last year's leavers are currently employed in high tech fields.

Again special populations, campus-wide, exceeded the standard on this indicator. Some individual programs which showed some weaknesses for one or another group include ABRP, Electronics, FENG, HOST, and Nursing.

3P1 Performance
While the College again met the standard overall, placement in employment and transfer, indicator 3P1, remains one of the most challenging, despite the low unemployment and tight labor market the state is experiencing. We believe that part of the issue in achieving this standard is a reporting and data tracking one. We also note that many of our students, especially in such high demand areas as Culinary Arts, are working even before they graduate. As a cooperative internship course is a required part of the program, successful students are often picked up on a part time basis by their cooperative education employers. The Automotive Technology and Nursing programs missed this standard.

Special populations in Nursing, AMT also did not meet standard, though the performance in the other programs brought the College's overall performance for Special populations to standard. We note that the Practical Nursing, CA shows 0% employment, but there is only one student in the data cohort.

3P2 Performance

Despite the high standard for this measure, 92% retention in employment or transfer, the College did meet it overall. The small cohort numbers again tended to skew the program results as several of the cohorts were made up of a single student. Thus a single retention gives a 100% success rate and a single unsuccessful student returns a 0%. The FENG, Culinary and HOST programs failed to meet this indicator, on an individual basis. Better tracking of graduates and leavers would allow us to determine more clearly what issues might be affecting these programs, which are placing students successfully. There may be industry structural issues, e.g., seasonal or part time employment, which we should consider in counseling and placing students. Special populations data indicates the College met performance expectations for this indicator. Culinary, HOST and Nursing missed the standard for one or more special population groups.

4P1 Performance
While the College as a whole was able to exceed the standard for 4P1, Non-traditional participation, several programs fell short in this area, notably ABRP, which only achieved 3.03% non-traditional participation. In previous years, this program has been highly successful in attracting female students, thus we will look closely at any changes, which might account for the fall off. Automotive, Nursing and Electronics were strong performers in this indicator.

4P2 Performance
4P2 performance was again strong for the campus as a whole. However, performance was unequal across the programs, with strong completion rates in Nursing and AMT and below the standard in Practical Nursing and ABRP. The extremely small size of the cohorts in both these programs may again be skewing the statistics.

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| 1P1 | Individuals with Disabilities | Economically Disadvantaged | Nontraditional Enrollees | Single Parents | Displaced Homemakers | Other Educational Barriers | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| Target | 81.92% | 81.92% | 81.92% | 81.92% | 81.92% | NA | 81.92% |
| Actual | 83.33% | 93.02% | 100.00% | 100.00% | 100.00% | NA | NA |
| Level | E | E | E | E | E | NA | |
| **1P2** | | | | | | | |
| Target | 90.00% | 90.00% | 90.00% | 90.00% | 90.00% | NA | 90.00% |
| Actual | 91.67% | 100.00% | 93.75% | 100.00% | 100.00% | NA | NA |
| Level | E | E | E | E | E | NA | |
| **2P1** | | | | | | | |
| Target | 37.33% | 37.33% | 37.33% | 37.33% | 37.33% | NA | 37.33% |
| Actual | 58.33% | 72.09% | 43.75% | 66.67% | 100.00% | NA | NA |
| Level | E | E | E | E | E | NA | |
| **3P1** | | | | | | | |
| Target | 71.72% | 71.72% | 71.72% | 71.72% | 71.72% | NA | 71.72% |
| Actual | 100.00% | 80.00% | 87.50% | 66.67% | NA | NA | 100.00% |
| Level | E | E | E | D | | NA | E |
| **3P2** | | | | | | | |
| Target | 92.00% | 92.00% | 92.00% | 92.00% | 92.00% | NA | 92.00% |
| Actual | 80.00% | 87.50% | 85.71% | 100.00% | NA | NA | 100.00% |
| Level | D | D | D | E | | NA | E |
| **4P1** | | | | | | | |
| Target | 14.60% | 14.60% | 14.60% | 14.60% | 14.60% | NA | 14.60% |
| Actual | 35.71% | 15.69% | 100.00% | 8.33% | NA | NA | 0.0% |
| Level | E | E | E | D | | NA | D |
| **4P2** | | | | | | | |
| Target | 12.73% | 12.73% | 12.73% | 12.73% | 12.73% | NA | 12.73% |
| Actual | 50.00% | 17.39% | 100.00% | 0.00% | 0.00% | NA | NA |
| Level | E | E | E | D | D | NA | |

❏ *A summary statement of how the proposed strategies are designed to address the performance indicators and a brief statement of how the needs of under-performing programs and/or special populations will be addressed.*

## Intervention Strategies

Given the College's strong performance, our strategies are aimed at building upon and improving current successful practices, while addresses underperforming programs in key areas. The Strategies have been designed to address multiple indicator areas.

One critical performance area is employment and retention, **3P1 and 3P2**, for the general CTE population, but especially for special populations. As noted above, underperforming programs in this area included Automotive Technology and Nursing. Activities in Intervention Strategies 1, 2, 3, and 6 address this issue and are aligned with the following system Perkins themes:

- Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9)
- Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5)

**Intervention Strategy #1** Nursing NCLEX Review and Statewide Consortium Curriculum Development will ensure graduates in Nursing are better prepared to pass the National Council Licensure Examination (NCLEX) certification, which is required for employment. The Consortium work to align curriculum across the system will also encourage and facilitate transfer.

**Intervention Strategy #2** Job placement database will greatly enhance our data tracking capability, improve our follow-up with graduates and leavers and establish a more reliable data source for employment information. Ultimately, the database will also provide opportunities for better employer satisfaction surveys and follow-up.

**Intervention Strategy #3** Services for Students with Disabilities will directly support our ability to increase the success of special population students. We are anticipating the continuing enrollment of two current students who require sign language interpreters, who must be flown in from Honolulu.

**Intervention Strategy #6** Communities of Learning for underserved and special populations will also address the needs of special populations, targeting those programs which have underperformed in any of the indicator areas but with special attention to job placement and job matching. Integrated counseling and support services will be provided, especially in the area of career counseling and guidance.

A second focus for our strategies is Degree Completion, **2P1,** as this indicator continues to be a challenge for several programs, despite the overall strength of the College. Connected with completion is an emphasis on vocational skills attainment, **1P2** and Academic achievement,

**1P1**.  Despite the deletion of this last indicator from the Perkins list, the College still believes in the importance of the integration of basic skills with vocational skills.

Activities in Intervention Strategies 1, 4, 5, 6 are designed to address the following themes, as well.

- Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system.  (addressing Perkins Act, Section 135 (b) Required Use # 6)

- Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience.  (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5)

- Developing articulated Programs of Study with a technology component.  Articulation may involve other post-secondary campuses, secondary institutions, or business and industry.  (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7)


**Intervention Strategy #1** National Council Licensure Examination – Practical Nurses (NCLEX) Review and Statewide Consortium Curriculum Development. In addition to addressing employment and retention, this strategy will focus on developing curriculum to align programs across the system to ensure easy transfer from AS to BS degrees.  This effort includes developing common agreement on Student Learning Outcomes and a shared understanding of the assessment and evaluation of those outcomes.  Measurable program review data for SLOs will begin with this shared understanding.

**Intervention Strategy #4** Bridging the Career Pathway Gap will actively reach out to establish 2+2 and distance learning connections between the college and the high schools.  We intend to establish cooperative Industrial Engineering Technology (IET) academy programs within the career pathways at each high school on Kaua'i.  If the partnership proves solid, we hope to extend the agreement statewide.

**Intervention Strategy #5** Assessment Coordinator will accelerate the SLO assessment process by providing 1.0 FTE release time for a faculty member to work one-on-one with other faculty to implement the Ruth Stiehl model in at least one course in all vocational programs and in related basic skills courses.  Faculty members clearly need more concentrated and intense support.  Consistent implementation of this model will ensure a data model that will be comparable across the campus and eventually across the system.

**Intervention Strategy #6** Communities of Learning for underserved and special populations, as noted above this strategy will particularly target special populations and underperforming programs.  By establishing linked courses in selected CTE programs, necessary basic skills and career exploration, this strategy builds on both national and college level research which points to the importance of a clear career and educational goal to degree completion and student success.

Budget Summary

| Strategy# | | Total | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. |
|---|---|---|---|---|---|---|
| **A. Personnel** | | | | | | |
| | A-1 Regular Personnel | | | | | |
| 5 | Assigned time Assessment Coordinator | $ 26,567 | | | $ 13,284 | $ 13,283 |
| 4 | Assigned time ETRO career pathway | $ 11,298 | $ 2,825 | $ 2,825 | $ 2,825 | $ 2,823 |
| 6 | Counselor spec pop/under-prepared students | $ 51,223 | $ 12,806 | $ 12,806 | $ 12,806 | $ 12,805 |
| | Regular subtotal | $ 89,088 | $ 15,631 | $ 15,631 | $ 28,915 | $ 28,911 |
| | A-O Other Personnel | | | | | |
| 1 | Summer Overload Nursing | $ 6,430 | $ | $ | $ | $ 6,430 |
| 2 | programmer job placement | $ 6,900 | $ 1,150 | $ 2,300 | $ 2,300 | $ 1,150 |
| 3 | Notetakers & student worker | $ 8,680 | $ 1,447 | $ 2,893 | $ 2,893 | $ 1,447 |
| 6 | Career Center tutor | $ 2,480 | $ 413 | $ 827 | $ 413 | $ 827 |
| | AO subtotal | $ 24,490 | $ 3,010 | $ 6,020 | $ 5,606 | $ 9,854 |
| | | | | | | |
| | Personnel Subtotal | $ 113,578 | $ 18,641 | $ 21,651 | $ 34,521 | $ 38,765 |
| | Fringe Benefits | | | | | |
| 5 | Assigned time fringe - 39.19% | $ 10,412 | | | $ 5,206 | $ 5,206 |
| 4 | Assigned time fringe - 39.19% | $ 4,428 | $ 1,107 | $ 1,302 | $ 1,302 | $ 1,303 |
| | 1.0 FTE fringe @ 39.19% | $ 20,074 | $ 5,019 | $ 5,019 | $ 5,019 | $ 5,017 |
| | Regular subtotal | $ 34,914 | $ 6,126 | $ 6,321 | $ 11,527 | $ 11,526 |
| 1 | AO Fringe | $ 163 | $ | $ | $ | $ 163 |
| 2 | AO Fringe | $ 175 | $ 29 | $ 58 | $ 58 | $ 30 |
| 3 | AO Fringe | $ 94 | $ 16 | $ 31 | $ 31 | $ 16 |
| 6 | AO Fringe | $ 27 | $ 5 | $ 9 | $ 9 | $ 4 |
| | AO subtotal | $ 459 | $ 50 | $ 98 | $ 98 | $ 213 |
| | **Total Personnel** | $ 148,951 | $ 24,817 | $ 27,875 | $ 45,951 | $ 50,308 |
| **B. Supplies & Services** | | | | | | |
| 6 | Out-state travel | $ 1,500 | | $ 1,500 | | |

| | | | | | | | | | | |
|---|---|--:|---|--:|---|--:|---|--:|---|--:|
| 6 | Travel other | $ | 400 | | | $ | 400 | | | |
| 1&3 | In-state travel | $ | 16,000 | $ | 4,000 | $ | 4,000 | $ | 4,000 | $ 4,000 |
| 1&3 | Travel other | $ | 6,400 | $ | 1,600 | $ | 1,600 | $ | 1,600 | $ 1,600 |
| | *Travel & Conferences subtotal* | $ | 24,300 | $ | 5,600 | $ | 7,500 | $ | 5,600 | $ 5,600 |
| 3 | Services fee based signers | $ | 28,800 | $ | 7,200 | $ | 7,200 | $ | 7,200 | $ 7,200 |
| 1 | NCLEX-PN review @110/student/ 29 students | $ | 3,190 | | | | | | | $ 3,190 |
| 1 | NCLEX-RM review @400/student/29 students | $ | 11,600 | | | | | | | $ 11,600 |
| 3 | ADA compliant desk | $ | 1,700 | | | | | | | $ 1,700 |
| 3 | Adapt. s/w, workshop supplemental newsletter | $ | 4,500 | | | $ | 2,300 | $ | 1,100 | $ 1,100 |
| 4 | ETRO workshop supplies | $ | 2,775 | | | $ | 2,775 | | | |
| 6 | Guest speaker honoraria | $ | 400 | $ | 100 | $ | 100 | $ | 100 | $ 100 |
| | *Supplies/Services subtotal* | $ | 52,965 | $ | 7,300 | $ | 12,375 | $ | 8,400 | $ 24,890 |
| | **Total Supplies & Services** | $ | 77,265 | $ | 12,900 | $ | 19,875 | $ | 14,000 | $ 30,490 |

## C. Equipment

| | | | | | | | | | | |
|---|---|--:|---|--:|---|--:|---|--:|---|--:|
| 6 | 3  laptops | $ | 3,600 | | | $ | 3,600 | | | |
| | **Total Equipment** | $ | 3,600 | | | $ | 3,600 | | | |
| | **Total Budget** | $ | 229,816 | $ 37,717 | | $ 51,350 | | $ 59,951 | | $ 80,798 |

# OPERATIONAL EXPENDITURE PLAN

## FY 2007-2008

ORGANIZATION:   Kaua'i Community College

DATE: 4/20/2007

PROGRAM TITLE:  Career & Technical Education Achieving Standards Plan

| Character of Expenditure | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | Total Allotment |
|---|---|---|---|---|---|
| Personal Service | | | | | |
|    Regular salary | $ 15,631 | $ 15,631 | $ 28,915 | $ 28,911 | $ 89,088 |
|    Fringe | $ 6,126 | $ 6,126 | $ 11,332 | $ 11,330 | $ 34,914 |
|   Overload and casual | $ 3,010 | $ 6,020 | $ 5,606 | $ 9,854 | $ 24,490 |
| Fringe | $ 50 | $ 98 | $ 98 | $ 213 | $ 459 |
| Other Current Expenses | | | | | |
|    Supplies and Materials | $ 100 | $ 5,175 | $ 1,200 | $ 17,690 | $ 24,165 |
| Out-state Travel | | $ 1,500 | | | $ 1,500 |
| In-state Travel | $ 4,000 | $ 4,000 | $ 4,000 | $ 4,000 | $ 16,000 |
| Out-state Travel – Other | | $ 400 | | | $ 400 |
| In-state Travel- Other | $ 1,600 | $ 1,600 | $ 1,600 | $ 1,600 | $ 6,400 |
| Services fee based | $ 7,200 | $ 7,200 | $ 7,200 | $ 7,200 | $ 28,800 |
| Equipment | | $ 3,600 | | | $ 3,600 |
| TOTAL | $ 37,717 | $ 51,350 | $ 59,951 | $ 80,798 | $ 229,816 |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

## Perkins IV Intervention Strategy Worksheet
### Strategy # __1___
### Fiscal Year 2007-2008

**College:**                          _Kaua'i Community College_____

**(Descriptive) Strategy Title:**     __Improving Nursing Student Success_____

**Amount Requested:**                 _$25,863_____

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)

Two problem areas have been identified, which may have a significant impact on Nursing performance on Perkins Indicators 2P1, 3P1, 3P2.  First, this year we will have students who came through the Academy for Future Nurses, a diverse cohort of students who did not meet program prerequisites and were provided with additional courses and support to ensure academic success. Previously, several academy students failed the National Council Licensure Examination – Practical Nurses (NCLEX-PN).   This strategy will provide them with a review and strategies for studying for and taking the NCLEX-RN.  At the same time, the first level students will review for the NCLEX-PN.

The second problem area is the need to align the curriculum across the system to assure smooth transfer and transition from the associate degree to the baccalaureate.  Certain key areas, such as gerontology are increasingly important in the workforce and must be enhanced in the curriculum.  However, this development must be done in a consistent manner across the system, to ensure ease of transfer.  In addition, the consortium approach to curriculum development will allow for a student learning outcomes based, integrated curriculum with commonly accepted assessment data for consistent program review across the system.

**Brief Strategy Description:** (Typically no more than one paragraph)

Activity I
NCLEX-PN and RN reviews will be provided on campus.  There will be both in-person review and an on-line testing component, which the student can practice and take at his/her own speed and leisure.  Assigned time will be required for a faculty member to coordinate and provide the review and administer the on-line testing component.  The College will fund this need internally.

Activity II
The Statewide Nursing Consortium (UHSNC) was formed in part to meet the above needs.  It consists of representatives from all of the colleges and universities in the UH system that have nursing programs.  Their major overall goals are:
- Increase the number of nurses prepared to meet the changing health care needs of the people of Hawai'i;
- Increase the efficiency in educational preparation of nurses;
- Increase the access to nursing education throughout the State;
- Design a statewide learning-outcomes based integrated curriculum culminating in a bachelor's degree; and

- Integrate innovative teaching strategies, techniques and tools to make efficient and effective use of technology, faculty and other resources.

The aim of this project is to fund travel, time, and supplies that will be required for professional development activities as well as curriculum development meetings.  Two meetings of all UH nursing faculty members are planned for the next academic year.  Prior to the first meeting, groups of specialty faculty (obstetric, pediatric, geriatric, psychiatric, and medical/surgical) will work together to develop curriculum proposals that will be refined and hopefully presented to the faculty at the meeting to get feedback.  During the summer and fall, refinement of the courses including learning activities will be worked on.  The shared goal is the development of state wide age-integrated course descriptions, learning activities, and syllabi approved by the entire statewide nursing faculty, revised/finalized over summer 2008 for submission to campus curricula committees fall 2008.  Preliminary meetings are taking place summer 07.  This effort is a statewide baccalaureate program with LPN and AD RN exit points for the community colleges.  Monthly meetings of Nursing Directors will be scheduled to provide continuing feedback and review of the process.

| Strategy Themes   (check at least one) | |
|---|---|
| X | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience.  (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| X | Developing articulated Programs of Study with a technology component.  Articulation may involve other post-secondary campuses, secondary institutions, or business and industry.  (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| X | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system.  (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| | Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy.  Where appropriate, indicate the effectiveness measures that will be reported after year one.)

**Activity I**
At least 90% pass rate on NCLEX-RN and NCLEX-PN.  This improvement will translate into a better employment rate for graduates as passing the NCLEX is necessary for employment

**Activity II**
1.  The new curriculum that will be developed will include simulated learning techniques using unique mannequins.

- Development of a common curriculum Associate Degree/Bachelors degree nursing.
- Develop Curriculum framework, including nursing and general education courses
- Develop student-learning outcomes for associate degree, Bachelors degree and nursing courses included in the curriculum.
- Develop detailed courses syllabi to submit to Community College campus curricula committees fall 2008.
- Update skills of faculty for simulations within the courses.

2. Developing a statewide curriculum will provide students at KCC with a higher education opportunity that will improve their employability and their ability to transfer and articulate smoothly between programs. Actual impact on indicators is not expected until after 2008, when the curriculum is actually implemented. This project will impact academic and vocational achievement, graduate employment, and retention in employment. The goal is to improve these program health indicators.

**Rationale:** (If this strategy is a continuation of a current strategy, indicate rationale for continuance. Include supporting data i.e. effectiveness measures. **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

**Activity I**
With additional support, our pass rate will be the same or improved even with the academically supported graduates.

**Activity II**
This activity will provide a realistic learning situation that will improve the critical thinking skills and the applied skills that are required in the nursing profession. These improved skills will serve students within the career and technical courses as well as the required general education courses. This new curriculum will also serve students in their work environment since the high skill level leads to more responsibilities, improving retention in the workplace.

Developing a statewide curriculum will provide students ability to transfer and articulate smoothly between programs because of common student learning outcomes will also be improved.
The consortium has been working on the project diligently. Timeline listed above shows what has been accomplished and the targeted date of other activities.

**Budget Summary**    (Insert or delete rows as needed.)

| Description | | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| **A** | **PERSONNEL** (Indicate fringe* percentage and cost as a separate line item) | | | | | |
| A-O | Summer Overload May/June 2008 while finalizing curriculum, 1 credit each for 5 faculty @$1286/cr Act II | $6,430 | | | | $6,430 |
| | Fringe @ 2.53% | $163 | | | | $163 |
| | **TOTAL PERSONNEL SERVICES** | $6,593 | | | | $6,593 |
| **B** | **OTHER CURRENT EXPENSES** NCLEX PN Review @110 per student X 29 students | $3,190 | | | | $3,190 |
| | NCLEX RN Review @400 per student X 29 students | $11,600 | | | | $11,600 |
| | Travel – in state 11 faculty @$100 x 2 trips statewide meetings | $2,200 | $ 550 | $550 | $550 | $550 |
| | 1 faculty @$100 x 10 trips Directors meetings | $1,000 | $250 | $250 | $250 | $250 |
| | Travel Other MI&E $20/trip/traveler | $640 | $160 | $160 | $160 | $160 |
| | Grd Trans. $44/10 trips $100/2 trips | $640 | $160 | $160 | $160 | $160 |
| | **TOTAL OTHER CURRENT EXPENSES** | $19,270 | 1,120 | $1,120 | $1,120 | $15,910 |
| **C** | **EQUIPMENT** (Itemize) | | | | | |
| | **TOTAL EQUIPMENT** | | | | | |
| **M** | **MOTOR VEHICLES** | | | | | |
| | **TOTAL OPERATING COSTS** | **$25,863** | $1,120 | $1,120 | $1,120 | $22,503 |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

**Perkins IV Intervention Strategy Worksheet**
**Strategy # ___2___**
**Fiscal Year 2007-2008**

**College:**                          _____Kaua'i Community College_____

**(Descriptive) Strategy Title:**       __Job Placement Database Program__

**Amount Requested:**                 _____$7,075_____

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)
In the past years the KCC campus has relied on Workwise for job placement. Since government funding to Workwise has been cut, job placement must be reactivated. One step is to acquire a Job Placement Database program that will help track job placement and associated services.

**Brief Strategy Description:** (Typically no more than one paragraph)

A Job Placement Database program has been developed by a programmer at Honolulu CC. While the software is free, there is a need for the programmer to set up, customize, consult, maintain, and upgrade the software. The cost represents the programmer's time. The programmer will be accessing the files remotely.

| | Strategy Themes   (check at least one) |
|---|---|
| | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| | Developing articulated Programs of Study with a technology component. Articulation may involve other post-secondary campuses, secondary institutions, or business and industry. (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| X | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system. (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| X | Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one.)

This database will improve the 3P1 Perkins Program Health indicator on Placement: Employment and Transfer. This statistic was at 88% in 04-05 and 81.16 in 2005-06. We propose to improve this in 06-07. We will also establish our own benchmarks with more detail that will help all of the programs in their assessment and program review processes.

6

**Rationale:** (If this strategy is a continuation of a current strategy, indicate rationale for continuance.  Include supporting data i.e. effectiveness measures.  **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

Kauaʻi Community College (KCC) has a major role in assisting Kauaʻi in its workforce development efforts.  This software will allow KCC to continually improve in this endeavor providing support for:
- Management Information System for tracking
- Assessment of SLOs for all KCC programs
- Program Review for all KCC programs
- Tracking Effectiveness of Job Placement services, including but not limited to workshops, job listings, and student on-line portfolios.

**Budget Summary** (Insert or delete rows as needed.)

| | Description | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| **A** | **PERSONNEL** (Indicate fringe* percentage and cost as a separate line item) | | | | | |
| A-L | Computer programmer (300 hours at $23/hr) <br> Fringe @2.53% | 6,900 <br> $175 | $1,150 <br> $29 | $2,300 <br> $58 | $2,300 <br> $58 | $1,150 <br> $30 |
| | **TOTAL PERSONNEL SERVICES** | $7,075 | $1,179 | $2,358 | $2,358 | $1,180 |
| **B** | **OTHER CURRENT EXPENSES** (List by Object Symbol and Description) | | | | | |
| | | | | | | |
| | **TOTAL OTHER CURRENT EXPENSES** | | | | | |
| **C** | **EQUIPMENT** (Itemize) | | | | | |
| | | | | | | |
| | **TOTAL EQUIPMENT** | | | | | |
| **M** | **MOTOR VEHICLES** | | | | | |
| | **TOTAL OPERATING COSTS** | $7,075 | $1,179 | $2,358 | $2,358 | $1,180 |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

**Perkins IV Intervention Strategy Worksheet**
**Strategy #   3   **
**Fiscal Year 2007-2008**

**College:**                                  **Kauaʻi Community College**

**(Descriptive) Strategy Title:**     **Supporting the Preparation of High Skill, High Wage Professions for Students with Disabilities**

**Amount Requested:**              **$61,694**

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)

Over the past year, Kauaʻi Community College has provided services to many vocational education students with documented disabilities.  In the 2005-2006 academic year, outcomes of career and technical education (CTE) students with disabilities (SWDs) exceeded all goals except for 3P2.  The strategies we have been using over the past few years are, we believe, are beginning to show positive results.

| KauCC Individuals With Disabilities | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Years** | **Actual Performance Levels** | | | | | | |
|  | **1P1** | **1P2** | **2P1** | **3P1** | **3P2** | **4P1** | **4P2** |
| **1999-2000** | 100% | 100% | 33.33% | N/A | N/A | 53.33% | 0 |
| **2000-01** | 50.00% | 75.00% | 25.00% | 100% | 100% | 42.86% | 50.00% |
| **2001-02** | 100% | 100% | 0 | N/A | N/A | 50.00% | N/A |
| **2002-03** | 66.67% | 80.00% | 0 | N/A | N/A | 38.10% | 0 |
| **2003-04** | 71.43% | 80.00% | 10.00% | N/A | N/A | 16.00% | 0 |
| **2004-05** | 75.00% | 100.00% | 41.67% | 0.00% | 0.00% | 25.00% | 20.00% |
| **2005-06** | 83.33% | 91.67% | 58.33% | 100.00% | 80.00% | 35.71% | 50.00% |
| **05-06 Goal** | 81.90% | 90.00% | 37.33% | 71.72% | 92.00% | 14.6% | 12.73% |
| Shaded cells indicate under-performing areas; N/A indicates there were no students to be measured | | | | | | | |

**Brief Strategy Description:** (Typically no more than one paragraph)

The College has been able to obtain a state-funded position to serve the needs of all students with disabilities. The Counselor will continue to prioritize services to students as follows:  1) Students with disabilities, 2) CTE students, and 3) Assist the Remedial and Developmental Program.  The Counselor will provide counseling, accommodation services, assess for barriers and determine appropriate services to facilitate enrollment and college success, and direct students to both campus and community support agencies and services that would further assist and support their college success.  The Counselor will continue to liaison with vocational rehabilitation agencies and with the JPC to improve employment outcomes for students with disabilities.

The College would like to implement the following activities starting in 2007-2008 academic year.

**Activity 1.** Facilitate three workshops: 1) Overcoming Barriers to Employment, 2) Social Skills at Work and 3) How Not to Get Fired. These workshop opportunities will expose and support students with disabilities in retaining their careers in by fostering understanding of barriers to employment retention. The Student with Disabilities Office has a half-time counselor who serves this population. The need for these workshops, especially for SWDs who are under-prepared for college, is an essential aspect in supporting the preparation for high skill, high wage professions along with their academics and accommodations. There is a need for a, part-time, student worker to assist the counselor in facilitating these activities as well as materials and supplies. A newsletter will also be prepared and distributed campuswide, to provide information, tips and ideas for providing reasonable accommodations for students.

**Activity 2. Support Services**
Obtain, provide and manage special accommodation services such as signers and note-takers as needed, and provide other special materials and instructional supplies for students with special needs.

Effectiveness Measures: **(Indicate the numerical outcomes projected from the strategy implementation. Where appropriate, indicate the effectiveness measures that will be reported after year one to justify strategy continuance.)**

| Activity | Projected Outcome | Measure |
|---|---|---|
| Career Exploration | In the next three years, improved retention and successful completion/transition into the workforce. | *Meet retention performance rate for SWDs in both CTE and academic classes.<br>*Improvement retention in employment retention for CTE SWDs. |
| Support Services | Signers and note-takers will be made available as needed | Students making use of services successfully pass their courses. |

| Strategy Themes (check at least one) | |
|---|---|
| | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| | Developing articulated Programs of Study with a technology component. Articulation may involve other post-secondary campuses, secondary institutions, or business and industry. (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system. (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| **X** | Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy.  Where appropriate, indicate the effectiveness measures that will be reported after year one.)

The institution will increase its' performance level in 3P2 (Retention in Employment) for SWD by 3% after the first academic year.

**Rationale:**  (If this strategy is a continuation of a current strategy, indicate rationale for continuance.  Include supporting data i.e. effectiveness measures.  **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

The high priority on the funding of services for SWDs continues.  These strategies and services meet 504 mandates for the campus and will be further implemented and maintained to maximize services to SWDs.  The numbers of students served did decline, but has stabilized, along with our general student population.  However, the numbers are still significantly above the numbers served five years ago.  Results of these services have been positive, with an increasing number of certificates or degrees awarded, despite the fall in overall enrollment.

Because there are no certified sign-language interpreters on Kaua'i, ASL interpreters are flown in from Honolulu, at great cost. While we cannot forecast exactly the number of students who will need such services, we estimate that two deaf and/or hearing-impaired students will attend Kaua'i Community College in 2007-2008, both of whom will require sign-language interpreters.

The number of students with learning disabilities has increased substantially and note-takers are required, for these students.   Recording for the Blind and Dyslexic, our book on tapes provider, has upgraded their recordings moving from tape media to a digital format that requires updating playing devices.  With the increases in Learning Disabled (LD) students there is also the need to increase our membership level for books on tapes, from level one to level two.

Kaua'i Community College is the only public institution of higher education on the island of Kaua'i and we need to accommodate the SWD.  A case-by-case review shows the campus' need for ADA wheelchair accessible desks in the classrooms, especially for those students who are wheelchair bound.

| Academic Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---|---|---|---|---|---|
| Total Students | 46 | 67 | 65 | 56 | 59 |
| # of CTE Students | 29 | 50 | 42 | 31 | 26 |
| # of Student Completion | * 1 AA-LA | * 2 Cert of Competence – Nurses' Aide <br> * 2 Cert of Competence - FSER <br> * 1 Record of Training – Prof. Massage Therapy <br> * 2 Cert of Completion - AMT <br> * 2 Cert of Competence - FSER <br><br> (9 earned degree/certificate) | * 1 BA – Psy <br><br> * 1 AA - LA <br> * 1 AAS – ETRO <br> • 1 Cert of Completion – Cisco II <br> • 1 Cert of Completion - ETRO <br> 1 AAS – AMT <br> 1 AAS – FSER <br> 1 Cert of Completion - FSER <br><br> (bullets are same student who earned AAS-ETRO) <br><br> (6 earned degree/certificate) | * 4 AAS – FSER <br> • 1 CoC <br> • 1 CoA <br> * 1 AAS - OAT <br> * 3 COC - AMT <br> * 1 C0C - FAENG <br><br> (bullets are same student who earned AAS-FSER) <br><br> Dean's List: <br> Fall 05 = 4 (2 CTE) <br> Sp. 06 = 2 (1 CTE) <br><br> Transfer: 2 =KapCC <br><br> (9 earned degree/certificate) | * 1 AA-LA <br> * 1 AS-Nursing <br> * 1 AAS-AMT <br> • 1 CA-AMT <br> • 1 Cert of Completion- AMT <br><br> (bullets are same student who earned AAS-AMT) <br><br> * 1 CA-ACCT <br><br> Dean's List: <br> F06 = 2 (2 CTE) <br> Data for S07 (not available-semester still in session) <br><br> (4 earned degree/certificate) |

**Budget Summary**   (Insert or delete rows as needed.)

| | Description | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| *A* | **PERSONNEL** | | | | | |
| A-O | 3 Notetakers<br>(10 hrs/wk x16 wks x 2 sem)<br>1 Notetaker<br>(5 hrs/wk x 16 wks x 2 sem) | $8,680 | $1,447 | $2,893 | $2,893 | $1,447 |
| | Total Fringe Benefits @ 1.08% | $94 | $16 | $31 | $31 | $16 |
| | **TOTAL PERSONNEL SERVICES** | $8,774 | $1,463 | $2,924 | $2,924 | $1,463 |
| B | **OTHER CURRENT EXPENSES** | | | | | |
| | Travel in-state for interpreters | $12,800 | $3,200 | $3,200 | $3,200 | $3,200 |
| | Travel- Other<br>   Ground trans, parking | $5,120 | $1,280 | $1,280 | $1,280 | $1,280 |
| | Fee for services<br>(ASL interpreters) | $28,800 | $7,200 | $7,200 | $7,200 | $7,200 |
| | Software for students with disabilities, supplies for workshop | $2,700 | | $900 | $900 | $900 |
| | Institutional membership/newsletter | $1,800 | | $1,400 | $200 | $200 |
| | ADA compliant desk | $1,700 | | | | $1,700 |
| | **TOTAL OTHER CURRENT EXPENSES** | $52,920 | $11,680 | $13,980. | $12,780 | $14,480 |
| | **TOTAL OPERATING COSTS** | **$61,694** | $13,143 | $16,904 | $15,704 | $15,943 |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

**Perkins IV Intervention Strategy Worksheet**
**Strategy # __4___**
**Fiscal Year 2007-2008**

**College:** Kauaʻi Community College

**(Descriptive) Strategy Title:** Bridging the Career Pathways Gap Using a Distant Learning Program to Export Electronics Training to the High Schools.

**Amount Requested:** $18,501

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)

Electronics programs no longer exist in any of the Kauaʻi high schools. It is difficult to find qualified instructors at the high schools and there is a constant movement of instructors from one position to another. There is a great demand for electronics technicians but the college has difficulty getting students who can meet the entry level requirements. A career pathway that prepares the student for entry into electronics at the college is essential. An electronics background is necessary for those seeking careers in computers, networking, communications, or photonics. This career pathway leads to the high tech jobs that pay a living wage in Hawaiʻi.

**Brief Strategy Description:** (Typically no more than one paragraph)
While there is much discussion and support for career pathways at the administrative level, very little has been done to build the actual pathways and cement the relationships between the college instructors with their high school counterparts.

The goals of this proposal are to:
- Establish Kauaʻi Community College as the primary training facility for electronics technology with remote links to the Kauaʻi high schools using the college's CAI license.
- Purchase common laboratory setups for each of the Kauaʻi high schools (internal funds).
- Provide professional development workshops.
- Provide release time for faculty at the colleges to implement development.

| | Strategy Themes   (check at least one) |
|---|---|
| | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| X | Developing articulated Programs of Study with a technology component.  Articulation may involve other post-secondary campuses, secondary institutions, or business and industry.  (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system.  (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| | Supporting initiatives that provide better data on special populations and ensuring |

| | follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |
|---|---|

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one.)

<u>Activities Planned</u>

A faculty member will be given assigned time to organize the following activities:

- ❑ formalize links to community college CTE programs with IET academies in the high schools. In the absence the academy structure, work with individual high school IET programs on Kauaʻi and promote the establishment of such academies. Purchase supplies and equipment to set up common laboratory facilities and remote linkages.

- ❑ Teacher and counselor orientation workshop in electronics with the Kauaʻi high schools to link career and technical education at the secondary level and the postsecondary level. Professional development to demonstrate that electronics technology is an enabling technology important to all programs in the IET career pathway.

- ❑ Host career day tour at Kauaʻi Community College.

- ❑ Work with the Kauaʻi DOE high school instructors to enhance curriculum and assist in the installation and operation of the CAI instructional material and laboratory equipment.

- ❑ Coordinate with similar programs at other community colleges to lay the groundwork for a replication on a statewide agreement.

<u>Effectiveness Measures, and Expected Outcomes</u>

Alliance of teachers and counselors from the colleges and high schools who are willing to work together to maintain and enhance the career pathway initiated. A commitment of industry partners willing to support the career pathway.

Tracking of student at the high schools entering courses that use the CAI system remote link and their progression into the electronics program (and other technology programs) at Kauaʻi Community College.

If the model is successful for Kauaʻi high schools, it may be replicated statewide.

**Budget Summary**    (Insert or delete rows as needed.)

| Description | | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| **A** | **PERSONNEL** (Indicate fringe* percentage and cost as a separate line item) | | | | | |
| A-L | | | | | | |
| A-1 | 5 credits assigned time (F. Takahashi) | $11,298 | $2,825 | $2,825 | $2,825 | $2,825 |
| | Fringe @ 39.19% | $4,428 | $1,107 | $1,107 | $1,107 | $1,107 |
| A-O | | | | | | |
| | **TOTAL PERSONNEL SERVICES** | **$15,726** | **$3,932** | **$3,931** | **$3,932** | **$3,931** |
| **B** | **OTHER CURRENT EXPENSES** (List by Object Symbol and Description) | | | | | |
| | Workshop supplies | $2,775 | | $2,775 | | |
| | | | | | | |
| | **TOTAL OTHER CURRENT EXPENSES** | **$2,775** | | **$2,775** | | |
| **C** | **EQUIPMENT** (Itemize) | | | | | |
| | | | | | | |
| | **TOTAL EQUIPMENT** | | | | | |
| **M** | **MOTOR VEHICLES** | | | | | |
| | **TOTAL OPERATING COSTS** | **$18,501** | **$3,932** | **$6,706** | **$3,932** | **$3,931** |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

**Perkins IV Intervention Strategy Worksheet**
(**Strategy #  5  **
**Fiscal Year 2007-2008**

**College:** <ins>**Kauaʻi Community College**</ins>

**(Descriptive) Strategy Title:** <ins>**Assessment Implementation Coordinator**</ins>

**Amount Requested:** <ins>**$36,979**</ins>

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)

The assessment process ensures course and program improvement by assessing student learning periodically, collecting data, and making the appropriate adjustments.  The campus is committed to assessment but progress has been slow.  A full time coordinator will allow us to implement the process and help faculty assess student learning in all of their courses.

**Brief Strategy Description:** (Typically no more than one paragraph)

The campus Assessment Committee recommends that an implementation coordinator be hired to introduce the process to each individual faculty member so that they can carry out the process for their courses.  They will be required to report on their student learning outcomes in their comprehensive program review.  A faculty member, Patricia McGrath, will be given 1.0 FTE assigned time in spring, 2008 to work on a one-on-one basis with faculty.

| | Strategy Themes   (check at least one) |
|---|---|
| | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| | Developing articulated Programs of Study with a technology component.  Articulation may involve other post-secondary campuses, secondary institutions, or business and industry.  (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| **X** | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system.  (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| | Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need.  (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy.  Where appropriate, indicate the effectiveness measures that will be reported after year one.)

For each faculty, at least one course will be assessed according to the campus assessment process by the end of a year.  Given that we have 50 FTE faculty members and about 390 courses, that constitutes 15% of our courses that will have adopted the assessment strategy and actually assessed SLOs by the end of the project.

**Rationale:**  (If this strategy is a continuation of a current strategy, indicate rationale for continuance.  Include supporting data i.e. effectiveness measures.  **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

Improvement of course and program curricula lies in the hands of the faculty but on a smaller campus the faculty must take on multiple duties aside from teaching.  In professional development surveys we have found that faculty find it difficult to attend workshops because of time constraints and that they prefer one-on-one learning.  An assessment implementation coordinator would be able to meet with individual faculty at the times when they are available to provide instruction on assessment, the process, and to help them design assessment tasks if they should need it.  The coordinator would help each faculty assess at least one course each as a model for their other courses and ultimately, their programs.

**Budget Summary**    (Insert or delete rows as needed.)

| | Description | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| **A** | **PERSONNEL** (Indicate fringe* percentage and cost as a separate line item) .50 FTE assigned time (P.McGrath) | $26,567 | | | $13,284 | $13,283 |
| A-L | Fringe (39.19%) | $10,412 | | | $5,206 | $5,206 |
| | **TOTAL PERSONNEL SERVICES** | $36,979 | | | $13,284 | $13,283 |
| **B** | **OTHER CURRENT EXPENSES** (List by Object Symbol and Description) | | | | | |
| | | | | | | |
| | **TOTAL OTHER CURRENT EXPENSES** | | | | | |
| **C** | **EQUIPMENT** (Itemize) | | | | | |
| | | | | | | |
| | **TOTAL EQUIPMENT** | | | | | |
| **M** | **MOTOR VEHICLES** | | | | | |
| | **TOTAL OPERATING COSTS** | $36,979 | | | $13,284 | $13,283 |

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

**PERKINS IV**
**Intervention Strategy Worksheet**
**Strategy # __6__**
**Fiscal Year 2007-2008**

**College:**                        **Kaua`i Community College**

**(Descriptive) Strategy Title:**   **Supporting Special Populations and Underserved Groups**

**Amount Requested:**               **$79,704**

**Identified problem area, and reason for selection:** (Typically 1-2 sentences)

National data and a campus study have identified a lack of clear educational goal and career focus as a primary risk indicator against student success. These findings applied to all students, but especially to special populations, which are a significant percentage of the students identified in our Early Alert system.

**Brief Strategy Description:** (Typically no more than one paragraph)

To assist students in making informed decisions related to career choice, the intervention strategy will provide intensive career counseling sessions for targeted students by providing a full time Career Center Coordinator/counselor. These career services will be based on student learning outcomes that are clearly communicated, measurable, and industry validated. An emphasis will be placed on special population students with a focus on Pell grant eligible and non-traditional students. The services will particularly target students that are enrolled in the Electronics Technology, Culinary Arts, Autobody Repair and Painting, and Early Childhood Education programs at Kaua'i Community College. The career counseling services will include both individual and group sessions. Laptop computers will allow the Coordinator/counselor to take career resources directly into the classroom and give students more access, as the College awaits completion of its career counseling facility, part of the One-Stop under construction. Students will participate in at least one or more of the following services.

- Self Assessment
- Career Assessment
- Job Search Strategies
- Resumes & Cover letters
- Interviewing Techniques
- Employer Expectations (for both program faculty and students)

In addition, the Career Center coordinator will develop a Career Speakers Series. Speakers will be selected from various high skill, high wage, and/or high demand industries on Kaua'i and beyond. The intent of the speaker series is to create a personal and interactive environment for students, faculty, and staff to identify and explore potential career pathways. These

opportunities will provide the college better insight on the unique workforce needs of Kauaʻi 's community.  Furthermore, student expectations and career requirements will converge and provide students a realistic view to improve their chances of getting and keeping good jobs.

The Career Center coordinator will attend the League for Innovation Conference

| Strategy Themes   (check at least one) | |
|---|---|
| | Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5) |
| | Developing articulated Programs of Study with a technology component.  Articulation may involve other post-secondary campuses, secondary institutions, or business and industry.  (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7) |
| | Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system.  (addressing Perkins Act, Section 135 (b) Required Use # 6) |
| X | Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need.  (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9) |

**Effectiveness Measures:** (Indicate the numerical outcomes projected from the implementation of the strategy.  Where appropriate, indicate the effectiveness measures that will be reported after year one.)

By the end of the program year, 30 students will have participated in at least one of the services mentioned above.  Potential students will be identified through various avenues, e.g., the Early Alert System, Summer Bridge, Freshman Year Experience (FYE) cohort for under-prepared, faculty and staff.  The coordinator will also work closely with the Institutional Researcher and Dean of Student Services.   After year one, the following effectiveness measures will be reported:

| Action Step | Projected Outcome | Measure |
|---|---|---|
| Career Center Services | Career services will be offered at temporary center until the new center is built in the One-Stop Center.  Students will participate in self and career assessments.  Students will also be assisted. | 30 Students will participate in at least one Career Center service.<br><br>Student placement and retention in employment (3P1 and 3P2) and student completion rates (2P1 and 4P2) in the CTE programs will improve to the Perkins standard. |
| Career Service SLOs | SLOs will be established for the career counseling component of the Independent Studies program. | SLOs will be documented and assessment methods and instruments identified/ implemented. |

The following accountability indicators will be addressed and measured at the end of the Program Year:

**2P1: Industry Certificate Attainment --** "Student attainment of an industry-recognized credential, a certificate, or a degree".

**3P1: Student Placement -** "Student retention in employment, postsecondary education or transfer to a baccalaureate degree program, or the military".

**3P2: Student Retention --** "Student retention in employment".

**4P2: Non-Traditional Completion --** "Student completion of career and technical education programs that lead to employment in non-traditional fields".

**Rationale:** (If this strategy is a continuation of a current strategy, indicate rationale for continuance. Include supporting data i.e. effectiveness measures. **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**)

Over the past few years, Kaua'i CC has extensively researched the "best practices" in community college student retention and success. The activities employed in this strategy are consistent among those used by exemplary institutions, including those identified as "Vanguard Colleges" by the League for Innovation in the Community College. We have been able to implement several of these practices with positive results, e.g., the Early Alert System, Summer Bridge, FYE cohort for under-prepared students, Peer Assistants Program and Key Train.

Kaua'i Community College has recently purchased career service materials. Through the assistance of the career center coordinator, the students will better understand the function of the resources available. The quality of these services will be assessed through the development of program level SLOs. As a result, students will make informed decisions on possible career pathways.

**Budget Summary**    (Insert or delete rows as needed.)

| | Description | Budget | | | | |
|---|---|---|---|---|---|---|
| | | Total | Q1 | Q2 | Q3 | Q4 |
| **A** | **PERSONNEL** Career Center Coordinator (1.00 FTE) K. Chun Fringe Benefit @ 39.19% | $51,223 $20,074 | $12,806 $5,019 | $12,806 $5,019 | $12,806 $5,019 | $12,805 $5,017 |
| A-L | Career Center Tutor ($7.40/10 hours/32 weeks) Fringe Benefit @ 1.08% | $2,480 $27 | $413 $4 | $827 $9 | $413 $5 | $827 $9 |
| | **TOTAL PERSONNEL SERVICES** | $73,804 | $18,242 | $18,661 | $18,243 | 18,658 |
| B | **OTHER CURRENT EXPENSES** (List by Object Symbol and Description) | | | | | |
| | Out of State Travel CC Coord. (Leag. for Innov Conference) | $1,500 | | $1,500 | | |
| | Travel, Other conference fees | $400 | | $400 | | |
| | Guest Speaker Honorariums ($50 per guest speaker X 8) | $400 | $100 | $100 | $100 | $100 |
| | **TOTAL OTHER CURRENT EXPENSES** | $2,300 | $100 | $2,000 | $100 | $100 |
| C | **EQUIPMENT** (Itemize) | | | | | |
| | 3 Lap Top Computers @ $1,200 per computer (for student use in classrooms and in the field) | $3,600 | | $3,600 | | |
| | **TOTAL EQUIPMENT** | $3,600 | | $3,600 | | |
| M | **MOTOR VEHICLES** | | | | | |
| | **TOTAL OPERATING COSTS** | $79,704 | $18,342 | $24,261 | $18,343 | $18,758 |

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