

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

ACHIEVING STANDARDS-TITLE I FISCAL YEAR 2006-2007

Introduction

At Maui Community College (MCC), the Achieving Standards provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998 were implemented in 1999. The College embraced a comprehensive, holistic approach as its primary priority to integrate services that supported and improved student achievement, student retention, and student completion and addressed the needs of all students identified in the special populations.

This approach complemented the Maui Tech Prep School-to-Work System Consortium initiatives including the alignment with the high schools' Carl Perkins implementation efforts of a "Standards Implementation Development Plan" (SID) for career and technical education (CTE) students and the implementation of the Workforce Investment Act (WIA). Through this collaborative approach of aligning learner outcomes, articulating planning efforts, and leveraging resources and timely data gathering, Maui Community College was determined to achieve all the current State of Hawaii's Core Standards for CTE students.

MCC's Strategic Plan, Program Reviews, Program Self-Study Assessment reports, and Accreditation Standards are aligned with this comprehensive approach to facilitate effective student learning and success. The College has refined this approach into a student case management system that is based on a strong retention strategy that teams faculty, counselors, staff, and administrators to focus on student outcomes (grade point, credit earned ratios, credentialing) and includes career planning, goal identification, educational planning, barrier identification and removal, monitoring of student progress, and supporting activities that lead to program or goal completion and gainful employment or further training or education. Much of the effort for this strategy is to collect effective student data (e.g. goals and needs), team with faculty to enhance student outcomes, and promote program development and improvement to positively affect retention and goal fulfillment rates.

In 2002, the College expanded its priorities to include a strategy to increase student achievement and job placement through the development of work-based templates in the food service program. The intent was to optimize and maximize the learning environment by replicating the workplace (all aspects of the industry). A template to include all aspects of industry was developed, implemented, and tested. This template serves as a benchmark of skill competency development and as a mechanism for system wide articulation of food service programs in the community colleges.

In the same year, the College focused on job placement and retention as another priority to meet workforce demands and address economic development needs. Primary activities included maintaining and developing community partners, implementing policies and procedures identified in the Workforce Development Strategic Objective plan, and efforts to continue support of job placement and career readiness services that are provided

for career and technical students in collaboration with the Cooperative Education team. Appropriate just-in-time and sequenced career readiness services included internships, mentoring, career shadowing, and job placement.

The College is requesting Perkins Achieving Standards funds to continue these strategies and their refinements as the performance indicator data show an overall positive effect. While three indicators went slightly down from the 03-04 to the 04-05 years, the other 4 indicators went up. Most significantly the 4P1 and 4P2 indicators exceeded system goal levels in 2004-05.

SUMMARY OF CURRENT INTERVENTION STRATEGIES

STRATEGY 1 – CASE MANAGEMENT

Continue to implement a comprehensive guidance and counseling student case management system that identifies students' needs and goals, and promotes student achievement student retention, and student success.

Career and Technical Education (CTE) counselors will continue to provide case management services to students in CTE programs. These services include intake and needs assessment, academic and personal barrier identification, referral to appropriate support services, monitoring of students' progress, coordination with cooperative education, and critical complementary services of job placement and follow up. Teaming with faculty and academic support staff, working with institutional support staff to improve strategy effectiveness, and engaging in professional development activities to expand their counseling skills and knowledge will also continue.

Through the College's Strategic Plan, an action team consisting of faculty, a CTE counselor, and academic and institutional support staff implemented educational management teams to address this strategy. Based on a strong retention strategy, this approach brought faculty and newly enrolled students together where students would be monitored and mentored by the faculty mentor. The College is requesting funds for a Retention Coordinator position (from sources other than this proposal) to champion retention efforts at MCC. If funding were secured for this position the CTE counselor would work closely with this position to improve 2P1.

The Institutional Researcher and Data Analyst continue to provide relevant student data; provide education management data necessary for program improvement, monitoring students' progress, scheduling, and certification(s) indicated for Education Management pilot programs. The CTE counselor and Data Analyst will meet with each Program Coordinator to review ideas for improvement for the 2P1 indicator. With Maui's high cost of living and full employment students are opting more for part time college attendance and are not able to devote full time studies to programs that would offer more value added career choices such as Automotive Technology and Allied Health. The CTE counselor will also meet with the Program Coordinators as a group to address 2P1 indicator and brainstorm ideas for improvement.

New CTE program brochures are being developed and should be available in June 2006 to assist the college in student recruitment. These brochures will continue to emphasize Nontraditional occupational opportunities.

Math is required for all MCC degrees. Many students do not complete their degrees because of a fear of math or lack of ability to complete the math requirements. The CTE counselor has facilitated development of a Math Handout on unique course offerings for the Fall 2006 semester. This includes the traditional format (lecture, individualized study, cable T.V.) to the new offerings – Cognitive Tutor and lecture (a collaboration with the CTE high school career pathways consortium), Interactive Math (a Native Hawaiian National Science Foundation grant program) and a new Computer Based Instruction called PLATO. The CTE counselor has been publicizing these class offerings through the student newspaper, MCC web site, handouts in Counseling, The Learning Center and through Math instructors. The CTE Counselor is attempting to get these Math offerings as a topic on the MCC cable television show – MCC Today. Encouraging students to conquer their fear of math and to try learning math in different ways according to their learning style should impact the 2P1 indicator.

The CTE Counselors and program coordinators continue to partner with their Department of Education colleagues as coordinated by the college's articulation coordinator. This rather unique partnership has led to new initiatives in course offerings and new collaborations with Allied Health instructors to better align students for preparation for acceptance to MCC Allied Health programs. This has included encouraging early Compass Placement Testing for juniors and seniors, campus tours and orientation sessions. Time Magazine's "Special Report-Dropout Nation" cites a University of Michigan 1998 study that shows that high-risk students are eight to 10 times less likely to drop out if they enter a career-tech program and that career tech students enter college at the same rate as other high school graduates. Further, research shows that 90% of students who don't like schools said they would be more motivated by classes relevant to future careers such as career tech education. The continued collaboration with Career Pathways and teams from Department of Education and MCC will help to strengthen the bridge from high school to college.

USA Funds conducted a Retention Improvement seminar at MCC in January 2006. Students at risk of attrition include those without clear degree goals and a low desire to finish college, and those with a poor high-school grades and low levels of academic preparation. Best Practices in Student Retention include developing a seamless intake system in orientation, advising and registration. The CTE counselors will continue to develop web-based tools to assist students in these areas.

Typically funds are requested for services to students with disabilities. The college has used these funds for necessary technical support materials for students in The Learning Center for programs such as Dragon – a software system that uses voice to type materials and enter data.

STRATEGY 2 – FOOD SERVICE

Continue to increase student achievement, particularly student retention, through work-based learning labs.

Food Service (FSER) implemented the work-based template to monitor students' attainment of required work-based outcomes. The APT hired for this position worked closely with the CTE counselor in facilitating the credentialing process for students who successfully

completed their course work. These certificates aligned with industry work standards. Additional work-based templates have been developed

STRATEGY 3 – JOB PLACEMENT AND RETENTION

Implement and continue to develop the job placement and retention strategies that work towards program coordination and program development.

See Intervention Strategy 3 for summary of interventions from the previous year. Job placement services (e.g. resume and interview preparation; career assessment; direct job placement services) were restructured along a career development path. The IT Specialist has made significant inroads setting up the data collection and analysis strategies; setting up and maintaining the career development lab; and implementing use of web-based career development instruments (Career Access and Career Kokua).

ORGANIZATION: MAUI COMMUNITY COLLEGE

CHARACTER OF EXPENDITURE	1ST QUARTER	2ND QUARTER	3RD QUARTER
A PERSONNEL			
A-1 COUNSELORS (2.5 positions) (Strategy 1-CM)	\$31,194.00	\$31,194.00	\$31,194.00
A-1 COUNSELORS Fringe Benefits 38.67% (Strategy 1-CM)	\$12,141.00	\$12,141.00	\$12,141.00
A-O APT (Strategy 1-CM)	\$8,685.00	\$8,988.99	\$9,168.70
A-O APT (Strategy 2 -FSER) PB-B1	\$9,974.00	\$10,328.00	\$10,530.00
A-O APT, IT Spec (Strategy 3-JPRC)	\$8,856.00	\$9,173.00	\$9,355.00
A-O APT Fringe Benefits (Strategy 1-CM) 36.42%	\$3,163.00	\$3,273.00	\$3,339.20
A-O APT Fringe Benefits (Strategy 2-FSER) 36.42%	\$3,633.00	\$3,762.00	\$3,835.00
A-O APT Fringe Benefits (Strategy 3-JPRC) 36.42%	\$3,225.36	\$3,340.81	\$3,407.00
A-O Student Assistants (Strategy 1-CM)	\$4,290.00	\$4,290.00	\$4,290.00
A-O Student Assistant-Fringe Benefits (Strategy 1-CM) 1.15%	\$644.00	\$644.00	\$644.00
A-O Student Assistant (Strategy 3-JPRC)	\$1,666.50	\$1,666.50	\$1,666.50
A-O Student Assistants (Strategy 3-JPRC 1.15%)	\$19.00	\$19.00	\$19.00
SUBTOTAL	\$87,490.86	\$88,820.30	\$89,589.60
B SUPPLIES AND SERVICES			
Disability accommodations services (Strategy 1-CM)	\$3,000.00	\$3,000.00	\$3,000.00
Air Travel-Interisland (Strategy 1-CM)	\$0.00	\$250.00	\$250.00
Ground transportation (Strategy 1-CM)	\$0.00	\$50.00	\$50.00
Mileage- (Strategy 3-JPRC)	\$50.00	\$50.00	\$50.00
Office supplies- (Strategy 1-CM)	\$250.00	\$250.00	\$250.00
Office supplies - (Strategy 2-FSER)	\$500.00	\$500.00	\$500.00
Office supplies- (Strategy 3-JPRC inc Career Kokua renewal)	\$500.00	\$500.00	\$0.00
SUBTOTAL	\$4,300.00	\$4,600.00	\$4,100.00
C EQUIPMENT			
SUBTOTAL	\$0.00	\$0.00	\$0.00
TOTAL	\$91,790.86	\$93,420.30	\$93,689.60

Planning Process (A description of the planning process and participants involved in the process. Also provide a list of significant resources used (e.g. research studies and/or consultants)

For this year's plan, the campus planning team consisted of Campus Administrators, CTE Counselors, Co-op Education faculty, the Food Service Program Coordinator, and the Institutional Researcher.

The planning process included data gathered from MCC's Counseling Department's case management system, Perkins data, Program Health Indicators report, and individual program reviews. Research from an article, *Rethinking Student Retention in Community Colleges* (2002) taken from the Community College Journal of Research and Practice and articles relating to academic advising from the National Academic Advising Association journals provided insight and validation to the case management system strategy. Other materials used include the article "Special Report-Drop Out Nation" from April 17, 2006 Time Magazine: notes from February 2006 meetings with Dennis Jones, President of the National Center for Higher Education Management System: and retention workshop material provided by USA Funds and Noel-Levitz, Inc. in January 2006.

Data Tables (Data tables or charts on campus performance relative to the adjusted levels of performance. Include performance of special populations and program performance over the last five years.)

Programs that are considered non-traditional due to less than 25% participation by gender include Accounting, Administration of Justice, Agricultural Careers, Auto Body and Repair Technology, Automotive Technology, Building Maintenance, Business Careers, Business Technology, Carpentry, Dental Assisting, Drafting, Electronic and Computer Engineering Technology, Sustainable Technology, Human Services-Early Childhood Education, Nursing, Nurse Aide Training and Practical Nursing.

Cells that are designated N/A either indicate there was no applicable data (e.g., the program is not identified as a non-traditional program) or the Perkins report listed no data (e.g., programs were established in later years such as BTEC, DENT, ENGY or where programs separated their degree options for better data reporting such as NAT and PRCN). There were questions with the reliability of data for 1999-2002 when UHCC system transitioned from Aldrich to Banner.

The following table represents the Maui CC programs that met/exceeded performance goals and programs that did not meet performance levels in the 1999-2000 year.

Performance Summary 1999-2000							
Actual Performance Levels							
(Shaded cells indicate program met and/or exceeded State Adjusted standards)							
Programs	1P1(80.06)	1P2(91.53)	2P1(34.20)	3P1(69.02)	3P2(90.13)	4P1(15.19)	4P2(13.59)
ACC	100.00%	100.00%	66.67%	100.00%	100.00%	0.00%	0.00%
AJ	92.86%	92.86%	21.43%	100.00%	100.00%	28.30%	25.00%
AG	100.00%	100.00%	0.00%	0.00%	N/A	28.57%	50.00%
ABRP	100.00%	75.00%	0.00%	N/A	N/A	0.00%	N/A
AMT	81.25%	65.22%	13.04%	100.00%	100.00%	10.00%	0.00%
BLMP	77.78%	92.86%	7.14%	100.00%	100.00%	16.67%	0.00%
BUSC	82.61%	87.50%	8.33%	100.00%	100.00%	N/A	N/A
BTEC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CARP	75.00%	100.00%	40.00%	0.00%	N/A	16.67%	0.00%
DENT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DRAF	N/A	N/A	0.00%	N/A	N/A	16.67%	N/A
ECET	94.44%	95.45%	22.73%	60.00%	100.00%	24.74%	14.29%
ENGY	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FT	100.00%	100.00%	23.08%	0.00%	N/A	0.00%	0.00%
FSER	84.09%	84.75%	28.81%	73.08%	94.74%	N/A	N/A
GOT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HOPE	86.49%	90.00%	15.00%	84.62%	100.00%	20.79%	20.00%
HSER	100.00%	100.00%	9.80%	90.00%	100.00%	9.14%	11.76%
NURS	100.00%	100.00%	73.68%	100.00%	93.75%	17.39%	7.14%
NAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OAT	93.48%	96.08%	17.56%	75.00%	88.89%	8.65%	0.00%
PRCN	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WELD	N/A	100.00%	0.00%	N/A	N/A	14.29%	N/A

The following table represents the Maui CC programs that met/exceeded performance goals and programs that did not meet performance levels in the 2000-2001 year.

Performance Summary 2000-2001							
Actual Performance Levels							
(Shaded cells indicate program met and/or exceeded State Adjusted standards)							
Programs	1P1(80.56)	1P2(91.53)	2P1(34.70)	3P1(69.52)	3P2(90.13)	4P1(15.44)	4P2(13.84)
ACC	100.00%	100.00%	0.00%	100.00%	100.00%	4.76%	33.33%
AJ	91.67%	92.31%	15.38%	75.00%	100.00%	26.19%	50.00%
AG	100.00%	100.00%	50.00%	50.00%	100.00%	50.00%	0.00%
ABRP	100.00%	100.00%	25.00%	100.00%	100.00%	7.14%	0.00%
AMT	81.82%	75.00%	8.33%	100.00%	100.00%	12.77%	0.00%
BLMP	66.67%	100.00%	11.11%	100.00%	100.00%	12.50%	0.00%
BUSC	96.97%	91.89%	16.22%	66.67%	100.00%	N/A	N/A
BTEC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CARP	100.00%	100.00%	16.67%	50.00%	100.00%	16.67%	0.00%
DENT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DRAF	100.00%	100.00%	0.00%	N/A	N/A	37.50%	N/A
ECET	100.00%	96.30%	25.93%	100.00%	85.71%	24.73%	36.36%
ENGY	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FT	100.00%	100.00%	14.29%	33.33%	100.00%	0.00%	0.00%
FSER	86.79%	82.76%	46.55%	78.57%	90.91%	N/A	N/A
GOT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HOPE	86.49%	81.40%	16.28%	80.00%	87.50%	22.55%	33.33%
HSER	91.18%	97.37%	13.16%	82.35%	100.00%	9.83%	0.00%
NURS	100.00%	100.00%	0.00%	82.35%	100.00%	9.72%	0.00%
NAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OAT	96.55%	93.55%	3.23%	68.75%	100.00%	11.39%	10.00%
PRCN	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WELD	N/A	100.00%	0.00%	N/A	N/A	28.57%	N/A

The following table represents the Maui CC programs that met/exceeded performance goals and programs that did not meet performance levels in the 2002-2003 year.

Performance Summary 2002-2003							
Actual Performance Levels							
(Shaded cells indicate program met and/or exceeded State Adjusted standards)							
Programs	1P1(81.06)	1P2(91.53)	2P1(35.20)	3P1(70.02)	3P2(90.13)	4P1(15.77)	4P2(14.17)
ACC	94.74%	97.62%	28.57%	83.33%	100.00%	18.52%	11.76%
AJ	81.82%	90.91%	27.27%	100.00%	100.00%	40.00%	33.33%
AG	100.00%	92.31%	15.38%	75.00%	100.00%	39.47%	100.00%
ABRP	33.33%	75.00%	12.50%	N/A	N/A	3.57%	0.00%
AMT	76.47%	81.82%	18.18%	100.00%	85.71%	6.52%	0.00%
BLMP	83.33%	100.00%	25.00%	100.00%	100.00%	5.88%	0.00%
BUSC	96.67%	90.91%	33.33%	33.33%	100.00%	N/A	N/A
BTEC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CARP	33.33%	75.00%	0.00%	N/A	N/A	23.53%	N/A
DENT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DRAF	N/A	N/A	N/A	N/A	N/A	100.00%	N/A
ECET	100.00%	91.67%	33.33%	72.73%	85.71%	27.59%	16.67%
ENGY	N/A	N/A	N/A	N/A	N/A	0.00%	N/A
FT	100.00%	100.00%	16.67%	N/A	N/A	0.00%	0.00%
FSER	81.40%	88.00%	40.00%	94.74%	94.44%	N/A	N/A
GOT	N/A	N/A	N/A	100.00%	100.00%	0.00%	N/A
HOPE	85.19%	77.42%	19.35%	100.00%	100.00%	24.64%	12.50%
HSER	87.88%	97.50%	10.00%	50.00%	100.00%	8.79%	0.00%
NURS	95.74%	97.96%	53.06%	94.12%	93.75%	15.17%	12.50%
NAT	100.00%	100.00%	0.00%	N/A	N/A	14.29%	N/A
OAT	88.89%	92.86%	35.71%	80.00%	100.00%	10.17%	9.09%
PRCN	100.00%	100.00%	92.31%	77.78%	85.71%	25.00%	38.46%
WELD	N/A	N/A	N/A	N/A	N/A	0.00%	N/A

The following table represents the Maui CC programs that met/exceeded performance goals and programs that did not meet performance levels in the 2003-2004 year.

Performance Summary 2003-2004							
Actual Performance Levels							
(Shaded cells indicate program met and/or exceeded State Adjusted standards)							
Programs	1P1(81.56)	1P2(91.53)	P1 (35.70)	3P1(70.52)	3P2(90.13)	4P1(15.94)	4P2(14.34)
ACC	94.29%	86.84%	34.21%	83.33%	90.00%	10.00%	25.00%
AJ	50.00%	90.00%	20.00%	100.00%	100.00%	43.48%	50.00%
AG	80.00%	100.00%	27.27%	100.00%	100.00%	37.50%	33.33%
ABRP	100.00%	100.00%	0.00%	100.00%	100.00%	9.52%	100.00%
AMT	70.00%	76.92%	23.08%	75.00%	100.00%	7.14%	8.70%
BLMP	100.00%	66.67%	0.00%	100.00%	100.00%	0.00%	0.00%
BUSC	100.00%	93.33%	13.33%	54.55%	83.33%	N/A	N/A
BTEC	100.00%	100.00%	50.00%	N/A	N/A	N/A	N/A
CARP	100.00%	100.00%	0.00%	N/A	N/A	14.29%	0.00%
DENT	83.33%	100.00%	25.00%	N/A	N/A	4.17%	0.00%
DRAF	100.00%	100.00%	0.00%	N/A	N/A	20.00%	N/A
ECET	93.75%	93.75%	25.00%	100.00%	75.00%	22.81%	16.67%
ENGY	N/A	N/A	100.00%	N/A	N/A	11.11%	0.00%
FT	77.78%	100.00%	50.00%	0.00%	N/A	9.09%	0.00%
FSER	81.08%	85.11%	29.79%	75.00%	100.00%	N/A	N/A
GOT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HOPE	92.86%	92.86%	42.86%	83.33%	100.00%	27.08%	0.00%
HSER	77.78%	96.83%	14.29%	100.00%	100.00%	7.25%	0.00%
NURS	100.00%	97.22%	47.22%	88.46%	78.26%	15.79%	13.89%
NAT	100.00%	80.00%	0.00%	N/A	N/A	0.00%	N/A
OAT	88.24%	83.78%	24.32%	86.67%	100.00%	8.75%	6.67%
PRCN	33.33%	66.67%	33.33%	91.67%	90.91%	0.00%	0.00%
WELD	N/A	N/A	N/A	N/A	N/A	14.29%	N/A

The following table represents the Maui CC programs that met/exceeded (shaded) goals and programs that did not meet performance levels or was not applicable in the 2004-2005 year (white). Each program will be reviewed separately on the following pages.

Performance Summary 2004-2005 Actual Performance Levels (Shaded cells indicate program met and/or exceeded State Adjusted standards)							
Programs	1P1(81.81)	1P2 (90.00)	2P1(36.00)	3P1(71.00)	3P2(90.00)	4P1(14.18)	4P2 (12.86)
ACC	80.00%	85.71%	9.52%	61.54%	87.50%	12.68%	0.00%
AJ	100.00%	100.00%	33.33%	100.00%	100.00%	45.00%	100.00%
AG	87.50%	100.00%	0.00%	66.67%	100.00%	43.75%	100.00%
ABRP	100.00%	100.00%	25.00%	N/A	N/A	6.67%	0.00%
APBM	N/A	N/A	N/A	50	100	N/A	N/A
AMT	82.61%	69.23%	15.38%	66.67%	100.00%	6.06%	14.29%
BLMP	100.00%	100.00%	0.00%	N/A	N/A	7.69%	50.00%
BUS	N/A	N/A	N/A	N/A	N/A	0.00%	N/A
BUSC	82.14%	75.86%	20.69%	50.00%	100.00%	N/A	N/A
BTEC	80.00%	90.00%	10.00%	100	100	N/A	N/A
CARP	N/A	100.00%	0.00%	N/A	N/A	33.33%	N/A
DENT	81.82%	90.91%	27.27%	66.67	50	0.00%	0.00%
DRAF	0.00%	66.67%	33.33%	N/A	N/A	20.00%	0
ECET	86.67%	100.00%	12.50%	25.00%	100.00%	27.87%	33.33%
ENGY	N/A	N/A	N/A	100	100	33.33%	N/A
FA	100.00%	100.00%	0.00%	N/A	N/A	0.00%	N/A
FT	100.00%	80.00%	0.00%	66.67%	100	4.17%	0.00%
FIRE	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FSER	70.73%	85.71%	35.71%	85.71%	100.00%	N/A	N/A
GOT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HOPE	88.00%	82.14%	35.71%	66.67%	75.00%	30.56%	20.00%
HSER	91.23%	98.57%	17.14%	88.89%	100.00%	7.84%	5.88%
MA1	100.00%	100.00%	100.00%	N/A	N/A	0.00%	0.00%
NURS	100.00%	100.00%	50.00%	88.24%	86.67%	12.86%	16.00%
NAT	50.00%	100.00%	0.00%	N/A	N/A	0.00%	N/A
OAT	85.71%	93.33%	26.67%	77.78%	100.00%	5.56%	0.00%
PRCN	100.00%	94.44%	27.78%	0.00%	N/A	14.81%	15.38%
WELD	N/A	N/A	N/A	N/A	N/A	25.00%	0

PROGRAM TRENDS

The following tables provide an overview of each of the Maui Community College programs and their performance over the past six years:

Performance Summary Accounting (ACC)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
	1999-2000	100.00%	100.00%	66.67%	100.00%	100.00%	0.00%
2000-2001	100.00%	100.00%	0.00%	100.00%	100.00%	4.76%	33.33%
2001-2002	100.00%	100.00%	33.33%	71.43%	100.00%	19.23%	50.00%
2002-2003	94.74%	97.62%	28.57%	83.33%	100.00%	18.52%	11.76%
2003-2004	94.29%	86.84%	34.21%	83.33%	90.00%	10.00%	25.00%
2004-2005	80.00%	85.71%	9.52%	61.54%	87.50%	12.68%	0.00%

Indicators 1P1 and 1P2 have been impacted by a change in grading policy at MCC. This change in grading policy involves inclusion of the “F” grade. Students do not appear to grasp the significance of the “F” grade because many of them who were not doing well are not withdrawing or requesting the CR/NC grading option. This has resulted in a number of students receiving the “F” grade. Some students are taking the class for job training and not degree seeking, so the grades are not as important. As the job market has heated up, students have to put more hours into work and that has hurt their grades significantly. Prior to the start of the Bachelor of Arts in Business Administration from W. Oahu a decade ago, students sought the Accounting Degree. Now, many of these students are Liberal Arts majors as they plan on securing the B.A. Degree.

The 2P1 indicator has decreased for a few reasons: 1) Now that accounting students have the opportunity to get a bachelors degree on Maui many students are taking Accounting 201/202 as liberal arts majors and continuing on to UH W. Oahu without getting the AAS degree from MCC; 2) some students are taking courses for job training without an interest in the degree; 3) accounting courses are taken by students in other majors; 4) students are working.

The 3P1 and 3P2 indicators are decreasing as more students are continuing their education (bachelor’s degree) rather than going into the workforce.

Indicators 4P1 and 4P2 are low because the job positions that students can be hired for with an AAS are still rather low paying; therefore, the male students are more interested in higher paying jobs. The male student (non-traditional) who is interested in accounting is going for the bachelor’s degree and not applying for the AAS degree.

Performance Summary Administration of Justice (AJ)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	92.86%	92.86%	21.43%	100.00%	100.00%	28.30%	25.00%
2000-2001	91.67%	92.31%	15.38%	75.00%	100.00%	26.19%	50.00%
2001-2002	93.33%	100.00%	25.00%	100.00%	100.00%	32.43%	50.00%
2002-2003	81.82%	90.91%	27.27%	100.00%	100.00%	40.00%	33.33%
2003-2004	50.00%	90.00%	20.00%	100.00%	100.00%	43.48%	50.00%
2004-2005	100.00%	100.00%	33.33%	100.00%	100.00%	45.00%	100.00%

The Administration of Justice program has met/exceeded in six of the seven indicators. This is good considering that the program has been without a program coordinator since the Fall of 2001. Lacking a program coordinator contributes to the declining numbers in 2P1. Not having a program coordinator limits the number of classes that can be taught and causes insufficient program cycle coverage.

Performance Summary Agricultural Careers (AG)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	100.00%	0.00%	0.00%	N/A	28.57%	50.00%
2000-2001	100.00%	100.00%	50.00%	50.00%	100.00%	50.00%	0.00%
2001-2002	100.00%	100.00%	50.00%	0.00%	N/A	42.11%	50.00%
2002-2003	100.00%	92.31%	15.38%	75.00%	100.00%	39.47%	100.00%
2003-2004	80.00%	100.00%	27.27%	100.00%	100.00%	37.50%	33.33%
2004-2005	87.50%	100.00%	0.00%	66.67%	100.00%	43.75%	100.00%

The Ag program has exceeded or met the baseline for 1P1 except for 2003-2004 when the program was only 1% point below the baseline. The Ag program has exceeded the baseline for 1P2 every year. For 2P1, credentialing performance has gone up and down. Students are attending to upgrade their knowledge in specific areas and do not intend to pursue a degree. Also, most students work fulltime and are only able to take a few courses per semester. In addition, program cycle coverage is now on a two-year cycle – most classes are taught on a 2-year (for some even longer) cycle. Because of these circumstances, we see low graduation rates. 2P1 was 0% in 2004-2005 but will be much higher in 2005-2006. Because a large group that started in Fall 2004 will be completing the 2-year cycle in Spring 2006. Another factor that may help credentialed completion rates is students are just becoming aware of other credentials that are available such as certificates of competence that they can achieve in one year.

For 3P1 we see varying numbers – often above the standards but occasionally below such as in 2004-2005. It may be the small numbers of students can significantly skew the results. Generally speaking there is good job demand and 3P2 indicates students

who do get into the field tend to remain for a time. Core indicators 4P1 and 4P2 indicate we have good levels of non-traditional participation and completion. As one faculty member is female, this probably helps the program be less intimidating and retain at least female non-traditional students. The program strives to make itself accessible to all groups.

Performance Summary Auto Body Repair & Painting (ABRP)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	75.00%	0.00%	N/A	N/A	0.00%	N/A
2000-2001	100.00%	100.00%	25.00%	100.00%	100.00%	7.14%	0.00%
2001-2002	100.00%	100.00%	0.00%	0.00%	N/A	10.53%	0.00%
2002-2003	33.33%	75.00%	12.50%	N/A	N/A	3.57%	0.00%
2003-2004	100.00%	100.00%	0.00%	100.00%	100.00%	9.52%	100.00%
2004-2005	100.00%	100.00%	25.00%	N/A	N/A	6.67%	0.00%

Indicator 2P1 suggests that ABRP is experiencing difficulty in credentialing their students. ABRP majors are typically enrolled as part time students and pursuing their own personal development or hobby. Their part-time status affects credential attainment. These students take two or three semesters to complete the requirements for a certificate of completion. Sporadic enrollment is a factor too; they leave and return based on their personal schedules.

Performance Summary Automotive Technology (AMT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	81.25%	65.22%	13.04%	100.00%	100.00%	10.00%	0.00%
2000-2001	81.82%	75.00%	8.33%	100.00%	100.00%	12.77%	0.00%
2001-2002	73.33%	88.89%	33.33%	100.00%	100.00%	9.09%	7.14%
2002-2003	76.47%	81.82%	18.18%	100.00%	85.71%	6.52%	0.00%
2003-2004	70.00%	76.92%	23.08%	75.00%	100.00%	7.14%	8.70%
2004-2005	82.61%	69.23%	15.38%	66.67%	100.00%	6.06%	14.29%

There has been a declining trend in AMT students not meeting the State adjusted standards in both the academic and vocational skills achievement. Generally, these students have weak study skills, hold part-time jobs, and are not prepared for the rigor of attaining a satisfactory college education.

This year the Program Coordinator retired and another AMT faculty officially assumed that role. Therefore another faculty member was hired.

Credentials and degree attainment is an area where the program faculty and CTE counselor have teamed together for the past four years on average, at least 60-75% students in the program have been receiving certificates of competence.

Recruiting females for this program has been primarily through student self-referral in the past. In the summer of 2005 an Automotive Academy was held for students in Alu Like, Inc. and Kamehameha Schools. This offered the opportunity for more enrollments as students get a better feel for the profession. Once female students are enrolled, program faculty and the CTE counselor team their efforts to develop and implement strategies to retain these students. Financial aid/assistance is an important factor since more female AMT students are single parents and maintaining their tool needs along with their tuition and books become barriers to their retention. Partnerships with the State Director of Career and Technical Education Office to purchase tools have been part of a retention strategy. Future data in 4P1 and 4P2 will show higher percentages as two female students are graduating in Spring 2006!

Performance Summary Building Maintenance & Repair (BLMP)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	77.78%	92.86%	7.14%	100.00%	100.00%	16.67%	0.00%
2000-2001	66.67%	100.00%	11.11%	100.00%	100.00%	12.50%	0.00%
2001-2002	100.00%	100.00%	11.11%	100.00%	100.00%	6.67%	0.00%
2002-2003	83.33%	100.00%	25.00%	100.00%	100.00%	5.88%	0.00%
2003-2004	100.00%	66.67%	0.00%	100.00%	100.00%	0.00%	0.00%
2004-2005	100.00%	100.00%	0.00%	N/A	N/A	7.69%	50.00%

The BLMP program is a very small program. Therefore, the data are reflective of a small student population. The BLMP program is seeing progress in the 1P1 and 1P2 indicators. The 2P1 indicator has never been met for this program. A number of these majors are employed in the hotel and condominium industry. Their work schedules prevent them from continuing each semester. The Program Coordinator and CTE counselor will implement a process to encourage BLMP students to file certificates of competence for career and workforce development potential and improve 2P1 outcomes. Curriculum redesign for Building Maintenance, Carpentry, Drafting and Welding programs will merge these four programs into one Construction Technology major. This change is anticipated in Spring 2007.

Performance Summary Business Careers (BUSC)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	82.61%	87.50%	8.33%	100.00%	100.00%	N/A	N/A
2000-2001	96.97%	91.89%	16.22%	66.67%	100.00%	N/A	N/A
2001-2002	85.71%	85.71%	14.29%	50.00%	100.00%	N/A	N/A
2002-2003	96.67%	90.91%	33.33%	33.33%	100.00%	N/A	N/A
2003-2004	100.00%	93.33%	13.33%	54.55%	83.33%	N/A	N/A
2004-2005	82.14%	75.86%	20.69%	50.00%	100.00%	N/A	N/A

The BUSC program has consistently met/exceeded the 1P1 standard from 1999-2000 through 2004-2005. Many students try Business as a major and tend to drop out in the 2nd or 3rd semester, reflecting the reduction in 1P2 along with the implementation of the “F” grade. In the 1999-2000 year BUSC lacked community visibility. In 2001 to 2003 there was a period where the program was going through faculty and/or staff changes and this affected the ability to advise students. In the 2003-2004 year a new program coordinator was selected. Despite this, the program remains understaffed. 3P2 has continually improved as the CTE counselor teamed with program faculty on credentialing. Many students in the BUSC program are continuing on towards a Bachelor’s Degree, which may impact 3P1.

Performance Summary Business Technology (BTEC)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003-2004	100.00%	100.00%	50.00%	N/A	N/A	N/A	N/A
2004-2005	80.00%	90.00%	10.00%	100	100	N/A	N/A

Performance Summary General Office Training (GOT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	N/A	N/A	N/A	100.00%	100.00%	0.00%	N/A
2003-2004	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004-2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Summary Office Administration & Training (OAT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	93.48%	96.08%	17.56%	75.00%	88.89%	8.65%	0.00%
2000-2001	96.55%	93.55%	3.23%	68.75%	100.00%	11.39%	10.00%
2001-2002	83.72%	93.18%	22.73%	N/A	100.00%	11.48%	23.08%
2002-2003	88.89%	92.86%	35.71%	80.00%	100.00%	10.17%	9.09%
2003-2004	88.24%	83.78%	24.32%	86.67%	100.00%	8.75%	6.67%
2004-2005	85.71%	93.33%	26.67%	77.78%	100.00%	5.56%	0.00%

The GOT program name changed to OAT in 1991. The numbers collected for GOT in the years 2002-2003 is a misrepresentation by a student who did not update his/her major. OAT students have met almost all the State adjusted standards in all the academic years for 1P1 and 1P2. The Program was changed to Business Technology (BTEC) in Spring 2003. Due to budget constraints BTEC has not been able to offer evening courses for a few semesters. It is likely that this negatively impacted some students, especially those who work during the day. They were probably unable to continue or complete their program requirements, as a result of the reduced course offerings.

The BTEC faculty plays an active role in their student's success by holding regular monthly meetings sharing their experiences and thoughts. They also work closely with the counselor assigned to advising students. After a statewide meeting of Program Coordinators, the curriculum was revised and changed to a system-wide alpha – BUSN. These changes will be implemented in Fall 2006. It's hard to track data in the system with 4 alpha changes in a number of years! The curriculum was updated to reflect changing technologies and offer more elective choices as students get near to graduation. BUSN also teamed with Nursing to offer a Medical Assistant I program starting Fall 2004. This is response to Workforce Development data reflecting a significant demand for this profession in Maui County.

Performance Summary Carpentry Technology (CARP)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	75.00%	100.00%	40.00%	0.00%	N/A	16.67%	0.00%
2000-2001	100.00%	100.00%	16.67%	50.00%	100.00%	16.67%	0.00%
2001-2002	100.00%	100.00%	0.00%	100.00%	0.00%	14.81%	N/A
2002-2003	33.33%	75.00%	0.00%	N/A	N/A	23.53%	N/A
2003-2004	100.00%	100.00%	0.00%	N/A	N/A	14.29%	0.00%
2004-2005	N/A	100.00%	0.00%	N/A	N/A	33.33%	N/A

The CARP program has been typically a low enrollment program. Because of this, the indicators are affected greatly if a student is not counted. Most CARP students are not full-time and register for only one or two courses. Also, students do not enroll in the recommended series of courses per semester. Consequently, students are not able to graduate within 2 years, possibly bringing the 2P1 indicators down. The 1P2 has been met/exceeded over the six-year period. This is possible since many of the students are able to take part on hands on projects, allowing for good performance on vocational skills. Because of low 2P1 performance numbers this in turn has an impact in the 3P1 and 3P2 indicators.

The CARP program stopped new enrollments in 2002-2003 when it underwent a major curriculum revision. Data for that year reflects continuing students who were accommodated with CARP courses needed for them to complete their program requirements. Having lectures teach these courses affected student retention and completion. Lecturers are not as accessible and available for students needing assistance outside of scheduled class times as are regular full-time faculty. Curriculum redesign for Building Maintenance, Carpentry, Drafting and Welding programs will merge these four programs into one Construction Technology major. This change is anticipated in Spring 2007.

Performance Summary Dental Assisting (DENT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003-2004	83.33%	100.00%	25.00%	N/A	N/A	4.17%	0.00%
2004-2005	81.82%	90.91%	27.27%	66.67	50	0.00%	0.00%

The Dental Assistant program started in Fall 2002 as a 23 credit, 2-semester Certificate of Completion. There were actually 17 students from 2004-2005 with a 100% completion rate getting their certificates. The Program Coordinator and CTE counselor have actively followed up to make sure the students were enrolled in the proper major and apply for certification. So far there have been few males in the program. Many of the students in the program are already working in Dental Offices on Maui, have had “hands-on” training, and are predominately female. MCC is actively pursuing offering a Dental Hygiene program with the Dental Assistant program part of the career ladder. If funding is secured and Board of Regent’s approval is acquired, we anticipate an increase in our 4P1 and 4P2 numbers.

Performance Summary Drafting Technology (DRAF)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	0.00%	N/A	N/A	16.67%	N/A
2000-2001	100.00%	100.00%	0.00%	N/A	N/A	37.50%	N/A
2001-2002	100.00%	100.00%	0.00%	N/A	N/A	27.27%	N/A
2002-2003	N/A	N/A	N/A	N/A	N/A	100.00%	N/A
2003-2004	100.00%	100.00%	0.00%	N/A	N/A	20.00%	N/A
2004-2005	0.00%	66.67%	33.33%	N/A	N/A	20.00%	0.00%

The DRAF program has been typically a low enrolled program. Because of this, all the indicators are affected greatly if even a single student is not counted. The curriculum went through a major redesign to update and include AutoCAD and align with the Honolulu Community College program in Fall 2001. Title III provided funding for these low enrolled classes for lecturers. This has allowed more access for female students. Unfortunately, funding was lost and due to low enrollment, classes were cancelled in 2004-2005 and will not be offered in 2005-2006. Curriculum redesign for Building Maintenance, Carpentry, Drafting and Welding programs will merge these four programs into one Construction Technology major. This change is anticipated in Spring 2007.

Performance Summary Electronic & Computer Engineering Technology (ECET)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	94.44%	95.45%	22.73%	60.00%	100.00%	24.74%	14.29%
2000-2001	100.00%	96.30%	25.93%	100.00%	85.71%	24.73%	36.36%
2001-2002	100.00%	100.00%	44.00%	85.71%	66.67%	44.44%	N/A
2002-2003	100.00%	91.67%	33.33%	72.73%	85.71%	27.59%	16.67%
2003-2004	93.75%	93.75%	25.00%	100.00%	75.00%	22.81%	16.67%
2004-2005	86.67%	100.00%	12.50%	25.00%	100.00%	27.87%	33.33%

ECET students have performed well in 1P1 and 1P2. It seems that the students are performing well in both general education courses as well as vocational courses. Students must place at an Intermediate Math level in order to start this program. Therefore, the students tend to be academically more prepared than most other CTE students. For indicator 2P1, there was only one year (2001-2002) when the College was able to meet/exceed the standard. In the Fall of 1999 the program was short an ICS instructor, and in the 2001-02 academic year, the College had difficulty finding a qualified instructor for the Computer Technology (Networking) classes. These problems hampered the program's ability to offer a full schedule of ICS courses, delaying some students progress toward degree completion.

The 3P1 indicator has been met/exceeded since Fall of 2000 all except this past year. This is due to the program ties to companies within the technology industry. The

ECET program faculty members have developed significant internship programs with some companies providing students with real world experience. Companies, in turn, have hired these interns after graduation.

The ECET program has done quite well for both 4P1 and 4P2. Female students are drawn to this program for its many employment opportunities and high wage potential. Support from the Women In Technology Program, funded by the Maui Economic Development Board has helped in retention and recruiting awareness.

The curriculum will be realigned in 2006-2007 to allow for more elective choices to complete the A.S. degree. Currently if 20 students start the program in the first semester and then branch off into three separate majors, the data reflects low enrollment and therefore classes tend to be canceled.

Performance Summary Sustainable Technology (ENGY)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	N/A	N/A	N/A	N/A	N/A	0.00%	N/A
2003-2004	N/A	N/A	100.00%	N/A	N/A	11.11%	0.00%
2004-2005	N/A	N/A	N/A	100	100	33.33%	N/A

The ENGY program is a fairly new program at MCC. Perkins data has been sparse as the program was initiated in the Spring of 2001. Most of the indicators were not met or do not have any data. Because the program is new, it is not widely known. Also, with full employment on Maui, enrollment tends to be low. The program coordinator and CTE Counselor have attempted to recruit more students through the media, high school visits, and college day activities. Title III provided funding for lecturers for a number of years. Unfortunately, that funding source is no longer available. The program did not offer classes in 2004-2005. Classes were offered again in 2005-2006. We anticipate more enrollments in the long run as MCC has entered into a Sustainability Partnership with Earth University of Costa Rica and Maui Land and Pineapple Corporation.

Performance Summary Fashion Technology (FT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	100.00%	23.08%	0.00%	N/A	0.00%	0.00%
2000-2001	100.00%	100.00%	14.29%	33.33%	100.00%	0.00%	0.00%
2001-2002	100.00%	100.00%	0.00%	0.00%	N/A	0.00%	N/A
2002-2003	100.00%	100.00%	16.67%	N/A	N/A	0.00%	0.00%
2003-2004	77.78%	100.00%	50.00%	0.00%	N/A	9.09%	0.00%
2004-2005	100.00%	80.00%	0.00%	66.67%	100	4.17%	0.00%

Fashion Technology (FT) students have done well in academic achievement. The FT program generally has done well in 1P2. The lab classes provide hands on training that takes the creation of a fashion idea, to a paper template, and finally to fabric manipulation. This keeps vocational skills performance at a high level. Additionally, the program instructors get to know their students personally as the classes are offered for longer periods (5 hours/day). There are more opportunities for students to share more personal information about themselves. For 2P1, FT has performed low. From anecdotal information, some students just stop attending once they complete all their program course work -- they are not interested in applying for the degree. This adversely affects the 2P1 data. The CTE counselor has encouraged students to apply for the Seamstress Certificate of Completion.

Also, a large number of these majors have or plan to start their own businesses and therefore, are not counted in 3P1 and 3P2 data. Clothing manufacturing and fashion design employment opportunities are slim for Maui. Some students transfer to Fashion Institutes located out of state or pursue their careers on Oahu or in the mainland. Male students occasionally enroll into the program and stop attending after 1 or 2 semesters; sewing or clothing construction is not a strong interest for them. They prefer to learn and gain experience in apparel design.

Performance Summary Food Service (FSER)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	84.09%	84.75%	28.81%	73.08%	94.74%	N/A	N/A
2000-2001	86.79%	82.76%	46.55%	78.57%	90.91%	N/A	N/A
2001-2002	80.00%	91.30%	39.13%	81.48%	90.91%	N/A	N/A
2002-2003	81.40%	88.00%	40.00%	94.74%	94.44%	N/A	N/A
2003-2004	81.08%	85.11%	29.79%	75.00%	100.00%	N/A	N/A
2004-2005	70.73%	85.71%	35.71%	85.71%	100.00%	N/A	N/A

A slight decrease in 1P2, Vocational Achievement, was reported for the Fall 2003-Summer 2004. Program faculty modified the first semester courses (Skill Building I and II courses were introduced), and the curriculum for the remaining courses were consequently

adjusted. These changes should affect the IP2 indicator. It should also be noted that since students do not need to meet any prerequisites to enroll into this program, thus many have developmental or remedial English and math problems. This has a direct impact on indicators 1P1 and 1P2. The class capacity also increased substantially when the new Culinary Facility, our Pa‘ina Building, opened in Fall 2002. The program and CTE counselor have been busy recruiting additional students to meet production demand.

Since the Fall 2003 semester, a major effort was undertaken to consistently identify and assist student in obtaining their certificates. A “First Six” Ceremony (first six classes of the culinary program completed, i.e. one semester of classes) is held where students are recognized and awarded certificates. Families are invited and share in the student’s pride in their accomplishments!

There continues to be positive outcomes in the program’s 3P1 and 3P2 data. This is attributed to the program’s strong partnership with the industry, i.e., Maui’s Chefs and Cooks Association, and the American Culinary Federation (a nationally recognized commission from which the program is accredited). The flip side of this partnership and demand for Food Service workers on Maui is that sometimes students quit classes to work!

Performance Summary Hotel Operations (HOPE)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	86.49%	90.00%	15.00%	84.62%	100.00%	20.79%	20.00%
2000-2001	86.49%	81.40%	16.28%	80.00%	87.50%	22.55%	33.33%
2001-2002	86.36%	88.00%	28.00%	100.00%	100.00%	26.09%	N/A
2002-2003	85.19%	77.42%	19.35%	100.00%	100.00%	24.64%	12.50%
2003-2004	92.86%	92.86%	42.86%	83.33%	100.00%	27.08%	0.00%
2004-2005	88.00%	82.14%	35.71%	66.67%	75.00%	30.56%	20.00%

The HOPE program met their State adjusted levels for 1P1 for all six years. This program went through a major curriculum change in 2005-2006 based upon input from the Hospitality and Tourism Advisory Committee (the alpha went from HOPE to HOST). The program has been updated to more accurately reflect Management Training in the Hospitality Industry. 2004-2005 results reflect the low enrollment in this program due to full employment. Also, again due to budgetary constraints, with only one Program faculty, it has been difficult to hire lecturers to meet student’s demands for additional hotel Electives and night classes.

The HOPE Program Coordinator and CTE counselors have been members of the MCC Strategic Educational Management Team. Through their participation in this effort, they tracked their majors’ progress and retention rates resulting in increases in 2P1 over prior years.

Performance Summary Human Services (HSER)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	100.00%	9.80%	90.00%	100.00%	9.14%	11.76%
2000-2001	91.18%	97.37%	13.16%	82.35%	100.00%	9.83%	0.00%
2001-2002	90.20%	95.38%	9.23%	50.00%	66.67%	7.66%	0.00%
2002-2003	87.88%	97.50%	10.00%	50.00%	100.00%	8.79%	0.00%
2003-2004	77.78%	96.83%	14.29%	100.00%	100.00%	7.25%	0.00%
2004-2005	91.23%	98.57%	17.14%	88.89%	100.00%	7.84%	5.88%

Since this program developed its Substance Abuse Counseling Certificates I and II, there has been a steady increase in their enrollment. Typically, these students are older adults, who have personal experiences with substance abuse, and who need help in developing their study skills. Self-esteem, coping skills, and single parent issues generally interfere with their ability to successfully remain in college.

This program also worked with the Rural Development Project in training Education Assistants for the state Department of Education and also providing consultation on the development of courses for the new federal job classification of Youth Practitioner.

Curriculum was changed effective Fall 2006 semester to have a common AS degree in Early Childhood among the four colleges that provide ECE programs (Honolulu, Kauai, Hawaii and Maui). This will articulate to the developing Baccalaureate Degree with UHWO. Thus, the credentialing for ECE at MCC will change from a 23-credit certificate to that of an Associate of Science degree – requiring more math, science and other challenging classes.

With the new certificates, we expect more certificates to be awarded to increase the 2P1 indicator. Indicators 4P1 and 4P2 will continue to be a challenge as the pay scale for Early Childhood and other Social Service type positions do not attract males.

Performance Summary Nursing (NURS)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	100.00%	73.68%	100.00%	93.75%	17.39%	7.14%
2000-2001	100.00%	100.00%	0.00%	82.35%	100.00%	9.72%	0.00%
2001-2002	94.12%	100.00%	5.88%	100.00%	100.00%	14.56%	0.00%
2002-2003	95.74%	97.96%	53.06%	94.12%	93.75%	15.17%	12.50%
2003-2004	100.00%	97.22%	47.22%	88.46%	78.26%	15.79%	13.89%
2004-2005	100.00%	100.00%	50.00%	88.24%	86.67%	12.86%	16.00%

Performance Summary Nurse Aide Training (NAT)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	100.00%	100.00%	0.00%	N/A	N/A	14.29%	N/A
2003-2004	100.00%	80.00%	0.00%	N/A	N/A	0.00%	N/A
2004-2005	50.00%	100.00%	0.00%	N/A	N/A	0.00%	N/A

Performance Summary Practical Nursing (PRCN)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2000-2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002-2003	100.00%	100.00%	92.31%	77.78%	85.71%	25.00%	38.46%
2003-2004	33.33%	66.67%	33.33%	91.67%	90.91%	0.00%	0.00%
2004-2005	100.00%	94.44%	27.78%	0.00%	N/A	14.81%	15.38%

This was the first year that actual results were reflected in the data. This was due to lack of correct major designations by students to accurately reflect those actually accepted into the Nursing program. The Practical Nurse and Registered Nurse 4P1 and 4P2 data are reflective of recruiting efforts for Men In Nursing via materials developed -- video, web and brochure. MCC's Nursing program has a supportive program with high results in 1P1 and 1P2 along with passing of professional licensure exams. The 2P1 data for LPN's may reflect the Summer Graduation program for these students as designed by curriculum. The 3P1 and 3P2 data may not be pulled at a time to accurately reflect full employment opportunities for our Nursing graduates.

All signs point to a need for a significant increase in our State's need for nurses. The CTE counselor has seen a significant number of pre-nursing students and has worked with them on admission requirements for the Nursing Program. MCC had more qualified students turned away than any other program in the state (60). The Nursing program admitted 10 additional students (from 42 to 52) in the Fall semesters of 2004 and 2005. Additional funding is being sought from the Governor and Legislators currently in session to admit Practical Nurse students in the Spring semester in the addition to the Fall semester (40 more). The CTE counselor continues to work on academic advising tools to assist students. Additional resources are needed due to lack of time to be able to meet personally with every interested student. The CTE counselor will develop a Power Point Nursing Orientation and request that this Orientation be put on the MCC Web Page. The CTE counselor was one of two counselors attending the UH Statewide Nursing Consortium in Spring 2006 to develop a statewide nursing curriculum planned for Fall 2008.

In addition to working with the MCC Allied Health Programs (Medical Assistant I, Nurse Aide, Practical Nurse, Registered Nurse, Dental Assistant and potentially Dental Hygiene), the CTE counselor has worked with the Allied Health and a Maui Advisory Committee (Chancellor, local Hospital Administrators and the like) on offering the Radiology Technology Program from Kapi‘olani Community College (KCC) on Maui starting Fall 2007. As a result, the CTE counselor has met with numerous interested candidates for the program and set up education plans to have them successfully complete a high level of math, Anatomy and Physiology, and other classes. An orientation session was held with interested students and the Program Faculty and Allied Health Counselor from KCC and MCC during Spring 2006. Arrangements were made to videotape the orientation and interested students are directed to MCC’s web site to access a streaming video of this one-hour orientation session. It is anticipated that two cohorts will be offered on Maui – Fall 2007 and Fall 2009. The CTE counselor also works with Maui students needed for the EMT program offered on Maui by Kapi‘olani Community College.

Performance Summary Welding Technology (WELD)							
Year	Actual Performance Levels (Shaded cells indicate population met and/or exceeded goals)						
	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	N/A	100.00%	0.00%	N/A	N/A	14.29%	N/A
2000-2001	N/A	100.00%	0.00%	N/A	N/A	28.57%	N/A
2001-2002	N/A	N/A	N/A	N/A	N/A	0.00%	N/A
2002-2003	N/A	N/A	N/A	N/A	N/A	0.00%	N/A
2003-2004	N/A	N/A	N/A	N/A	N/A	14.29%	N/A
2004-2005	N/A	N/A	N/A	N/A	N/A	25.00%	0

Beginning Fall 2003, Welding courses were limited to one section each semester to provide courses required by the Automotive, Carpentry, and Building Maintenance Programs. Curriculum redesign for Building Maintenance, Carpentry, Drafting and Welding programs will merge these four programs into one Construction Technology major. This change is anticipated in Spring 2007.

SPECIAL POPULATIONS DATA

Performance Summary 2004-2005 Actual Performance Levels (Indicates population met and/or exceeded goals)							
Special Populations	1P1 (81.81)	1P2 (90.00)	2P1 (36.00)	3P1 (71.00)	3P2 (90.00)	4P1 (14.18)	4P2 (12.86)
Individuals With Disabilities	100.00%	90.00%	0.00%	50.00%	100.00%	5.56%	0.00%
Economically Disadvantage	85.60%	87.41%	50.00%	83.78%	96.77%	16.96%	15.07%
Non-traditional Enrollees	100.00%	91.18%	0.00%	50.00%	100.00%	100.00%	100.00%
Single Parents	91.84%	90.20%	0.00%	78.57%	100.00%	15.97%	20.00%
Displaced Homemakers	94.44%	89.47%	0.00%	66.67%	100.00%	16.67%	23.53%
Limited English Proficiency	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Overall, MCC improved in indicators this year. MCC does not have an English as a Second Language Program and therefore has no data in that category.

PERFORMANCE SUMMARY Individuals With Disabilities Actual Performance Levels (Indicates population met and/or exceeded goal)							
Years	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	75.00%	25.00%	0.00%	0.00%	12.50%	0.00%
2000-2001	100.00%	80.00%	30.00%	25.00%	100.00%	20.00%	40.00%
2001-2002	92.86%	93.33%	33.33%	66.67%	100.00%	26.19%	16.67%
2002-2003	93.33%	87.50%	37.50%	40.00%	100.00%	28.00%	25.00%
2003-2004	91.67%	76.92%	15.38%	50.00%	100.00%	16.67%	33.33%
2004-2005	100.00%	90.00%	0.00%	50.00%	100.00%	5.56%	0.00%

For individuals with disabilities, 1P1 and 1P2 performance improved significantly. 2P1 continues to be a challenge. Students with disabilities face economic, emotional and social barriers challenging them to complete their credentialing.

PERFORMANCE SUMMARY Economically Disadvantaged Actual Performance Levels (Indicates population met and/or exceeded goal)							
Years	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	95.65%	86.27%	27.45%	0.00%	0.00%	15.00%	4.55%
2000-2001	91.76%	91.30%	25.00%	60.00%	83.33%	11.07%	5.88%
2001-2002	88.51%	92.22%	31.74%	73.91%	100.00%	15.08%	15.56%
2002-2003	88.76%	91.00%	34.00%	88.68%	93.62%	17.29%	8.77%
2003-2004	82.86%	88.14%	31.36%	85.29%	93.10%	13.84%	14.55%
2004-2005	85.60%	87.41%	50.00%	83.78%	96.77%	16.96%	15.07%

Economically disadvantaged students improved in all areas except 1P2. This may again be reflective of the implementation of the “F” grade.

PERFORMANCE SUMMARY Non-traditional Enrollees Actual Performance Levels (Indicates population met and/or exceeded goal)							
Years	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	95.24%	14.29%	69.23%	100.00%	100.00%	100.00%
2000-2001	95.00%	93.33%	28.89%	54.55%	100.00%	100.00%	100.00%
2001-2002	89.47%	95.08%	26.23%	93.33%	100.00%	100.00%	100.00%
2002-2003	95.35%	91.49%	31.91%	81.25%	84.62%	100.00%	100.00%
2003-2004	93.94%	91.67%	22.22%	93.33%	100.00%	100.00%	100.00%
2004-2005	100.00%	91.18%	0.00%	50.00%	100.00%	100.00%	100.00%

The Automotive Program Coordinator and CTE Counselor were part of a statewide CTE group focusing on Non-traditional Recruitment and Retention. They conducted a training session with CTE program faculty to address these issues. The Media Specialist who is designing and revising program brochures for CTE programs also attended this training. Therefore, the Media Specialist incorporated Non-traditional-recruiting ideas in the brochures.

The Non-traditional major specifications were revised in Fall 2005 and include for females: Autobody, Architectural Eng & Cad Tech (DRAF), Agriculture, Administration of Justice, Automotive, Bldg Maintenance, Carpentry, ECET, and Energy. The Non-traditional for male majors are: Accounting, Business Technology, Business Careers, Dental Assisting and Nursing.

The cancellation of the DRAF (AutoCAD) classes this year negatively impacted the College's Non-traditional numbers. We anticipate better numbers this year, particularly in the 2P1 indicator as two female students graduate from the Automotive Program and we continue to see an increase in male nursing students – a reflection of MCC's recruiting efforts for Men In Nursing.

PERFORMANCE SUMMARY Single Parent Actual Performance Levels (Indicates population met and/or exceeded goal)							
Years	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	70.00%	20.00%	0.00%	0.00%	9.43%	0.00%
2000-2001	94.44%	92.86%	23.81%	66.67%	100.00%	10.85%	3.85%
2001-2002	84.09%	95.74%	34.04%	70.00%	100.00%	12.58%	3.70%
2002-2003	88.68%	96.61%	33.90%	81.25%	92.31%	10.34%	6.67%
2003-2004	75.86%	85.07%	20.90%	85.00%	70.59%	14.29%	21.43%
2004-2005	91.84%	90.20%	0.00%	78.57%	100.00%	15.97%	20.00%

While overall single parent students performed very well on indicators, credentialing continues to be a challenge. Many of these students take many years to complete their education and with persistence and resiliency they graduate.

PERFORMANCE SUMMARY Displaced Homemaker Actual Performance Levels (Indicates population met and/or exceeded goal)							
Years	1P1	1P2	2P1	3P1	3P2	4P1	4P2
1999-2000	100.00%	66.67%	0.00%	0.00%	0.00%	25.00%	0.00%
2000-2001	100.00%	100.00%	33.33%	50.00%	100.00%	15.79%	0.00%
2001-2002	84.62%	93.33%	20.00%	100.00%	100.00%	17.54%	0.00%
2002-2003	86.96%	96.15%	30.77%	66.67%	100.00%	9.68%	0.00%
2003-2004	88.00%	85.19%	33.33%	100.00%	62.50%	17.46%	38.46%
2004-2005	94.44%	89.47%	0.00%	66.67%	100.00%	16.67%	23.53%

Displaced Homemakers have indicated that they attend Maui CC for specific job training experience and not for credentialing so many leave prior to getting enough credits for certificates therefore negatively impacting 2P1.

Student Performance

Maui CC student performance on standards from 1999 to 2005 is presented in the table below compared to UH system standards. Each standard is summarized based on trends and implemented strategies. The shaded cells indicate the campus met or exceeded the accountability indicator. Maui CC met all indicators in 2004-2005 except 1P2 and 2P1. Maui CC's performance on indicator 2P1 showed a slight improvement over the prior year.

			1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
UHCC goals	1P1	Academic Achievement	80.06%	80.56%	80.81%	81.06%	81.56%	81.81%
MCC Overall	1P1	Academic Achievement	92.05%	92.55%	89.84%	89.19%	86.13%	86.50%
UHCC goals	1P2	Vocational Skills	91.53%	91.53%	91.53%	91.53%	91.53%	90.00%
MCC Overall	1P2	Vocational Skills	92.94%	91.07%	94.24%	91.73%	90.96%	89.84%
UHCC goals	2P1	Diploma/Equivalent/Degree/Credential	34.20%	34.70%	34.95%	35.20%	35.70%	36.00%
MCC Overall	2P1	Diploma/Equivalent/Degree/Credential	22.01%	25.26%	29.26%	31.78%	27.12%	24.87%
UHCC goals	3P1	Placement: Employment	69.02%	69.52%	69.77%	70.02%	70.52%	71.00%
MCC Overall	3P1	Placement: Employment	72.38%	73.94%	79.81%	86.07%	82.93%	73.96%
UHCC goals	3P2	Retention: Employment	90.13%	90.13%	90.13%	90.13%	90.13%	90.00%
MCC Overall	3P2	Retention: Employment	95.42%	93.44%	91.57%	94.23%	91.18%	92.96%
UHCC goals	4P1	Nontraditional Participation	15.19%	15.44%	15.60%	15.77%	15.94%	14.18%
MCC Overall	4P1	Nontraditional Participation	14.78%	15.73%	16.17%	15.93%	13.06%	14.86%
UHCC goals	4P2	Nontraditional Completion	13.59%	13.84%	14.00%	14.17%	14.34%	12.86%
MCC Overall	4P2	Nontraditional Completion	9.30%	13.38%	16.04%	13.73%	10.19%	14.47%

Academic Achievement: Students have consistently met and exceeded this performance standard from 1999 to 2005.

Vocational Achievement: Overall, the campus has met this standard in 1999-2000, 2001-2002, and 2002-2003. Campus data shows that MCC has been less than .60 percentage points from meeting this standard in 2000-2001 and 2003-2004 and .16 percentage points from meeting this standard in 2004-2005. The campus will continue its effort to use the case management system to address this standard.

Diploma/Equivalent/Degree/Credential Awarded: MCC has struggled to meet this standard since 1999 and needs to continually examine actual Perkins data to determine the

most effective action plan. MCC needs to increase performance in this standard by nearly 8 percentage points to meet this standard. The College will revisit the credentialing process to ensure students are earning their certificates and degrees in a timely manner and the system is operating efficiently and effectively. Case management activities will actively facilitate the credentialing process for all qualified students. With case management, students in this category will be closely monitored in their progress towards program completion. Additional staffing in Admissions and Records would also help here. If the campus hires a Retention Coordinator we would expect greater rates as a result.

Employment and Retention in Employment: Students have consistently met and exceeded these performance standards from 1999 to 2005. MCC will continue its commitment to ensure all students are supported in their employment efforts.

Non-Traditional Participation and Completion: MCC has met the Participation standard in the following years – 2000-2001, 2001-2002, 2002-2003 and 2004-2005. The campus fell below this standard in 1999-2000 by a .41 percent and in 2003-2004 by 2.88 percent. Non-traditional completion rates have not been met for all the years except in 2001-2002 and 2004-05. Data shows a range of between .44 to 4.29 percentage points of falling below this standard in 1999-2000, 2000-2001, 2002-2003, and 2003-2004. MCC will continue to use its case management and job placement and retention strategies to increase its performance in these two standards. In addition to case management and job placement and retention strategies, MCC will explore other recruitment and retention activities (e.g., staff development training, use of promotional recruitment material, tool purchases, tuition stipends) that support increased performance in non-traditional participation and completion rates. Teaming with the State Director of Technical Education on providing tool and book financial assistance has been helpful in persistence and will impact 2P1.

Brief Statement of how under-performing programs and/or special population's needs will be addressed.

In reviewing the performance summary tables, the UHCC System has consistently exceeded the State standards for 2P1 (credentialing) over the last four years. MCC, however, has yet to meet this standard. This indicator continues to present a tremendous challenge for many of our CTE programs. The College will revisit the credentialing process to ensure students are earning their certificates and degrees in a timely manner and the system is operating efficiently and effectively. Case management activities will actively facilitate the credentialing process for all qualified students.

The UHCC System has failed to meet the State standards for non-traditional participation and completion (4P1 and 4P2) for the last four years, except in year 2001-2002, when the 4P2 indicator was met and 2004-05 when both non-traditional participation and retention (4P1 and 4P2) goals were met. MCC, equally, continues to struggle meeting these two indicators as well. Along with other Perkins grants and assistance from the State Director's Office for Career and Technical Education, the College will take steps to implement activities (staff development training, use of promotional recruitment material, tool purchases, tuition stipends, etc.) to encourage student participation and student

retention in CTE programs identified as non-traditional this coming year. Case management and the Job Placement and Retention strategies will continue to provide and facilitate activities that support student participation and retention in CTE programs identified as non-traditional.

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

**ACHIEVING STANDARDS
Intervention Strategy Worksheet
(revised 3-16-06)
Strategy # 1
Fiscal Year 2006-2007**

Campus: MAUI COMMUNITY COLLEGE

Targeted Indicator(s): ALL

(Descriptive) Strategy Title: CASE MANAGEMENT

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

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

Amount Requested for fiscal year: \$256,802.01

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

<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/>	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

Case Management shows a positive effect on all indicators. State standards have not been met, however, on 2P1. Improvement is also expected in 4P1 and 4P2.

Brief Strategy Description:

CTE Counselors will continue to provide case management services to students in CTE programs. This includes continuing to implement a comprehensive guidance and counseling student case management system that identifies students' needs and goals, and promotes student achievement, student retention, and student success.

Effectiveness Measures:

- a. At least 60% of all CTE students will have an educational plan. This will have a positive effect on 2P1 and 4P2 data for all programs by at least 3%.
- b. At least 70% of all CTE students will know how to use appropriate educational tools and services (e.g., program worksheets for degree

- requirements, catalog, schedule of classes, note taker, sign language interpreters) that enhance student engagement and impact 1P1, 1P2, 2P1 and 4P1. These indicators will show at least a 1% increase.
- c. Recruitment activities will increase 4P1 for AMT students by at least 1%.

Rationale: (If this strategy was implemented last year, 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.**)

Steady increases have been made in indicators as this Case Management strategy continues. Improvements have been shown in all indicators. The Case Management strategy has contributed to consistent overall campus performance in meeting or exceeding State adjusted standards in 1P1, 3P1 and 3P2 in the last six years (1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005)! 1P2 has been met 4 or the last 6 periods and was very close in the other two years. The College continues to struggle with meeting 2P1 standards – falling 12 percentage points below the standard. Case management activities will actively facilitate the credentialing process for all students. For 4P1 and 4P2, MCC will continue to use its case management to increase its performance in these two standards. MCC will explore additional recruiting and retention activities (e.g., staff development training, use of promotional recruitment material, tool purchases, tuition stipends) that support increased performance in non-traditional participation and completion rates.

BUDGET SUMMARY:

OPERATIONAL EXPENDITURE PLAN
 FY 2006-2007
BUDGET DETAIL FOR STRATEGY 1 - CASE MANAGEMENT

ORGANIZATION: MAUI COMMUNITY COLLEGE
 ACCOUNT CODE:

CHARACTER OF EXPENDITURE	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL ALLOTMENT
A PERSONNEL					
A-1 COUNSELORS (2.5 positions)	\$31,194.00	\$31,194.00	\$31,194.00	\$31,194.00	\$124,776.00
A-1 COUNSELORS Fringe Benefits 38.67%	\$12,141.00	\$12,141.00	\$12,141.00	\$12,141.00	\$48,564.00
A-O APT	\$8,685.00	\$8,988.99	\$9,168.75	\$9,168.75	\$36,011.49
A-O APT Fringe Benefits 36.42%	\$3,163.00	\$3,273.00	\$3,339.26	\$3,339.26	\$13,114.52
A-O Student Assistants	\$4,290.00	\$4,290.00	\$4,290.00	\$4,290.00	\$17,160.00
A-O Student Assistants-Fringe Benefits 1.15%	\$644.00	\$644.00	\$644.00	\$644.00	\$2,576.00
SUBTOTAL	\$60,117.00	\$60,530.99	\$60,777.01	\$60,777.01	\$242,202.01
B SUPPLIES AND SERVICES					
Air Travel – Interisland		\$250.00	\$250.00		\$500.00
Ground transportation		\$50.00	\$50.00		\$100.00
Disability accommodations services	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
Office supplies	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
SUBTOTAL	\$3,250.00	\$3,550.00	\$3,550.00	\$3,250.00	\$13,600.00
EQUIPMENT					
SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C					
TOTAL	\$63,367.00	\$64,080.99	\$64,327.01	\$64,0277.01	\$255,802.01

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

**ACHIEVING STANDARDS
 Intervention Strategy Worksheet
 (revised 3-16-06)
 Strategy # 2
 Fiscal Year 2006-2007**

Campus: Maui Community College/Maui Culinary Academy
 Chris Speere

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

(Descriptive) Strategy Title: Work-Based Learning Template Retention
 Strategy

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

Year _____ **of 5 (for new 2006-07 strategies)**

Amount Requested for fiscal year: \$58,927.00

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, 3P2)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance:

Over the last three years, MCC's culinary academy has struggled with meeting the performance indicators for 1P1 and 1P2. To address this situation, the academy developed, piloted, and validated the work-based learning template, which sought to better measure student progress, job employability, and job performance. The templates were designed to allow students to take greater responsibility for monitoring their own progress and managing the attainment of work-based competencies, resulting in what was hoped to be an increase in academic and vocational achievement and overall academic success.

The templates align academic standards with industry standards by measuring student progress, job employability, and job performance.

However, the students have not been able to take full advantage of the potential and power of the templates. While they have tried monitoring their own progress, they are in need of guidance and mentoring of a culinary staff member. Without this kind of support, the students flounder and do not attend to the many aspects of the template, making the students vulnerable to attrition.

Brief Strategy Description:

- A. Hire a work-based learning retention staff member to:
1. Work with MCA Chef Instructors to encourage the further use of and implementation of the work-based learning templates and assist with assessment of Student Learning Outcomes.
 2. Consult with Maui Community College Counselors, using the work-based templates to monitor student progress toward acquiring program certificates and degrees (CC's, CA, and AAS). Assist in MCA student orientation programs, new and early registration guidelines and attainment of all graduation requirements.
 3. Develop a student survey called "Student Voice" as a tool to encourage communication between MCA students, MCA program coordinators, MCA chef instructors, and MCA Retention Coordinator, MCC Counselors and MCC Financial Aid officers. The student retention coordinator will administer and use the student questionnaire (Student Voice Form) as a tool to assess 1st semester MCA student concerns and problems. The questionnaire will be used as a tool to identify and solve issues effecting student learning and program completion.
 4. Collaborate with Financial Aid Officer to provide assistance to students in accessing financial aid opportunities. To insure that student financial aid needs are addressed and that obligations are current. To track student GPA and Grade status as it relates to financial aid requirements. Assist students in consistently meeting "full- time" student enrollment status.
 5. Develop a MCA outreach program to recruit and provide early counseling to prospective high school students interested in a career in the culinary arts. Introduce work-based learning template strategies and assessment tools as keys to student success and career advancement. Attract high school students to MCA via video recruitment tools. Develop the "MCA Chef Mentoring Program" for Maui's high school food service programs. Host informational visitations and in-house visits to MCA by all interested high school students and the general population.

6. Create an in-house “Buddy to Buddy” student-mentoring program to support retention strategy and overall student success. Third semester MCA students would be responsible for the successful matriculation of first semester students to the rigors of the MCA. Senior students would provide guidance and help to alleviate stress factors inherent in culinary arts education, employment in the culinary arts field and life as a full-time college student.

Effectiveness Measures: Positive outcomes in the accountability indicators will be most evident in increased academic, skill proficiency, employability, and retention of students in 2007-2008 student data. Measures of effectiveness in work-based learning template retention strategy can be determined by:

- A. 1P1: **3%** increase in student academic achievement in all culinary related courses as verified by work-based learning template assessment, grading an accumulated GPA.
- B. 1P2: **5%** increase in student technical skill proficiencies in all culinary related courses as verified by work-based learning template assessment, matriculation in program, and placement into advanced employment opportunities.
- C. 2P1: **5%** increase in the number of culinary students who receive culinary art related certificates or degrees.
- D. 3P1: **5%** increase in student placement into further culinary related educational or employment opportunities. Retention and recruitment into educational career opportunities in traditional and nontraditional culinary art related fields such as Food Manufacturing, Military Food Service, and Culinary related Baccalaureate educational options for students.
- E. 3P2: **Maintain high performance level** in student retention in employment via retention strategies, retention coordinator and MCA student led “Buddy to Buddy” mentoring program. MCA students will be actively involved in their educational, financial, and career employment plans.

Rationale: This project is based on the need to provide comprehensive and measurable services to MCA students in the areas of academic and skill assessment, counseling, mentoring, financial aid assistance, career exploration and student to chef relations to increase retention and completion rates. Positive results in retention will significantly impact positive attainment of needed academic and technical skills and degree and credential opportunities.

BUDGET SUMMARY:

OPERATIONAL EXPENDITURE PLAN
 FY 2006-2007
STRATEGY 2 - FSER STUDENT RETENTION COORDINATOR

CHARACTER OF EXPENDITURE	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL ALLOTMENT
A PERSONNEL					
A-O APT PB-B1 (\$19.18 for 1st quarter; \$19.86 from 2nd qtr, \$20.25 from 3 rd qtr)	\$9,974.00	\$10,328.00	\$10,530.00	\$10,530.00	\$41,362.00
A-O FRINGE BENEFITS APT 36.42%	\$3,633.00	\$3,762.00	\$3,835.00	\$3,835.00	\$15,065.00
SUBTOTAL	\$13,607.00	\$14,090.00	\$14,365.00	\$14,365.00	\$56,427.00
B SUPPLIES AND SERVICES					
Operational supplies (incl. computer, DVD player, and office supplies)	\$500.00	\$500.00	\$500.00	\$0.00	\$1,500.00
SUBTOTAL	\$500.00	\$500.00	\$500.00	\$0.00	\$1,500.00
C EQUIPMENT					
SUBTOTAL	0	0	0	0	\$0.00
TOTAL	\$14,107.00	\$14,590.00	\$14,865.00	\$14,365.00	\$57,927.00

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

**ACHIEVING STANDARDS
Intervention Strategy Worksheet
(revised 3-16-06)
Strategy # 3
Fiscal Year 2006-2007**

Campus: MAUI COMMUNITY COLLEGE

Targeted Indicator(s): 2P1, 3P1, 4P1 and 4P2

(Descriptive) Strategy Title: Career Development Model for CTE Students

Year 2 of 3 (for 2005-06 continuing strategies)

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

Amount Requested for fiscal year: \$58,063.35

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)
X	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

Identified problem for underperformance: (typically 1-2 sentences)

Even with an increasingly efficient job placement data tracking system in place as of 2005-2006, there continues to be a need to refine the mechanism in order to show the connections between programs, job placement services, and outcomes for 2P1 (Student Attainment of a Degree or Credential) 3P1 (Improving Job Placement), 4P1 and 4P2 (Non-Traditional Student Recruitment and/or Retention). The data are available but not integrated to demonstrate outcomes and effectiveness.

In addition, although the service units provided to students and the student headcount are now documented regularly and show significant increases, the correlation between the services provided (e.g., resume preparation, career assessment) and student outcomes (e.g., employment, internships) is not as visible. Individual outcomes are still reported primarily in anecdotal form. Measuring the efficacy of the services in terms of placement numbers or student learning outcomes continues to elude us.

Brief Strategy Description: (No more than one paragraph)

The specific individual job placement services, already in existence, (e.g., resume and interview preparation; career assessment; direct job placement services) were restructured along a career development path with coordination from the 9-month G-funded faculty who performed Job Developer duties (an extension and refinement of what the previous Job Placement and Retention Coordinators did). Other external funds (e.g., Rural Development Program [RDP]) were sought and approved to support the relocation of the Career and Employment Resource Center (CERC aka Job Placement) and to upgrade its computer capabilities.

The Perkins-funded IT specialist (APT) supported the career development component coordinated by the Job Developer. The IT specialist has made significant inroads setting up the data collection and analysis strategies as well as report generation; setting up and maintaining the career development lab; implementing use of web-based career development instruments (Career Access and Career Kokua); and developing and/or enhancing web-based recruiting tools such as the Co-op and Job Placement website. The Perkins-funded Peer Advisor (Student Assistant) staffs the Center part-time and provides basic in-take services. Because both positions were not filled until the end of the Fall 2005 semester, the effectiveness measures that were proposed for 2005-2006 have not had sufficient time to be evaluated. Thus, it is essential that the positions be funded for another year to see the longitudinal effects of these resources especially as they operate as an integrated unit with the Job Developer utilizing the upgraded CERC facility.

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.)

The primary groups of students to complete the Career Development Plan (See Attachment A) have been the Spring 2006 Cooperative Education and BCIS 181 enrollees (See Rationale section which describes why delays occurred in hiring personnel as well as implementing other required components of the two-year plan). Data will be available by the completion of the grant year. Because of the short implementation period, we may not meet the effectiveness measures that were proposed in the 2005-2006 Achieving Standards Intervention Strategy #3. Thus, we propose to continue and expand upon Strategy #3 in 2006-2007 as follows:

At least 75% of Career and Technical concentrators enrolled in programs requiring Co-op will complete a written career development plan. (2P1)

At least 80% of enrolled Co-op students will complete/update a written career development plan including an occupational assessment. (2P1 and 3P1)

At least 75% of students enrolled in non-traditional programs will receive career development services. (4P1 and 4P2).

The goals described above are related to the Accountability Core Indicators of Performance 3P1 and 3P2 (Improving Job Placement) as follows:

The career development plan identifies and provides for each student a series of strategies designed to lead to job placement and retention. Those strategies may include career assessment (e.g., Career Kokua and/or Career Access); employment readiness (e.g., job search skills, resume writing, interview preparation); work-based learning (e.g., internships, career shadowing); job referrals (e.g., directly from the MCC Career and Employment Resource Center Job Placement Center; web-based); and, finally, successful placement and job retention. The management and tracking of this information will be realized as a result of the work of the CERC team with leadership from the Job Developer and the Cooperative Education instructor (G-funded faculty positions) with technical support from the IT Specialist (Perkins-funded APT), and the Peer Advisor (Perkins-funded Student Assistant).

Rationale: (If this strategy was implemented last year, 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 Co-op/Job Placement Model III, implemented in 2005-2006, has been refined to meet the changing needs of job placement on campus (See Attachment B). The major component was the restructuring of the duties of the 9-month faculty position (currently occupied by Cyrilla Pascual, Assistant Professor) to a Job Developer position. This was achieved smoothly and resulted in a significant increase in traffic to the CERC.

Other factors, which impacted completion of the effectiveness measures for 2005-2006, are as follows:

First, the Perkins-funded IT specialist (APT) and the student assistant were hired late in the Fall 2005 semester. Another factor was the delay in subscribing to Career Kokua because of funding issues; Career Kokua is a major assessment tool in the career development plan component. Finally, the approval of the RDP proposal for the relocation and upgrading of the CERC was delayed until February 2006; at this time, no equipment has been purchased nor have policies and procedures for CERC revenue generation been developed. Other than the physical CERC relocation, the programmatic components have not been fully activated yet.

Once hired, however, the IT specialist and student assistant completed an exceptional number of the technical components to support CERC operations. In concert with the Job Developer and the Cooperative Education Coordinator, they have initiated and/or completed the following:

- Launched new Co-op Education and Job Placement website with dynamic Contact Us feature.
- Designed database for Monthly Job Placement reports to capture student usage and service unit information easily.
- Designed on-line CERC sign-in to track traffic.
- Installed and conducted training for Career Kokua and Career Access.
- Identified non-traditional students in CTE programs.

- Collected career development plans from Cooperative Education and BCIS 181 students.

The rationale for requesting the second year of funding for the IT specialist is expanded on in Attachment C. Briefly, the primary purpose for continued funding of the IT specialist and student assistant positions is to be able to document the outcomes of a full year of services focused on CTE students with an emphasis on the non-traditional. Further, there remains the need to track job placement outcomes more reliably. Finally, the IT specialist, in particular, has begun writing documentation for the maintenance and enhancing of the on-line and web-based applications for future use. An advanced level of programming is required for this.

ATTACHMENTS:

- A. Career Development Plan Template
- B. Cooperative Education and Job Placement CTE Model (revised)

ATTACHMENT A 2006-2007 MCC Career Development Plan

Name:	Home Phone:
Banner ID:	Other/Cell Phone:
Mailing Address:	E-mail:
Major:	Career Goal:

Fall 2006	Spring 2007	Summer 2007
Career Kokua	Career Kokua	Career Kokua
Career Access	Career Access	Career Access
Other	Other	Other
Fall 2007	Spring 2008	Summer 2008
Career Kokua	Career Kokua	Career Kokua
Career Access	Career Access	Career Access
Other	Other	Other
<u>NOTES</u>	<u>NOTES</u>	<u>NOTES</u>
Date	Date	Date
Date	Date	Date
Date	Date	Date

Student Signature: _____ Date: _____

Co-op/ Job PI Staff Signature: _____ Date: _____

ATTACHMENT B COOPERATIVE EDUCATION AND JOB PLACEMENT CTE MODEL

WORK-BASED LEARNING

CO-OP ED COORDINATOR-11 months

- Oversight of CE and JP general operations (including fiscal)
- Instruction
- Personnel
- Course scheduling
- Program recruitment
- Field site development
- Program review
- Grants (County, Perkins, RDP)
- Program status reports
- Curriculum development with CTE and ABIT programs for work-based learning components
- Marketing and publicity about services
- Advisory committee
- Community capacity building

1-student Assistant (20 hours/week, 2 semesters)

With immediate supervision from the Job Developer and general oversight from the Program Coordinator, the Student Assistant shall:

- Assist with placement activities (job orders, job fairs, mini fairs, job shadowing).
- Assist students with employment readiness activities (Career Access, Career Kokua, sece), resume, interview prep
- Set up binders, campus postings
- Assist with campus publicity

CAREER DEVELOPMENT

JOB DEVELOPER (9 months)

- Employer partnership development
- Workshop coordination
- Direct service to customers
- Instruction
- Tracking data for reports
- Sece, Career Kokua and Career Access liaison/trainer
- Knowledge of CTE and ABIT program curricula for alignments of SLOs with placement
- Marketing and publicity about services
- Interface with Co-op Ed for alignment of services and networking
- Interface with Workforce Development Division

1-Perkins-Funded IT Specialist (APT, 11 months)

With immediate supervision from the Job Developer and general oversight from the Program Coordinator, the IT Specialist shall:

- Create databases for tracking data and generating reports (monthly, quarterly, annual and others)
- Track sece, Career Access, Career Kokua data for reports
- Set up career center lab and maintain equipment
- Set up/maintain website
- Create on-line format for Co-op and Job Placement materials

BUDGET SUMMARY:

FY 2006-2007						
BUDGET DETAIL FOR STRATEGY 3-JOB PLACEMENT AND RETENTION						
CHARACTER OF EXPENDITURE		1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL ALLOTMENT
A	PERSONNEL					
A-O	APT IT Specialist - Casual (\$17.03- 1st qtr; \$17. 64 for 2nd qtr, 3rd and 4th qtr at \$17.99)	\$8,856.00	\$9,173.00	\$9,355.00	\$9,355.00	\$36,739.00
A-O	APT IT Specialist - Fringe Benefits 36.42%	\$3,225.36	\$3,340.81	\$3,407.09	\$3,407.09	\$13,380.35
A-O	A-4 Student Assistant @ \$10.10 per hour	\$1,666.50	\$1,666.50	\$1,666.50	\$1,666.50	\$6,667.00
A-O	Student Assistants-Fringe Benefits-1.15%	\$19.00	\$19.00	\$19.00	\$20.00	\$77.00
	SUBTOTAL	\$13,766.86	\$14,199.31	\$14,447.59	\$14,449.59	\$56,863.35
B	SUPPLIES AND SERVICES					
	Mileage	\$50.00	\$50.00	\$50.00	\$50.00	\$200.00
	Office supplies (including Career Kokua renewal subscription)	\$500.00	\$500.00	\$0.00	\$0.00	\$1,000.00
	SUBTOTAL	\$550.00	\$550.00	\$50.00	\$50.00	\$1,200.00
C	EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TOTAL	\$14,316.86	\$14,749.31	\$14,497.59	\$14,499.59	\$58,063.35