

## Strategic Plan Assessment Report for 2003-2004

**Kathleen Cabral's** Marketing Office has developed the concept for two projects to support recruitment. The first is a full color "view book" for prospective students, and the second is a "Welcome Packet for new residents in LCC's service area. Both projects are in the design process and will be carried through during Summer 2004, with anticipated completion by August 2004.

**Kaz Chambers'** action plan called for the replacement of three computer lab/classrooms yearly and the rotation of existing computers throughout other classrooms.

An electronic library of core reference sources to support existing, changing, and new programs at LCC has been established through **Dave Coleman's** action plan. Through the use of a UH system-wide proxy server, all databases are accessible from anywhere on campus and remotely for registered LCC local or distance education students. A subscription to a web-based serials finding tool, Ebscohost A-Z, has allowed access to a comprehensive list of titles from all LCC electronic databases in one alphabetical list. In 2003, students retrieved over 45,000 articles from a single database alone. Usage continues to rise as students become aware of electronic resources through the library skills exams and subject-specific library skills classes. One of the library skills modules is devoted to finding information in periodicals and is part of the requirement for completion of English 100. Statistics show that 77% of students taking the exam passed with a grade of 70% or higher.

**Paul Cravath and Stephanie Palombo's** action plan was designed to inform regional high school students of the Performing Arts Programs in Dance and Drama offered by LCC. All Oahu high schools that offer drama or dance programs were invited to bring students to campus on April 15, 2004, for a presentation on the theater's mainstage. Attendance was about 85, and attendee response was enthusiastic. Program directors felt that this was, by far, the best outreach event to encourage enrollment that they have seen.

The intent of **Ross Egloria's** action plan was to evaluate LCC's 24 websites, including its main ([www.lcc.hawaii.edu](http://www.lcc.hawaii.edu)) and Emedia (emedia.leeward.hawaii.edu) servers. The main server, maintained by Randy Araki, is Priority 1 compliant, meaning that every web page within that site has been checked for compliancy. The remaining 23 websites on the LCC's Emedia server must still be checked for compliancy, which is the next step of Ross' action plan. Priority 1 compliancy enables access to websites according to ADA guidelines, so student access is facilitated.

**Randy Francisco's** three action plans focus on the development of the Office of Continuing Education and Training. The first was the creation of an OCET mission statement that aligned with its own and LCC's philosophy and pedagogy.

The statement has been completed and will be included in marketing and related documents to reinforce the message of commitment to community. A second action was to strengthen OCET's partnerships within the College and with the community and to create new courses based on a needs assessment. A new coordinator of Grants and Outreach position was established to strengthen existing partnerships and to provide a lead person to serve as primary liaison for OCET. Other coordinators will continue to undertake needs assessments and program reviews. Randy has also been meeting with division chairs to fully integrate credit/noncredit systems. The last action plan called for strengthening OCET programs operationally and financially. Each program has established goals and appropriate benchmarks for their accomplishment.

**Christian Ganne's** action plan to offer an Associate of Applied Science (AAS) degree in Digital Media (DMED) became reality in June 2003, with the approval of the degree by the Board of Regents. The intent of the plan was to prepare students with entry-level skills necessary to start a career in the local Digital media industry and to allow them to transfer to an institution of higher education to obtain a Digital Media degree. Since the approval of the AAS degree, Oahu high schools have begun to promote the program, and many local industries have been contacted to provide internships and jobs to graduates. Transfer to UH Manoa's Academy for Creative Media has been facilitated, with two student accepted to the program to date. In Fall 2003, four students received the AS in Digital Media production; four additional students will receive the degree in Spring 2004. As of Spring 2004, 65 students are taking DMED courses.

**Sandy Hoshino's** Job Preparation Services (JPS) action plan called for the creation of general fund positions for job placement developer, counselor, and clerk III. Perkins funds for 2003-2004 supported the job developer, APT and clerk positions, and renewal applications for 2004-2005 are currently being processed, along with general funds requests for the job developer and APT positions. The following data was collected by JPS:

- Number of hits on website: average hits: 130/day, 1700/week, 5800/month
- Number of students placed: 85
- Number of new employers posting jobs: 220
- Number of employers attending Spring 2004 Job Fair: 47
- Number of students serviced in job search: approximately 600

JPS established new business contacts and serviced students needing assistance with resumes, job leads, applications forms, and interviewing strategies. The Service also offered one-hour workshops on the job search process that were delivered to Digital Media, Food Service, Women in Transition and, IS 104 classes.

**Bernadette Howard's** action plan called for applying the policy developed by the AIC on Curriculum Revision and Review. The policy calls for all courses to be reviewed over a six-year cycle for rigor, integrity, accuracy, currency, and

transferability and for all syllabi to include specific fields in their core outlines, with emphasis on each course's student learning outcomes. An assessment of course syllabi in Fall 2003 showed 80% of courses in compliance, and new measures to be taken in Fall 2004. Deans and division chair have set the six-year cycle for course review and developed a form for evaluating the rigor, integrity, etc. for each course. A website has been developed that provides space for posting results of the course reviews. Assessing student learning outcomes in each course continues to be an area of difficulty, with dialogue among discipline faculty needed to fully apply the Curriculum Review policy. When completed, however students should have a clearer idea of what they will learn in any given course and how their learning will be measured.

**Ernie Libarios'** two action plans both focused on support of student learning and success. The first called for the establishment of an office space to accommodate students and counselors involved in the Kamehameha Schools Post HI Scholarship Program and the Hawaii National Army Guard Youth Challenge Academy's PATH Program. Together, approximately 200 students enroll at LCC from these programs each year. Unfortunately, because of limited space and the closing of the student center, no office space was secured during the academic year, although this action plan has been resubmitted for 2004-2005. The second action plan called for expanding partnerships with UH's College of Business and College of Education and Kapiolani Community College's Allied Health Programs. Three large group and approximately 150 one-on-one sessions were held with representatives of these groups and LCC students. These efforts support student transfer into their respective programs.

**Cindy Martin's** action plan called for supporting the growth and development of LCC's Innovation Center for Teaching and Learning. In Spring 2004, storage cabinets were set up and new programs were implemented. The "Teaching Squares" was developed, implemented, and evaluated with faculty taking the lead. Through a EIF grant, an Innovation in Teaching & Learning Mini-Grant Program was developed. Plans are underway to develop a new Innovation Center website, which will include access to fillable PDF application forms. A critical need to provide an additional staff person to support this one-person office is still a major concern.

In Administrative Services, **Cliff Togo's** action plans focused on creating a safe, aesthetically pleasing, and healthy campus for our students, faculty, and staff. Many minor repairs of the campus' irrigation system have been completed through capital improvement and repair and maintenance funds, and the streetlights on the lower campus road will be repaired as part of the college's electrical infrastructure upgrade. The lower campus service road repair is still on the list of projects and has not yet been approved for funding by the State. During Summer 2004, the DA, FA, and PS buildings are scheduled to be re-roofed, with GT next on the list if funding becomes available. The college has

also requested emergency repair and maintenance funds to replace leaky drainpipes due to heavy downpours. The project will be up for bid in Fall 2004. In addition, furniture is expected to arrive during Summer 2004 for the following classrooms: MS 102, 202, 203, and 212; BT 229; and the Vocational/Technical conference room.

**Stan Uyemura's** action plans call for the reconfiguration of MS 203 to serve as an additional tutoring and individualized learning area and the addition of a full-time Math Lab Instructor through the filling of one of several vacant math positions. In Fall 2003, a Math Lab Instructor position was advertised to support self-paced, open entry/open exit learning modules for Math IB, Math 22, and Math 24. However, the applicant pool was very small and no satisfactory applicant was found for the position. Due to recent retirements, a regular Math Instructor position will be advertised in Fall 2004.