

SP Assessment Analysis Report 2004-2005

Paul Cravath's action plan called for strengthening coordination with Central and Leeward high schools to present art options and to encourage enrollment at Leeward Community College. On April 7, 2005, approximately 80 high school students saw a presentation of LCC's dance and drama classes to get a taste of the courses and programs offered by the College. LCC students involved in the presentation developed their dance and drama skills, while verbal responses by the visiting high school students indicated increased interest in enrolling at LCC. Communication with Central and Leeward high schools will be strengthened by collaboration between LCC's dance and drama program and the College's Student Services Division in the creation of the project.

Ross Egloria's project involved providing support and training to staff on policies, use of media, and website design for ADA compliancy. All sanctioned web pages on the lcc.hawaii.edu domain are ADA compliant. Faculty and staff who manage individual websites (not on the LCC server) will need to be identified and training on ADA policies and use of web editing software to ensure compliancy. Completion of this action plan will allow students with disabilities (including visual and auditory) to be able to access the information needed for enrollment, planning, and advancement.

Christian Ganne carried through two action plans during the 2004-2005 academic year. The first involved an Academic Subject Certificate in Creative Media, which was first offered in Fall 2004. The Certificate has two specializations: 1) Animation and Computer Games and 2) Interactive Media, both requiring 21 credits. The Certificate targets students who plan to transfer to a four-year college, and eight have transferred to UH Manoa's Academy of Creative Media or to the Communication Program there. Three additional students transferred to the Institute of Arts in California.

The second plan called for improved assessment of DMED student work through local industry input at the Spring digital Art Showcase. The rubric used by industry representatives focused on the quality of the animation and motion graphics in the projects presented, and involved the assessment of 43 students' work.

Sandy Hoshino's action plan called for a target date of Fall 2005 to convert the job developer position from Perkins to general funds. However, because of budget changes, the position will continue to be funded by Perkins for the AY 2005-2006. The request for an APT position to support job placement services to more Career and Technical Education (CTE) students has also been submitted to Perkins.

Job Prep Services (JPS) during AY 2004-2005 served a total of 591 students through assistance with resume writing, completion of applications and cover letters, job searches, and career development workshops. The service listed a total of 283 job postings and placed 56 students. Approximately 1200 people attended the highly successful JPS-sponsored Job Fair.

Ernie Libarios' first action plan called for the establishment of office space to accommodate students and counselors involved with Kamehameha Schools Post HI Scholarship Program, Hawaii National Guard Youth Challenge Academy PATH Program, and Health Care Opportunities (HCOP) to strengthen partnerships. Although no office space was secured, approximately 150 students from these programs were serviced by LCC during AY 2004-2005.

A second action plan called for expanding LCC partnerships with UH and Kapiolani Community College. Partnerships were formed with UH's College of Education and with KCC's Allied Health programs, and approximately 100 students attended workshops or individual follow-up sessions by representatives of these programs. Student learning is supported by these action plans because of the personal and academic counseling available. Student satisfaction surveys of the partnerships presentations and sessions show that students felt supported by the efforts and appreciated the currency of information shared.

Kabi Neupane's first action plan called for the development of short-term modules in biotechnology for high school students and short-term training for high school students or in-service industry technicians. This plan was supported by USDA and Upward Bound. Since Summer 2004, Kabi has trained two groups of high school students, totaling 22 students, in college-level molecular biology, research methodology, and hand-on lab techniques. A Campbell High School student who was part of the Upward Bound summer program was mentored by Dr. Neupane in Fall 2004 and received Science Fair awards at the district and state levels. In addition, Mililani High School students participated in a one-day module on the use of DNA for crime-solving work involved in forensics.

Kabi's second action plan called for the renovation of an existing classroom to a modern molecular biology/biotechnology laboratory, which was funded collaboratively through EPSCOR/NSF, USDA, and LCC. The lab is in working order and will be used for the first week of a three-week NSF-funded educational activity (see <http://abe.leeward.hawaii.edu>) in which community college and Hawaii Pacific University's biotechnology teachers and students will study genomics using electron microscopy. Student learning is enhanced by these action plans because of students' ability to use state-of-the-art technology to support their learning. Feeder high school students benefit from the programs, and community college teachers across the system receive training in these areas.

Karla Phillips' original action plan called for an additional position to expand the Supplemental Instruction (SI) model of tutoring at LCC. Funding was not approved, so an alternate plan was devised and implemented. Three mentor/supervisor positions were secured to expand SI support in three additional disciplines that serve Career and Technical Education (CTE) students through nine hours of overload pay for the faculty members. Each faculty member received 15 hours of training prior to the start of Fall 2004 and Spring 2005 and mentored one or two additional SI leaders. More CTE students were able to benefit from SI support and improved their grades in the courses that offered the service.

Cliff Togo, former Director of Administrative Services at LCC, carried through an action plan to hire a full-time APT employee to coordinate the transition of OCEWD to the Banner Student Information System and to provide college-wide support of revenue collections and reporting. The APT position was initially filled in June 2004 but was vacated in December 2004. After re-advertisement, the position has again been filled.

Student learning is supported by this action plan in the following ways:

- Students are able to sign up for OCEWD courses online.
- Tracking is now available, so students have access to courses they have taken and credits earned, and can plan accordingly.
- Students can receive timely refunds.

- Institutional effectiveness is also supported because of the decrease in the number of aging accounts receivable.