



UNIVERSITY *of* HAWAI'I®  
**MAUI**  
COMMUNITY COLLEGE

**2007 Annual Program Review (FY 2006 to FY 2007)**

**Department:** Student Affairs

**Program:** Ku'ina Program

**Program Director:** Wayne Y. Aguiran

**Date:** March 03, 2008

**Ku'ina Program...Connecting You To Your Future**

## FY 2006 to FY 2007 Annual Program Review

Table of Contents

Background .....	1
Target Population.....	1
Mission Statement.....	2
Functional Statement .....	2
Quantifiable Data .....	6
FY06 to FY07 Performance Measure Matrix.....	7
Younger Youth Retention Rate Detailed Explanation Matrix.....	9
Younger Youth Diploma/Equivalent Detailed Explanation Matrix.....	10
Explanation of Unmet Goals.....	11
Assessment Review.....	12
Improvements and Modifications Implemented .....	13
Student Learning Outcome Matrix.....	15
Assessment of Improvements and Modifications.....	17
Programmatic Needs.....	17
Assessment Initiatives and Results .....	18
Conclusion .....	18
Appendix.....	19
a. Fall 2007 TLC Study Skills Workshop Series .....	20
b. Weekly Study Hall with Pizza.....	22
c. Annual Report Assessment Tracker.....	23

**Maui Community College**  
**Student Services – Ku'ina Program**  
**FY 2006 – FY 2007**  
**(July 01, 2005 to June 30, 2006 and**  
**July 01, 2006 to June 30, 2007)**

---

**Background**

The University of Hawai'i – Maui Community College Ku'ina Program, is in its seventh year of operation. Financial support is provided for by the Department of Labor, Workforce Investment Act (WIA) of 1998. The program was created to approach the systematic and circumstantial situation of a target population through the allocation and utilization of federal and local programs that provide supplemental educational and economic opportunities. In affect, the program seeks to provide the necessary resources that will contribute to independence, self-sufficiency and personal life-long advancement among the youth of Maui.

**Target Population**

The Workforce Investment Act of 1998 identifies eligibility of prospective candidates as youths aged 14 through 21 who are low-income and can be categorized as one or more of the following:

- High school drop out;
- Homeless, runaway, or foster child
- Pregnant or parenting youth
- At-risk, requiring additional assistance to complete an educational program or to secure and hold employment; defined as youth who:
  - Previous contact with the police
  - Experienced social, emotional, psychological, physical, or similar problems
  - Learning deficiency
    - Computational and reading/writing skills below grade level 8
  - An immigrant youth

Such characteristics are indicative of serious personal challenges and conditions. Learning disabilities, direct or indirect exposure to alcohol or substance abuse are systematic challenges. Highly dysfunctional or non-existent family support systems and economic disadvantage are circumstantial conditions. By providing economic and educational support, the Ku'ina program is able to alleviate the economic and education situation of the target population.

## Mission Statement

The overriding mission of the Ku`ina Program is to encourage and facilitate the youth's successful transition to independence and self-sufficiency; be it through achievement of a high school diploma/equivalency, enrollment in post-secondary education or other advanced training; unsubsidized employment; or military enlistment.

## Functional Statement

The Ku`ina Program will make available ten federally mandated and four locally mandated program elements as follows:

### Federally Mandated Program Elements

- Secondary School Completion Services
- Alternative Education Offerings
- Summer Employment Opportunities
- Paid and Unpaid Work Experiences
- Occupational Skill Training
- Leadership Development Opportunities
- Adult Mentoring
- Comprehensive Guidance and Counseling
- Supportive Services
- Follow Up Services

### Locally Mandated Program Elements

- Job Placement Services
- Pre-Vocational Training
- Technology Literacy Training

The following is a description of and discussion of how the mandated program elements that are essential resources utilized by the Ku`ina Program.

### Federally Mandated Program Elements

- a. **Secondary school completion services, including tutoring, study skills training, and drop out prevention services** will be the primary responsibility of the Department of Education's (DOE) Comprehensive School Alienation Program (CSAP), Ku`ina's primary in-school youth partner. Ku`ina will allocate guest instructors for study skills training, volunteer tutors, and monthly counseling/case management meetings with the youth.
- b. **Alternative secondary education.** Youth who drop out of school without earning a high school diploma will be referred, whenever possible, to free DOE Adult Education GED or Competency Based diploma classes. Developmental education or basic skills instruction in English and math may also be obtained through free classes offered by MCC through funding from DOE's Adult Education Program. If appropriate and necessary, youth may also be referred to

Hui Malama for GED preparation and individualized developmental education services. Hui Malama services are provided at cost.

- c. **Summer employment opportunities.** Ku'ina staff, members of the community, and Maui Community College Faculty and Staff provided the necessary work readiness skills needed for successful entry level work. To the extent possible, Ku'ina will develop placements, which match youths' career interests to provide the youth with opportunities to explore and/or validate career interests. Ku'ina will be the employing agency with payroll and monitoring responsibilities.
- d. **Paid and unpaid work experiences** will provide opportunities for youth to gain exposure to the working world and its requirements. The goal is for interested youth to participate in at least one structured work-based or on-the-job learning activity. This may be in the form of short-term career shadowing, unpaid internships, service learning, summer employment, or other short-term paid work experiences. These work-based learning activities will provide youth with opportunities to explore career options and to acquire the skills, knowledge, personal attributes, and work experiences necessary to become employable and to retain and advance in employment. Career shadowing, service learning, and other unpaid work experiences will typically occur during school hours. Paid work experiences will usually take place during after school hours and school breaks. Short-term work experience partnerships with businesses such as a two-week summer internship, which was offered by Maui Electric Co., will be pursued. Workforce Investment Board (WIB) members and Youth Services Committee members will be invited to sponsor or recruit work-based learning opportunities for youth. MCC's Cooperative Education Program (Co-op) may also be a resource for work-based learning opportunities. Youth enrolled in Co-op will also earn MCC college credits.
- e. **Occupational skill training** is offered to those interested in careers/employment requiring job or industry specific skills for employment or advancement. The individual interested in building construction trades may be enrolled in one of MCC's vocational programs (*i.e. carpentry, automotive technology & repair, etc.*), Job Corps, trade apprenticeship program, or other advanced training program. Older youth will be referred to Workforce Development Division's Adult Program for training assistance through WDD's Adult Individual Account service. Ku'ina is also partners with Kamehameha Schools - Maui, Alu Like Inc, and Halau'A'o in the development and implementation of Summer Bridge academies in Culinary Arts and Automotive Technology. The goal of this program is to bridge high school students to post-secondary education in their career of interest.
- f. **Leadership development opportunities** will be offered through group training and/or individual learning activities. Training on goal setting, team work, decision making, and communication will be offered through the CSAP classes. Program staff and volunteer trainers from MCC and other partner organizations will conduct training. Ku'ina staff will develop "Club Ku'ina" which will be an

organized club through MCC's Student Government. It will be strictly student lead. This club will provide an opportunity for youth to establish positive interactions and relationships with new acquaintances, an essential and key leadership skill. Included in these activities will be student planned community service projects.

- g. Adult Mentoring.** Ku`ina participated in a pilot educational management project implemented at MCC as a student retention initiative. MCC faculty and staff volunteered to serve as mentors for newly enrolled MCC students. Several of Ku`ina's first time MCC students were mentored by MCC faculty/staff, contributing to their success and retention in college. In addition to continued participation in MCC's mentoring program, the Program will utilize a mini grant awarded by the County of Maui, Office of Economic Development. This mini grant, "Start Smart Project", will assist the youth participants with acquiring valuable information and to develop and nurture essential academic and life skills to aid their success in post-secondary education.
- h. Comprehensive guidance and counseling** Generalized counseling to support the youth's achievement of educational and/or career goal(s) will be provided by Ku`ina staff. Youth requiring guidance and counseling for specialized needs such as alcohol and substance abuse, mental health, domestic abuse, and behavioral issues will be referred to other specialized counseling and treatment services. Program staff, MCC's academic counselors and other student support program staff, will provide career counseling and post-secondary academic advising.

As apart of each in-school youth's Individual Service Strategy (ISS) will be a post-high school transition plan, including appropriate action steps. For example, the post-high school transition plan for a youth planning to enroll in post-secondary education will include completion of college admission and financial aid applications, academic skill assessment to determine course eligibility, academic advising and course registration, new student orientation, etc. Program staff will coordinate, facilitate, and monitor the youth's completion of the post-high school transition action steps.

- i. Supportive services.** As a result of declining funds, the majority of support services will be provided by referrals and partnerships with other programs and agencies. Pregnant or teen parents will be referred to PATCH, Head Start and other child care providers. Native Hawaiian youth will be referred to Queen Liliuokalani Children's Center and Alu Like for assistance with work uniform/attire and required work-related tools. Support services funded by the Program will be given on a one-time and critical need basis; only after all other known resources are exhausted.
- j. Follow up services.** Program staff will conduct post-exit follow up. At least monthly direct or indirect follow up with the youth will be conducted to monitor and support the youth's successful transition and retention of employment,

### **Locally Mandated Program Elements**

- a. Job placement services.** Ku'ina staff will be the primary job placement resource for youth seeking employment. Youth will be introduced and oriented to WDD's One-Stop Center services, including training in the use of the Hawaii State Job Bank on-line job placement service; MCC's Job Placement Center services; and Program staff will perform job placement services.
- b. Pre-vocational training** includes job search, interview experience, resume preparation training, and employer expectations. MCC's Co-operative Education Program, members of the Society of Human Resource Managers (SHRM), and other private industry human resource personnel will be recruited to serve as volunteer trainers. Youth may also enroll in MCC's IS 105C - Orientation to Employment course.
- c. Technology literacy training.** Because E-mail is an important communication link with youth on Lanai and those enrolled at MCC. Program staff will conduct E-mail training opportunities to familiarize students with basic composition, sending and E-mail retrieval. This will also include working with attachments and managing E-mail accounts. To reinforce skill learning, youth are assigned follow-up assignments, which are transmitted by E-mail.
- d. Personal financial literacy training.** This training will be offered to cohorts of youth. It will cover personal budgeting and money management. Information about common banking and financial services such as savings and checking accounts, credit cards, and consumer loans may be covered. Volunteer trainers will be recruited from the Hawaiian Community Assets Home Buyer Personal Financial Literacy Education Program and members of other financial institutions. It is the expected that gaining an understanding of the management of personal income and expenditures will encourage youth to recognize the importance of preparing for gainful employment and increased earning potentials.

## Quantifiable Data

In the start of the program in FY 2002, the state utilized a data management system called “America’s One Stop Operating System” (AOSOS). Then in FY 2007, the state implemented a new data management system called “HireNet Hawaii” (HNH). Data is entered in HNH by local program staff. An administrator from the State of Hawaii, Department of Labor then gathers and prepares the WIA Quarterly Reports (ETA Form 9090) which is used to determine the progress of our program.

Please find the following reports from FY 2006 and FY 2007. As Ku’ina serves youth between the ages of 14-21, data will be broken into Older Youth and Younger Youth. The WIA specifies seven core indicators to measure the success of Youth Program activities. States negotiate expected performance levels for each of the core indicators with the U.S. Department of Labor (USDOL). Following are the FY 2006 and FY 2007 negotiated levels for the State of Hawaii and Maui Community College, Ku’ina Program.

<u>Older Youth (OY) age 19-21</u>	<u>FY 2006</u>	<u>FY 2007</u>
Entered Employment Rate	76%	77%
Employment Retention Rate	79%	80%
Earnings Change	\$3,000	\$3,100
Employment and Credential Rate	34%	36%
 <u>Younger Youth (YY) age 14-18)</u>		
Skill Attainment Rate	68%	70%
Diploma Attainment Rate	52%	54%
Retention Rate	48%	49%

These percentages are acquired by number of exited participants that attained that goal (numerator) and the total number of exited participants that attempted that goal (denominator). The seven core indicators are broken down into exit cohorts which determines the date in which the indicator is being measured. A breakdown of the FY 06 and FY 07 Performance Measure Matrix is located below. Here you will find the seven performance measures, the state’s negotiated percentages, the number of participants calculated in the measure, the actual percentage of our program, and the date the measurements were assessed.



## FY06 to FY07 Performance Measure Matrix

	FY 06 - 07/01/05 to 06/30/06					FY 07 - 07/01/06 to 06/30/07				
	Negotiated	Numerator/ Denominator	Actual- Maui	Date of Measurement		Negotiated	Numerator/ Denominator	Actual- Maui	Date of Measurement	
<b>Older Youth</b>										
Entered Employment Rate	76.00%	0/0	0.00%	10/01/04 - 09/30/05		77.00%	1/2	50.00%	10/01/05 - 09/30/06	
Employment Retention Rate	79.00%	0/0	0.00%	04/01/04 - 03/31/2005		80.00%	1/1	100.00%	04/01/05 - 03/31/2006	
Earnings Change	\$3,000.00	0/0	\$0.00	04/01/04 - 03/31/2005		\$3,100.00	6,232/1	\$6,232.00	04/01/05 - 03/31/2006	
Employment and Credential Rate	34.00%	0/0	0.00%	10/01/04 - 09/30/05		36.00%	0/2	0.00%	10/01/05 - 09/30/06	
<b>Young Youth</b>										
Skill Attainment Rate	68.00%	75/77	97.40%	04/01/05 - 03/31/06		70.00%	69/94	73.40%	04/01/06 - 03/31/07	
Diploma Attainment Rate	52.00%	4/7	57.10%	04/01/05 - 03/31/06		54.00%	0/6	0.00%	04/01/06 - 03/31/07	
Retention Rate	48.00%	4/5	80.00%	04/01/04 - 03/31/05		49.00%	5/16	31.30%	04/01/05 - 03/31/06	

### Key

Unmet goals



Listed below is the breakdown of the unmet goals according to Fiscal Year.

**FY 06**

There were no Older Youth participants that exited in the time frame that the 4 core indicators were measured. Therefore, the numerator and denominator were set at zero leaving it to equal 0.00% or \$0.00.

**FY 07**

Ku'ina Program did not meet 4 core indicators; 2 Older Youth core indicators and 2 Younger Youth core indicators.

1. Older Youth Entered Employment Rate: 1 of the 2 participants was employed by the 1<sup>st</sup> quarter after exit.
2. Older Youth Employment and Credential Rate: 0 of the 2 participants were employed, in postsecondary or advance training during the 1<sup>st</sup> quarter after exit AND received a credential by the end of the 3<sup>rd</sup> quarter after exit.
3. Younger Youth Diploma Attainment Rate: 0 of the 6 participants obtained a high school diploma or equivalent during program participation or by the end of the 1<sup>st</sup> quarter after exit.
4. Younger Youth Retention Rate: Only 5 of the 16 participants were enrolled in one of the five following activities during the 3<sup>rd</sup> quarter after exit:
  - a. Unsubsidized employment
  - b. Postsecondary education
  - c. Advance Training
  - d. Military service
  - e. Qualifying apprenticeship

*Granted that the "Explanation of Unmet Goals" section reason #3 was eliminated, the next two matrixes will show by participant that the actual outcomes of the 2 Younger Youth core indicators exceeded the state's negotiated percentage.*

# **YOUNGER YOUTH RETENTION RATE DETAILED EXPLANATION**

**E- employment**  
**P- post secondary**  
**M- military**  
**AT- academic training**  
**A- apprenticeship**  
**NA- Not attained**

	Participants	Registration Date	Exit Date	3rd Quarter After Exit	3rd Quarter After Exit Status	Reason Not In
1	N.S.	4/27/2001	5/24/2005	1/1-3/31/2006	NA	File is missing, therefore can't determine
2	H.B.	6/21/2001	7/22/2005	4/1-6/30/2006	M	
3	J.R.	5/27/2005	12/6/2005	7/1-9/30/2006	E	
4	M.C.	11/22/2004	12/19/2005	7/1-9/30/2006	NA	as of 8/28/06-unable to make contact, last contact was on 7/19/2005
5	A.C.	6/5/2002	7/22/2005	4/1-6/30/2006	P	
6	T.Y.	9/30/2004	9/30/2005	4/1-6/30/2006	NA	from the months of 4/24-5/26/2006 unable to contact. Finally on Oct 19, 2006 contact made, staying home to watch siblings.
7	R.S.	1/27/2005	1/31/2006	10/1-12/31/2006	NA	no contact since 5/3/06, moved to Oahu
8	C.M.	10/11/2005	10/11/2005	7/1-9/30/2006	NA	as of 8/29/06 not living with family, did not go youth challenge, works at Kihei Kash no other contact made
9	M.O.	8/12/2005	3/10/2006	10/1-12/31/2006	NA	from 6/30-12/30/06 student had a "planned gap" not in HNH and no other contact made
10	M.D.	10/20/2004	10/21/2005	7/1-9/30/2006	NA	as of 8/29/2006, in car accident was in critical condition, had to do physical therapy no contact since then
11	N.A.	2/17/2005	1/11/2006	10/1-12/31/2006	NA	as of 10/17/05 no contact made, ct has no drivers license and had a baby.

**Participants that were marked as unattained, but actually were attained.**

On the federal report, it was stated that 5/16 (31.30%) participants were in the mentioned activities in the 3<sup>rd</sup> quarter after exit. The above was the 11 participants that failed on the federal report. After this assessment, 8/16 (50%) participants attained this goal. Having captured the actual information, we would have exceeded the negotiated percentage of 49%. Please refer to "Explanation of Unmet Goals" section for other possible reasons it was not captured on the federal report.

## Younger Youth Diploma/Equivalent Detailed Explanation

	Participants	Registration Date	Exit Date	Diploma	1st Quarter After Exit	Attained Diploma/Equivalent By End of 1st Quarter After Exit
1	A.S	10/24/2005	10/24/2006	12/20/2005	1/01/07-3/31/07	Yes
2	T.S.	3/1/2005	7/27/2006	5/10/2005	10/01/06-12/31/06	Yes
3	A.W.	5/13/2005	3/17/2007	6/3/2005	4/1/07-6/30/07	Yes
4	M.C	10/16/2004	8/22/2006	6/4/2005	10/1/06-12/31/06	Yes
5	B.M.	6/6/2003	6/3/2006	6/3/2006	7/1/06-9/30/06	Yes
6	J.C.	2/24/2006	3/7/2007	4/18/2007	4/1/07-6/30/07	Yes

Though it was stated on the federal report that 0/6 (0.0%) Younger Youth Participants had not attained a High School Diploma/Equivalent, 6/6 (100.0%) participants did attain their High School Diploma/Equivalent by the 1<sup>st</sup> quarter after exit. Having captured the actual information, we would have well exceeded the negotiated percentage of 54%. Please see "Explanation of Unmet Goals" section reason number 3 for possible reasons it was not captured on the federal report.

## **Explanation of Unmet Goals**

There are three major reasons why Ku'ina may have not met the goals negotiated by the State and Federal Department of Labor.

1. A low number of participants being measured in a specific core indicator serve as a disadvantage because for every participant that was entered as a “negative hit”, the percentage is greatly affected. For example, our program traditionally serves an extremely low number of Older Youth participants in our program. Every “negative hit”, serves as a major loss.
2. Please be reminded that Ku'ina serves “at-risk” participants who possess multiple barriers that are out of the programs control. To every extent possible, program staff supported and tried to keep participants engaged in their activity. Some participants did not complete or meet the core indicators for the reason listed below, but not limited to, the following:
  - a) being unresponsive to program staff
  - b) program staff unable to locate participant (homeless, runaway, etc)
  - c) personal/family problems
  - d) had the need to work rather than complete their educational goals
  - e) financial issues
3. The Management Information System (MIS) that was used for FY 06 was called the America's One-Stop Operating System (AOSOS). This system was rather difficult and complicated to operate. Staff would be entering required information in certain fields thinking it was the only field to enter information. However, it was eventually found that the same information was required in another field located in a different tab.

Several reasons may have contributed to an inaccurate capture of data inputting in FY07.

- a) The state converted to another MIS system called HireNet Hawaii (HNH). In the midst of the conversion, certain information was not captured due to the fact that it was not correctly entered in AOSOS.
- b) Staff has encountered an “ERROR” message while trying to enter valuable information. In some instances, our state administrator had to forward our issues to HNH consultants, Geographic Solutions, Inc. (GeoSol). Unfortunately, these corrections were not changed before the FY 07 final reports were generated.

Though the current problems and glitches with HNH are overwhelming, program staff is doing all that can be done to reduce error. First, program staff has attended numerous trainings and webinar's to ensure the accuracy of data input. Second, staff is in constant communication with state administrators whenever there is a question or when data can't be entered into HNH due to reasons such as an “ERROR” message. The most frustrating issue we face is that the reports we extract from HNH does not match the reports sent by our state administrator. This causes great confusion. We are slowly trying to resolve these issues with our state administrator and GeoSol.

## **Assessment Review**

In response to the seven WIA performance measures, the Ku'ina program has created the Student Learning Outcomes (SLO's). They are Intellectual Growth and Personal and Educational Growth.

### **Student Learning Outcome #1 – Intellectual Growth**

There will be four assessments Ku'ina will implement this fiscal year and future fiscal years to evaluate our activities/functions concerning Intellectual Growth.

**a. Pre/Post Comprehensive Adult Student Assessment System (CASAS) test.** It is required that all program participants take the CASAS reading and math test at intake and every year thereafter until participants score above the 8<sup>th</sup> grade level in both areas. Ku'ina will assess the pre and post test and evaluate whether or not the student increased their score in reading and math.

**b. Study Hall attendees.** The Ku'ina counselor requires study hall for all MCC students that are either first time college student or a student with a GPA of 2.0 or below. Students are required to attend at least two hours of study hall per week on campus in The Learning Center and are encouraged to utilize the tutorial services. Stipends are also given to students who sign in and attend study hall sessions.

**c. Increase secondary/post secondary education credits.** Ku'ina will obtain school records at intake and at the end of the FY to determine a student assessment.

**d. Compare pre GED reading and math placement test with ongoing GED reading and math practice test.** Program participants enrolled at an alternative secondary school such as Hui Malama will be required to take a pre GED reading and math placement test as well as periodic practice tests for student progress assessments.

### **Student Learning Outcome #2 – Personal and Educational Goal**

There are two assessments used to evaluate the attainment of our participants Personal and Educational Goals.

**a. Compare student employment or education placement at intake and the end of the fiscal year.** Prior to enrollment into our program, students are required to fill a program application form. The application clearly states the applicants' employment and education placement at intake. At the end of each fiscal year, program staff will evaluate the status of their placement in employment or education. Student will attain this goal when they either obtained employment or were placed in an educational institution.

**b. Compare student attainment of degree or certificate at intake and end of fiscal year.** The program application will also state their current status of any degree or certificate attained prior to intake. Throughout the program, program staff records any degree or certificate attained on our "Credential" form. At the end of each fiscal year,

program staff will assess the percentage of participants that attained a degree or certificate.

### **Improvements and Modifications Implemented**

In an attempt to improve SLO outcomes, Ku'ina program has implemented new definitive measures.

#### **Student Learning Outcome #1 – Intellectual Growth**

##### **a. Pre/Post Comprehensive Adult Student Assessment System (CASAS) test.**

Currently students are required to complete a pre test at intake and a post test 9 -12 months later. Therefore, placement by the CASAS test is indicative of an educational advancement. A disparaging challenge is the present educational level of our students. Approximately 90-95% of our participants score below an 8<sup>th</sup> grade reading and/or math level and average student scores range from a 2<sup>nd</sup> grade level to 6<sup>th</sup> grade level. In an attempt for educational advancement, a practice test will be available in November 2007, and tutorial services for this test will be rendered.

**b. Study Hall attendees.** After providing adequate resources, facilities, and time, study hall has been an unsuccessful attempt for FY06 and FY07. Although it is highly required and therefore enforced, there has been a student failure to prioritize study hall.

The new policies for FY08 are the following:

1. Returning students with a GPA of 2.0, or have provided evidence of educational sufficiency will not be required to attend study hall.
2. To encourage our students to attend study hall, starting November 7<sup>th</sup> 2007, we will provide a weekly study hall period with food (See Appendix, "Weekly Study Hall with Pizza).
3. Our secondary school education students as well as the MCC community are encouraged to attend as well. *The Educational Opportunity Center has offered to send one staff member to help Ku'ina staff tutor students. As it grows, we will be seeking volunteers to assist us with tutoring.*

##### **c. Increase secondary/post secondary education credits.**

Completion of homework and class attendance is a preliminary measure to maintain Ku'ina eligibility. In an effort to decrease student disqualification and increase retention, progress reports will be increased from mid semester to a monthly basis.

**e. Compare pre GED reading and math placement test with ongoing GED reading and math practice test.** Currently we do not require alternative secondary education institutions to submit student test or practice test scores. However, to more effectively monitor the progress educational advancement we will require all scores beginning November 2007.

## **Student Learning Outcome #2 – Personal and Educational Goal**

**a. Compare student employment or education placement at intake and the end of the fiscal year.** Coordinated vocational workshops are implemented at the beginning of each semester. Such workshops provide supplemental training, eligibility for monetary incentives, and are open to all MCC students. A recurrent issue is student failure to attend vocational workshops. Failure of student correspondence and communication creates further dilemma for program participation. Regardless of ill student attendance, workshops will continue for following semesters. In an attempt to advance the workshops, Ku'ina has partnered with TLC and Coop to host workshops that will address the practicalities found in employment readiness and educational advancement (See Appendix, "Fall 2007 TLC Study Skills Workshop Series").

**b. Compare student attainment of degree or certificate at intake and end of fiscal year.** Attainment of a degree or certificate before program exit is a priority; therefore, financial assistance is offered to provide for tuition, materials and other supplies. To the extent possible, we do all that we can to encourage and support students to complete their program of study. Starting this November, we will put a strong focus on academic advising, creating Education Plans, tutoring, academic workshops, financial assistance, student support, and study hall hours. We will also send monthly progress reports to professors, and increase participating in our student lead Club Ku'ina activities. Each student will strategically develop an Educational Plan with their counselor to place classes in a way that would allow students to graduate with a certificate in the least amount of semesters. Program staff will then direct students to follow their plan as closely as possible to attain a certificate. Developing an Educational Plan will serve as a tool to that will allow students monitor the classes previously taken and further credits that need to be achieved.



## Student Learning Outcome Matrix

Page 1 of 2

	WIA Common Measures	Assessment	Data	Activities	Achievement	Program Improvements	Date Implemented
Student Learning Outcome #1 - Intellectual Growth	1) Literacy and Numeracy Gains	1) pre/post CASAS	1) CASAS results	1) CASAS testing	1) Student will increase basic reading and/or math score by 1 point	1) offer personal tutoring sessions 2) Implement practice CASAS	11/01/07
		2) Study Hall attendees	1) Study Hall sign in sheet	1) Attend <b>tutoring/study hall</b> as required by counselor	1) increase attendance of Study Hall by 10%	1) create weekly group study hall with food 2) include secondary education students	11/07/07
		3) Increase secondary/post secondary education credits	1) school records	1) attend class 2) complete all class/homework as assigned	1) Students complete course with passing grade (D or better) thereby increasing cumulative credits earned	1) obtain report cards at the end of each term	11/01/07
		4) Compare pre GED reading and math placement test with ongoing GED reading and math practice test.	1) placement test 2) practice GED test	1) attend class 2) complete all class/homework as assigned	1) Increase scores by 1 point on practice GED test	1) attain copies of practice GED test	11/01/07

	WIA Common Measures	Assessment	Data	Activities	Achievement	Program Improvements	Date Implemented
Student Learning Outcome #2 - Personal and Educational Goal	1) Placement in Employment or Education	1) Compare student employment/education placement at intake and the end of the fiscal year	1) Intake application 2) Employment verification 3) School records	1) vocational workshops 2) job search 3) career search 4) academic advising	1) 77% of participants will obtain Employment or be placed in an Educational Institution	1) coordinate with other MCC programs to implement workshops 2) inform students on job/careers fairs 3) continual reminders of stipend opportunity	09/01/07
	2) Attainment of a Degree or Certificate	2) Compare student attainment of degree or certificate at intake and end of fiscal year	1) Transcript from Educational Institution	1) academic advising 2) create Ed Plan 3) tutoring 4) academic workshops 5) financial assistance 6) student support via progress notes, regular contact with student 7) Study Hall hours	1) 54% will obtain a Degree or Certificate	1) increase to monthly progress reports rather than one per semester 2) have at least 1 club activity per semester 3) Create Ed Plan for each student 4) Direct student to follow Ed Plan	01/01/08

## **Assessment of Improvements and Modifications**

Ku'ina program will implement the assessments, activities, and program improvements mentioned above and will assess them at the end of this fiscal year. We hope to continually improve our SLO's by closely assessing our activities and improvements of our program.

### **Programmatic Needs**

#### **Student Learning Outcome #1 – Intellectual Growth**

##### **a. Pre/Post Comprehensive Adult Student Assessment System (CASAS) test.**

To improve the scores Ku'ina staff will develop and implement a practice CASAS test. Staff will then review the questions that the student missed and see if the student understands why they got the question wrong. If the student does not understand, we will tutor the student to ensure the student has learned the concept.

**b. Study Hall attendees.** Because of the improvements we are planning to implement this fiscal year, we expect that our study hall attendees will increase. Therefore, we would need funding to purchase food and staff to provide tutorial assistance. We want to make sure that students leave satisfied appetites for knowledge and food.

**c. Increase secondary/post secondary education credits.** As we send out monthly progress notes, we would need the cooperation of professors to communicate with us on students' attendance and academic progress. If there are "red flags", our staff needs to intervene as soon as possible.

**d. Compare pre GED reading and math placement test with ongoing GED reading and math practice test.** As a program we would need to get the necessary documents on a continual basis. We would have to work together with the alternative secondary education center to make certain that students are increasing their GED practice test score and are continually being groomed to take the GED exam.

#### **Student Learning Outcome #2 – Personal and Educational Goal**

**a. Compare student employment or education placement at intake and the end of the fiscal year.** Our program would have to continually coordinate and implement various workshops throughout the semester with existing and new partners. We would also need to find a way to have students interested in attending these workshops other than the monetary incentives they receive.

**b. Compare student attainment of degree or certificate at intake and end of fiscal year.** We are going to continue to develop a strong bond with our students and provide all the services necessary. If there barriers we feel are taking place in the participants life, we will try to address it as soon as we can hoping that the participants will feel comfortable in sharing their issues with us. Historically, as students begin to falter of their intended goals, they will not respond to our calls, home visits, or mail outs.

## **Assessment Initiatives and Results**

### **Student Learning Outcome #1 – Intellectual Growth**

To measure the attainment of Intellectual Growth we will assess the data gathered from the CASAS results, study hall sign in sheets, school records, placements test and practice GED test.

### **Student Learning Outcome #2 – Personal and Educational Goal**

To gauge the achievement of Personal and Educational Goal, we will evaluate the data gathered from our WIA Intake application, employment verification, and school records such as school transcripts.

In an effort to assess our data, Ku'ina Program has developed a Annual Report Assessment Tracker to compare assess participants with the assessments developed fir the Student Learning Outcomes (See Appendix, "Annual Report Assessment Tracker").

## **Conclusion**

Ku'ina program serves students that are in great need of services and deemed as "at-risk" by the Department of Labor. Due to multiple reasons, the federal annual report did not capture the true performance of the Ku'ina Program. These issues are currently being looked at. As students require intensive services to keep students on their educational and career goals, we have identified two Student Learning Outcomes to help us pinpoint and improve our program by assessing our data. We hope that our program will improve our services and it will be evident in future Annual reports.

## **APPENDIX**

a. Fall 2007 TLC Study Skills Workshop Series.....	20
b. Weekly Study Hall with Pizza.....	22
c. Annual Report Assessment Tracker.....	23



## Fall 2007 TLC Study Skills Workshop Series

These workshops are designed to provide students with the skills and attitudes necessary for academic success. All MCC students are encouraged to attend. Workshops are held at TLC.

### Time Management and Procrastination

Tuesday, September 4<sup>th</sup> 10:30 - 11:00am

Thursday, September 6<sup>th</sup> 3:00 - 3:30pm

Have you ever suddenly realized that you have a major exam in two days or that your five-page research paper is due at 8:00am the next morning? Organizing and managing time is an essential element to success. This workshop will give you an opportunity to look at your current time commitments and discover how to efficiently control your time, prioritize your activities, and plan ahead.

### Note Taking

Monday, September 10<sup>th</sup> 10:30 - 11:00am

Thursday, September 13<sup>th</sup> 3:00 - 3:30pm

Good note taking is a key to studying and can lead to fewer headaches during study periods and exams. This workshop will provide practical tips on what to do before, during, and after a lecture. You'll also get some tips on figuring out what's important and what's not.

### How to Read your Textbook more Effectively and Efficiently

Monday, September 17<sup>th</sup> 10:30 - 11:00am

Thursday, September 20<sup>th</sup> 3:00 - 3:30pm

When you know how to read a textbook, you are able to comprehend and remember what you read. In this workshop you will learn to use reading techniques that increase your ability to identify and retain important textbook material and how to comprehend difficult reading assignments.

### Tips and Hints for Taking an Exam

Monday, September 24<sup>th</sup> 10:30 - 11:00am

Thursday, September 27<sup>th</sup> 3:00 - 3:30pm



To do your best on a test, you must know your subject content, and you must have a strategy for taking the test that allows you to “show” what you “know.” In this workshop you will learn practical tips to use during your exams.

# Search Smarter, Not Harder

This two-session workshop series is intended as an introduction to successful research strategies for planning your research and finding the best information resources for your assignment.

## Library & Information Strategies

Monday, October 15<sup>th</sup> 10:30 – 11:00am  
Thursday, October 18<sup>th</sup> 3:00 – 3:30pm

Library & Information Strategies offers an introduction to the concepts of research planning and search strategies, in addition to the effective use of print and online research tools.

## Research Strategies for the Online World

Monday, October 22<sup>nd</sup> 10:30 – 11:00am  
Thursday, October 25<sup>th</sup> 3:00 – 3:30pm

When should I use a website for my assignment? How can I tell if a website is legit? How can I search the Internet better and faster? Find the answers to these questions and more in this session designed to familiarize you with website evaluation and offer you Internet research tips & tricks.



# Weekly Study Hall with Pizza

**Beginning November 7, 2007**

*Coordinated by Club Ku`ina*



**Where:** Hale 216 (on MCC campus)

**When:** every Wednesday (except on holidays)

**Time:** 12-2 pm

**Bring:** books, study materials, pens/pencils, drink

\*\*\*All Ku`ina students in attendance will earn stipends (free money)!!!

\*\*\*This two hour study hall sessions with pizza will take the place of the normal Ku`ina MCC student's 2 hour per week study hall requirement.

\*\*\*Those not in the Ku`ina program or a Club Ku`ina member are welcome to attend 2 sessions as a guest. To continue coming, a guest must become a Club Ku`ina member.

☺ COME READY TO EAT AND READY TO STUDY ☺



Maui Community College - Ku'ina Program																					
Annual Report Assessment Tracker				0=Not Attained 1=Attained						0=No 1=Yes											
				FY08								FY09									
	Last Name	First Name	Date of Participation	Increase in CASAS	# of Study Hall attendance	Increase in Educational Credits	Increase in practice GED reading score	Increase in practice GED math score	Employed at Intake	Enrolled in Educational Institution at Intake	Attainment of Degree/Certificate at intake		Increase in CASAS	Study Hall attendance	Increase in Educational Credits	Increase in GED reading score	Increase in GED math score	Employed at end of FY	Enrolled in Educational Institution at end of FY	Attainment of Degree/Certificate at end of FY	
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					

