

Assessment Report: Strategic Plan Action Plans 2002-2003 (Bob Asato and Lani Uyeno, SP Coordinators)

Kaz Chambers' action plan called for reorganizing existing personnel involved in Instructional Technology (IT) into a single, logical structure and streamlining procedures for effective delivery. IT's restructuring is pending approval by administration. The action plan will impact institutional effectiveness, and Kaz's assessment will be a survey of the service areas (computer labs, Help Desk, instruction, administration, and general staff), which will be administered once the restructuring is approved.

Leanne Chun's action plan, supported by the Lei Aloha Grant, called for five faculty members to each develop one course considered "technology intensive" during the 2002-2003 academic year. Instructional Designer Dorothy So (subsequently replaced by Jacie Moriyama) provided one-on-one mentoring to the following instructors: Donna Matsumoto (English 100), Pat Hurley (English 209W), Susan Hamilton Wood (English 100), and Warren Imada (Business 125). These instructors reported the following areas of growth in their professional development: 1) increased knowledge and use of new technology, including PowerPoint, Respondus, Adobe Acrobat, and FrontPage, 2) improved website design that allows easier access to students, and 3) greater facility with use of WebCT. An instrument to assess student learning outcomes has been developed and results will be available in Fall 2003.

Paul Cravath and Stephanie Palombo strengthened coordination between Central/Leeward high schools by showcasing LCC's dance and drama students in a presentation at the Theater on October 17, 2002. Approximately 100 students from several feeder schools enthusiastically responded to the presentation. Visitors were treated to dances and short skits by LCC students, who then entertained visitors' questions. This was the second year of the activity, which has served to enhance the College's enrollment.

Ross Egloria's action plan calling for having the main College website ADA compliant to Level 1 is complete, but the UH system is considering a single design for all UH websites. Any changes in logo or branding will change the LCC website, and compliancy will need to be considered again. The action plan affects student learning outcomes, as compliancy assures accessibility of websites to students with disabilities. The assessment of all other college websites will take place next year.

Randy Francisco, Interim Director of the Office of Continuing Education and Training (OCET), has been working on an action plan to initiate assessment of all OCET programs. The following program outcomes have resulted: 1) business

and computer offerings are merging into one program, and OCET and Business Technology instructors will work closely to offer courses in agribusiness and export training; 2) OCET coordinators are reviewing course evaluations of their programs to ensure consistency in quality of offerings; 3) OCET offers three (rather than four) schedules of courses at a savings of approximately \$40,000; 4) opportunities are being provided for professional improvement for each program coordinator; 5) OCET is improving links with the Business Office to obtain financial information in a more timely manner; 6) OCET will offer online registration, and 7) steps are being taken to reduce any deficit and to become self-sustaining.

Christian Ganne's action plans focused on NACSE Certification for Department of Education (DOE) teachers and on offering digital media courses at feeder high schools. Academic program outcomes are affected by these actions, as the intent is for students to begin taking courses (for credit) in high school and then to transfer to LCC to complete their programs. Regarding NACSE certification, ten students are currently enrolled in five courses (DMED 102, 121, 122, 221, and ICS 184) to prepare for certification. Assessment of this action plan will be based on the number of students who receive NACSE certification, but testing will not be completed until after Spring 2003. A future plan is to increase the number of DOE teachers who would be prepared for the certification exams. For the second action plan, three of the four digital media courses are currently offered at Waianae High School, and a fourth course will be developed during Summer 2003. Online testing will be designed during Fall 2003, and outreach will expand to include Pearl City, Kapolei, Waipahu, and Nanakuli High Schools.

Sandy Hoshino and Pam Haight's action plan called for the establishment of a Job Prep Services (JPS) office to assist students and graduates in the job search process and to assist the voc/tech program disciplines with data collection on employment information of LCC students. Student learning and academic program outcomes have been affected by this action plan. Since January 2003, 1,925 LCC students and alumni have been served by the office, including 480 one-on-one staff/student contacts. Staff provided students with services including career assessment, resume writing, interview preparation, and job search and career planning strategies. JPS co-sponsored Job Fair 2003, which featured 45 businesses including COSTCO and Bank of Hawaii. Since October 2002, the JPS website has had more than 15,000 hits. Faculty Satisfaction, Student Satisfaction, and Employer Satisfaction survey instruments have been designed and will be implemented in May 2003, with report completed by June 2003. JPS has created a solid foundation from which to expand and develop services to assure that LCC students find and retain jobs in their program fields.

Alan Leitner's action plan called for updating the LCC photo lab so students could create photography in a digital format. The photolab has been functional since Fall 2002 and contains twenty MacIntosh G4 computers. Student learning outcomes have been affected: students have gained technical knowledge of

computer software and developed aesthetic concepts of the art discipline, as demonstrated in project reviews and class critiques. Academic program outcomes include the following offerings: Art 107D: Introduction to Digital Photography; Art 112: Digital Art; Art 113D: Introduction to Computer Drawing; Art 115: Introduction to Design; Art 202: Digital Media; and Art 220: Virtual Reality. These courses will be part of the LCC Digital Media AA Degree, which was accepted by the Faculty Senate in Spring 2003. The action plan also affects professional development outcomes because instructors are continually updating their knowledge of software and hardware to keep up with constant changes in the field.

Ernie Libarios' action plans called for strengthening partnerships with the Kamehameha Schools Post HI Scholarship Program and the Hawaii National Army Guard Youth Challenge Program through PATH. The action plan has affected academic programs and institutional access, recruitment, and retention at LCC by broadening its access to students of Hawaiian ancestry and to high-risk teens. Kamehameha Schools provides scholarships, each averaging \$3,000 per student, for 40 to 200 students of Hawaiian descent per academic year. In addition, more than 700 students since 1996 have completed the PATH program and received their high school diplomas. About 50% of the students have subsequently enrolled in the community colleges, with the majority enrolling at LCC. Office space is needed near the student lounge and the Student Services building to accommodate meetings between students and counselors and to provide a collegiate environment for the students.

Partnerships with other institutions will be expanded to include UH's College of Business, College of Education, and KCC's Allied Health Program. Several LCC students will participate in the Health Careers Opportunities Program (HCOP), under the UH's School of Medicine, which will offer a 2003 Summer Program.

Cindy Martin's action plan, supported by the President's Initiative Fund, called for the establishment of an Innovation Center for Teaching and Learning. In Fall 2002, the former Staff Development office was renovated to include a conference room and necessary equipment was purchased. Since January 2003, a group of experienced faculty have developed goals and programs for the Innovation Center.

The action plan has affected professional development outcomes in three areas. The first is mid-term class assessments, which have been completed for 34 faculty members (in 67 sections), who were able to use their student feedback to enhance the learning environment and to improve their teaching. These assessments were confidential, voluntary, and conducted by a third party. The second is the LCC Innovation Institute, a one day event dedicated to sharing innovations in teaching and learning. Approximately 50 participants convened at the Wo International Center at Punahou School on March 22, 2003 to share their ideas. The third area is the use of the Innovation Center's conference room and

its facilities, including computers, digital camera, and scanner. This facility has been available (although not publicized) on a limited basis. Since January, the conference room has been used for 27 meetings, an average of 7 per month, and equipment has been used by approximately 50 faculty and staff members for workshops.

Priscilla Millen's action plan called for the implementation of short-term courses in native plants, gardening, marine biology, and health and the development of a plant propagation program. Academic program and student learning outcomes have been affected by these actions. Priscilla has offered a short-term course through OCET called "Native Plant Propagation and Native Plant Maintenance." The course was taught once in Summer 2002 to ten students and twice each in the Fall 2002 and Spring 2003, each to ten students. Student evaluations ranged from good to excellent. A five-week botany course was also offered to the Women's Community Correctional Center (WCCC) in February and March 2003, with eight active students who found the class "interesting." An additional fifteen students are enrolled in the second five-week block. Horticulture 198 is currently being taught to ten students. Midterm assessments indicate that students especially liked the hands-on learning and the guest speakers brought into the class.

Cliff Togo's action plans focused on two basic outcomes, institutional effectiveness and student learning. Of his five action plans, two are complete: the development of an effective system for ongoing evaluation of all staff and administration and the development of a comprehensive cleaning schedule for Continuing Education cottages. An effective system is already in place for evaluation of Civil Service, APT, and Administration. Civil Service and APT evaluations are submitted to the Human Resources Office and distributed to supervisors, who then discuss expectations and document performance of employees. Administrators are evaluated by the "360 Evaluations for Administrators," a web-based system that allows for peer, constituent, and subordinate input. Information is compiled and sent to the provost. For the second action plan, a comprehensive cleaning schedule is in place for Continuing Education, as designed by the Auxiliary Services Officer. Carpets will be cleaned in the CE cottages annually beginning January 2003.

In process are the following three action plans. First, in the area of institutional effectiveness, three additional business office positions have been requested in the Fiscal Biennium 2003-05 [new biennium] budget request to properly manage the increased influx of extramural grants and fundraising activities. Second, software for a computer-based facilities management database has been purchased, and the Auxiliary Services Officer will be responsible for inputting data so that repairs and maintenance will be timely. Third, to student learning outcomes, the College is purchasing approximately \$20,000 of furniture for five classrooms (\$6,000 for Arts and Humanities, \$2,200 for Voc/Tech, \$3,300 for

Library, \$1,300 for LRC, and \$7,000 for Business Tech.). Decisions were based on division chair requests.

Instruction Librarian **Gail Urago's** first action plan, which affects student learning outcomes, called for the development of an online version of the library skills units to support distance education, LCC-Waianae, e-Army, part-time, and other students who prefer learning electronically. Three library units were available online from Fall 2002. Of the 1488 students who took the library skills tests during that semester, 370 (25%) took them online, indicating that this version is a popular option for students.

Ms. Urago's second action plan called for the developmental of critical thinking skills through the Information Literacy (IL) process, a new approach in library instruction that emphasizes helping students develop skills to locate, access, and evaluate print and Internet information. In Fall 2002 and Spring 2003, Ms. Urago introduced the Language Arts Writing faculty to the Information Literacy Process, and began working with faculty members on incorporating IL activities in their curricula. This action plan affects student learning outcomes and professional development.

Susan Hamilton Wood's action plan, which was a general-funded item, was completed by Ms. Wood on her own time and without funding. She designed a technical writing course to support the development of occupational skills in business technology and computer science. Ms. Wood developed a syllabus, course proposal, and curriculum for the course and is working on an online version.