PROGRESS REPORT to ACCJC

University of Hawai‘i
Leeward Community College
September 9, 2004
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SECTION I

Background

In an action letter dated January 23, 2004, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accepted Leeward Community College’s Focused Midterm Report, but placed the College on “Warning” with the requirement of submitting two progress reports. The action letter contained four formal recommendations on which the College must report.

The action to place the College on “Warning” was taken by the Commission after review of the College’s October 2003 Focused Midterm Report and the Evaluation Report of the November 14, 2003 ACCJC team visit (letter and report, Appendix A-1).

The first of the two required progress reports, submitted to the Commission on February 20, 2004, addressed the College’s actions on the “N” grade (Appendix A-2). The second report, due by October 15, 2004, addresses the remaining three recommendations detailed in the 2003 Focused Midterm Visit Team’s Evaluation Report, received on January 26, 2004.

The second progress report needs to address three formal recommendations: two relating to program reviews and another relating to Technology and Information and Learning Resource Planning.

Although not a formal recommendation, the Commission requested information in the progress report on the College’s efforts in filling administrative positions and addressing the Commission’s concerns with Administrative Instability.

Statement on Report Preparation

**Background**

Upon receipt of the Commission’s January action letter, Chancellor Mark Silliman informed the campus community about the Commission’s decision to place the College on “Warning” status. He articulated the need to fully address and resolve the recommendations and related concerns contained in the action letter, and the requirement of the two progress reports.

The ACCJC action letter and the November 14, 2003 visiting team’s Focused Midterm Evaluation Report were distributed in pdf format via e-mail to the campus community on January 27, 2004. In that e-mail, Chancellor Silliman explained and summarized the action letter (Appendix A-3) and provided a link to the College’s accreditation webpage on which the Focused Midterm Evaluation Report had been posted.
In early February, the Chancellor conducted an open forum for the campus community on the various issues relating to the College's accreditation warning status, the recommendations and concerns of the visiting team, and the need for all campus constituencies to assist in addressing the recommendations.

Copies of the ACCJC “Guide to Evaluating Institutions Using the ACCJC 2002 Standards” were then distributed to all full-time faculty and staff with a cover memo from the Chancellor. In the memo, the “Guide” was emphasized as critical reading for the entire campus community as the College prepares for its next Institutional Self Study and as it moves quickly to address the recommendations and concerns to be addressed in the required Progress Reports. The memo conveyed that accreditation and the improvement of institutional quality and effectiveness are college-wide responsibilities.

The process and actions taken by the college are described in detail in “Response to Recommendations,” Section II (pages 6–33).

Prior to submission to the Commission by October 15, 2004, the Progress Report was drafted and finalized by September 1, 2004 to facilitate campus review. Feedback from this review process was incorporated into the final report, which was submitted on September 10, 2004 to the University of Hawai‘i Acting President for review by the Board of Regents at the October BOR meeting.

**Process of report preparation**

The preparation of the Progress Report relied on reports, meeting minutes and input from the Faculty Senate Program Review committee, the College’s administrative team, the Accreditation Implementation Committee (AIC) for Strategic Planning for Information Technology & Learning Resources, the Accreditation Liaison Officer, Strategic Plan Coordinator, and members of the AIC Oversight Committee. Their collective work throughout the spring 2004 semester played a pivotal role in providing the necessary information and documents required for the preparation and writing of this report.

In preparation for the report, Interim Chief Academic Officer, Doug Dykstra¹ convened a meeting on April 28 with Bob Asato (Accreditation Liaison Officer), Lani Uyeno, Gail Levy, Leanne Chun (AIC–SPITLR), Kathy Hill (Faculty Senate Program Review Committee Chair), Andy Rossi (Institutional Researcher), and the College’s administrators.

These key contributors to the Progress Report were briefed on Commission expectations, and deadlines were set for reporting on the assessment status of all areas. The Strategic Plan coordinators agreed to work with the Director of Administrative Services to complete the report on integration of program reviews, analysis of data, adjustment of program plans to modify the *Strategic Plan* and inclusion of the modifications into budget planning.

¹ Doug Dykstra served as Interim Chief Academic Officer until July 1, 2004, at which time he returned to his permanent position as Assistant Dean of Instruction.
On May 12, 2004, Chancellor Silliman convened the final meeting of the College’s AIC Oversight Committee to review and finalize the report from the AIC for Information Technology and Learning Resources. He requested that all participants compile area information and data by the end of the 2003-04 academic year for the report writers.

Committee reports, data and supporting documentation were gathered in July and August 2004. Drafts of the report were subjected to an iterative review process, with a final review by the key contributors for accuracy and oversight.

Finally, the Executive Committees of the Faculty Senate and Campus Council reviewed the status of interim and acting and unfilled administrative positions by the end of the summer and reported the findings to the editors.

Report writing
The principal writers of this Report were Douglas Dykstra, Assistant Dean of Instruction, and Kathleen Cabral, Marketing Officer, with supervision by Peter Quigley, Dean of Instruction and Chief Academic Officer. Through their reports and consultations, Bob Asato, Lani Uyeno, Irwin Yamamoto, Kathy Hill and Andy Rossi provided great assistance in the completion of the report.

Review and approval of report
Before the end of Spring 2004, the campus constituencies were notified of the early Fall 2004 deadline for a review of the Progress Report. Both Faculty Senate and the Campus Council discussed the importance of reviewing the document as soon as the fall term began due to the internal deadline for Board of Regents’ approval.

The Assistant Dean of Instruction distributed a draft of the report for review via email through the campus listserv. Feedback was solicited from the College governance groups and the campus at large from August 26 through September 2. The Campus Council reviewed and approved the report with modifications on August 30, 2004 and the Faculty Senate reviewed the report on September 1, 2004. Revisions were made in response to the feedback from the governance groups and a final draft was posted on the Accreditation website on September 9, 2004.

Chancellor Mark Silliman certifies this Statement on Report Preparation through his signature on the Cover Sheet of this Report.
SECTION II

Section II A
Response to the Request of the Commission in the Action Letter:
Development and Implementation of Program Review Process

The Recommendation

**Recommendation #2:** Leeward Community College should develop and implement a program review process that includes appropriate common data elements for each program, data on student needs, student achievement and student learning outcomes. *(2003 Focused Midterm Visit Team Evaluation Report, page 8)*

Concerns of the Visiting Team

In May 2003, the College approved the Policy on Unit/Area Program Reviews; however, at the time of the team’s visit in October 2003, the process had not yet been fully implemented. The College had not yet clearly articulated the connection between program review and other institutional planning efforts. The team voiced concerns about the College’s understanding of and support for college assessment of effectiveness, institutional planning for improvements, and resource allocation.

Action Taken on the Recommendation to Date

The College's approved Policy on Unit/Area Program Review (Appendix B-1) provides a formal and systematic method for conducting ongoing assessment and for the collection of data, enabling the College to measure mission-driven outcomes.

The College’s initial approach focused on assessment of instructional program SLOs, individual courses, and support areas.

After the August visit from assessment consultant Julie Slark, Assistant Vice Chancellor of Educational Services, Rancho Santiago Community College District, the College expanded its understanding of Program Review, placing assessment activities into a larger vision that integrates SLOs, data, reviews, budgeting and planning. This revised Program Review Model (narrative in Appendix B-2) places the College’s degree programs at the center of all assessment activities, incorporating SLO assessment with a variety of data on student achievement, resources, curriculum, and external factors. In this new approach, as graphically exhibited in Chart B on page 15, the findings of the College’s Program Review drives all other supporting area reviews.
**Spring 2004 Implementation**

To promote a thorough understanding of the assessment process and to begin the collection of data, the College engaged in the following activities:

1. Chancellor Silliman met with his Administrative Team in January 2004 and set a May 30, 2004 deadline for the initial assessment phase of all levels of the College described within the Policy on Unit/Area Program Review. He charged the Administrative Team with implementing reviews in their respective areas.

2. The Chancellor offered a presentation on assessment implementation at the campus-wide Convocation on January 9, 2004. The presentation included an overview of the organizational structure and the connection between assessment, strategic planning and the budget process. Accreditation Liaison Officer, Robert Asato, assisted by Lani Uyeno and Gail Levy, also spoke to the faculty and staff, reviewing the process and promoting dialogue and discussion in assessment design. After the presentation, faculty and staff participated in breakout sessions and discussed strategies for implementation.

3. The Accreditation Liaison Officer facilitated Five “Dialog Sessions” held between February 19 and April 8 (Appendix B-3) to assist faculty with course assessment.

4. Campus leadership participated in two major UHCC system sessions on assessment. In January 2004, two all day workshops were held at Windward CC, with a follow-up session held via interactive TV in May. These sessions provided clarification of the scope of ACCJC’s intent and expectations, resources and ideas, and networking for all community college campuses.

5. At the time of the ACCJC Team Visit, instructional program assessment activities had begun, under the Faculty Senate Program Review Committee (FSPRC), a committee of the Faculty Senate. On September 3, 2003, the Faculty Senate appointed Kathy Hill, Associate Professor CC in Accounting, as chair of the FSPRC.

6. Areas and units such as Student Services, Staff Development, and FSPRC members held individual meetings with the Institutional Researcher.

7. The Assistant Deans developed an assessment template for individual course assessment. The Division Chairs created a timeline for implementation, in which all courses would be reviewed on a six-year cycle (Appendix B-4).

8. In August, the College engaged Julie Slark, assessment consultant, to examine and evaluate our progress (report in Appendix B-5). After her visit, the College expanded its understanding of program review and the integration of reports, reviews, budgeting and planning, resulting in the design of the revised Program Review Model.
Spring 2004 Instructional Assessment

Program SLO Assessment
As established in the Unit/Area Program Review Policy, a committee of the Faculty Senate implemented the review process for program SLO assessments. Instructional program assessment activities were organized within degree programs. A detailed overview of the FSPRC procedures and meeting minutes are included in Appendix B-6.

The Associate of Arts (AA) degree used the six AA Degree General Education Outcomes listed on pages 58-59 in the 2003-2004 Catalog. The AA program subcommittee of the FSPRC discussed, prioritized, and selected 1-3 program student learning outcomes (SLOs) for each of the General Education Outcomes on which to base their assessment.

With guidance from the Institutional Researcher and Banner Reports (Student Information System), courses that represented those most likely to be taken by AA degree students were selected. The reports, based on six semesters (F00, S01, F01, S02, F02, and S03), served as a basis to identify and substantiate which courses would be appropriate for data sample/population in the AA assessment.

To address both depth and breadth of SLO assessment for the AA degree, selected General Education SLOs for Critical Thinking, Quantitative Reasoning, Abstract Thinking and Written Communication were measured across a range of disciplines. This activity is represented in Chart A below.

Although assessment of Oral Communication and Information Retrieval & Technology focused on one course each, plans include expansion over the disciplines in the future.
For the Associate of Science (AS) and Associate of Applied Science (AAS) degrees, as well as certificates constituent to them, the FSPRC subcommittees selected 1-3 program SLOs that related to degree competency #8 (2003-2004 Catalog, page 64): “demonstrate competence in a selected program/plan of study.”

A Program Assessment Reporting Form template was used to provide consistency in collection of data. Program Assessment Reporting Form Template:

<table>
<thead>
<tr>
<th>LCC Strategic Plan Goal/Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Area Review:</td>
</tr>
<tr>
<td>Mission/Purpose:</td>
</tr>
<tr>
<td>Goal/Objective:</td>
</tr>
<tr>
<td>Outcome Measure</td>
</tr>
<tr>
<td>Definition of Data Sample/Population</td>
</tr>
<tr>
<td>Method of Data Collection &amp; Source</td>
</tr>
<tr>
<td>Expected Level of Results/Performance</td>
</tr>
<tr>
<td>Actual Level of Results/Performance</td>
</tr>
<tr>
<td>Plan of Action</td>
</tr>
<tr>
<td>Column 1</td>
</tr>
<tr>
<td>Column 2</td>
</tr>
<tr>
<td>Column 3</td>
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<tr>
<td>Column 4</td>
</tr>
<tr>
<td>Column 5</td>
</tr>
<tr>
<td>Column 6</td>
</tr>
</tbody>
</table>

The FSPRC reviewed each Assessment Reporting Form when the first four columns were completed with the following information:
1. Outcome Measure(s)
2. Definition of Data Sample/Population
3. Method of Data Collection & Source
4. Expected Level of Performance

Completion of these columns was necessary for approval by the FSPRC. Assessment Forms that were not approved were sent back for revision. Throughout the process, FSPRC members engaged in discussion of the accuracy of describing outcome measures, selection of the data/sample population, and the method of collection.

FSPRC subcommittees submitted data results in May 2004 by completing column #5 (Actual Level of Results/Performance). By the end of Spring 2004, 22 forms were submitted, with 17 approved. All forms were uploaded onto the Assessment Website [http://campus.leeward.hawaii.edu/group.asp?itemid=1000243] and are in Appendix B-7.

During the summer, the Institutional Researcher compiled the FSPRC assessment results into a Program Review Fact Book. During Fall 2004, FSPRC subcommittees will analyze the data on program SLOs and prepare action plans to be incorporated into the College’s Strategic Plan. Data sets will be kept for 5-6 years.
Sample of AA Degree SLO Assessment
Assessment of general education component of written communication

A total of 119 papers from Writing Intensive or other sophomore-level courses in varied disciplines were collected during the second half of the Spring 2004 semester. These were assessed by a cross-disciplinary group of faculty members using a faculty-designed rubric. The following student learning outcomes were assessed (note: expected levels of performance/actual level of performance follow each SLO):

1. Demonstrate overall competence in written communication at the college level (70% /65%).
2. Express a main idea as a thesis, hypothesis, or other appropriate statement (70% /70%).
3. Develop a main idea clearly and concisely with appropriate content (70% /64%).
4. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics (70% /71%).

In Fall 2004, faculty members involved in the initial assessment activity will meet to discuss how results of the study can be shared with the campus community as a way of stimulating cross-campus discussions on bettering student writing and learning. Faculty members will also consider changes that need to be implemented in writing instruction across the disciplines to improve SLOs.

Sample of AS Degree SLO Assessment:
Accounting A.S. Assessment
Demonstrate competence in a selected program/plan of study (# 8)
Definition of Data Population: Accounting 124, 155, 132, 201

Program faculty members examined the work of all students in three accounting courses: basic introductory courses (ACC 124, 201), a mid-stream course in the discipline (ACC 132) and the capstone accounting course (ACC 155) to gauge progress toward achieving competence in the discipline. Student work was submitted to a faculty examining committee consisting of the accounting full-time faculty. This committee employed a faculty-designed rubric to review the work of students taking care that no faculty member reviewed the work of their own students. The following student learning outcomes were assessed (note: expected levels of performance/actual level of performance follow each SLO):

1. Analyze and compare financial statements (70% / 59%).
2. Solve accounting problems using an electronic spreadsheet (70% / 47%).
3. Demonstrate understanding of accounting terminology (70% / 72%).
4. Complete the payroll accounting process and prepare Hawaii General Excise tax returns (70% / 81%).
Outcome measures #1 & 2 are drawn from the capstone course (ACC 155) taken by all Accounting majors and these results will clearly provide discipline faculty with a challenging opportunity for analysis of the rubric used and the results attained from their initial efforts at assessment. Outcome measure #3 is drawn from ACC 124 and ACC 201; Outcome measure #4 from ACC 132.

**Spring 2004 Course Assessment**

Division Chairs are responsible for the coordination of individual course assessment. The Assistant Deans developed a separate template for course assessment. The Division Chairs created an implementation timeline (Appendix B-4) that provides for assessment over a six-year cycle, enabling assessment of 17% of the courses in their area per year.

**Spring 2004 Support Area Assessment**

Implementation of Support Area assessment began with each area:

1. Developing a mission statement for its operational area;
2. Establishing goals and objectives;
3. Selecting outcome measures;
4. Collecting data;
5. Analyzing and reporting on the results;
6. Developing action plans for the coming year.

**Student Services**

In the Fall 2003 semester, the Acting Dean of Student Services charged each Unit Head to develop a mission statement that reflects the services offered by their respective units and ties in with the Division’s Mission Statement. The process involved meetings between the Acting Dean and the Unit Heads as a group and individual unit meetings to guide the process of assessing services beginning with developing goal statements, student learning outcomes, deciding which goals should be measured, and finally, developing an instrument to measure “expected” levels of performance against “actual” level of performance.

Each Unit Head was given a copy of relevant material from the *Book of Professional Standards in Higher Education*, published by the Council for the Advancement of Standards in Higher Education as reference material in developing their assessment activities. The Institutional Researcher (IR) addressed a meeting of the Unit Heads to describe the assessment process. Unit Heads then met individually with the IR for feedback with their mission statements, goals and objectives, and outcome measures. These efforts resulted in completion of the Student Services Support Unit/Area Reviews.

Reviews were completed for the following units: Admissions and Records, Financial Aid, Counseling and Advising, Student Activities, and the Health Center. (See sample on page 13 and complete assessment report in Appendix B-8.)
Office of the Chancellor
The units under the Chancellor include marketing, institutional research and fund development. The Marketing Officer developed a mission statement and objectives to conduct assessment of the unit’s effectiveness, concentrating on efficiency of services provided to the campus. Additionally, informal focus groups were convened to assess the qualitative aspects of marketing and publications (Appendix B-9). The Institutional Researcher worked with the Marketing Officer to design and implement a survey of Summer Session students to determine the most effective means of publicizing this income-generating segment of the College (Appendix B-9).

Academic Support
The Assistant Dean of Academic Support, working with the seven Unit Heads of the area, has established an Academic Support Budget Cycle (see page 28) consisting of distinct stages to the process beginning with input from users and proceeding through planning, budgeting and assessment stages. Although the services provided by the seven units may be distinctly different from one another, the budget cycle follows uniform procedures that are keyed to the campus planning, budgeting and assessment cycle. (Assessments data, Appendix D-4)

Administrative Services
The Administrative Services area initiated assessments for: Operations and Maintenance, Human Resources and Business Office. Administrative Services offered workshops and open forums for the staff, followed by meetings with unit heads to discuss unit functions. Each unit was asked to determine whether they were performing those functions efficiently and effectively through analysis of evidence. Each of the three units identified activities that were central to their mission and have started to capture data.

The specific areas of assessment are:
- Hiring Process: how well are we doing with respect to hiring civil service support staff?
- Financial Information: how effective and efficient are we in providing accurate and timely financial information to program managers for decision making?
- Facilities Maintenance: how can we improve the ongoing problem of water leaking into the buildings from roof leaks and damaged drainpipes?

The results of the Administrative Services unit reviews will be studied over a two-year cycle.
Sample of Support Area Assessment:
Student Services: Counseling and Advising Unit Assessment

Between February 18 through April 30, 2004, Counseling and Advising administered a two-page survey to students with scheduled appointments. The first page of the survey had a list of options from which the student could choose questions they wanted answers to and a second page that served as an evaluation of the session. Page one was completed prior to the student’s counseling session. At the conclusion of the counseling session, students returned to the waiting area and completed the second page of the assessment instrument, which was an evaluation of the session. Page two of the survey also included a section that allowed students to evaluate the counselor that they met with. Students could indicate their perception of the counselor's listening, understanding, and responding skills, and the general rapport that was established during the session.

A total of 1378 students signed in for appointments during this time frame. Of this number, 573 or 41.6 percent of the students completed the survey. (note: expected levels of performance/actual level of performance follow measure.)

1. Students surveyed will indicate either “yes” or “I think so” response to receiving the information for which they came (80% / 96%)
2. Students surveyed will indicate that they were satisfied with the counseling they received (80% / 100%)

Student Services plans to continue administering the survey and use the results to determine the types of professional development activities to conduct during the upcoming academic year. They will also look at the comments for improvement from students and initiate discussions during counseling meetings on ways to improve services to students.
**Fall 2004 Implementation:**
In the process of applying the Policy on Unit/Area Program Review, College leadership realized that expanding the approved assessment process into a meaningful program review would require some changes.

In August, the College engaged Julie Slark, Assistant Vice Chancellor of Educational Services, Rancho Santiago Community College District, as an assessment consultant to examine and evaluate our progress (report in Appendix B-5). After her visit, the College has re-thought its understanding of program review and the integration of reports, reviews, budgeting and planning.

The College needed to first determine its definition of “program,” and then to integrate instructional and support area assessment with student needs and achievement data. College Leadership developed a Program Review Model (Appendix B-2) to provide this integration and to guide decision-making at all levels of the campus.

In defining “program,” the College was most interested in how efforts culminated and influenced the whole student. Therefore, we defined “program” as our degrees. Initial energy focused on the Associate in Arts Degree (AA), Associate in Science Degree (AS) and Associate in Applied Science Degree (AAS). Another program defined is Continuing Education and Workforce Development, which as we continue to improve and refine the Program Review Model and process, will develop is own model for Program Review.

The components of revised program reviews are as follows:

- Program Overview: General Description and Mission
- Student Learning and Achievement: SLOs Assessment; Demographics; Student Needs; Enrollment Data; Transfer Numbers and Efficiency; GPA, Course & Program Completion; Retention & Persistence Rates
- Faculty and Staff: Response to Mission, Professional Development
- Curriculum: Innovations, Challenges, Issues, Trends
- Support: Technology, Library & Learning Resources, Facilities, Marketing, Equipment, Other Resources (Academic Support, Administrative Services, Student Services, Chancellor’s Office)
- External: Advisory Boards, Community Input, Job Outlooks, National Standards, Specialized Accreditation
- Summary
- Action Plan

A schematic of this revised Program Review Model, *Chart B*, is found on the following page, indicating that requests and initiatives from Program Review drives all Support Area reviews.
# Program Review

**AA, AS, AAS Degrees**

<table>
<thead>
<tr>
<th>Program Overview</th>
<th>Student Learning and Achievement</th>
<th>Faculty &amp; Staff</th>
<th>Curriculum</th>
<th>Support</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>SLO Assessment</td>
<td>Response to Mission</td>
<td>Innovations</td>
<td>Technology</td>
<td>Advisory Boards</td>
</tr>
<tr>
<td>Mission</td>
<td>Program &amp; Course SLOs</td>
<td>Professional Development</td>
<td>Challenges</td>
<td>Library &amp; Learning Resources</td>
<td>Community Input</td>
</tr>
<tr>
<td></td>
<td>Demographics</td>
<td></td>
<td>Issues</td>
<td>Facilities</td>
<td>Job Outlooks</td>
</tr>
<tr>
<td></td>
<td>Student Needs</td>
<td></td>
<td>Trends</td>
<td>Equipment</td>
<td>National Standards</td>
</tr>
<tr>
<td></td>
<td>Enrollment Data</td>
<td></td>
<td></td>
<td>Marketing</td>
<td>Specialized Accreditation</td>
</tr>
<tr>
<td></td>
<td>Transfer Numbers &amp; Efficiency</td>
<td></td>
<td></td>
<td>Other Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GPA, Course &amp; Program Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retention and Persistence Rates</td>
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</tr>
</tbody>
</table>

Input from above Program Review drives Support Area reviews and Long Range Planning on Technology & Info & Learning Resources

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## Support Area Reviews

- Student Services Area Review
- Academic Support Area Review
- Admin Services Area Review
- Chancellor’s Office Area Review
- Technology & Info & Learning Resources Committee

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## Analysis

Annual Review of Strategic Plan

## Action Plans

Prioritization and Budget Implications

## Strategic Plan

*Note: A similar model will be developed for Continuing Education and Workforce Development*
Analysis of the Results Achieved to Date

At the close of academic year 2003–04, 77% of all instructional program assessments (as defined by the FSPRC) had completed approved assessment activities and 89% of support units had completed area/unit reviews. The results were combined with student achievement data for the College’s evolving Program Review.

<table>
<thead>
<tr>
<th>Support Areas</th>
<th># of Units</th>
<th>Forms Created</th>
<th>Forms Approved</th>
<th>% approved</th>
<th>Data Collected</th>
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<td>Chancellor Office</td>
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<td>1</td>
<td></td>
<td>33%</td>
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<tr>
<td>Academic Support</td>
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<td>7</td>
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<td>Student Services</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>5</td>
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<tr>
<td>Administrative Services</td>
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<td>100%</td>
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<td><strong>Totals</strong></td>
<td><strong>18</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
<td><strong>89%</strong></td>
<td><strong>16</strong></td>
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<table>
<thead>
<tr>
<th>Instruction Program SLO Assessments</th>
<th>Forms Created</th>
<th>Forms Approved</th>
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<th>Data Collected</th>
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<tbody>
<tr>
<td>Accounting (AS, CA)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Auto Tech (AAS, CA, CC)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
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<tr>
<td>Business Foundations (CCp)</td>
<td>Y</td>
<td>Y</td>
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<td>Business Technology (AS, CA, CC)</td>
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<td>Digital Art (ASC)</td>
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<td>Digital Media (AS, CC, CCp)</td>
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<td>E-Commerce (CCp)</td>
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<td>Food Service (AAS, CA)</td>
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<td>Hawaiian Studies (ASC)</td>
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<td>Human Srvc-Subs. Abuse Counseling (CC)</td>
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<td>Info &amp; Computer Science (AS, CC)</td>
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<td>Music (ASC)</td>
<td>Y</td>
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<td>Y</td>
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<td>Philippine Studies (ASC)</td>
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<td>N</td>
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<tr>
<td>Pre-Business (ASC)</td>
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<td>Y</td>
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<td>Supervisory Management (AAS)</td>
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<td><strong>17</strong></td>
<td><strong>77%</strong></td>
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*AS* = Associate in Science Degree  
*AAS* = Associate in Applied Science Degree  
*ASC* = Academic Subject Certificate  
*CA* = Certificate of Achievement  
*CC* = Certificate of Completion  
*CCp* = Certificate of Competence

The College has made substantial progress in AA general education outcomes and AS and AAS competency SLO assessment. The level of sophistication of assessment instruments is uneven, with some requiring more work and refinement.

For Support Areas, during this initial implementation, assessment activities were based on their own specific objectives; however, with the publication of the *2004 Program Review Fact Book* in September, the next assessment cycle will be driven by the prioritized requests and new initiatives of
the AA, AS, and AAS degrees Program Review findings. Academic Support has also developed and employed a strong conceptual framework for linking assessment, planning, budgeting and looping back to assessment, as discussed in Recommendation #5, page 28. All support areas will use this model for the next cycle of assessment.

Although we decided to re-think our program review model where we are now is a clear evolution from the 1996–2000 program review and the one that was planned for this report. Elements from IR regarding student achievement were to be combined with SLO data. In addition, however, the College saw the need to enlarge this effort by providing more context all of which is reflected in the headings in the revised Program Review (page 15).

By focusing on the degree programs, which represent the culmination of the LCC’s efforts, the College can best answer the question “Is Leeward preparing students for academic success, for community involvement, and for workplace preparation?” The information will tell us what kind of students we are graduating and how successful and prepared they are in the transfer market, the workplace, and the community. Program reviews will show the total impact of our academic mission on the student.
Additional Action to Be Taken

The process of assessment and Program Review is one of continuous change and improvement. In addition to assessing academic performance, when completed, our review of the degree programs will include an assessment of trends in the AA, AS, and AAS degrees across the country, trends in academic fields, facilities adequacies, transfer rates of our students, student needs assessment, staffing levels, grants, professional development and other indicators that help give us the complete picture of the performance and the needs of the degree programs.

The College is committed to the following actions to insure effective implementation:

1. The revised Program Review model will be shared with the campus community via dialogue sessions. The intent of these sessions is to build a common understanding of the terms, processes, and reasons for re-conceptualizing our existing model. These actions are needed to ensure the viability and buy-in by faculty, staff, and administrators. Peter Quigley, Chief Academic Officer, is scheduled to hold the first of these sessions on September 17 and 23, 2004.

2. The next assessment cycle will be driven by the prioritized requests and new initiatives of the AA, AS, and AAS degrees Program Review findings. During this initial implementation, all support areas participated in assessment activities based on their own specific objectives; however, as the campus embraces the revised Program Review Model, the supporting area reviews will be driven by the findings of the Program Review of the College’s degree programs and will use the model generated by Academic Support (page 28).

3. The approach to instructional program assessment includes an incremental, rotating cycle of SLO assessment, as indicated in Chart C below. This approach will be reviewed by the current FSPRC in the next academic year.

4. The College plans to expand the scope of the instructional program assessment to include common data elements based on student progress and achievement. For example, in addition to the SLO data that the programs have collected, some of the A.A. degree program areas may be able to use the results from the Academic Profile Test from ETS (that was given to LCC students in May 2003) as part of their analysis.
5. The College will identify specific AAS SLOs and submit them to the Faculty Senate for review and endorsement. Plans are to include them in the 2005–2006 Catalog.

6. The College will incorporate data from the UHCC Institutional Research cadre into its 2005 Program Review. The cadre has identified a package of data to be made available for comparison (sample of data elements of UHCC Data Portfolio in Appendix B-10). Actual delivery of this data is expected during the AY 2004-05.

7. Support Areas will emulate the patterns established by Student Services and Academic Support, utilizing the planning and budget cycle developed by Academic Support.

8. During the fall 2004 semester, the next stage of the program review process is for programs to analyze the actual data that were collected and create plans of action. This analysis process will provide substantiation data for budget action item requests.

9. In May 2005, after program review has been working for two cycles, the administrative team and the Faculty Senate will evaluate the progress of the College in achieving the aims of the review policy and make recommendations for altering the process if necessary.

10. As the College continues to refine the assessment and review process, we will be evaluating tool sets and looking at the best way to gather pertinent information and data. The College will specifically explore the relative benefits of the Community College Survey of Student Engagement. The survey could provide a benchmarking instrument for comparison to national norms on educational practice and performance by community colleges and may serve as an aid in identifying areas in which the College can enhance students’ educational experiences.

11. The College also developed a series of questions to gather student needs data through COMPASS testing. These questions will be added to the next round of testing in November 2004 to continue to increase our sources of data.
**Section II B**
Response to the Request of the Commission in the Action Letter: Integration of Program Review with Institutional Planning

**The Recommendation**

**Recommendation # 3:** In order to ensure that program review is incorporated into institutional planning and resource distribution processes, Leeward College and all of the Hawaii Community Colleges/University of Hawaii System need to develop expectations that the institution engage in program review as part of ongoing review of institutional effectiveness, plan for improvements and incorporate those plans into strategic planning and resource distribution processes for the community college system. *(2003 Focused Midterm Visit Team Evaluation Report, page 8)*

**Concerns of the Visiting Team**

The institution does not appear to have developed strong links between its program review process and other institutional planning efforts. Indeed, system wide, there appears to be insufficient understanding of and support for college assessment of effectiveness, institutional planning for improvements, and resource allocation. *(2003 Focused Midterm Visit Team Evaluation Report, page 2)*

**Action Taken on the Recommendation to Date**

**System Overview**

Leeward Community College utilizes the State of Hawai‘i’s Planning, Programming and Budgeting System (PPBS) that combines planning with allocating and expending funds on specific projects, with emphasis placed on performance. PPBS has a very complex structure designed to centralize and formalize the budget process. Individual department budget requests undergo detailed analysis by the Department of Budget and Finance, which is the central agency designated to make recommendations to the Governor.

The budgeting process is spread over a two-year period due to a biennium budget calendar. The budget is implemented on July 1 of odd numbered years. Any supplemental appropriations resulting from program changes and workload requests are submitted to the Legislature during even-numbered years.

Internal University of Hawai‘i budget preparation procedure guides the development of the college’s budget request. After receiving the Board of Regent’s policies and procedures and the University’s Budget Instructions, the College begins to build its budget requests by soliciting input from faculty, staff, students, administration, and community groups via the Leeward Community College Strategic Plan. This plan sets campus priorities and is based on the UH System Strategic Plan and the UH Community Colleges Strategic Plan. The UH Community College system developed its own overarching conception of system integration of assessment, planning and budget, which is included in Appendix C.
College Integration of Assessment, Planning and Budget

After the initial creation of the Leeward Community College Strategic Plan 2002-2010, the campus determined that a yearly revisit, based on the assessment results of the previous year's action plans, would be an effective way to accomplish our goals and objectives. The annual revisit in January makes the plan a continuously evolving one that supports changing student and community needs.

At the beginning of each Spring semester since 2003, programs, areas, units, and disciplines have been asked to submit action plans that were compiled and made public through an Open Forum, email distribution and posting on the Strategic Plan website, http://emedia.leeward.hawaii.edu/sp/.

In March, the action plans were prioritized by campus vote. Each action plan specifies the following:
- the nature of the action,
- the rationale,
- intended results and how they will be assessed,
- the fiscal impact, and
- the source of funding.

The results of the prioritization were forwarded to the campus' governing bodies, the Faculty Senate and Campus Council, for review. The administrative team used the list of priorities to shape the budget, which was forwarded to the UHCC and UH System for reprioritization. The budget was then returned to the College for review and shifting of resources before it was submitted to the state legislature.

Analysis of the Results Achieved to Date

As the vision of this cycle evolved, the College has developed a more integrated understanding of the process. The cyclic process begins and ends with a strategic plan, based securely on the College's Mission Statement. Program Review, which became part of the college’s institutional planning cycle in Spring 2004, provides the College with data from which to design appropriate action plans for the yearly revisit of the Strategic Plan. Outcome statements and reported assessment results are detailed in the previous section on Program Review.

Course Assessment has also begun, with more than 80% of the courses posting student learning outcomes on Curriculum Central, the College’s online database that contains all core outlines for all courses offered on campus. Each discipline has developed a schedule for review of their courses within a six-year cycle (Appendix B-4).

These assessment activities are becoming central to the College’s institutional planning. Program Review and course assessments have been scheduled to run throughout the academic year, with results forwarded to the College’s Institutional Researcher.

Feedback collected through these assessment processes, along with student achievement data, will guide programs, areas, units, and disciplines to create new plans to be carried out in the subsequent academic year.
The schematics on the following two pages show the integration of these activities. *Chart D*, on page 23, shows the on-going cycle of assessment, planning and budgeting. *Chart E*, on page 24, places this information in the 2003–2007 timeline.

**Additional Action to Be Taken**

1. In Spring 2005, the annual revisit of the *Strategic Plan* will stipulate that highest priority be given to those action plans based on program review and course assessment results; therefore, the results of program review are becoming the driving force for strategic planning and resource allocation.
Integration of Assessment, Evaluation, and Planning Cycles

LCC STRATEGIC PLAN
2002–2010

IMPLEMENTATION
of Action Plans and Assessment of Results

to Legislature
October

CAMPUS Re-View of Budget
Shift Resources & Priorities

UH System Review
UHCC Review
May-June

ANNUAL BUDGET PLANNING
April

PROGRAM REVIEW
AA, AS, AAS Degrees
Prioritized Requests and Initiatives

Support Area Reviews
Prioritized Requests and Initiatives
Student Services Area Review
Academic Support Area Review
Admin Services Area Review
Chancellor’s Office Area Review

ANALYSIS
program review data
course assessment data
institutional effectiveness data
December-January

ACTION PLANS
Submitted for Annual Review
of Strategic Plan
January

Discussion, Prioritization
and Budget Implications
February-March

Chart D
Integration
Leeward Community College
Planning and Resource Allocation Timeline

State Biennium Budget Cycle - Request for Additional Funding (General)

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<td>Fiscal Year 2005-2006</td>
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| Expended Funds | Expended Funds | Expended Funds | Expended Funds |
| Legislative Process | Legislative Process | Legislative Process | Legislative Process |
| Submit to B&F, Legislature | Submit to B&F, Legislature | Submit to B&F, Legislature | Submit to B&F, Legislature |
| Submit to UH Budget Office | Submit to UH Budget Office | Submit to UH Budget Office | Submit to UH Budget Office |
| Submit to UHCC for consolidation | Submit to UHCC for consolidation | Submit to UHCC for consolidation | Submit to UHCC for consolidation |
| Prioritize Action Plans (PCRs) | Prioritize Action Plans (PCRs) | Prioritize Action Plans (PCRs) | Prioritize Action Plans (PCRs) |
| Assessment of Action Plans from Prior Year | Assessment of Action Plans from Prior Year | Assessment of Action Plans from Prior Year | Assessment of Action Plans from Prior Year |

Internal Annual (Re)Allocation Budget Cycle (General and Tuition & Fee)

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<td>Submit of Action Plans</td>
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<tr>
<td>Program Review</td>
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Note:
Funding for Action Plans can be obtained through internal reallocation or through the State’s Biennium Budget request cycle.
The State Biennium Budget Cycle is a two year request. Funding requests in the supplemental year are for unforeseen emergencies.
Internal reallocation request can be funded the following fiscal year. Programs should identify where funds are being reallocated from.
Action Plans from Program Reviews or the Strategic Plan should be consolidated in a single campus prioritization process.
Additional revenues such as tuition increases or decreases in assessments can be a source for reallocation.
Section II C
Response to the Request of the Commission in the Action Letter:
Technology and Information and Learning Resource Planning

The Recommendation
Recommendation Five: “The team recommends the college formalize its planning procedures in the areas of technology and information and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, planning for the acquisition and maintenance of educational equipment and materials, ensuring accessibility of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services.” (2003 Focused Midterm Visit Team Evaluation Team Report, page 9)

Concerns of the Visiting Team
In its Evaluation Report for the Focused Midterm Visit, the visiting team expressed its concerns about the College’s efforts in developing policies and procedures to ensure adequate technology and learning resources for the College. The timeline for planning and the implementation timetable were unclear.

Furthermore, this team believes that planning for technology and learning resources should be integrated into institution-wide evaluation of effectiveness and resource distribution processes. Until the college develops adequate processes for program planning, technology planning efforts may lack critical information about programs’ technology needs. (Team Evaluation, pages 9-10)

Action Taken on the Recommendation to Date
For the areas of technology and information and learning resources, the College initiated a dual approach in response to the midterm report and visit:

1. Creation of a newly formed committee tasked with guiding campus-wide, long-range planning in technology and information and learning resources (Charge Memo: Long Range Plan for Technology and Information and Learning Resources, Appendix D-1)

2. Development of a formalized planning and budgeting cycle for all Academic Support units based on input from Program Review

Both are tied together through the College’s strategic planning and assessment activities.
**Long-Range Plan for Technology and Information and Learning Resources**

In September, the Committee to Develop a Long-Range Plan for Technology and Learning Resources was established to provide broad-based input for institutional planning and policies in the areas of technology and information and learning resources. The committee will determine what kinds of evidence must be compiled, documented, and maintained in order to monitor and determine whether the resources and support provided by the College are designed to meet the needs of learning, teaching, college-wide communications, and operational systems.

The committee will respond to program review input, facilitate dialogue, and feed into the strategic planning process. The committee’s work will also ensure that the College’s long-range plan is in general alignment with the UH System Strategic Plan for Information Technology 2000 (http://www.hawaii.edu/spit/spit2000.html). The Chancellor’s charge calls for a long-range plan to be approved by faculty Senate and Campus Council by November 2005.

**Formalized Planning for Academic Support**

The Academic Support units responsible for providing primary information and learning resources to the students, faculty, and the institution are: the Educational Media Center (EMC), Information Technology (IT) Group, Learning Resource Center (LRC), and the Library (descriptions and functional statements for each unit in Appendix D-2). Together, these units are responsible for the centrally budgeted portion of the College’s Information and Learning Resources, including the Technology Fund.

The first step in formalizing planning procedures was clarification of the Technology Fund. In 1999, the College designated a line item of $100,000 in its annual operating budget for a Technology Fund, to build and maintain the campus-wide information and technology infrastructure. In 2001, the Technology Fund was increased to $200,000, but has yet to be fully funded, due to budgetary constraints. Campus computer labs, campus-wide software licensing, network infrastructure, and computer servers are typical items covered by the Technology Fund. At the beginning of Fall 2004, an interim policy outlining the use of the Technology Fund was distributed to the campus via email, the Campus Bulletin and online posting (Appendix D-3).

The Technology Fund does not cover areas of information and learning resources that are the responsibility of each individual instructional division, which are individually budgeted and assessed through other processes. Each instructional division is allocated operational funds, including general funds supplemented by summer session earnings. Each division is given the autonomy to spend and prioritize the use of these funds, which may be spent on division computers that are not paid for by the Technology Fund. Faculty and staff consider technology and learning resource implications for themselves and their programs and address changing needs by submitting appropriate Action Plan items to the strategic planning process.

The next step was the development of a strong conceptual framework for linking assessment, planning and budgeting for Academic Support units. This plan was developed in Spring 2004 and implemented for fiscal year 2004–2005.
Each major unit in Academic Support selects technology, information, and learning resources and equipment to help the area fulfill its function within the broader scope of the mission of the College. All Academic Support units obtain input on their adequacy and sufficiency throughout the academic year in various forms, including the following:

- Program Reviews
- Examination of UH, UHCC, and LCC Strategic Plans
- AS Unit Reviews including user data, satisfaction and user surveys, faculty, staff and academic area input
- Advisory Committees
- Open Forums
- State/National Research Data

Input is used for planning and budget development. Actions are developed based on the analysis of data provided by input mechanisms during the Spring semester of each academic year. Each proposed action addresses changes that are necessary in processes or structures and includes budget impact, links to LCC’s Strategic Plan, and measures for assessment.

Under the leadership of the Assistant Dean of Academic Services, unit coordinators discuss and prioritize their proposed actions for resource allocation at the end of the Spring semester. Resolution of budget issues is by consensus where possible, followed by majority opinion, with the Assistant Dean responsible for final allocations. Budget requests fall into the following categories:

- Current Academic Support service base
- Additions to current Academic Support service base
- External funding such as grants and contracts
- Submission to LCC Strategic Plan for campus prioritization
- Deferred (prioritized listing should funding become available)

Budget assessment occurs after the close of the fiscal year in July and August. Evaluation is based on an examination of the action plan, funding, and measures of effectiveness.

The next assessment cycle will be driven by the prioritized requests and new initiatives of the AA, AS, and AAS degrees Program Review findings. During this initial implementation, Academic Support units’ assessment activities was based on their own specific objectives; however, as the campus embraces the revised Program Review Model, these reviews will be driven by the findings of the Program Review of the College’s degree programs.

The following planning and budgeting cycle (Chart F on page 28) was created in response to ACCJC’s recommendation that the College formalize these procedures. The first two steps of the cycle, receiving input and planning, have already been implemented. Budget consolidation and budget assessment still need to occur.
ACADEMIC SUPPORT AREA PLANNING & BUDGET CYCLE

UNIT PROCESSES

Input
- Strategic Plans
- Program Reviews
- Unit Reviews
- Committees
  - Advisory
  - College
  - Special Interest
- Forums
- Surveys
- User Data
- Staff Input
- Research
  - State/National Data
  - Standards

Planning
- Long Term Plan
  - Goals
- Annual Plan
  - Goals
  - Objectives
  - Actions

Budget Development
- Goals
- Objectives
- Actions
- Funding
- Measure

AREA PROCESSES

Budget Consolidation
- Area Meetings
  - Budgets
    - Current Services
    - Budget
    - External Funding
    - Staffing Plan
    - LCC Strategic Plan
    - Item
    - Deferred
    - Prioritized List

Assessment
- Interim Assessment
- Variance Reports
- Budget Adjustments
- Summative
- Assessment

Chart F
Area/Unit Planning and Budget Cycle
EXAMPLE FINDINGS  
ACADEMIC SUPPORT UNITS

During Spring 2004, all Academic Support units generated mission and functional statements and developed a 3-year plan (Appendix D-5) based on an assessment of their sufficiency, equipment and material acquisition, resource accessibility, staffing, financial support, outside agreements, and effectiveness. Assessment data from all units is included in Appendix D-4. The following are example findings from each category.

Sufficiency of Information and Learning Resources

The sufficiency of resources in Academic Support units is determined through analysis of user data, surveys, input from faculty and open forums.

A. The EMC annual survey administered to the campus showed equipment to be sufficient and reliable. The average response for “The equipment checked out from the EMC is available when I need to use it” was 4.35 on a 5.0 (strongly agree) point scale.

B. The 2004 “Library User Satisfaction Survey” generated an average response of 4.1 a 5.0 (strongly agree) point scale to the question, “Library resources and materials generally meet the needs of my research topics.”

Acquisition and Maintenance of Educational Equipment and Materials

All Academic Support units use data and assessment analysis to determine acquisition of educational equipment and materials. Through user surveys, the units gauge program needs related to the sufficiency of their respective IT and learning resources. In addition to assessment data, the Academic Support units incorporate national standards, industry recommendations and other guidelines to aid in the planning for the acquisition of educational equipment and materials.

A. In the Library, the evolution of the University of Hawai‘i System library use policies and software system, coupled with the impact of the Banner student management system, required software and hardware updates for some of the staff’s computers. The updates and repairs are being worked on through the cooperative efforts of the systems librarian and the campus’ IT staff.

B. Usage of the LRC computer lab is tracked via TutorTrac software. Data indicates a significant increase in student demand and use in the past year. This data, combined with inventory statistics, will be included in the LRC annual assessment and review, with the intention of requesting additional computers.
Accessibility of Information and Learning Resources

All Academic Support units post their hours on the College’s website or distribute this information by email, flyers, and the Campus Bulletin.

A. Through user data and surveys, Information Technology determined the need for night hours for the IT Help Desk, and subsequently expanded operating hours by internal reallocation of funds.

B. The Library recently revised its web site, providing improved access to the online catalog of the University of Hawaii system and 24/7 access to a suite of electronic full text journal article databases, electronic books, college catalogs, study guides, tutorials, and selected subject-specific internet resources.

Professionally Qualified Staff

All Academic Support Unit assessments reflect the need for additional staffing. The need for additional staffing for the KI program, LRC, IT, EMC and the Library will be based on data from review process with requests submitted through the strategic planning process.

Sufficient and Consistent Financial Support

The Academic Support Area budget, like the entire campus's budget, has essentially been flat for the past five years. All AS units are in need of additional financial support, however, there has not been any major reduction in funding.

Formal Agreements with Other Institutions and Other Sources


A. The EMC has a number of agreements with outside agencies, including Olelo, HENC, LEI Aloha, Title III, and the Carl Perkins Vocational and Technical Education Act funding.

B. IT has established the Microsoft Open License Program (MOLP) with Microsoft Corporation, an agreement that allows LCC to purchase software licenses for various Microsoft products at a reduced rate. UH Manoa also established a WSCA contract with Dell Computers, which allows LCC to purchase computers at a reduced cost.

C. The Library has formal agreements with University of Hawaii libraries to assure system-wide access to information and service and cost-sharing of information through consortia purchasing of resources. LCC Library is also a partner with the Hawai‘i Library Consortium in a statewide subscription to electronic databases.
Effectiveness of Learning and Information Resources and Services

A. EMC surveys their client-base for effectiveness in the following programs and services: Educational Technology, Technology Mentoring, Copy Center, Distance Education, Video Production, and INTEC Services. (Appendix D-4).

B. Satisfaction surveys from the CCL lab/classroom users have led to the replacement of older furniture and changes in classroom lighting to accommodate computer projection systems.

C. The LRC has installed software to monitor student usage and track student success. Supplemental Instruction thoroughly documents student participation in its program and correlates results with student success. To date, results indicate that students participating in SI show an average increase of .5 to 1 in course GPA, and tend to persist (reenroll) at higher rates than other students. The LRC is also designing an assessment procedure using Banner information to determine effectiveness of the tutoring service.

D. In response to the Library’s student focus group, the Library established a multimedia study area and now provides wireless laptop computers. The Library will plan both student and faculty focus groups to define additional needs and strategies.

Analysis of the Results Achieved to Date

The College has taken substantive action in the area of planning for technology and information and learning resources. The development of 3-year plans by the individual Academic Support areas and the newly-charged Committee to Develop a Long-Range Plan for Technology and Information and Learning Resources are steps that the College has taken to ensure adequate processes and resources for program and technology planning. Support Unit/Area Review findings are now central to the discussion and prioritization of action plans.

Additional Action to Be Taken

The College has taken action to insure that both short- and long-range campus needs in technology and information and learning resources are appropriately addressed. To continue

1. The Academic Support units will continue to assess their services and activities to determine areas of improvement and will use their results to create action plans. These will be prioritized by Academic Support unit heads and their Assistant Dean through the current AS service base, or will be funded externally through grants and contracts.

2. The Committee to Develop a Long-Range Plan for Technology and Information and Learning Resources will develop a campus-wide plan that is not restricted to areas under Academic Support.
Response to the Request of the Commission in the Action Letter: Efforts to Fill Administrative Positions

Concerns of the Visiting Team

The current administrative structure for the 2003-04 academic...includes four acting position and one temporary part time acting position, out of nine positions. More than fifty percent of the positions are filled by a temporary staff. ("Focused Midterm Visit Report, 2003", 6)

In addition, the Commission wishes to express its concerns that the stability of the administrative structure of Leeward Community College remains uncertain, despite college efforts to improve working conditions. ("Warning Letter," 1/23/04)

The evaluation team report cites the College's attempt to ameliorate this situation through a variety of actions, such as improved evaluation process, proposed increase in number of administrative positions and improved on-the-job-training for administrators. At the time of the team's visit, the UH system had delayed the hiring of the Dean of Instruction.

Status of Administrative Positions

With the hiring of the Dean of Instruction/CAO effective July 1, 2004, the Interim Dean of Instruction returned to his permanent position as Assistant Dean. At that point, two of the interim positions become permanently filled and the College had reduced the number of temporary positions, from 5 to 3.

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* as approved by the Faculty Senate on March 5, 2003
** pending approval of College Reorganization

note: October 2003–date of ACCJC Team Visit
**Additional Action to Be Taken**

During 2002–2003, a proposed administrative restructuring was discussed and reviewed by the campus. At that time, the College's governance groups approved the restructuring from the “Deans” level and up. However, details of the reorganization proposal brought many concerns to light. To address these issues, the entire campus is currently engaged in a thorough review of a proposed reorganization.

The campus governance organizations are committed to completion of the reorganization process, with campus approval by January 2006.
# APPENDICES

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University of Hawai‘i
Leeward Community College
PROGRESS REPORT
to the ACCJC
September 9, 2004

APPENDICES
Leeward Community College
Team Evaluation Report for
Focused Midterm Visit

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Leeward Community College on November 14, 2003

Barbara Beno, Chair
Joseph Richey, Commissioner
Team Evaluation Report for  
Focused Midterm Visit

I. Introduction

A two-member team visited Leeward Community College on November 14, 2003, to validate the institution’s Focused Midterm Report submitted on November 1. The team found an institution that had focused considerable effort and resources on responding to the recommendations of the 2000 visiting team, that had made considerable progress, and that has a noticeably strong commitment to achieving excellence in education.

The college staff worked hard to develop and implement strategies for institutional improvements. Immediately after the 2000 visiting team left the campus, the college president established seven Accreditation Implementation Committees (AIC’s) and an Oversight Committee to address each of the team recommendations and coordinate responses. These committees developed institutional responses to the team recommendations, and ultimately helped to draft the Focused Midterm Report. They also played a considerable role in developing an institution-wide commitment to accreditation as a means of quality improvement.

The team observed a staff with a good deal of knowledge about accreditation standards, institutional efforts to improve, and professional concern in ensuring Leeward Community College maintains its status as a high quality institution. Each AIC chair or representative proved helpful and informative as the team conducted its evaluation. The college president is to be commended for his leadership in communicating the role of accreditation in institutional quality-improvement, and for motivating the college staff to such a strong commitment to improvement. The college is developing a nascent but sound culture of assessment and improvement.

In preparation for the visit, the college compiled a number of useful evidentiary supporting documents to support its Focused Midterm Report as well as an excellent meeting schedule for the evaluators that enabled them to discuss college progress with faculty, staff and administrators that were participants in the AIC’s. The team was warmly received with aloha spirit, and began its visit with a tour of the campus and some of its most interesting programs. Finally, a number of key individuals provided clarifying and detailed information on program review in response to an email inquiry sent by the team a few days after the visit.

The team found the college to have made some substantial progress toward addressing most of the commission’s recommendations. In some cases, the progress is substantial and has been done in a manner that is commendable. In other areas the college is still developing an adequate plan of action, or in the process of implementing that plan.
However, the institution still suffers from significant administrative instability created by both the system-wide reorganization, and the subsequent reorganization required at the college. It appears that the UH system process for reviewing and approving requests to advertise is quite slow and has contributed to the large number of administrative vacancies (filled in most cases by persons temporarily assigned) that remain at Leeward College. The UH system is also having difficulty developing a consistent practice of salary placement for administrative staff.

Furthermore, although it has developed a policy for program review that has excellent “buy in” among college staff, Leeward College has yet to develop and implement an appropriate program review process that provides useful data on institutional resource-use, on student achievement and on student learning outcomes. The institution does not appear to have developed strong links between its program review process and other institutional planning efforts. Indeed, system wide, there appears to be insufficient understanding of and support for college assessment of effectiveness, institutional planning for improvements, and resource allocation.

This team has made three new recommendations to Leeward College to address areas where the college is still having difficulty full meeting Commission standards. These recommendations appear in blue to distinguish them from the recommendations of previous teams.

II. Team Findings on College Progress in Addressing Recommendations Carried Over from the 1994 Team Report

First Recommendation: “The Team recommends that the college clearly define the role of all constituencies on the Campus Council.”

This recommendation followed a recommendation of the 1994 visiting team that the college “develop and implement a written policy that articulates a decision making process that is representative and that clearly states the role of faculty, support staff and students.”

During the 2002-03 academic year, Leeward College drafted, reviewed and adopted new policies entitled *The Shared Governance Policy* and *Principles of Shared Governance* after approval by the Faculty Senate and the Campus Council. The policies provide clear roles for all campus constituencies. The policy was distributed widely to all campus members and placed in the FYI Guidebook, a staff handbook.

Team discussions with the Faculty Senate leadership and Campus Council leadership indicated that the policy has effectively delineated roles of the council and the Senate. Staff also indicated that there had been much formal and informal work done to resolve longstanding misperceptions about the historical roles of the Senate and Council in the governance process. Staff and administrators indicated that there is now an effective governance process in place that supports the goals and objectives of the institution.
In a second document prepared in response to this recommendation, the AIC developed a Report on the Relationship of the Faculty Senate to the Campus Council and a Description of Campus Council Constituencies. This document carefully articulates the difference between shared leadership and shared governance:

“Shared leadership is the act of decision-making and is carried out by those authorized to make decisions. Many leadership decisions are embedded in various positions of authority throughout the college. Shared governance is the process by which leaders and decision makers exchange ideas with those affected by the decisions.”

The team commends the college for its elegant and effective means of addressing this long-standing recommendation. The college has fully addressed this recommendation.

Second Recommendation: “The team recommends that the curriculum review and revision be made a systematic and cyclical process with the goal of assuring academic rigor and integrity in all courses and programs.

The AIC assigned to this committee began its work in September 2001, to develop a policy on Curriculum Revision and Review. This policy was approved by the Senate in December 2002 and the President in March 2003. The college began to immediately implement the policy, which called for each division to review all of its courses on a regular six-year cycle, to insure accuracy of the core outlines (outlines of record), their academic integrity, rigor and currency, and continued articulation. Where core outlines are found to need revision, they will be revised within the same semester and referred to the Curriculum Committee for approval. This strong policy essentially prompts swift action to make needed improvements, and addresses well the institution’s need to have a systematic and cyclical process for reviewing curriculum. It does not address (nor was it designed to address) the issue of academic rigor and integrity. The college Progress Report indicates that the task of “assuring academic rigor” and integrity remains a faculty responsibility and “will be addressed by the disciplines.”

The team reviewed the college’s excellent, on-line database system for filing and retaining core course outlines, called Curriculum Central. The on-line core outline provides extensive information about each core class. Access to the core outline for purposes of revision is restricted; only the curriculum committee approved changes can be entered into the outline. All data is archived, so the institution can traces changes to the core outline over time. The database has a tickler function that alerts the institution when an outline is due for a review (every six years) and maintains a log of outline changes.

In order to complete this database, the institution asked faculty to complete student learning outcomes for every course by the end of the spring 2003 semester. The institution declared an amnesty period for three weeks at the end of the semester during which learning outcomes could be entered without the usual Curriculum Committee review. In an email from one faculty member, the team was informed that the faculty of
each discipline reviewed and debated these SLO’s before they were entered into the database. By the end of the amnesty period, 90% of the courses had developed student learning outcomes.

This team’s review of some of these SLO’s indicate they vary in quality: some are closer to course objectives (what will be covered) than to a description of what the students will learn. The team was told that a more careful review of the quality of these learning outcomes will be done when each course comes up for its six-year review.

The college has now standardized the faculty process for ensuring all students receive an accurate course syllabus from their instructors. All faculty are required to use Curriculum Central to produce syllabi, and are permitted to individualize only the sections of the core course outline that deal with the chosen texts or course materials, and the grading procedure and expectations. All other syllabus content, including course content and student learning outcomes, is generated from the core course outline. In fall 2003, division chairs and coordinators were required to compare core course outlines with individual syllabi and to bring into alignment any syllabi that did not reflect the core elements of the core course outline. Eighty-two percent of the classes offered had aligned course syllabi with core outlines of record. The remaining syllabi will be brought into compliance during the spring 2004 semester.

Curriculum Central is a significant advancement for the college: it retains all core course outlines in secure electronic format but makes them available to anyone logging on to the college web site, so students and faculty can easily access them. The new procedure that assures all syllabi follow the course outline will assist students and faculty alike.

The college has yet to complete a review of the student learning outcomes and the rigor of same for each core class and to devise a means of insuring the rigor in each class section. In order to completely implement the new policy, the college will have to insure that each core course is reviewed every six years. Since the college has not reviewed core courses on a regular schedule in the past, there will be significant work to catch up this review.

The team urges Leeward College to continue its work on establishing student learning outcomes for each course that are of appropriate rigor, in developing strategies for measuring student learning outcomes, collecting and analyzing data on student learning and using the results to evaluate institutional effectiveness and to plan improvements to courses and programs.

The institution’s report to the Commission stated the college believed the revisions to the curriculum and syllabus review processes would be an important factor in assuring academic rigor and integrity in courses and programs (page 5 of the Interim Report). College staff, during team interviews, indicated the college has yet to address its grading policy, which has been a long standing area of college concern and visiting team concern related to academic rigor and integrity.
Leeward College presently provides for the regular range of grades from A to F, for Withdrawal, Audit and Incomplete. It also provides for a grade of “N”, which is defined as follows: “N is used to indicate that the student has made progress in the course (learning has occurred) and demonstrated sustained effort, but has not reached a level of accomplishment which will allow for an evaluation.” This grade appears to be an option to the “F” grade (“less than minimal passing achievement”) or the “I” grade. Interviews with faculty indicated that faculty may use the “N” grade at their discretion. For example, one faculty stated s/he uses the grade in cases of emergency, when someone has a family emergency, or becomes ill. This team believes the “N” grade warrants careful re-examination by the college. The Standards require institutions to provide courses that have appropriate rigor, and to assess student learning. The “N” grade appears to indicate that student learning is not assessed, or occurs at too low a level to assess. The fact that the grade is awarded at the faculty member’s discretion, rather than under criteria established by policy, creates the possibility of unequal treatment of students or the perception of same. This issue has been raised by the 2000 and 1994 visiting teams as a concern and remains unaddressed. This issue affects institutional integrity (Standard II.A.1.c.) and necessitates a new team recommendation:

**Recommendation 1:** The College should hold its planned Spring 2004 review of the “N” grade and either discontinue the use of the grade or define it to be clearly applied after instructor assessment of student learning, and assure that it reflects a unique amount of learning that is distinguishable from the “F” grade. The College should also establish and implement a policy defining when the “N” grade may be used so that all students are treated fairly.

**Third Recommendation:** The team recommends the college analyze factors that may be contributing to administrative instability and turnover, and develop appropriate local responses.”

The AIC charged with addressing this issue made a number of recommendations designed to address instability, including providing administrative pay increases and benefits, improving OJT and internships for would-be administrators, providing better evaluations designed to help administrators improve, and relieving heavy workloads and stressful work conditions through acquiring additional staff. Administrators are encouraged to spend one day per week out of their offices to allow for concentrated and undisturbed work. The college has developed an evaluation system designed to improve the utility of evaluations.

The University of Hawaii has not implemented a new salary schedule to provide all administrators with a salary increase; it appears the University commitment to improving salaries for all groups has met the reality of budgeted funds. Unfortunately, the University created some disparities when it was able to pay newly hired administrators a higher salary but was unable to compensate existing administrators. The University needs to address its practices which appear to create disparities that are not based in performance or responsibilities – two of the more usual rationales for setting salary scales.
The college has developed a reorganization plan to address its administrative capacity issues. This plan was submitted to the University of Hawaii system earlier this fall, but has recently been returned to the college for some corrections. Without system approval of the reorganization plan, and subsequent timely review of the plans to advertise and fill vacant administrative positions, the college will be facing another academic year with unstable administrative leadership.

The current administrative structure for the 2003-04 academic year remains “unstable.” It includes four acting position and one temporary part time acting position, out of nine positions. More than fifty percent of the positions are filled by a temporary staff. Some of these positions are filled on a temporary basis because the assigned individuals have been moved to another, higher level administrative vacancy. The system’s delay in permitting the position of Vice Chancellor to be approved and advertised has resulted in some of the job shuffles. The campus is still awaiting system approval for the position of Dean of Planning, Policy and Assessment. The college believes this position to be critical to the continued progress of the institution in implementing comprehensive and integrated program review and institutional planning.

III. Team Findings on College Progress in Addressing Five Recommendations of the 2002 Visiting Team

First Recommendation: “The team recommends that the college reexamines and adapts the application of the Program Health Indicators model or other appropriate program review model to all its programs and especially to student services so that a structure, process and culture are developed for its effective use in planning, decision making and program performance improvement.”

The college’s Focused Midterm Report was vague on the actual progress made in implementing program review. Team interviews with campus members revealed that the college has made progress in defining a policy, but insufficient progress in actually defining and conducting program review. The team received conflicting information from different college documents and staff on what the elements of program review are (or expected to be), indicating, perhaps, the nascent character of program review efforts. There were no completed written program reviews using the new policy available to the team.

In spring, 2002 (2003), the college completed and approved a policy entitled The Unit/Area Review Policy. This policy covers instructional, student services and administrative services and requires all programs to be reviewed annually, program review information to be reported on a common format, and identifies a person responsible for each unit. A unit is defined as an instructional department or as a non-instructional work unit. The policy calls on all units/areas to identify student learning outcomes or other objectives, and to develop their own process for program review. The policy requires reporting of program review information in a “common format.”
The midterm report states the college has decided to modify its use of Program Health Indicators (PHI), which were data on student progress and achievement collected through the University of Hawaii management information system. The PHI model was found to be too “limited and restricted in its applicability to instructional units and was therefore modified to reflect the needs of instructional programs.”

Team interviews with college staff, and with the individuals that worked on the AIC for this issue, found that the college decided to allow each unit to select those measures most meaningful to unit members as the core program review measures. The policy states the purpose of the unit area review process is “to provide evidence that each unit/area of the College is providing quality support of student learning and related student outcomes.” Each unit has responsibility for establishing this evidence.

The instructional units have apparently not yet chosen the criteria they will use for program review, although the team was told that the recent effort to identify student learning outcomes for all core courses was necessary before instructional units could develop their program review models.

Furthermore, some members of the college appear to believe that analysis of student learning outcomes will be sufficient for program review. Some stated they had stopped using data on student educational progress, or student achievement, which was the basis for Program Health Indicators. Others indicated they were designing their own measures around core course SLO’s.

The assumption here appears to be that the instructional units would use the student learning outcomes identified on core courses to develop a form of program review. However, SLO’s are identified by course, not by program. And program review would require an aggregate review of program achievement, not a set of course reviews. While learning outcomes for the A.A. Degree (found in “General Education Outcomes and Degree Competencies” — Catalog pg.58-61) and for the A.S. Degree (found in “A.S. Degree Competencies” — Catalog pg. 64), it is unclear whether similar outcomes have been developed for the A.A.S Degree and certificate programs. Additionally, the college has yet to figure out how it will identify measures of student learning outcomes for programs or how to incorporate those measures into program review.

The team observed a training session for non-instructional staff in which they were told to begin designing program review by developing the three or four most important research questions they would like to find the answers to, and to identify an acceptable (to them) level of quality below which they would be dissatisfied with program or unit performance. While the college has committed to conducting regular program review, it needs to identify and implement a viable program review model that will yield results useful for institution-wide and system-wide planning and resource allocation.

Leeward College appears to be engaged in an admirable effort to allow each unit to develop its own meaningful measures of program success in order to assure employee...
commitment to conducting program review, but the process of defining appropriate program review requires more leadership and expertise if it is going to be successful. Each program review could include common data elements collected through the PHI model, but also include data on student (or others such as clients) needs and demand levels, program resources and their deployment, and results of unit activity, including student achievement and student learning outcomes assessment. The institution would be wise to use some common data presentations (as it plans to do) of resources and student achievement data in order to facilitate integration of program review results with overall institutional planning and resource allocation processes.

**Recommendation 2:** Leeward Community should develop and implement a program review process that includes appropriate common data elements for each program, data on student needs, student achievement and student learning outcomes.

**Recommendation # 3:** In order to insure that program review is incorporated into institutional planning and resource distribution processes, Leeward College and all of the Hawaii Community Colleges/University of Hawaii System need to develop expectations that the institution engage in program review as part of ongoing review of institutional effectiveness, plan for improvements and incorporate those plans into strategic planning and resource distribution processes for the community college system.

**Recommendation Two:** “The Team recommends that the college review the changes in placement scores that have resulted from its use of the COMPASS test and develop appropriate response strategies in the student services and instructional areas to insure students achieve their educational goals in a timely and efficient manner as possible.

The college appears to have adequately addressed this issue by implementing personal counseling with each student after assessment so that counselors can help determine whether students had testing difficulties. Those who state they did have anxiety or difficulty with the test are provided opportunity to retest or take alternative assessments before a decision on placement is made. The college has adjusted the order of the COMPASS questions to place easiest questions first, building student test-taking confidence over the course of the test and minimizing the negative effects of test anxiety. The college developed new remedial classes to provide more appropriate placement for students testing below collegiate level. The college has also developed a number of changes to its marketing and outreach efforts to inform prospective students about assessment testing. Finally, the college and the University of Hawaii system are conducting studies to determine whether the current cut-off scores used for placement are appropriate. The college should report the results of this research in its next Self Study report.

**Recommendation Three:** “The team recommends the college identify and make public expected student learning outcomes for all its degree and certificate programs; that the general education component of all degree programs be published in clear and complete terms in the general catalogue,
that the general education component be based on a philosophy and rationale that are clearly stated and publicized, and that criteria be provided by which the appropriateness of each course in the general education component is determined.”

The college has adequately addressed this recommendation. Leeward College offers three degree programs and four certificate programs. Learning outcomes for these were developed and approved at the system level. The college identified an additional skills standard for “abstract thinking.” In response to this recommendation, the college published all learning outcomes for degrees and certificates, as well as the philosophy and rationale for the general education, in its 2003-04 Catalogue. The college requires the curriculum committee to review all courses proposed to meet GE requirements to determine their adherence to these learning outcomes. With the adoption of the six year course review policy, each course will be subject to regular review for inclusion in the general education core of classes.

The college’s next challenge will be to identify specific measures for the stated learning outcomes, apply those measures, and begin to incorporate the results of measurement into institutional evaluation and planning processes.

**Recommendation Four:** “The team recommends the college review its practices related to storage and safety of student records to determine whether they are in compliance with established guidelines. The college should pay particular attention to requirements to ensuring that files are protected from fire and other disasters.”

The college has fully addressed this recommendation by arranging storage of files at a secure location in fireproof containers. The new Banner SCT student records system, adopted in September 2003, now stores all current records in electronic format at the UH System on the Manoa campus. All of this data is regularly backed up.

**Recommendation Five:** “The team recommends the college formalize its planning procedures in the areas of technology and information and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, planning for the acquisition and maintenance of educational equipment and materials, ensuring accessibility of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services.”

The college has attempted to respond to this recommendation, but its actions fall short of adequate response. As part of the institution’s reorganization, it has grouped a number of technology support units under a dean of academic services. Each unit has adopted a formal statement of its responsibilities and activities, and a formal mission statement. These activities have clarified roles. The college next plans to develop policies and
procedures to ensure adequate technology and learning resources for the college. The college has created an AIC for Strategic Planning and Information/Learning Resources to develop planning for Academic Services.

However, the Focused Midterm Report (page 22) has set an unclear timeline for the planning and implementation timetable. The bullets describing the timeline indicate the Strategic Plan for Information Technology will survey campus constituencies in spring 2004 and present findings to the Senate, Council and Chancellor in fall 2004. The next bullet indicates forums will be held in spring 2004. There may be an error in this timeline, but the remaining bullets continue without mention of any specific dates. It does not appear to this team that the college has a clear or adequate timeline to address what the Self Study and 2000 Team Report indicated to be significant concerns with the quality of technology and information learning resources.

Furthermore, this team believes that planning for technology and learning resources should be integrated into institution-wide evaluation of effectiveness and resource distribution processes. Until the college develops adequate processes for program planning, technology planning efforts may lack critical information about programs’ technology needs.

IV. Team Comments on College’s Progress in Addressing Plans for Improvement

Leeward Community College developed forty college-identified concerns as part of its 2002 Self Study. The Midterm Report shows significant progress in addressing most of the concerns. The team commends the college for such thorough follow-up on its own plans for improvement.
January 23, 2004

Dr. Mark Silliman  
Chancellor  
Leeward Community College  
96-045 Ala Ike  
Pearl City, HI 96782

Dear Chancellor Silliman:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2004, reviewed the Focused Midterm Report submitted by the college and the report of the evaluation team which visited on Friday, November 14, 2003. The Commission acted to accept the Focused Midterm Report, to place Leeward Community College on Warning, and to require two Progress Reports.

A Warning is issued when the Commission finds that an institution has pursued a course of action that deviates from the Commission's eligibility criteria, standards of accreditation, or policies to an extent that raises concern regarding the ability of the institution to meet accreditation standards. During the warning period, the accredited status of the institution continues. The Commission is required by the U.S. Department of Education not to allow deficiencies to exist for more than a total of two years.

A first Progress Report will be due April 1, 2004, on the College's progress in addressing the first recommendation from the fall 2003 team report. The Commission notes the 2000 and 1994 visiting teams also raised concerns about this issue.

Recommendation 1: The College should hold its planned Spring 2004 review of the "N" grade and either discontinue the use of the grade or define it to be clearly applied after instructor assessment of student learning, and assure that it reflects a unique amount of learning that is distinguishable from the "F" grade. The College should also establish and implement a policy defining when the "N" grade may be used so that all students are treated fairly.

A second Progress Report will be due October 15, 2004, and will be followed by a visit by representatives of the Commission. The Report should describe institutional progress in addressing its need for a comprehensive program review that is integrated with institutional planning, including technology planning, as described in recommendations two and three from the 2003 team report and recommendation five from the 2000 team report.
Dr. Mark Silliman Leeward
Community College January
23,2004 Page Two

**Recommendation #2:** Leeward Community should develop and implement a program review process that includes appropriate common data elements for each program, data on student needs, student achievement and student learning outcomes.

**Recommendation #3:** In order to ensure that program review is incorporated into institutional planning and resource distribution processes, Leeward College and all of the Hawaii Community Colleges/University of Hawaii System need to develop expectations that the institution engage in program review as part of ongoing review of institutional effectiveness, plan for improvements and incorporate those plans into strategic planning and resource distribution processes for the community college system.

**Recommendation Five:** "The team recommends the college formalize its planning procedures in the areas of technology and information and learning resources to address needs in the following areas: determining the sufficiency of information and learning resources, planning for the acquisition and maintenance of educational equipment and materials, ensuring accessibility of information and learning resources, providing professionally qualified staff, ensuring sufficient and consistent financial support, forging outside agreements, and evaluating the adequacy and effectiveness of learning and information resources and services."

A fall 2003 team visit to the University of Hawaii Community Colleges also found the lack of an active program review process to be a system-wide issue. Consequently, the Commission has advised the system to address this issue. The College is advised to review 2002 Standards of Accreditation as well as the following recommendation provided to the University of Hawaii Community Colleges in a team report in January 2004, in developing its own Progress Report:

**Recommendation 2:** The Team recommends that the UH Community Colleges develop policies and procedures to ensure:

- that the community colleges engage in regular assessment of institutional effectiveness, including program review;
- that the community college system as well as each college sets priorities for implementing plans for improvement that are based in analysis of research data;
- that the colleges and the UHCC system incorporate these priorities into resource distribution processes and decisions;
- that the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and
In addition, the Commission wishes to express its concerns that the stability of the administrative structure of Leeward Community College remains uncertain, despite college efforts to improve working conditions. The College continues to operate with several temporary administrators, and the process for hiring permanent administrative staff appears to be stalled by the University of Hawaii's decision-making processes. Therefore, the Commission asks that the College include in its Progress Report information on its efforts to fill administrative positions.

Enclosed is a revised version of the Team Report; please discard earlier versions. Additional copies may be duplicated. The Commission requires you to give the Focused Midterm Report, the 2003 Team Report and this letter dissemination to your college staff and to those who were signatories of your college self study. This group should include the University President, campus leadership, and the Board of Regents. The Commission also requires that the reports be made available to the public. Placing copies in the college library can accomplish this. Should you want the team report electronically to place on your web site or for some other purpose, please contact Commission staff.

Please note that the next comprehensive evaluation of Leeward Community College will occur during academic year fall 2006.* [*Per clarification call to ACCJC 1/27/04.]

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A. Beno
Executive Director

BAB/tl

cc: Dr. Evan Dobelle, President
    Dr. David McClain, Vice President for Academic Affairs
    Mr. Michael Rota, Associate Vice President for Academic Affairs
    Dr. Robert Asato, Accreditation Liaison Officer
    Board President, University of Hawaii

Enclosure
PROGRESS REPORT
Leeward Community College, University of Hawai‘i

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Background

By “action letter” dated January 23, 2004, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accepted Leeward Community College’s Focused Midterm Report, but placed the College on Warning with the requirement of submitting two Progress Reports. The first Report is due to the Commission by April 1, 2004, and the second Report is due by October 15, 2004.

The action to place the College on Warning was taken by the Commission after it had reviewed the College’s October 2003 Focused Midterm Report and the Evaluation Report of the ACCJC team which had visited the College on November 14, 2003.

The action letter contains four formal recommendations on which the College must report, and the Progress Report due in October 2004 must address three of those recommendations. This first Progress Report must address only one of those recommendations—that relating to the College’s “N” grade.

Statement on Report Preparation

Background. ACCJC guidelines on the “Preparation of a Progress Report” require that “The Progress Report must be reviewed by the Governing Board prior to its submission.” Although this Progress Report is due to the Commission by April 1, 2004, it had to be drafted and finalized by February 20, 2004, the internal deadline of the University of Hawai‘i (UH) for the submission of items for review and/or action by the UH Board of Regents at its March meetings on March 18-19, 2004.

Subsequent to the receipt on 1/26/04 of the Commission’s action letter dated 1/23/04, Leeward Community College Chancellor Mark Silliman acted quickly to inform the campus community about the action letter, the College’s placement on Warning status, the need to fully address and resolve the four recommendations and related concerns contained in the action letter, and the requirement of the two Progress Reports, as well as to disseminate both the action letter and the Focused Midterm Evaluation Report of the 11/14/03 visiting team. On 1/27/04, by e-mail to the campus community, Chancellor
Silliman explained and summarized the action letter, including the four recommendations contained in that letter (see Appendix). A pdf copy of the action letter was attached to the e-mail. That e-mail also included a link to the College’s accreditation webpage on which had been posted the Focused Midterm Evaluation Report.

An academic policy, the College’s grading policy in terms of its “N” grade, had to be addressed in this first Progress Report. Because academic policies and issues are within the purview of the Faculty Senate to consider, debate, and make recommendations on (pursuant to applicable UH Board of Regents Policy, UH Executive Policy, the Charter and By-Laws of the Leeward Community College Faculty Senate, and the College’s Shared Governance Policy), Chancellor Silliman requested an appearance before the Faculty Senate on 1/28/04. The Chancellor underscored the need for prompt and expedited action by the Faculty Senate in reviewing the “N” grade and its use. He asked the Senate to devise a format and process to recommend the changes necessary to achieve a resolution of this long-standing grading issue in order to address the recommendation and concerns of the visiting team relating to the “N” grade.

Subsequently, on 2/3/04, the Chancellor conducted an emergency open forum for the campus community on the various issues relating to LCC’s accreditation warning status, the recommendations and concerns of the visiting team, and the need for all campus constituencies to get involved with and to assist in addressing accreditation recommendations and meeting accreditation standards.

By the end of that week, following an e-mail advance notice to all faculty and staff on 1/30/04, copies of the ACCJC “Guide to Evaluating Institutions Using the ACCJC 2002 Standards” were distributed to all full-time faculty and staff with a cover memo from the Chancellor dated 2/2/04 (see Appendix). In the memo, the “Guide” was emphasized as critical reading for the entire campus community as the College prepares for its next Institutional Self Study and as it moves quickly to address the recommendations and concerns enumerated in the 1/23/04 ACCJC action letter. Both the mass e-mail and the memo conveyed the message that accreditation and the improvement of institutional quality and effectiveness are college-wide responsibilities.

As indicated in the next section on the College’s response to and action taken on the subject recommendation and as evidenced by the documents in the Appendix, the Faculty Senate has acted with dispatch in communicating with and responsibly informing the faculty about the “N” grade issue, and then encouraging and facilitating faculty dialog and obtaining faculty input on this issue (see Appendix). The Faculty Senate also facilitated review and dialog about alternatives to discontinuing or abolishing the “N” grade, such as more clearly articulating the meaning of and the “criteria” for the “N” grade. At the end of the process before official action had been taken by the Senate at its meeting on 2/18/04, the Senate afforded all full-time faculty the opportunity to vote on the issue by controlled, written ballot. In summary, the faculty-at-large have been afforded a number of opportunities through different means...
and venues (such as by submission of comments by e-mail, straw polls, open forums, and then by written ballot) to give input into the debate and decision-making on this grading issue.

**Process of report preparation.** In this context, it may be said that the Faculty Senate and the faculty of the College, individually and collectively through the Faculty Senate, have played major roles in the process of preparing for this Report. Additionally, the Faculty Senate Ad Hoc Committee on the “N” Grade, consisting of Senators James Goodman (who also serves as Senate Chair), Cindy Martin, and Linda Currivan, have played very critical and important roles in facilitating faculty debate and decision-making on this issue. Additionally, the Ad Hoc Committee has been pivotal in providing the necessary information and documents required for the preparation and writing of this Report.

**Report writing.** With respect to the actual writing of this Report, the principal writers were Douglas Dykstra, Interim Vice Chancellor and Chief Academic Officer, and Clement Fujimoto, Part-time Assistant, Office of the Chancellor.

Senate Chair Goodman in particular was most helpful in providing all of the necessary information and documentation as to the Faculty Senate’s role in assisting the faculty-at-large reach a decision on the “N” grade issue.

**Review and approval of report.** With respect to the review and approval of this Report, the following members of the campus community were given a draft of the Report and participated in this process: the Faculty Senate Executive Committee (Chair James Goodman, Vice Chair Nancy Buchanan, Secretary Candace Hochstein); the Faculty Senate Ad Hoc Committee on the “N” grade (Senators Goodman, Martin, and Currivan); Co-Accreditation Liaison Officers Robert Asato, Lani Uyeno, and Gail Levy (who are all members of the faculty); and the eight members of the Administrative team, including Chancellor Silliman.

Chancellor Mark Silliman certifies this Statement on Report Preparation through his signature on the Cover Sheet of this Report.

**Response to the Request of the Commission in the Action Letter:**

**The “N” Grade**

**The Recommendation**

The 1/23/04 ACCJC action letter requires the College to report on the following recommendation:

*Recommendation 1: The College should hold its planned Spring 2004 review of the “N” grade and either discontinue the use of the grade or define it to be clearly applied after instructor assessment of student learning, and assure that it reflects a unique amount of learning that is*
distinguishable from the “F” grade. The College should also establish
and implement a policy defining when the “N” grade may be used so
that all students are treated fairly. (2003 Focused Midterm Visit Team
Evaluation Team Report, page 5)

**Concerns of the Visiting Team**

In its Evaluation Report for the Focused Midterm Visit, the visiting team expressed its
communicate as follows:

*This grade appears to be an option to the “F” grade (“less than minimal
passing achievement”) or the “I” grade. … The Standards require
institutions to provide courses that have appropriate rigor, and to
assess student learning. The “N” grade appears to indicate that
student learning is not assessed, or occurs at too low a level to assess.
The fact that the grade is awarded at the faculty member’s discretion,
rather than under criteria established by policy, creates the possibility
of unequal treatment of students or the perception of same. This issue
has been raised by the 2000 and 1994 visiting teams as a concern and
remains unaddressed. This issue affects institutional integrity.…*

**Action Taken on the Recommendation to Date**

The Faculty Senate took the lead to review the academic policy issues of the “N” grade
by creating a Faculty Senate ad hoc committee to organize campus forums. Faculty
Senate Chair James Goodman and Senators Linda Currivan and Cindy Martin
organized and conducted two Open Forums scheduled on separate days to allow for
maximum campus participation.

The data gathered for a previously published research report by Leeward’s Institutional
Researcher Andy Rossi demonstrated that 15% of faculty used only F’s, 25% used only
Ns, and 60% used both the “N” and the “F” grades (see Appendix). A straw poll sent
out to the faculty and instructional APT’s via e-mail to their Division Chairs gave specific
options for faculty input on the issue. The results were as follows (see Appendix):

1. **26** Eliminate the “N” and keep the F.
2. **4** Eliminate the F and keep the “N”.
3. **13** Eliminate the “N” (keep the F) and allow W until the end of the semester.
4. **9** None of the Above (Write in Solution)

Based upon this input and considerable discussion, the Faculty Senate ad hoc
committee proposed three options as a starting point to discuss alternatives to remedy
the “N” grade problem: (1) eliminate the “N”, (2) limit its use to under 100 level
(baccalaureate) classes, and (3) restrict its use to remedial and developmental courses
under 100 level and to ESL courses under the 100 level. The Faculty Senate ad hoc
committee developed a comprehensive information sheet for distribution to Open Forum
attendees (see Appendix). The sheet provided background information on the issue, comparisons of the use of the “N” grade at other UH community college campuses, and options to define or discontinue the use of the “N.”

During the first Open Forum on Tuesday, February 10, faculty members in attendance were evenly split between eliminating the N and restricting it to the under 100 level developmental courses. A small number of faculty members defended their right to use the N and even asserted that only a direct vote by the faculty at large would settle the controversy. The second Open Forum on Wednesday, February 11, was more heavily attended by faculty members and also included members of the Student Government, who stated that they saw no reason for the continued use of the “N.”

The results of the Open Forum suggested that a broader sampling of faculty members had to be polled to determine if more conclusive or definitive guidance could be obtained. Therefore, on Wednesday, February 11, LCC faculty members were notified through e-mail that a direct vote on the “N” grade--to define its use or discontinue it--would be conducted between February 12 and February 18 (see Appendix). Although the Senate had previously gathered input from all members of the campus, the vote had to be limited to Board of Regents appointed faculty members for certification purposes. This action is in keeping with UH Executive Policy E1.201, “Faculty Involvement in Academic Policy,” as well as the Board of Regents Charter for the Faculty Senate, which recognizes it as the primary voice of the faculty in the academic governance of the college.

For the faculty plebiscite, the voting ballot was divided into three parts (see Appendix). The first part presented two major choices: Discontinue the “N” grade for all courses taught at LCC or Define the “N” grade. If the second option were chosen, the voter would be required to proceed to the next two parts of the ballot. Part two of the ballot asked whether all courses or only selected courses should employ an “N” grade. The third part of the ballot offered three definitions of what should define the use of an “N.”

On February 18, the ballots were collected from all Division offices and tallied by the Faculty Senate Chair and three other Faculty Senators. Of 181 BOR-appointed faculty members who were eligible to vote, the Senate received 141 votes. One ballot was marked “Abstain,” while 6 others were voided because the option, “Define the “N” grade,” had been marked, but nothing was marked in Parts 2 and 3, as instructed on the ballot to determine how the “N” was to be used. In sum, out of the 134 valid votes that were actually counted, the results were as follows:

1. **77 (57%)** Discontinue the “N” grade for all courses taught at LCC.
   **57 (43%)** Define the “N” grade (if you select this option, continue to answer questions 2 & 3).

2. I recommend that the following courses at LCC be required to include the “N” grade on all course syllabi.
3. I recommend that LCC define the “N” grade using the following definition.

**Definition A:** The “N” grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level.

**Definition B:** The “N” grade indicates that the student has made consistent progress in the class; however, due to extenuating circumstances (major health, personal or family emergencies) is unable to complete the class.

**Definition C:** Combination of A and B above.

At the Senate meeting held on that same day, 2/18/04, the voting results were announced. After discussion, the following motion was voted upon:

“The Faculty Senate, in agreement with the recent formal certified vote of BOR appointed faculty members, recommends that the “N” grade be discontinued, effective Fall 2004.”

The motion passed: 12 Yes, 5 No, and 0 Abstain.

The action taken by the Senate was communicated to the campus community, including the administration of Leeward Community College, on February 19, 2004 by Faculty Senate Chair Goodman by mass e-mail (see Appendix).

**Chancellor’s approval decision.** On February 20, 2004, Chancellor Mark Silliman approved the recommendation of the Faculty Senate to discontinue or abolish the “N” grade in the College’s grading policy, effective Fall 2004. He communicated that decision by mass e-mail to the campus community on 2/20/04 (see Appendix).

**Analysis of the Results Achieved to Date**

The Leeward Community College Chancellor responded immediately to the notification by ACCJC of the warning status and the deadline for the first Progress Report. On 1/27/04, one day after the receipt of the notification from ACCJC, the Chancellor notified the campus and began setting the proper tone for a constructive response to the expectations of the Commission. By February 1, the Faculty Senate Chair presented a detailed plan distributed to the entire faculty/staff via e-mail announcing campus wide open forums to assure a broad-based opportunity for faculty/staff/student discussion of...
the “N” grade issue (see Appendix). The campus leadership, both administrative and Faculty Senate, deserves recognition for the dispatch with which they moved to assure immediate progress toward addressing the subject of the first progress report.

The Faculty Senate forums provided the faculty the opportunity to consider the original purpose of the “N” grade as it related to the educational values of the founders of this open-door institution. Moreover, the current faculty debate provided the opportunity to collectively review the past efforts to clarify the “N” grade issue dating back to the 1980’s. Placing the current debate in the context of more than a decade of campus discussion on the issue enabled the faculty to relive the circular nature of the discussion. Moreover, participants seemed to sense the complexity of defining a grade such as the “N” to be distinctly and clearly distinguishable from the “F” grade. The Senate leadership learned from the forums and the straw polls that a formal vote on the issue was necessary. The turnout for the vote reflected the high level of interest by the faculty in resolving this issue. Out of the 181 BOR-appointed faculty members, 141, or 78% of the total faculty, participated in the process.

Only 27 faculty members, or 20% of the valid ballots cast, opted to keep the status quo of an “N” grade option for all courses. The 30 faculty members who wanted to keep the “N” grade for specific courses numbered below 100-level were almost evenly split between those wanting the “N” only for developmental English, Math and ESL courses and those wanting the “N” for all below 100-level courses.

The Senate decision to respond to the certified voting results with a recommendation to the Administration to discontinue the use of the “N” grade represents the clearest of the options available to the campus. In comparison, voting results reflect the absence of any clear consensus among supporters of the “N” grade, most notably when one reviews the distribution of votes for the preferred definition of the grade. If the “N” grade had been retained, the campus would have been confronted with a substantial period of ongoing deliberation to finalize its precise definition and the criteria for its use or application. The certified vote provided a clear direction and preference expressed by the majority of participating faculty members for the new grading policy without the “N.”

**Additional Action to Be Taken**

The change in the College’s grading policy to discontinue the “N” grade will be reflected in the College’s next Catalog for academic year 2004-2005. Revisions to other affected policies and Catalog sections will also be made.

**Appendix**

1. Chancellor Silliman to LCC Campus, e-mail ACCJC Action on LCC’s Focused Midterm Report, 01/27/04.
2. Chancellor Silliman to LCC Campus, e-mail ACCJC “Guide to Evaluating Institutions,” 01/30/04.
3. Chancellor Silliman to All Full Time Faculty and Staff, memo ACCJC “Guide to Evaluating Institutions Using ACCJC 2002 Standards,” 02/02/04.
4. Faculty Senate Chair Goodman to LCC Faculty/Staff, e-mail Open Forum: “N” Grade: Define It or Discontinue It, 02/01/04.
5. “A Study of “F” and “N” Grading Patterns,” prepared by Andy Rossi, 12/05/03.
6. Faculty Senate Chair Goodman to Cindy Martin, e-mail F/N Poll Results 2/09/03(sic), 02/09/04.
7. “The “N” Grade: Discontinue or Define,” Information Sheet prepared by LCC Faculty Senate, 02/11/04.
8. Faculty Senate Chair Goodman to LCC Faculty, e-mail “N” Grade Voting Notice, 02/11/04.
9. Specimen Ballot, “N” Grade: Discontinue or Define.
10. Faculty Senate Chair Goodman to LCC Faculty/Staff, e-mail Results of the Faculty Vote on the “N” Grade, 02/19/04.
11. Chancellor Silliman to LCC Campus, e-mail Approval of Grading Policy Change to Discontinue or Abolish the “N” Grade, 02/20/04.
Aloha all Faculty and Staff,

As you may recall, during our Spring 2004 Convocation on 1/9/04, I shared with you--on an unofficial, advance basis--some of the significant concerns expressed by the Evaluation Team from ACCJC (Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges) which visited Leeward CC on 11/14/03 in follow-up to our Focused Midterm Report. At that time, I did not know what official action the Commission would take on the College's Report at the ACCJC meeting on 1/7 to 1/9/04.

Yesterday, 1/26/04, I received the official "Action Letter," dated 1/23/04, from ACCJC which indicates the official action taken by the Commission on our Focused Midterm Report in the context of the Evaluation Team's report to the Commission.

Attached is a pdf copy of the 3-page Action Letter. The Evaluation Team's 10-page report to the Commission, entitled "Leeward Community College Team Evaluation Report for Focused Midterm Visit," has been posted on LCC's Accreditation 2006 webpage:

<http://www.lcc.hawaii.edu/ac2006/>

As you will note from the attached Action Letter, although the ACCJC accepted the College's Focused Midterm Report, it also placed the College on Warning and is requiring two Progress Reports on the recommendations and concerns articulated in the Action Letter.

Please read the Action Letter carefully. It contains four "formal" recommendations. As you will note, the first recommendation deals with the College's "N" grade. A Progress Report on this recommendation is due to ACCJC by 4/1/04; thus, the College must act very quickly on this recommendation.

The second recommendation relates to the College's program review process, and the third recommendation relates to ensuring that program review is incorporated into institutional planning and resource distribution processes. Note that recommendation # 3 is directed, not only to Leeward CC, but also to the UH Community Colleges as a whole and to the UH System. In part, the Action Letter indicates that the Commission "also found the lack of an active program review process to be a system-wide issue."

The fourth recommendation in the Action Letter is recommendation five from the October 2000 visiting team report. That recommendation is that the College "formalize its planning procedures in the areas of..."
technology and information and learning resources to address needs" in certain enumerated areas.

As indicated in the Action Letter, a second Progress Report will be due 10/15/04 and will be followed by an ACCJC team visit. This Report "should describe institutional progress in addressing its need for a comprehensive program review that is integrated with institutional planning, including technology planning...."

Although not a formal recommendation, the Action Letter also expresses the Commission's concern regarding continuing administrative instability or uncertainty at the College. In part, the Commission observes that "The College continues to operate with several temporary administrators..." and "asks that the College include in its Progress Report information on its efforts to fill administrative positions."

You may well be as concerned as I am about the College having been placed on Warning status by the Commission. However, let us use this development to work together even harder and more collaboratively to address these accreditation recommendations and concerns. Our goals will be for the two Progress Reports to be accepted by ACCJC, to be removed from Warning status, and in the process, to improve the quality and effectiveness of the College's programs, policies, and processes for the benefit of our students.

Accreditation and the improvement of institutional effectiveness and quality is a college-wide responsibility. Thank you in advance for your collegial and collaborative support, involvement, and assistance as we move forward this semester and over the summer to address the accreditation recommendations and concerns cited in the ACCJC Action Letter.

Mahalo,

Mark Silliman
Chancellor

Attachment: ACCJC Action Letter to Leeward CC dated 1/23/04
Policy on Unit/Area Program Reviews
Leeward Community College

I. Introduction

1. The overall purpose of the unit/area review process is to provide the College with a formal and systematic method for conducting ongoing assessment and the collection of data that provides valuable feedback to the campus community. The feedback or assessment process is instrumental to the decision-making for all units/areas and at all levels throughout the Campus and is an integral part of the College’s planning, implementation, and budgeting process.

2. The main focus of the unit/area review process is to provide evidence that each unit/area of the College is providing quality support of student learning and related student outcomes. Each individual unit/area has the integral responsibility for establishing this evidence.

3. This policy was developed to supplement the guidance provided by the University of Hawaii, Executive Policy – Administration, E5.202 Review of Established Programs, June 1987. The purpose of this document is to clarify and further define the existing UH program review policy to better fit the organizational structure, culture, and institutional programs of Leeward Community College.

4. For the purposes of this unit/area review process, a unit/area is defined as any one, or set of degree/certificate programs or areas of instruction, and/or administrative support activities that are deemed by the Campus to be sufficiently related in terms of objectives, clients served, resources used, or other common identification for the purposes of evaluating performance, determining accountability, and improving quality.

5. A list of review units, modeled after the approved organizational structure (Appendix A), is provided below.

Units/Areas
a. Office of the Provost (Provost responsible)
   i. Marketing
   ii. Fund Development
   iii. Institutional Research
b. Academic Support (Asst. Dean of Academic Support responsible)
   i. Educational Media Center
   ii. Grants Writing
   iii. Information Technology Group
   iv. International Education
   v. Learning Resource Center
   vi. Library
vii. Staff Development
c. Student Services (Dean of Student Services responsible)
   i. Admissions & Records
   ii. Counseling
   iii. Financial Aid
   iv. Job Placement
   v. Student Health Center
   vi. Student Life
   vii. Student Publications
d. Community Services (Director of OCET responsible)
   i. Contract Training
   ii. Facilities Use
   iii. Non-Credit Instruction
   iv. Theatre
e. Administrative Services (Director of Administrative Services responsible)
   i. Business Office
   ii. Human Resource Office
   iii. Operations & Maintenance
   iv. Security
f. Instruction (Dean of Instruction responsible)

Note: The approved organizational structure divides instruction into divisions, but the complexity of this unit/area may require other subdivisions according to location (Pearl City and Waianae), method of instruction (distance education and face-to-face), and degrees and certificates (AA & Gen Ed/AS/AAS). The subdivisions of this unit/area will be determined by the Faculty Senate and Dean of Instruction.

6. Several units may be included in one area. For example, the Business Office, Human Resources Office, and Operations and Maintenance are units in the Administrative Services area. These units will be reviewed at the same time and the Director of Administrative Services will be ultimately responsible. What happens in this area is determined by the units, the Director of Administrative Services, and the Provost.

7. A subcommittee of the Faculty Senate will oversee the review process for the instruction area because of its complexity. What happens in this area is determined by the units, the Faculty Senate, the Dean of Instruction, and the Provost.

8. Excluded from the purview of this policy are the programs or activities that receive special funding through grants. Examples of these are: Title III, Ka Hanauna Project (Native Hawaiian Program); the Carl Perkin’s Vocational and Technical Education Act; and the Housing and Urban Development (HUD) Waianae Coast Telecommunications Institute. These grants/projects are unique in that they have different reporting/evaluation timetables, different reporting format requirements,
and have mandated outcome measures. In effect, the assessment processes for these unique programs are mandated by the granting agency. This significantly hampers the College from modifying the review process in order to increase the efficiency and effectiveness of the assessment vehicle. While assessment of these programs is important, these reviews are viewed as separate initiatives and do not come under this policy.

II. Policy Objectives

1. To provide Program Managers, Administrators, Faculty, and Staff with important information that is used for “internal” control and assessment within units/areas and for the Campus’s integrated planning, implementation, and assessment process.

2. To establish a model or method for conducting unit/area reviews that facilitates the efficient evaluation of all units/areas (instructional programs and administrative support activities).

3. To identify key positions and specific responsibilities that are essential to the unit/area review assessment process.

4. To identify the organizational units/areas to be assessed and a time frame for conducting the reviews.

5. To prescribe an administrative reporting format that is prescriptive, yet generic enough, to accommodate the different organizational units/areas and the variety of data that will be collected.

6. To help assure that each functional unit/area of the College is providing quality support of student learning and related student outcomes.

III. Review Procedures: At a minimum, annual reviews will include the following information utilizing the template (Appendix B).

1. Develop a list of unit/area goals and/or objectives as they relate to the College’s mission statement and strategic plan.

2. Develop outcome measures based on unit/area goals and/or objectives.

   A. Each unit/area will have the option of selecting outcome measures that provide quantitative/qualitative data useful for managing the unit/area and evaluating student learning or related student learning outcomes. Appendix C is a list of potential outcome measures that may serve as a starting point from which to choose. However, each unit/area is not
restricted to this list but rather should select outcome measures that provide meaningful feedback.

B. The selection of outcome measures requires a joint perspective of all affected persons within the unit (in addition, including student input where appropriate) and the immediate supervisor as well as upper level supervisors of units/areas who should be involved in the selection of outcome measures. Additionally, each level of the College hierarchy (Division Chairs, Deans, Directors, Provost) may select other quantitative measures that present them with valuable information relative to their perspectives.

3. Review data annually. Data (based on outcome measures) will be collected and provided to Administrators, Division Chairs, Program Managers, and the unit/area so that frequent, on-going feedback to and management of these units/areas can proceed efficiently. Data may be centrally collected by an Institutional Researcher or others depending on the specific outcome measures selected.

4. Assess whether or not the unit/area is meeting its goals and/or objectives.

5. Identify any present or potential problems plus a description of any action plans that may lead to unit/area improvement.

6. Follow up on results.

IV. **Policy Change:** In the event that a review unit/area requests a change or adjustment to this review policy, the Provost and the administrative team will become the Program Review Oversight Committee. Units/areas should contact their immediate supervisors through the College hierarchy until the request reaches the Dean/Director of the unit/area. The request for policy change would become an agenda item on the regularly scheduled meeting of the administrative team.

Approved 5/12/03

Mark Silliman
Provost
**EXAMPLE**

### Unit/Area Review: Title III Grant

**Goal 1: Improving the college enrollment figures of native Hawaiian students**

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition</th>
<th>Method of Collection &amp; Source</th>
<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
<th>Intended Use of Results</th>
<th>Previous Year’s Actual Results &amp; Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The percentage of Hawaiian students enrolled at LCC.</td>
<td>The total number of Hawaiian students enrolled at LCC at the end of the Fall semester, divided by the total number of students attending LCC during the same time period.</td>
<td>Data collected using the Banner System. <strong>Source:</strong> Title III Enrollment Report.</td>
<td>Using the previous 5-year average as a baseline, the percent of Hawaiian students will increase by %, each succeeding year. <strong>Baseline:</strong> Fall 95 to Spring 00 (10 semesters) = 13% Hawaiians and 87% non-Hawaiians</td>
<td>Fall 2001: 13.7% Hawaiians and 86.3% non-Hawaiians</td>
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<td></td>
</tr>
</tbody>
</table>
# REPORT TEMPLATE

Unit/Area Review:

**Goal 1:**

<table>
<thead>
<tr>
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</tbody>
</table>
Potential Outcome Measures

1. **Total Student Registrations**: The total number of students registered in all liberal arts classes. (Source: Aldrich)

2. **Percentage of Student Registrations by Academic Division**: The total number of student registrations by academic division, divided by total student registrations. (Source: Aldrich)

3. **Student Semester Hours**: The sum of the semester hours taken by all students registered in liberal arts classes. (Source: Aldrich)

4. **Number of Classes**: The total number of liberal arts classes offered by the college. (Source: Aldrich)

5. **Average Class Size**: Total Student Registrations divided by the total number of classes. (Source: Aldrich)

6. **Occupancy Rate**: The Total Student Registrations divided by the total seats available (class capacity). (Source: Aldrich)

7. **Student Faculty Ratio**: FTE Students divided by FTE Faculty. (FTE Students equals the Total Student Registrations divided by 15, and FTE Faculty equals the Number of Semester Hours Taught divided by 15). (Source: Aldrich)

8. **Number of Small Classes**: The number of classes taught with an enrollment lower than 10 students. (Source: Aldrich)

9. **Cost per Class**: Total program costs (Direct Instructional Costs) divided by the number of classes taught. (Source: Aldrich)

10. **Credits Earned Ratio**: Student registrations, which earned the credits attempted, divided by the total students registrations (% of Grades “D” and above). (Source: Aldrich)

11. **Number of Transfer Students**: The total number of students enrolling at another college or university having previously attended Leeward Community College. (Source: MAPS, Transfer Patterns of Undergraduate Students, UH, Fall 1999)

12. **GPA of Transfer Students**: The grade point average of students who attended LCC and transferred to UH-Manoa, and UH-West Oahu. Note: These data are not available as yet but action is being taken to obtain this information.
13. **Student Satisfaction**:  Responses obtained through the administration of the LCC Student Satisfaction Survey.

14. **Faculty/Staff Satisfaction**:  Responses obtained through the administration of the LCC Faculty/Staff Satisfaction Survey.

15. **Number of Degrees Awarded (A.A., A.S., A.A.S.)**: The total number of approved degrees awarded between July 1\textsuperscript{st} and June 30\textsuperscript{th}. (Source: MAPS, Degrees & Certificates Earned, UH Community Colleges)

More examples of potential outcome measures will be added as they are identified through unit/area reviews.
ASSUMED TRAJECTORIES: REVISED PROGRAM REVIEW MODEL

Leeward Community College has as its motto “to help people learn.” In that spirit the College takes action to become a meaningful learning community that honors an open exchange and energetic, unhindered pursuit of ideas, collaboration and discovery, diversity, and student success. This vision will be insured through quality programs and excellent teaching. Our programs and teaching must also be shaped by a commitment to enhancing the greater good and, as a result, community and service are also highly valued. Through assessment and continuous improvement, the program review process is designed to inspire a culture of evidence to ensure excellent educational programs that address student and community needs.

Defining Programs

The first challenge for the Leeward team was to define “program.” Initially we knew we wanted to bring assessment together with IR data sets in order to have a campus report. At this time we, however, called assessment “program review.” Since then we have realized that our assessment process is just one part of a larger program review activity.

We were most interested in how our efforts culminated and influenced the whole student. Therefore, we have spent most of our initial energy on defining programs as instructional degrees and certificates. These degrees are our primary reason for being and the largest kind of activity we have on campus. In total, we identified these major program areas:

- Associate in Arts Degree (A.A.)
- Associate in Science Degree (A.S.)
  - Accounting
  - Business Technology
  - Digital Media
  - Information and Computer Science
  - Television Production
- Associate in Applied Science Degree (A.A.S.)
  - Automotive Technology
  - Food Service
  - Management/Supervisory Management

When focusing on our degree programs we wanted to answer the question “Is Leeward preparing students for academic success, for community involvement, and for workplace preparation?” We wanted to know what kind of student we were graduating and how successful and prepared she was going to be in the transfer market, the workplace and the community. Instead of a series of silo accounts and reviews, we were determined to see the total impact of our academic mission on the student.
**AA Degree Program**

To accomplish this, we mapped out the following scheme for academic measurement. We launched a set of activities that measure selected AA Degree General Education SLOs for Critical Thinking, Quantitative Reasoning, Abstract Thinking and Written Communication across a range of disciplines. Therefore, the College assesses the academic terrain in depth and in breadth:

![Diagram of Individual Course Assessments](image)

Although assessment of Oral Communication and Information Retrieval focused on one course each in the initial assessment cycle, plans include expansion over the disciplines in the future.

**AS and AAS Degrees**

AS and AAS Degree Programs have measured outcomes in areas of competency. As assessment continues, we will look at ways to evaluate these program SLOs in a similar method as those of the AA Gen Ed outcomes.

**AA, AS, and AAS Degrees**

The approach to program assessment for the AA, AS and AAS degrees includes an incremental, rotating cycle of SLO assessment, as indicated in the table below.

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Incremental Assessments of instructional program SLOs

*(note: number of SLOs vary by degree program or AA Gen Ed Outcome)*
**Course Assessment**
In addition to program SLO assessment, we are also measuring outcomes for specific courses on a rotating cycle. Instructional divisions have planned to measure approximately 17% of the courses in their area per year; therefore, in 6 years all courses will have been assessed.

**Continuing Education and Workforce Development**
Following our definition of “program,” the activities in the Continuing Education and Workforce Development area will also be considered a program. Assessment and review will follow the same report structure and timelines of the revised Program Review, but will have a different set of outcome measures.

**PROGRAM REVIEW**
In addition to assessing academic performance, our review of the degree programs includes an assessment of trends in academic fields, facilities adequacies, community issues, transfer rates of our students, student needs assessment, staffing levels, grants, professional development and other indicators that help give us the complete picture of the performance and the needs of our degree programs.

The areas of review are as follows:

- Program Overview: General Description and Mission
- Student Learning and Achievement: Program & Course SLOs Assessment; Demographics; Student Needs; Enrollment Data; Transfer Numbers and Efficiency; GPA, Course & Program Completion; Retention & Persistence Rates
- Faculty and Staff: Response to Mission, Professional Development
- Curriculum: Innovations, Challenges, Issues, Trends
- Support: Technology, Library & Learning Resources, Facilities, Marketing, Equipment, Other Resources (Academic Support, Administrative Services, Student Services, Chancellor’s Office)
- External: Advisory Boards, Community Input, Job Outlooks, National Standards, Specialized Accreditation
- Summary
- Action Plan

It is important to note that the Program Review process forces the integration of instructional issues with the other planning areas as well as the budget. The Program Review of the degree/certificate programs drives all of the other reviews, studies and action plans on campus so it is launched first in the cycle.
**Schedule**

The timeline for Program Reviews are as follows:

- Program SLOs for all degrees will occur every year in an incremental manner
- Course assessments will occur on a rotating basis involving 17% of the curriculum per year
- Support Area Reviews will occur annually
- Comprehensive Program Reviews will occur every 4 years to match up with budget cycles (every other biennium)

**Teams**

The team effort to produce Program Review is as follows:

- Course Assessments: Division Chairs (to DPPA/IR)
- General Education SLOs: Faculty Senate Program Review Committee Chairs (to DPPA/IR)
- Program Review: Division Chairs, IR/DPPA, CAO, Chancellor

**Revised Program Review Model insures:**

- linkages between reports, budgets and planning
- smooth and clear pathways for data collection
- dynamic triangulation between assessment data and other contextual data
- democratic integrity for interpretation and authoring
Dialogue Session 1: Student Learning

The first of our dialogue sessions was held on Thursday, February 19, 2004, with a focus on student learning. We began the session by writing about our motivations for teaching, or for those in non-instructional areas, motivations for doing our jobs on campus. For most of us, our work provides opportunities 1) to help people learn, 2) to engage in work that we enjoy, and 3) to continue our development as professionals. Participants talked about LCC’s ability to make a difference in the lives of our students through providing access and opportunities for learning. We talked about the challenges of teaching and learning, the comfort we find in the school environment, and the learning we do alongside our students. We appreciate that each semester presents a new opportunity to change, improve, and become better at our work.

When we considered our expectations of our students who were near graduation, certification, or transfer, we talked about students' knowledge of processes such as problem solving, researching, and critical thinking, all of which were more important than factual knowledge. We want students to have self-knowledge, an awareness of their potential, including their strengths and weaknesses, and how they could put them to use. We visualize students who have strong values, ethics, and emotional resilience. And we hope for students who have an appreciation of learning.

To support student learning, we make ourselves available and provide an environment that encourages students to seek our help. We build self-discipline by communicating specific expectations that must be met and by consistently evaluating student performance. Some of us are students ourselves, as we continue our own education, while others remember what it is like to be a student encountering new learning. We frequently see students facing obstacles we have encountered in our own learning, and we use our experiences to adjust our approaches to meet student needs.

How do we know that our efforts work? For some of us, measures from tests or percentages of our students who are placed in and keep their jobs are ways of inferring that learning is occurring. However, most of what we know is anecdotal: students who return after leaving LCC to tell their of their successes or students who visit and report on their success in subsequent courses. To assess whether learning has occurred, we need to go further than anecdotal evidence. We need long-range assessment, tracking of students after they leave LCC, and quantitative and qualitative studies of our effects on student learning.

These will be issues discussed in future dialogue sessions, including the one set for this week. is open to various viewpoints. It is based on mutual respect and involves active listening and giving everyone an opportunity to talk.
To provide a context for our discussion, Dialogue Session 2 began with a PowerPoint presentation of two existing cycles that significantly impact what we do at LCC: the biennium budget and the annual revisiting of the Strategic Plan. The major reason for revisiting is to maintain currency and to set campus priorities that can be used in the budgeting process. A third cycle focusing on assessment is connected with accreditation and takes precedence as we move toward resolving our Warning status with the ACCJC.

The new accreditation standards require that assessment become an ongoing process for our campus. Assessment of courses and programs will provide impetus for the creation of Strategic Plan action plans; these in turn will become the basis of the biennium budget. As recommended by the ACCJC, assessment will be carried out through Program Review, which will measure LCC’s effectiveness in implementing its mission. The diagram at the end of this write-up illustrates the components of Program Review for academic and non-academic areas.

Barbara Beno, Executive Director of the ACCJC has stated the following: “Program Review is the assessment, analysis, improvement, and re-assessment of a coherent chunk of the institution.” Chunks may be defined as “departments,” courses of study, and organizational structures such as Academic Support, Administrative Services, Student Services, OCET, and Administration. According to the diagram above, LCC’s Program Review falls into three major areas: Academic, Curriculum Revision and Review, and Non-Academic. In the area of Academic Program Review, efforts have already been started in the assessment of AA degree General Education outcomes and AAS and AS degree and certificate outcomes. Assessment of all Non-Academic Programs has already begun.

However, we must begin our work on Course Assessment. Under Standard 2 of the new accreditation guidelines, LCC must answer to the following statements:

“The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. . . The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.”

Although there is no formal statement in the Curriculum Revision and Review policy, Course Assessment would logically fit within this policy, which calls for all courses in each division to be assessed within a 6-year period. Each division must determine which courses will be assessed and when, and the first set of
assessment results are due by May 15. The faculty who teach of the courses to be assessed will determine the following:

- Which 2-3 student learning outcomes (slo’s) they want to assess
- How the slo’s will be assessed (i.e., a common written product such as an essay, lab report, critique; an oral presentation; a locally-developed exam; a portfolio; embedded questions, etc.
- The level of proficiency that is acceptable
- How the product will be assessed
- Deadlines needed to make May 15 turn in

Although we had intended to go through an exercise to develop a sample course assessment, we ran out of time. We will continue our discussion at the next dialogue session scheduled for March 11, 1:30 to 2:30 in BE 106.
Summary of Dialogue Session 3:  
A Process for Developing Measurable SLO’s, Part 1

A student learning outcome begins with a statement of what a learner is expected to know, understand, or be able to do as a result of a learning process. Not only do our students benefit by knowing what they are expected to learn and how they will be assessed, but by identifying these learning outcomes for our courses, we also have an effective way to review our curriculum and its content and can design appropriate assessment devices to tell us what needs to be changed.

In order to facilitate the process for writing student learning outcomes, dialogue participants were asked to select a course from their repertoire, and then to respond to the following series of questions:

• Think about the big picture: what is the major aim or purpose of your course? This should be a broad general statement.

• What are the major topics/concepts covered? What information or content do you want the students to learn from your course?

• What do students need to be able to do by the end of the course? What skills or competencies do you want them to learn or develop?

• How can students demonstrate their learning? Brainstorm a list of ideas for how students can demonstrate what, how much, and how well they have learned. (Ideas may include the following: give an oral presentation, write a report, collaborate in a group, answer specific questions, complete a particular task.)

• To what degree do you expect learning to occur with each of these outcomes? At the very minimum, what should students know and be able to do when they finish your course?

The remainder of our questions were designed to help participants focus on just 2 or 3 slo’s for their assessment efforts.

• Which of the outcomes are central to your course?

• How do you measure these expected outcomes? Or if you do not currently measure them, how could you do so?

• How can you improve the attainment of these outcomes?
If we take some time to answer these questions and then begin a conversation with our colleagues, we can design workable student learning outcomes that will be the basis of our course assessment efforts. This line of thought will be the starting point of **Dialogue Session 4**, tentatively set for **Tuesday, March 30 in BE-106 from 1:30 – 2:30 pm.**
Summary of Dialogue Session 4

In dialogue session 4, we concentrated on the process of writing student learning outcomes (SIO’s) as well as the means by which they could be assessed. To help us, Kay Mura volunteered to focus on her Art 105b: Introduction to Ceramics (Handbuilding) class.

The following is a summary of the dialogue that occurred:

Think about the big picture: what is the major aim or purpose of your course? (This should be a broad, general statement.)

*To involve students in the process of creating interesting forms in clay by learning basic skills and fundamental techniques involved with handbuilding.*

What are the major topics/concepts covered? What information or content do you want the students to learn from your course?

1. Learn basic building techniques, such as pinch, coil, and slab techniques. In order to complete projects, students learn the following skills:
   - Wedge clay
   - Use basic ceramic tools
   - Apply glazes

1. Apply any combination of techniques to create projects based on concepts or ideas of form

1. Gain knowledge of ceramics and art, in general, by visiting museums, galleries, and art-related businesses.

What should students know and be able to do when they finish your course? To what degree do you expect learning to occur with each of these outcomes?

*How to build and glaze in order to complete all projects*

*Meet size and time requirements*

*Complete projects in acceptable manner*

*Done during and outside of class time*

*Evidence of 6 hours building time for each of last 4 projects*

*Pass at 75% or better written exam on ceramic terminology*
Now focus on just 2 or 3 slo’s. Which of the outcomes are central to your course?

1. **Student will be able to use basic building techniques, such as pinch, coil, and slab techniques. In order to complete projects, students learn the following skills:**
   - Wedge clay
   - Use basic ceramic tools
   - Apply glazes

2. **Student will apply any combination of techniques to create projects based on concepts or ideas of form**

3. **Student will write field-trip reports and “small papers” to demonstrate knowledge of ceramics and art after researching, visiting museums, galleries, and/or other art-related venues.**

How do you measure these expected outcomes? Or if you do not currently measure them, how could you do so?

**Example:** Assessing Pinch pots: (satisfactory/not)

Criteria include the following:
- Texture (light and dark contrast on surface)
- Joins 2 or more pinch pots together
- Has a cover, a handle, a foot
- Round pot with small opening
- Asymmetrical pinch pot

*Criteria: Size requirement, time requirement, completion

Due to time constraints, the session ended at this point. It is our hope that we can continue this process at **Dialogue Session #5**, which is scheduled for **Thursday, April 8, 2004 in BE 106.**
COURSE ASSESSMENT TIMELINE
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# COURSE ASSESSMENT TIMELINE

**SOCIAL SCIENCE DIVISION**

**Division Deadline: October 1**

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Feedback About Review of LCC Accreditation Progress Report

Julie Slark
August 21, 2004

Commendations to LCC faculty & staff:

• Enormous amount of energy, effort, and dedication towards this effort
• Large amount of progress in short, recent timeframe
• Courage to engage in a pre-assessment
• High quality of strategic plan
• Student learning outcomes progress, beyond that of most
• Valuable and unique, automated connection of course outline to syllabi

Opinions about progress made towards recommendations:

• Recommendation 2 – Program review with common data elements addressing student needs, achievement, and learning
  o Step 1/templates (related to program goals and outcomes measures), with accompanying assessment, implemented across many programs
  o Report identifies next steps for next cycle (adding criteria, analysis of data)
  o Exemplary integration of student learning outcomes for academic programs
  o Process of securing involvement and buy-in from all appears thorough.

• Recommendation 3 – Integrated planning, program review, resource allocation, and institutional planning
  o Program review, strategic plan, unit plans, and actions plans that feed back into strategic plan and resource allocation have been developed.
  o Model is tentative and in initial stages of development and use.

• Recommendation 5 – Integrated planning for planning and resource allocation in technology and learning resources
  o Academic Services units have described models for planning and resource allocation.
Opinions about additional progress needed:

- Recommendation 2 – Program review
  - Consistent measures/criteria of program review beyond progress towards program goals (on template), e.g., student achievement and other measures are needed.
  - **Clear, streamlined, simple model is needed, so all can understand.**
    - Standardized program review “model”/structure/criteria are needed.
    - Implementation across all departments is still lacking.

- Recommendation 3 – Integrated planning, program review, resource allocation, and institutional planning
  - **Clear, streamlined, simple model needs to be depicted for all to understand.**
  - Process needs to be amplified, extended throughout procedures, and strengthened in order to more thoroughly integrate components.

- Recommendation 5 – Integrated planning for planning and resource allocation in technology and learning resources
  - I am unsure whether the Commission expects more progress on this.

Suggestions:

- Make a list and timelines of needed activities in order to simplify tasks.
- Create **clear, streamlined** models of program review and planning integration processes.
- Identify common definitions and vocabulary for LCC, e.g., “student learning outcomes”, “strategic plan”, “action plan”, “assessment” “outcomes measures”, etc.
- Conduct comprehensive student learning outcomes workshops and inservice for all.
- Create the complete student learning outcomes assessment “model” towards which you are working.
- Enhance a culture of evidence and the notion of continuous improvement.
- Identify institutional effectiveness measures.
- Revisit the college mission statement and be sure that it addresses **student learning as a major LCC mission**.
- Accept that everyone won’t always agree and that the value of the process needs to be balanced with the need for closure and results.
Leeward Community College  
Program Review Committee Minutes  
Tuesday, December 2, 2003  
1:30 – 3:00 pm  
PS 101 A


1. Explanation of the Unit/Area Program Review Policy by the Chair  
- The strategic plan and the budget are to be driven by systematic program review results/analysis.  
- All degrees and certificates offered by LCC will be assessed  
  - Student achievement – which indicates how students are going through the program  
  - Student Learning Outcomes (SLOs) – which indicate what students are learning as they go through the program  
- The Faculty Senate Program Review Committee is responsible for all Instructional areas of the campus.

2. Committee Membership  
- The chair reviewed the membership of the committee as approved by the Faculty Senate.  
- All members who are faculty will be allowed to vote; ex-officio advisors, of course, may not.  
- Moved by Bob and seconded by Don: Nine members who are faculty shall constitute a quorum.  
  Y=10, N=2, Ab=0. Motion carried.

3. Instructional area divided into units  
- The chair presented an organizational chart that divides the instructional/credit components of the campus. Moved by Don and seconded by Bob that the chart be accepted. Y= 10, N= 0, Ab= 2. Motion carried.  
- The point person for each degree and certificate and each of the Gen Ed areas was determined to be:  
  
<table>
<thead>
<tr>
<th>A&amp;H</th>
<th>West</th>
<th>BTEC</th>
<th>Kamida</th>
<th>SS</th>
<th>Thompson</th>
<th>VT</th>
<th>Hochstein</th>
<th>M&amp;S</th>
<th>Cabral</th>
<th>Oral Comm</th>
<th>Caldwell</th>
<th>Written Comm</th>
<th>Kupper-Herr</th>
<th>Quant. Reasoning</th>
<th>Cabral</th>
<th>Abstract Thinking</th>
<th>West</th>
<th>Info Retrieval</th>
<th>Coleman</th>
<th>Critical Thinking</th>
<th>Thompson</th>
</tr>
</thead>
</table>

Their job will be to see that assessment is done, and report to the Program Review Committee. It is expected that the former assessment committee members will be consulted so as to use whatever instruments have already been developed and any data already collected.

4. Student learning outcomes (SLOs)  
- SLOs answer the questions:  
  - What should a successful graduate of our degree or certificate know or be able to do?  
  - How do we know if they are?  
- The chair presented copies of the LCC catalogue which lists degree competencies (SLOs) for the AA, AS, and AAS programs and Gen Ed competencies for the AA. They will be the starting point for assessing instructional programs.
5. Timeline
   - May 31 of each year will be the deadline for data to be submitted in order for it to be included in a data book
   - Andy will complete the data book in time for the beginning of fall semester
   - Faculty will analyze data and make action plans in fall
   - February will be the deadline for submitting strategic plan initiatives to the planning committee.

6. Next Step
   - What data can we have by 5/31/04? What is already in progress?
   There was open discussion about what has been done by prior assessment committees and if/how data can be accessed through Banner and Aldrich files.
   - In time for the next meeting, point people will have selected which SLOs their group wishes to assess.
   - Andy will assist as a resource person.

7. Next meeting date: Jan 27, 2004, 1:30 pm, PS 101A (Bring a jacket!)

Last meeting minutes reviewed and approved by committee.

On 1/26/04 Mark Silliman received an official “Action Letter,” dated 1/23/04, from ACCJC which indicates the official action taken by the Commission on our Focused Midterm Report in the context of the Evaluation Team’s report to the Commission.

As you will note from the Action Letter, although the ACCJC accepted the College’s Focused Midterm Report, it also placed the College on Warning and is requiring two Progress Reports on the recommendations and concerns articulated in the Action Letter.

A first Progress Report will be due on 4/1/04, on the College’s progress in addressing the first recommendation from the fall 2003 team report.

Recommendation 1: The College should hold its planned Spring 2004 review of the “N” grade and either discontinue the use of the grade or define it to be clearly applied after instructor assessment of student learning, and assure that it reflects a unique amount of learning that is distinguishable from the “F” grade.

A second Progress Report will be due 10/15/04, and will be followed by a visit by representatives of the Commission. The Report should describe institutional progress in addressing its need for a comprehensive program review that is integrated with institutional planning, including technology planning, as described in recommendations two and three from the 2003 team report and recommendation five from the 2000 team report.

Recommendation #2: Leeward CC should develop and implement a program review process that includes appropriate common data elements for each program, data on student needs, student achievement and student learning outcomes.
Recommendation #3: Leeward CC and all of the Hawaii Community Colleges/University of Hawaii System need to develop expectations that the institution engage in program review as part of ongoing review of institutional effectiveness, plan for improvements and incorporate those plans into strategic planning and resource distribution processes for the community college system.

Mike Meyers/Amory Burgess – Presented slide show Procedural Matters, Assessment Reporting, Core Indicators, Campus Program Indicators, etc.

Program/Unit Review Form has been revised and will be distributed once approved.
  - Due May 15th
  - Plan of action section will be due in the Fall of 2004

Andi Rossi to email reports to all Division Chairs and will send a hard copy to D. Thomson.

Next meeting will be 2/17/04 from 1:30 – 3:00pm at PS101A

Instructional Meeting will be on 2/10/04 from 1:30 – 3:00pm at PS101A
Program Review Committee Meeting
Unapproved Minutes
February 17, 2004
1:30-3:00pm
PS101A


Last meeting (1/27/04) minutes reviewed and approved by committee.

1. Who should minutes be sent to?
   It was agreed that the minutes should also be sent to Douglas Dykstra and Michael Pecsok.
   What should be sent—approved or unapproved minutes?
   Committee agreed that unapproved minutes be sent.

2. Keep minutes of all meetings.
   - When website is up then post on website.
   - Keep all data for 5-6 years
   - G. Levy suggested that a shell be created for minutes so we know what needs to be documented. Kathy Hill to check and get back to committee.
   - G. Levy also suggested that we have only 1 webmaster.

3. Academic Program Review Committee Vote
   - Voting—do we need signatures?
   - Need to take vote after 4th column is done
   - Present to Faculty Senate after 4th column

4. Homework for next meeting
   - Make changes to first 3 columns
   - Fill in column #4 “Expected Level of Performance”
   - Be ready to vote

5. Committee to go into breakout discussion groups.

Next meeting date will be on 3/9/04 from 1:30-3:00pm at PS101A

Meeting Recorder: S. Callejo

1. Find Minutes on Assessment site
   - Kathy Hill explained and demonstrated how to access site. Each person present had access to a computer to follow instructions.

2. Approve minutes of last meeting (2/17/04)
   - Did not have enough committee members present to approve. Will approve minutes at next meeting on 3/19/04.
   - Webmaster will be Ralph Toyama, but for now send to Kathy Hill.

3. Discuss voting criteria
   - Columns 1-4 should be completed.
   - Outcome, sample population, and measurement method should make sense
   - Results should provide an answer to the question (what the student should be able to do).

4. Discuss voting procedures
   - Voting will be held at next meeting on 3/18/04.
   - Committee members should view all templates or much as possible before next meeting and be ready to vote.
   - Voting members use paper ballot to vote. The question of voting electronically in the future was brought up and will be looked into.
   - If a committee member is unable to be present at next meeting then a proxy for them will be acceptable to vote.
   - Presentation to Faculty Senate.

5. Find templates on Assessment site
   - Kathy Hill explained and demonstrated how to access the templates.
   - Viewed Critical Thinking, Written Communication and Quantitative Reasoning templates as a group.
   - Email your templates to Kathy Hill and she will post on the website.
As new templates come in Kathy will email committee to let them know so they are able to view them.

6. Next meeting will be Thursday, 3/18/04 in BE-229 from 1:30-2:30pm.

7. Meetings for remainder of this semester: Set now to coordinate with Paul Lococo’s AA mtg.
   - To be determined at next meeting.
Meeting Minutes
Academic Program Review Committee Meeting

Date: March 30, 2004
Time: 1:30
Room: BE-229

Meeting Chair: Kathy Hill
Meeting Recorder: Bernadette Howard
Members Present: Kamida, Caldwell, Chun, West, Rossi, Thompson, Hochstein, Coleman, Buchanan, Chambers, Cabral, Pond

Guests Present:

If this is a sub-committee meeting, what is the name/function of the sub-committee in relationship to the larger Assessment Committee?

I. Old Business (review/update of previous discussions and actions):

II. New Business (plans/deadlines for new initiatives and actions):

Members are to delete Info Retrieval & Tech from their ballot at the request of the subcommittee.

Voting on the proposals already submitted:

1. Written Comm 12 Yes
2. Bus Tech CC 2 proposals 12 Yes
3. Bus Tech CA 11 Yes 1 Abs
4. Bus Tech AAS 7 Yes 3 Abs 1 No 1 Blank
5. Acct AAS 12 Yes
6. Acct CA 12 Yes
7. Critical Thinking 9 Yes 3 Abs
   Passed w/ change: In column 3, remove the nos. 1,2,3.
8. Quantitative Reasoning 12 Yes
   Members agreed to treat all 7 templates as one.
   Passed w/ the change: Remove all faculty names from the proposals.
9. Pre-Bus ASC 12 Yes

As committees and individuals exchange ideas and data about assessment issues, these Notes and other information may be subject to change and may not constitute official policy.
Passed w/ the proviso that it will tie in with the Info Retrieval and Tech proposal.

10. TVPro
   Passed w/ the changes: Remove text in column 6.
   Remove all text in column 3 above the bolded text.
   Change to "pretest after 2\textsuperscript{nd} semester and post test at the beginning of the 3\textsuperscript{rd} semester.

11. Abstract Thinking
   Passed with the changes: Add to column 2, "A random sample of the classes listed to equal a student population of approximately 100 with 50 coming from 100-level courses and 50 coming from 200-level courses. Courses: Sociology 100, Psychology 100, History 151, Philosophy 100, English 250-257, Psychology 240, and Anthropology 200."
   Column 3 should read, "Students will be given a multiple choice test designed to assess abstract thinking ability."

III. Miscellaneous Items:

IV. Time Meeting Adjourned: 3:15
   Date of Next Meeting: to be determined
Meeting Minutes
Academic Program Review Committee Meeting

Date: April 22, 2004
Time: 1:30 PM
Room: BE-228

Meeting Chair: Kathy Hill
Meeting Recorder: Shirlene Callejo

Guests Present:

If this is a sub-committee meeting, what is the name/function of the sub-committee in relationship to the larger Assessment Committee?

I. Old Business (review/update of previous discussions and actions):

Minutes were unanimously approved for 2/17/04, 3/11/04, and 3/30/04.

The Abstract Thinking committee made the following changes to their templates that were previously approved on 3/30/04.

a. Delete Anthropology 200 from the eligible course list.
   b. Add the following to column 4: "Achievement scores will be determined after the pilot test of the multiple-choice test."

II. New Business (plans/deadlines for new initiatives and actions):

Template Voting Results and suggested changes:

1. Oral Communication Passed - 9 Yes
   Approved with the following changes: Column 2 - remove the word "All."
   Column 3 - Remove the words "A random sample of these outlines will then be assessed."
   and add "Two of the five sections of SP 251 will be assessed."
   Column 4 - After the word acceptable, add "based on a rubric developed by speech faculty."

2. Information Retrieval & Technology Passed - 8 Yes 1 Blank
   Approved with the following change: Column 6 - Delete part 2b. completely.

3. Philippine Studies ASC Sent for revision
   Bernadette will meet with the proposer.

As committees and individuals exchange ideas and data about assessment issues, these Notes and other information may change and may not constitute official policy.
4. Digital Media Production Certificate of Completion  Passed - 9 Yes
   Approved with the following change: Column 4 - After the percentage, add "according to
   the rubic developed by the digital media instructors."

5. Desktop Publishing Certificate of Competence  Passed - 9 Yes
   Approved with the same change as Digital Media Production Certificate of Completion.

6. Digital Media Production AS  Passed - 9 Yes
   Approved with the following changes: Column 3 - Reword the questions.
   Column 4 - After the percentage in both sentences, add "or 3.0 on a 4-point scale."

7. Motion Graphics Certificate of Competence  Passed - 9 Yes
   Approved with the same change as Digital Media Production Certificate of Completion.

8. Video Web Casting Certificate of Competence  Passed - 9 Yes
   Approved with the same change as Digital Media Production Certificate of Completion.

9. Web Page Design Certificate of Competence  Passed - 9 Yes
   Approved with the same change as Digital Media Production Certificate of Completion.

10. Substance Abuse Counseling Certificate of Completion  Sent for revision
    Bernadette will meet with the proposer.

11. Chemistry 161L (Quantitative Reasoning)  Passed - 9 Yes

12. Math 103 (Quantitative Reasoning)  Passed - 9 Yes

13. Math 135 (Quantitative Reasoning)  Passed - 9 Yes
    Approved with the following addition for Column 4 - "70% of the students participating in
    the testing instrument will perform at 70% accuracy or better."

14. Voc Tech (Automotive AAS)  Sent for revision
    Bernadette will meet with the proposer.

III. Miscellaneous Items:

IV. Time Meeting Adjourned: 3:00 PM
   Date of Next Meeting: To be determined

As committees and individuals exchange ideas and data about assessment issues, these Notes and other information subjects to change and may not constitute official policy.
The Faculty Senate Program Review Committee

Faculty Senate Program Review Committee (FSPRC), in conjunction with the Vice Chancellor/Chief Academic Officer (VC/CAO), administers and oversees program review for all academic/instructional degree and certificate credit programs at the College.

RESPONSIBILITIES
- coordinates and monitors the academic program review process;
- reviews individual academic program reviews to recommend acceptance, revision, or rejection;
- recommends program review policy changes as needed, and
- keeps all affected parties informed.

Reports of the committee’s recommendations are presented to the Faculty Senate for final review, adoption, modification, rejection, or endorsement.

MEMBERSHIP
The FSPRC consists of broad based campus representation and is faculty-driven. Committee membership includes division chairs (voting faculty) from each of the following eight (8) academic areas:

1. Academic Support
2. Arts & Humanities
3. Business Technology
4. Language Arts
5. Math & Sciences
6. Social Sciences
7. Student Services
8. Vocational/Technical

The Accreditation Liaison Officer, acting Director of Planning, Policy & Assessment, Dean of OCEWD, the Institutional Researcher, and the VC/CAO or designated representative(s) also serve as ex-officio advisory members.

PROCESS
The FSPRC met every three weeks throughout the semester. Throughout the semester, Chair Hill reported on the FSPRC progress to the Faculty Senate.

September 2003
Kathy Hill, associate professor in accounting, elected FSPRC Chair by Faculty Senate

December 2003
FSPRC initial meeting
Unit/Area Program Review Policy reviewed
Committee membership and proposed timeline reviewed
Proposed Program Review template reviewed

Organization of Program Review established:
Divisions offering degree or certificate programs and
Six General Education Outcome areas of the AA degree listed on pages 58-59 in the 2003-2004 Catalog.
A point person was assigned to each division and each General Education Outcome.
January 2004
Discussion and final decisions on selection of SLOs

Presentation on procedural matters, assessment reporting, core indicators and program indicators.

Banner (Student Information System) reports about AA graduates and the courses taken by most graduates distributed. This information served as a basis to identify and substantiate which courses would be appropriate for data sample/population in the AA assessment. The reports provided information for 6 semesters (F00, S01, F01, S02, F02, and S03).

Program subcommittees completed the Mission, Goal, and Student Learning Outcome Measure (column #1) sections of the Program Review template.

February 2004
Determination of Columns 2-4
Program Review subcommittees then identified their data/sample population (template column #2), method of data collection (template column #3), and expected level of results/performance (template column #4).

March 2004
Voting procedures for the review and approval of the completed Program review forms were confirmed.

Introduction of the Assessment website, where templates and related documents were available for downloading and where the approved Program Review Forms would be uploaded.

On March 30, 13 proposals were reviewed and approved with changes.

Upon approval, data collection for the 2003-2004 academic year began.

APRIL
Minor revisions were made to previously submitted proposals and 14 additional proposals were reviewed and discussed.

MAY
Completion of template column #5 (Actual Level of Results/Performance)

Approved forms uploaded onto the Assessment Website.

JULY-SEPTEMBER
Institutional Researcher compiles the data into a Program Review Fact Book.

OCTOBER-DECEMBER 2004
Analysis of data, modification of assessments and preparation of action plans to be incorporated into the College’s Strategic Plan.

Actual data samples will be kept for 5-6 years in a yet to be determined central storage location.

JANUARY 2005
Submittal of Strategic Plan action items based on analysis of data from assessment

FEBRUARY–MAY 2005
Collection of data based on last year’s assessment instruments to gather second “data point”
**Mission/Purpose:**
*To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.*

**Goal/Objective:**
*Prepare the student for entry level accounting positions.*

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of Data Sample/Population</th>
<th>Method of Data Collection &amp; Source</th>
<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and compare financial statements.</td>
<td>ACC 155 (capstone course) Collect data each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student’s financial statement analysis project from ACC 155 to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>2. Solve accounting problems using an electronic spreadsheet.</td>
<td>ACC 155 (capstone course) Collect data each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student’s financial statement analysis project from ACC 155 (capstone course) to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
LCC Strategic Plan  
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Accounting Certificate of Achievement–app. 3/30/04

Mission/Purpose:  
To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

Goal/Objective:  
Prepare the student for entry level accounting positions.

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</thead>
<tbody>
<tr>
<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog). Student should be able to:</td>
<td>ACC 124 and ACC 201 classes (including DE sections). Collect data each semester beginning Spring 2004.</td>
<td>Accounting instructors will include questions 41, 60, and 103 from chapter 11 of the publisher’s test bank in all ACC 124 and ACC 201 final exams. These questions were selected because they demonstrate understanding of basic accounting terminology.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate understanding of accounting terminology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Complete the payroll accounting process and prepare Hawaii General Excise tax returns</td>
<td>ACC 132 Payroll and HI G.E Tax class. Collect data each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student’s Hawaii General Excise Tax project to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Business Technology Certificate of Completion Program Requirement (May 2004) – app. 3/30/04

**Mission/Purpose:** LCC 2003-2004 Catalog, p. 5: **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**
LCC 2003-2004 Catalog
p. 34: **Business Technology,** To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

Program Health Indicator Report Leeward Community College 2002-2003
p. 40: **Program Goals,** Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tr>
<td>Certificate of Completion Business Technology Program: LCC 2003-2004 Catalog p. 64: <strong>Associate in Science Degree Competencies,</strong> Item #8. demonstrate competence in a selected program/plan of study.</td>
<td>Collect from each instructor teaching the BUS 127 MS® Word for Business class during the Spring 2004 semester a total of three of the best five-minute timings for each of the selected Business Technology (formerly Office Administration &amp; Technology)-major students.</td>
<td>Instructors throughout the semester will give five-minute timings. The instructors will record on a progress sheet, the gross words a minute, errors, and net words a minute. Instructors will identify each of the students in BUS 127 who is a declared Business Technology/Office Administration &amp; Technology major to be used for measurement.</td>
<td>80% of the students will reach 30 wam on a five-minute timing with no more than five errors (using the Cortez Peters program where backspacing is not permitted) or no more than three errors (using Word or some other keyboarding program where backspacing is permitted).</td>
<td>100% (seven out of seven) of BT majors tested reached 30 wam on a five-minute timing with no more than five errors (using the Cortez Peters program where backspacing is not permitted) or no more than three errors (using Word or some other keyboarding program where backspacing is permitted).</td>
<td>Discuss timing scores and alignment with PCCs.</td>
</tr>
</tbody>
</table>

B-7: Business Degrees SLOs 81 of 290
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Business Technology Certificate of Completion Program Requirement (May 2004)

**Mission/Purpose:** LCC 2003-2004 Catalog, p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** LCC 2003-2004 Catalog, p. 34: Business Technology, To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

**Program Health Indicator Report Leeward Community College 2002-2003**

p. 40: Program Goals, Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tr>
<td>Certificate of Completion Business Technology Program: LCC 2003-2004 Catalog</td>
<td>Collect from each instructor teaching the BUS 155 Business Calculations class during the Spring 2004 semester a total of three of the best five-minute timings for each of the selected Business Technology (formerly Office Administration &amp; Technology)-major students.</td>
<td>Instructors throughout the semester will give five-minute timings. The instructors will record on a progress sheet, the gross depressions per minute and errors.</td>
<td>80% of the students will reach 100 dpm on a five-minute addition timing with no more than one error.</td>
<td>Ten students out of 14 (71%) reached 100 dpm on a five-minute addition timing with no more than one error. Ten out of 12 (83% if only students attending regularly are counted. Two of the 14 students have stopped attending classes and did not officially withdraw).</td>
<td>Students who attend regularly generally achieve the student learning outcome of 100 dpm on a five-minute addition timing with no more than one error. In the future those students who have stopped attending classes and have not officially withdrawn will not be used in the total for calculating actual levels of performance.</td>
</tr>
</tbody>
</table>
### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Business Technology Certificate of Achievement Program Requirement (May 2004) – app.3/30/04

**Mission/Purpose:** *LCC 2003-2004 Catalog*, p. 5: **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** *LCC 2003-2004 Catalog*, p. 34: **Business Technology.** To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

*Program Health Indicator Report Leeward Community College 2002-2003*, p. 40: **Program Goals,** Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tr>
<td>Certificate of Achievement Business Technology Program: <em>LCC 2003-2004 Catalog</em>, p. 64: <strong>Associate in Science Degree Competencies,</strong> Item #8. demonstrate competence in a selected program/plan of study.</td>
<td>Collect from each instructor teaching the BUS 136 Business Computer Spreadsheets—MS® Excel class during the Spring 2004 semester a production project from the final exam printed with formulas and a final exam question which demonstrates understanding of using the spreadsheet from each Business Technology (formerly Office Administration &amp; Technology)-major students.</td>
<td>Instructors will give a standardized spreadsheet production test in which formulas must be used. Students will be asked to printout and submit an electronic copy of the spreadsheet with formulas displayed.</td>
<td>80% of the students will score 70% on the production test.</td>
<td>Seven students out of 10 (70%) scored 70% or higher on the production test.</td>
<td>All of the students who did not pass with 70% were from a remote campus site. The lack of computers at home, lack of on-campus lab time, and lack of tutor assistance had negative impact on the progress of students. It is a strong recommendation that remote campus sites be properly equipped with Learning Resource Centers, assistants who can provide guidance with computers and software, scheduled lab hours, and separate classrooms (classroom lectures should be uninterrupted by students, faculty, and staff needing to use the computers for lab work).</td>
</tr>
</tbody>
</table>

*B-7: Business Degrees SLOs*

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### Outcome Measure

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<tr>
<td>Associate in Applied Science Business Technology Program:</td>
<td>Collect from the instructor teaching the BUS 259W Supervision class during the Spring 2004 semester a paper and oral presentation using PowerPoint.</td>
<td>Instructor will identify each of the students in BUS 259W who is a declared Business Technology/Office Administration &amp; Technology major to be used for measurement for evaluation. Each student will interview a supervisor, write a paper, and present an oral presentation. The instructor will use a rubric for the written and oral presentation effectiveness.</td>
<td>80% of the students will score 70% on the interview written paper and oral presentation using PowerPoint.</td>
<td>100% of the students scored 70% for the written paper and oral presentation. The grade was based on a final submission of the paper after one required (sometimes two or three total) rough drafts.</td>
<td>Research ways to improve student writing, especially English mechanics—grammar, word use, etc.</td>
</tr>
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### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Business Foundations Certificate of Competence

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** To provide the most critical skills demanded by businesses: customer service, interpersonal skills, and communication.

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<td>Students should be able to:</td>
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<td>Students will be given a behavioral style analysis examination which will test their knowledge in using the appropriate behavior when dealing with customers. Two (out of three) sections will be assessed.</td>
<td>70% of students will achieve a grade of 70% or higher.</td>
<td>82% of students achieved a grade of 70% or higher.</td>
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<tr>
<td>Understand the appropriate behavior required for success in the workplace</td>
<td>BUS 121 students will be assessed each semester.</td>
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### LCC Strategic Plan

Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

#### Evidence of Program/Unit Review: Business Foundations Certificate of Competence

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<tr>
<td>Students should be able to:</td>
<td>BUS 121 students will be assessed each semester.</td>
<td>BUS 121 instructors will collect strategy outlines for dealing with challenging customers from two (out of three) sections of BUS 121.</td>
<td>All samples will be evaluated and rated based on rubric developed by BUS 121 faculty.</td>
<td>Based on rubric, 89% of students’ outlines were deemed satisfactory.</td>
<td></td>
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LCC Strategic Plan  
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services  
Evidence of Program/Unit Review: Pre-Business ASC – app 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which would enable them to succeed in four-year business programs to which they apply.

**Goal/Objective:** To have students develop an understanding of accounting terminology and basic accounting systems.

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<td>Demonstrate understanding of accounting terminology. (Note: Also an outcome measure of the Accounting Certificate of Achievement)</td>
<td>ACC 124 and ACC 201 classes (including DE sections). Data will be collected each semester beginning Spring 2004.</td>
<td>Accounting instructors will include questions 41, 60, and 103 from chapter 11 of the publisher’s test bank in all ACC 124 and ACC 201 final exams. These questions were selected because they demonstrate understanding of basic accounting terminology.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td>72% (See Accounting – CA)</td>
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LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Pre-Business ASC – app 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which would enable them to succeed in four-year business programs to which they apply.

**Goal/Objective:** To have students develop a competence in information retrieval and technology.

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<td>Students should be able to demonstrate knowledge of basic vocabulary, concepts and operations of information retrieval and technology. (Note: Also an outcome measure of the General Education Requirements.)</td>
<td>Use General Ed—Information Retrieval and Technology Assessment</td>
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LCC Strategic Plan  
**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** E-Commerce Certificates of Completion  
PENDING

**Mission/Purpose:** E-Commerce Courses provide online education for entrepreneurs, individuals seeking positions in the new world of online business and for employees of companies needing specific skills to assist their companies in making the transition to the Internet based and information economy.

**Goal/Objective:** The E-Commerce curriculum will provide an introduction to the technology and historical development of transactional services on data networks, an understanding of the elements of e-commerce and e-business operations, introduction to direct personalized marketing on the Internet, and an introduction to the role of back office operations such as accounting, inventory control and customer service in the E-Commerce environment.

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<tr>
<td>Identify the business elements of an effective e-commerce operation as presented in each module of ECOM 100.</td>
<td>Technical, operational, and marketing components of e-commerce and e-business services</td>
<td>Use of a survey question requiring the identification of components taken as part of the online final exam.</td>
<td>Comparison of question results against a rubric for each module should produce 70% correct answers.</td>
<td></td>
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</tr>
<tr>
<td>Develop a model e-commerce or e-business site with site layout and components.</td>
<td>Define the elements of an e-commerce or e-business site based on current industry standards</td>
<td>Randomly select course projects in ECOM 102 and ECOM 100B for review by ECOM Advisory Board against course rubric</td>
<td>70% of randomly selected projects should include the basic design elements and components for industry standard site components.</td>
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**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Supervisory Management  AAS  PENDING

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** This program prepares the student for entry-level employment and supervisory positions in government and private industry.

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<td>Students should be able to: 1. Develop managerial decision making and problem solving skills. 2. Utilize leadership styles and apply motivational methods appropriate to the situation. 3. Establish and practice as a norm ethical standards of behavior and social responsibility. 4. Utilize and perform financial analysis to manage the workplace unit. 5. Implement effective teamwork and group dynamics strategies. 6. Consistently achieve organizational objective. 7. Demonstrate effective interpersonal and organizational communication skills.</td>
<td>A survey will be conducted from a random sampling of employers of program graduates to determine the degree to which and quality of the outcome measures practiced by graduates.</td>
<td>The Institutional Research Office will develop an Employer Satisfaction Survey and distribute it to the randomly selected employers of our program graduates.</td>
<td>An average 80% satisfaction rating for the outcome measures.</td>
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**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review: Automotive A.A.S. – app. 6-1-04**

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** To prepare students with the skills and competence necessary for a successful career as an Automotive Technician.

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<tr>
<td>(Quality Achievement Outcome) Students should be capable of passing ASE Certification Tests (Automotive Service Excellence)</td>
<td>A survey will be taken at the end of the student’s fourth semester by appropriate instructor to determine percentage of students passing certification tests</td>
<td>The Program Coordinator will collect surveys and analyze data with the program’s instructional staff and appropriate administrators.</td>
<td>20% of students having completed all automotive courses are expected to pass at least one ASE test.</td>
<td>50% of the graduates have completed 2 or more ASE Certification Tests. (Survey taken Spring 2004)</td>
<td>No action needed.</td>
</tr>
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### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Automotive A.A.S. – app. 6/1/04

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** To prepare students with the skills and competence necessary for a successful career as an Automotive Technician.

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<tr>
<td>(Quality Achievement Outcome) Students should be able to:</td>
<td>A survey will be conducted six months after the AMT student graduates from LCC with an AAS Degree.</td>
<td>The Job Prep Services will contact the graduate either by letter or phone.</td>
<td>75% of graduates will be employed in their field.</td>
<td>60%</td>
<td>1) Conduct more career day workshops.</td>
</tr>
<tr>
<td>8. Demonstrate competence in a selected program/plan of study - to achieve entry-level employment</td>
<td></td>
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<td>2) Encourage students to take ASE exams earlier in their course of study.</td>
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**LCC Strategic Plan**  
**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**  

**Evidence of Program/Unit Review: Food Service A.A.S. – app. 6/1/04**

**Mission/Purpose:** To develop the skills, knowledge and confidence essential to prepare students for a wide range of successful employment opportunities in culinary careers. Our faculty is committed to providing a fusion of hands-on experiences and theoretical instruction in an atmosphere reflective of our community’s diverse culinary heritage.

**Goal/Objective:** Knife Skills

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| #8 Demonstrate competence in a selected program/plan of study (#8, p. 64, 2003-2004 Catalog). | All students in the culinary production classes. | Chefs to administer a competency test at the end of each semester. Testing to begin in all production classes, effective Spring 2004. | Students in semester 1 will achieve 60% accuracy based on American Culinary Federation Standards. | Semester 2 students - 70%  
Semester 3 Students – 80%  
Semester 4 students – 90% | |
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: A.S. – Television Production

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** This program prepares the student for entry-level employment in the television/ film industry.

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<td>At the beginning of the third semester, students will recall the key points and skills from the two preceding semesters in camera operation, lighting, audio, editing, engineering, and the production process, so that information can be retained, applied, and expanded upon in the Level III classes.</td>
<td>The entire cohort of 20 students.</td>
<td>A comprehensive pretest will be administered at the end of the second semester. An identical post test will be administered at the beginning of the third semester.</td>
<td>Students will score at least 70% retention on the post test exam items as compared to identical test items on the pretest.</td>
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**LCC Strategic Plan**

Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

**Evidence of Program/Unit Review: Substance Abuse Counseling Certificate of Completion**

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.

**Goal/Objective:** To prepare students for positions as alcohol and drug abuse counselors, as well as those employees already working in the field who wish to hone their knowledge. (catalog p.45)

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<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog).</td>
<td>Two sections of HSER 140 Individual Counseling and two sections of HSER 245. Each semester an assessment and evaluation of data will be performed and reported at the end of the spring semester.</td>
<td>Faculty member will use a rubric to assess the research paper in Hser 140 and a rubric to assess the in-class group facilitation in Hser 245</td>
<td>90% of students will receive a grade of A, B or C on assignment</td>
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## LCC Strategic Plan

Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

### Evidence of Program/Unit Review: Substance Abuse Counseling Certificate of Completion

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.

**Goal/Objective:** To prepare students for positions as alcohol and drug abuse counselors as well as those employees already working in the field who wish to hone their knowledge. (catalog p. 45)

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<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog).</td>
<td>Two sections of HSER 140 Individual Counseling class students (fall semesters). Each semester an assessment and evaluation of data will be performed and reported at the end of the spring semester.</td>
<td>On an annual basis, faculty member will use a rubric to score student biopsychosocial assessments (assignments)</td>
<td>90% of students will receive a grade of A, B or C on assignment.</td>
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Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Substance Abuse Counseling Certificate of Completion

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<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog).</td>
<td>HSER 294, and HSER 295 second year Practicum students. Each semester an assessment and evaluation of data will be performed and reported at the end of the spring semester.</td>
<td>Faculty member will use a rubric to assess the oral presentation done each semester.</td>
<td>90% of students will receive a grade of A, B or C on the assignment</td>
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**Evidence of Program/Unit Review: Information & Computer Science A.S.**

**Mission/Purpose:**
Parts of the college’s mission statement that are specific to the ICS Program are as follows:
- **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- **Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

**Goal/Objective:**
The curriculum leading to an Associate in Science degree in Computer Science is designed to prepare individuals for employment as technical assistants to professional and administrative personnel using computers. Students may choose one of three areas of specialty: Network Support Specialist, Database Support Specialist or Web Master. Skills in writing, speech, accounting, economics and mathematics and networking complete the preparation for employment.

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| Upon successful completion of the Associate in Science degree in the Information and Computer Science, the student will be able to:  
- Solve problems, develop algorithms, and write computer programs in at least two programming languages. (ICS 113, ICS 130, ICS 135, ICS 151Z, ICS 250, ICS 251)  
- Demonstrate a familiarity with the mathematics used in computing science. (Math 135)  
- Demonstrate an understanding of the functioning of a computer’s operating system. (ICS 240)  
- Effectively communicate in written and oral form, a system solution, its documentation, and its implementation. (ICS 184, ICS 270) | The ICS Department has agreed to test students from the ICS 184 class.  
Ten randomly selected questions demonstrating an understanding of the principles of computer networking will be given to both sections of this class in the Spring 2004 semester. | Both the National Association of Communication System Engineers and WestNet Learning Technologies in partnership with 3Com have agreed to provide at least 5 questions each for this first test. A database application has been written to deliver the test to students from both classes as part of the final exam. The program will store the number of questions answered correctly. | 75 percent of the students taking the test will score at least 70 percent of the questions correctly. | Based on the test given in May 2004, 80% of those tested scored at least 70% or higher. | No corrective action planned at this time. |
- Use project management tools to manage information systems development projects. (ICS 270)
- Work effectively as part of a group/team. (ICS 184, ICS 240, ICS 293D, ICS 125, ICS 270)
- Demonstrate the principles of accounting. (ICS 151Z, ICS 251, ICS 270, ICS 293D)
- Demonstrate an understanding of the principles of computer networking. (ICS 184, ICS 293D)

Depending on their area of specialty, the student should be able to:
- Write computer programs at an advanced level. (ICS 135, ICS 151Z, ICS 250, ICS 251)
  Or
- Demonstrate an understanding of the operation and implementation of a computer network. (ICS 184, ICS 185, ICS 186, ICS 187, ICS 125)
  Or
- Demonstrate an understanding of the design and implementation of web pages and a web server. (ICS 187, ICS 290, DMED 121, DMED 122 and DMED 221)

*questions answered correctly.*
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services
Evidence of Program/Unit Review: Digital Media Production Certificate of Completion Program
Requirement (May 2004) – app. 4/22/04

Mission/Purpose:
LCC 2003-2004 Catalog
p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

Goal/Objective:
LCC 2003-2004 Catalog
p. 48: Digital Media, To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

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| LCC 2003-2004 Catalog
p. 64: Associate in Science Degree Competencies Item #8: demonstrate competence in a selected program/plan of study. | DMED 200 (Electronic Portfolio) Each Spring semester beginning Spring 2004. | Digital Media instructor will submit each student’s Electronic Portfolio projects to the Digital Art Showcase event every Spring semester for evaluation by the local industry Digital Media leaders. | The average score of all work will be at least 75% according to the rubric developed by the digital media instructors. | The rubric revealed an average score of 83% | No action plan is necessary |

Plan of Action

No action plan is necessary
**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Digital Media Production A.S. – app. 4/22/04

**Mission/Purpose:** *LCC 2003-2004 Catalog*, p. 5: **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** *LCC 2003-2004 Catalog* p. 48: Digital Media. To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

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<td><em>LCC 2003-2004 Catalog</em> p.64: <strong>Associate in Science Degree Competencies</strong>, item #6: develop insights into human experience and apply them to personal, occupational and social relationships. Student should able to:</td>
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<tr>
<td>1. Work well with others as part of a team.</td>
<td>DMED 293 (Practicum in Digital Media) Each Spring semester beginning Spring 2004</td>
<td>As the DMED 293 students do their internship, their direct supervisor will rank them from 1 to 4 on the question: Does John Doe work well with others as part of a team?</td>
<td>The average score of all DMED 293 students will be at least 75% or 3.0 on a 4-point scale.</td>
<td>The results revealed an average score of 93%</td>
<td>No action plan is necessary</td>
</tr>
<tr>
<td>2. Be receptive to suggestions from peers.</td>
<td>DMED 293 (Practicum in Digital Media) Each Spring semester beginning Spring 2004</td>
<td>As the DMED 293 students do their internship, their direct supervisor will rank them from 1 to 4 on the question: Is John Doe receptive to suggestions from peers?</td>
<td>The average score of all DMED 293 students will be at least 75% or 3.0 on a 4-point scale.</td>
<td>The results revealed an average score of 96%</td>
<td>No action plan is necessary</td>
</tr>
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LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Motion Graphics Certificate of Competence Program
Requirement (May 2004) – app. 4/22/04

Mission/Purpose: LCC 2003-2004 Catalog
p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

Goal/Objective: LCC 2003-2004 Catalog
p. 48: Digital Media, To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>DMED 240 (Advanced Motion Graphics) Each Spring semester beginning Spring 2004.</td>
<td>Digital Media instructor will submit each student’s Advanced Motion Graphics projects to the Digital Art Showcase event every Spring semester for evaluation by the local industry Digital Media leaders.</td>
<td>The average score of all work will be at least 75% according to the rubric developed by the digital media instructors.</td>
<td>The rubric revealed an average score of 83%</td>
<td>No action plan is necessary</td>
<td></td>
</tr>
</tbody>
</table>
**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Desktop Publishing Certificate of Competence Program

**Requirement (May 2004) – app. 4/22/04**

**Mission/Purpose:**

**LCC 2003-2004 Catalog**

**p. 5: Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**

**LCC 2003-2004 Catalog**

p. 48: **Digital Media,** To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

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<tr>
<td><strong>LCC 2003-2004 Catalog</strong> Item #8: Associate in Science Degree Competencies**</td>
<td>DMED 113 (Desktop Publishing) Each semester beginning Spring 2004.</td>
<td>Digital Media instructor will submit each student’s Desktop Publishing projects to the Digital Art Showcase event every Spring semester for evaluation by the local industry Digital Media leaders.</td>
<td>The average score of all work will be at least 75% according to the rubric developed by the digital media instructors.</td>
<td>The rubric revealed an average score of 86%</td>
</tr>
</tbody>
</table>

**Outcome Measure**

- Produce professional print quality projects.
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services


Mission/Purpose:
LCC 2003-2004 Catalog p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

Goal/Objective:
LCC 2003-2004 Catalog p. 48: Digital Media, To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

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<tr>
<td>LCC 2003-2004 Catalog p. 64: Associate in Science Degree Competencies Item #8: demonstrate competence in a selected program/plan of study.</td>
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<tr>
<td>Student should be able to:</td>
<td>DMED 131 (Introduction to Digital Video) Each Spring semester (beginning Spring 2004).</td>
<td>Digital Media instructor will submit each student’s Digital Video projects to the Digital Art Showcase event every Spring semester for evaluation by the local industry Digital Media leaders.</td>
<td>The average score of all work will be at least 75% according to the rubric developed by the digital media instructors.</td>
<td>The rubric revealed an average score of 83%</td>
<td>No action plan is necessary</td>
</tr>
</tbody>
</table>
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Web Page Design Certificate of Competence Program Requirement
(May 2004) – app. 4/22/04

Mission/Purpose:
LCC 2003-2004 Catalog p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

Goal/Objective: LCC 2003-2004 Catalog
p. 48: Digital Media, To prepare creative individuals with the art and design training needed to explore and express ideas using leading-edge technology and skill-sets. Students receive integrated digital media training incorporating art theory, web design and development, computer graphics, non-linear digital video, business and marketing, streaming media and web animation, motion graphics, media authoring, and 2D and 3D animation. Students become life-long learners, developing the skills required for a vast array of digital media careers.

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<tr>
<td>Produce professional Web Page Design quality projects.</td>
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<tr>
<td>Digital Media instructor will submit each student’s Web Site Design projects to the Digital Art Showcase event every Spring semester for evaluation by the local industry Digital Media leaders.</td>
<td></td>
<td></td>
<td>The average score of all work will be at least 75% according to the rubric developed by the digital media instructors.</td>
<td></td>
<td>No action plan is necessary</td>
</tr>
<tr>
<td>The rubric revealed an average score of 83%</td>
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</table>
**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

Evidence of Program/Unit Review: Digital Art ASC

**Mission/Purpose:**

To provide students the opportunity to develop understandings, abilities, values, and attributes which would enable them to succeed in a four-year Digital Art program.

**Goal/Objective:**

*LCC 2003-2004 Catalog*

p. 59: To have students develop competence in information retrieval and technology.

<table>
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<tr>
<td>Create, manage, organize, and communicate information through electronic media.</td>
<td>DMED 200 (Electronic Portfolio) Each Spring semester beginning Spring 2004.</td>
<td>Digital Media instructor will submit each student’s Electronic Portfolio projects to the Digital Art Showcase event every Spring semester for rubric scoring by the local industry Digital Media leaders.</td>
<td>The average score of all work will be at least 75%.</td>
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</table>
### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Hawaiian Studies ASC – app. 6/1/04

### Mission/Purpose:

The Academic Subject Certificate in Hawaiian Studies (ASCHS) enhances the Liberal Arts degree and prepares students with a strong foundation to complete their baccalaureate degrees in Hawaiian Studies or other fields of study at the University of Hawai`i.

### Goal/Objective:

The ASCHS is intended to provide students with a strong introduction to the culture, language and history of Hawai`i and the Native Hawaiian people.

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<tbody>
<tr>
<td>1-Demonstrate knowledge of Pacific geography and the origins and patterns of migration and settlement of Melanesia, Micronesia and Polynesia.</td>
<td>Currently enrolled students, spring 2004 in HWST 107 course</td>
<td>Map Quiz</td>
<td>70% of students taking the map quiz will demonstrate knowledge of Pacific geography</td>
<td>80% of students demonstrated knowledge of Pacific geography</td>
<td>No action needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations</td>
<td>70% of students taking the exams will demonstrate knowledge of origins, migration, settlement languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>74% of students demonstrated knowledge of origins, migration, settlement languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>No action needed</td>
</tr>
</tbody>
</table>
## LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

Evidence of Program/Unit Review: Hawaiian Studies ASC – app. 6/1/04

### Mission/Purpose

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<tbody>
<tr>
<td>2-Identify the similarities and differences between the cultures and histories of the Pacific Islanders through the study of their languages, religious traditions, artistic accomplishments, material culture and political and economic development.</td>
<td>-Currently enrolled students, spring 2004 in HWST 107 course</td>
<td>-Examinations</td>
<td>70% of students taking the exams will demonstrate knowledge of origins, migration, settlement languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>74% of students demonstrated knowledge of origins, migration, settlement, languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>No action needed</td>
</tr>
<tr>
<td>3-Demonstrate an understanding of islanders’ physical environments and their role in shaping culture, as well as the effects of increasingly altered environments in the modern period.</td>
<td>-Currently enrolled students, spring 2004 in HWST 107 course</td>
<td>-Examinations</td>
<td>70% of students taking the exams will demonstrate knowledge of origins, migration, settlement languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>74% of students demonstrated knowledge of origins, migration, settlement, languages, religious traditions, artistic accomplishments, material culture, environment, history and modern issues facing Pacific Islanders.</td>
<td>No action needed</td>
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</table>
**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** PHILIPPINE STUDIES PROGRAM (Arts & Humanities) - ASC

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values and attributes which enable them to apply their knowledge, skills and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop understanding and appreciation of the culture, language and history of the Philippines and the Filipino people, and of the evolution of Filipino diaspora in the United States.

<table>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of Philippine history and culture.</td>
<td>All ASAN 203 students.</td>
<td>Questions demonstrating understanding of Philippine history and culture will be formulated and administered. Rubric to assess historico-cultural presentation/production.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td>70% of students undertaking ASAN 203 and ASAN 204 activities satisfactorily meet 70% of the criteria used to evaluate their project.</td>
<td>Starting Fall 2004, a pre-test will be administered at the start of the semester to allow a pre-post test assessment design.</td>
</tr>
</tbody>
</table>
### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review: PHILIPPINE STUDIES PROGRAM (Arts & Humanities) - ASC**

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values and attributes which enable them to apply their knowledge, skills and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop understanding and appreciation of the culture, language and history of the Philippines and the Filipino people, and of the evolution of Filipino diaspora in the United States.

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<tr>
<td>2. Identify and explore issues related to Filipino migration in Hawai‘i.</td>
<td>All ASAN 204 students.</td>
<td>Questions demonstrating understanding of Filipino migration in Hawaii will be formulated and administered. Rubric to assess historico-cultural presentation/production.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td>70% of students undertaking ASAN 203 and ASAN 204 activities satisfactorily meet 70% of the criteria used to evaluate their project.</td>
<td>Starting Fall 2004, a pre-test will be administered at the start of the semester to allow a pre-post test assessment design.</td>
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LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: PHILIPPINE STUDIES PROGRAM (Arts & Humanities) - ASC

Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values and attributes which enable them to apply their knowledge, skills and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective: For students to develop understanding and appreciation of the culture, language and history of the Philippines and the Filipino people, and of the evolution of Filipino diaspora in the United States.

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<tr>
<td>3. Demonstrate knowledge of basic vocabulary and grammar in Filipino (Tagalog).</td>
<td>All TAG 102 students.</td>
<td>Questions demonstrating basic proficiency in Filipino vocabulary and grammar will be formulated and administered.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td></td>
<td>Starting Fall 2004, a pre-test will be administered at the start of the semester to allow a pre-post test assessment design.</td>
</tr>
</tbody>
</table>
**Mission/Purpose:** To provide students with training in basic skills necessary for the pursuit of a career in contemporary or commercial music.

**Goal/Objective:** For students to become competent in music composition, performance, audio production and music business.

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<tr>
<td>The Students will be able to:</td>
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<tr>
<td>1. demonstrate knowledge of harmonic and melodic structure in music.</td>
<td>The sample group consists of all students enrolled in courses MUS 282 (Music Theory II), MUS 140 (Sound System Utilization) and performance ensembles.</td>
<td>Test questions agreed upon by the Music department shall be administered as part of regularly scheduled examinations. A list of live performances by the selected ensembles shall be included in the review.</td>
<td>Results of testing should meet a standard bell curve over time. We expect the majority of students to demonstrate competence in the selected criteria. All students majoring in music are required to perform in ensembles as well as in recitals. Data of such performances is included only to document such activities.</td>
<td>1. Results were better than expected. Essentially, students either earned A or F. the few failing students neglected to show to classes and did not complete assigned examination. 2. All ensembles performed on LCC campus and elsewhere during the semester giving students ample performance experience. 3. Majority of students earned A or B. Those few with lesser grades did not turn in required projects.</td>
<td>Students that apply themselves and take academic studies seriously are meeting the desired outcomes. Beyond the continuing encouragement of those students that have talent but lack study skills, no change in the program’s academic structure is anticipated in the near future.</td>
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<tr>
<td>2. gain experience in live performance</td>
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<td>3. know the differences between different microphone types</td>
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<td>4. know the basics of copyright law.</td>
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<td>5. demonstrate an understanding of performance rights and royalty payment.</td>
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<td>6. demonstrate an understanding of an audio mixing console’s layout.</td>
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</table>

**Evidence of Program/Unit Review:** Music Certificate of Achievement  
PENDING APPROVAL
**LCC Strategic Plan**  
**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Abstract Thinking (Gen Ed Requirements, May 2004) – app. 3/30/04

**Mission/Purpose:** Students will have the ability to analyze and make decisions on problems that may not have simple or singular solutions.  

**Goal/Objective:** For students to develop competence in abstract thinking

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<tr>
<td>1. Recognize the possibility of more than one solution to a problem with no single right answer</td>
<td>Students currently enrolled in courses leading to an Associates of Arts degree. A random sample of the classes listed to equal a student population of approximately 100 with 50 coming from 100-level courses and 50 coming from 200-level courses. Courses: Sociology 100, Psychology 100, History 151, Philosophy 100, English 250 - 257, and Psychology 240.</td>
<td>Students will be given a multiple-choice test designed to assess abstract thinking ability.</td>
<td>Students in the 200-level courses will score, on average, 20 percent higher on the test than students in the 100-level courses. Achievement scores will be determined after the pilot test of the multiple-choice test.</td>
<td>71 100 level students had a median score of 50%. 56 200 level students had a median score of 60%</td>
<td>No action needed.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to evaluate and engage in interpretation</td>
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</table>

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### LCC Strategic Plan

Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

#### Evidence of Program/Unit Review: Critical Thinking (Gen Ed Requirements May 2004) – app. 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community (ref: LCC 2003-2004 Catalog, page 58).

**Goal/Objective:** For students to develop critical thinking

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<tr>
<td>#1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</td>
<td>Samples of assignments of students who are currently enrolled in History 152, Political Science 110, and English 250 (WI) with a grade of C or better.</td>
<td>Survey teachers Ask for sample assignments from the teachers assigned which demonstrate how students meet learning outcomes #1, #2 and #4.</td>
<td>For students passing the course with a grade of C or better: a. No less than 80% of students will be able to perform the learning outcome #1. b. No less than 50% of students will be able to perform the learning outcome #2. c. No less than 35% of students will be able to perform the learning outcome #4.</td>
<td>a. 80% b. 70% c. 65%</td>
<td>None required.</td>
</tr>
<tr>
<td>#2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem</td>
<td>Rationale: Based on Fall and Spring enrollment reports from academic years 2001-2002 and 2002-2003, these courses represent those most frequently taken by A.A. degree graduates.</td>
<td>These assignments will be assessed by a cross-disciplinary group of faculty who designed these assignments.</td>
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<td>#4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
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### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Information Retrieval and Technology (Gen Ed Requirements, May 2004) – app. 4/22/04

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community (ref: LCC 2003 – 2004 Catalog, pg 58).

**Goal/Objective:** Develop competence in information retrieval and technology.

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<tr>
<td>(Ref: LCC 2003 – 2004 Catalog, pg. 59) (Student Learning Outcome)</td>
<td>2a. Demonstrates knowledge of basic vocabulary, concepts and operations of information retrieval and technology.</td>
<td><strong>2a.</strong> A quiz testing knowledge of basic vocabulary and concepts of information retrieval and technology will be given. Students must use a computer to complete the exam. Performance on Searching for Periodicals module will be recorded.</td>
<td><strong>2a.</strong> 70% of students will achieve a grade of 70% within two attempts.</td>
<td><strong>2a.</strong> Fall 2003 629 exams given 485 passed within two attempts. 77% achieved a passing grade within two attempts.</td>
<td>2a. Expected level obtained. Exam results will continue to be monitored.</td>
</tr>
<tr>
<td>(4a, b) Student accesses and retrieves information through print and electronic media.</td>
<td>2b. A random selection of ICS 100 sections.</td>
<td><strong>2b.</strong> A random sampling of student final projects requiring basic vocabulary, concepts, and operations of information retrieval and technology.</td>
<td><strong>2b.</strong> At least 70% of students will receive a grade of C or higher.</td>
<td><strong>2b.</strong> None</td>
<td>(4a, b) Expected level obtained. Exam results will continue to be monitored.</td>
</tr>
<tr>
<td></td>
<td>(4a, b) Successful Completion of the Library Skills Exam. Exams are given in print or via WebCT. Modules consist of: Basic Library Skills Searching for Books Searching for Periodicals Searching the Internet</td>
<td>Performance on Library Skills modules.</td>
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<td><strong>(4a, b) (4a, b) 70% of students will achieve a grade of 70% within two attempts.</strong></td>
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<tr>
<td></td>
<td></td>
<td>Students receiving a grade of 70% will be judged to have met the student competencies (outcome measures) established for Information retrieval. Failure to achieve a grade of 70% on the Library Skills module by the second attempt results in intervention by the librarians and the study material is reviewed with the individual student. The student may then retake the examination.)</td>
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**LCC Strategic Plan**
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

**Evidence of Program/Unit Review:** Oral Communication (Gen Ed Requirements, May 2004) – app. 4/22/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Oral Communication.

<table>
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<tbody>
<tr>
<td>1. Identify and analyze the audience and purpose of any intended communication.</td>
<td>Sections of SP 251 will be the focus of the assessment.</td>
<td>Instructors from SP 251 will collect informative and persuasive speech outlines from their students. Two of the five sections of SP 251 will be assessed.</td>
<td>70% of samples evaluated will be rated as acceptable based on a rubric developed by speech faculty. Rubric information attached.</td>
<td>For survey item #1 the level of acceptable performance was 88%. For survey item #2 the level of acceptable performance was 36%. For survey item #3 the level of acceptable performance was 96%. For survey item #4 the level of acceptable performance was 96%.</td>
<td>1) It was decided to develop a common audience analysis form for public speaking assignments for students to complete as part of their outlines. The completed forms would ensure the identification and analysis of the intended listening audience. 2) The second action taken was to have all public speaking outlines explicitly identify the specific purpose of the speech. Detailed analysis attached.</td>
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<tr>
<td>2. Gather, evaluate, select, and organize information for the communication</td>
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EVIDENCE OF PROGRAM/UNIT REVIEW

MISSION/PURPOSE: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

GOAL/OBJECTIVE: For students to develop competence in oral communication.

Outcome measure: We assessed two OC SLOs.

ORAL COMMUNICATION COMPETENCIES SLOs (as listed in catalog):

   Students should be able to:

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.

Speech outlines from Speech 251 will be assessed by the four full time Speech faculty using a faculty-designed rubric.

Definition of Data Sample/Population

Two sections of Speech 251 taught by two different instructors were assessed.

The committee recognizes that the use of data from SP 251 is a starting point, and its next step will need to include a random sampling that includes all currently offered Speech and Communication courses. Because intended oral communicates starts with the understanding of purpose and its audience, written outlines were used because they present that information explicitly. Although this initial study is focused on the preparation in public speaking, the committee will place the emphasis on the common basic speech delivery skills taught in all SP/COM classes in subsequent assessment efforts of the general education outcomes in oral communication.

Method of Data Collection & Source:
1. STUDENT OUTLINES: A total of 25 outlines were collected and analyzed.

2. METHOD OF ANALYSIS: After practicing using the rubric, the four evaluators then worked in pairs, dividing up the work. One dyad assessed 12 outlines; the other 13. The results for each outline were compared by their two evaluators for consistency of ratings. The inter-rater reliability was found to be 100%. After each dyad completed its assessment, the results were then combined to report students' level of performance of the SLOs.

3. RUBRIC: The assessment tool used contained four items:

   1. The student has identified the purpose of the intended communication.
   2. The student has identified the audience of the intended communication.
   3. The student has gathered, evaluated, and selected appropriate information for the communication.
   4. The student has appropriately organized the information for the communication.

   To each of these items, the evaluator chose an answer of Yes, No, or Not sure.

   **Expected Level of Results/Performance:**

   70% of samples evaluated will be rated as acceptable.

   **Actual level of performance:**

   The results of the analyses are as follows:

   1. The student has identified the purpose of the intended communication.

      Yes=22  No=0  NS=3

      For survey item #1 the level of performance was at 88%.
2. The student has identified the audience of the intended communication.

Yes=9  No=11  NS=5

For survey item #2 the level of performance was at 36%

3. The student has gathered, evaluated, and selected appropriate information for the communication.

Yes=24  No=1  NS=0

For survey item #3 the level of performance was 96%

4. The student has appropriately organized the information for the communication.

Yes=24  No=1  NS=0

For survey item #4 the level of performance was at 96%.

Plan of Action:

Based on the sample of 25 speech outlines, the analysis demonstrated that students performed well-over the acceptable standard for three of the four items on the rubric at 88% for #1, 96% for #3 and #4. The students were deemed very competent in terms of #1, identifying the purpose of the intended communication, and extremely competent in #3 and #4, which are using appropriate information and organization for the communication.

However, item #2 indicated a very low performance level. Students identified their audience only 36% of the time, which suggested that the important attention to the audience needed to be discussed by the faculty and attended to.

After reviewing and discussing the analysis, the faculty unanimously agreed
on two specific actions to take. First, in response to item #2 regarding audience identification, the discussion revealed that the problem was not with instruction but with the method of how the audience identification was required to be noted in the outline. As a result, it was decided to develop a common audience analysis form for public speaking assignments for students to complete as part of their outlines. The completed forms would ensure the identification and analysis of the intended listening audience.

Although the students demonstrated a high competency level of 88% for item #1 in identifying the purpose of the intended communication, the faculty saw that the rating was due to the outline requirements of the different instructors and not of the lack of a clear speech purpose. Therefore, the second action taken was to have all public speaking outlines explicitly identify the specific purpose of the speech. This simple adjustment will raise the performance level of this item.
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: General Education Requirement Quantitative Reasoning (May 2004)

Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective For students to develop competence in quantitative reasoning.

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<td>Students should be able to:</td>
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<td>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</td>
<td>1. Students who are currently enrolled in science laboratory classes during the Spring Semester of 2004. (rationale: All students intending to earn an AA degree must complete 10 credits in Natural Sciences, including at least one laboratory course.)</td>
<td>To be determined. May include science faculty using existing lab reports to assess students learning outcomes or pairing math faculty with science faculty in reviewing ongoing student science lab reports for meeting student learning outcomes</td>
<td>See specific course templates for quantitative reasoning assessment.</td>
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<td>2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</td>
<td>or 2. Students in the following courses: Astro 110, Biol 100, Math 100, Math 115, Math 135, micro 130, Ocean 201, Sci 122. (rationale: Based on Fall and Spring enrollment reports from academic years 2000-2001, 2001 - 2002 and 2002-2003, these courses represent those most frequently taken by AA degree graduates)</td>
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<td>3. Communicate clearly and concisely the methods and results of quantitative problem solving.</td>
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<tr>
<td>4. Formulate and test hypotheses using numerical experimentation.</td>
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<td>5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</td>
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<td>6. Assess the validity of statistical conclusions.</td>
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LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Quantitative Reasoning (Gen Ed Requirements, May 2004) – app. 3/30/04

Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective: For students to develop competence in quantitative reasoning

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<td>4. Formulate and test hypotheses using numerical experimentation.</td>
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<tr>
<td>1. All students in the BIOL 101 course</td>
<td>If a research paper based on Lab 2 is required, evaluate the research report for students' competence in formulation of hypothesis and completion of a scientific research project.</td>
<td>75% students will be able to score a C grade or better (70% or more) in the research report or 75% students will demonstrate competence in the formulation of a testable hypothesis, plan and execute a scientific experiment and show data in tabular or figure format.</td>
<td>Only 30 students out of 36 (83%) submitted a completed research paper for evaluation. Of those who submitted their research for evaluation, 21 students (70%) received a C grade or more on their paper. Nine students (30%) received less than 70% on the same. The research paper constituted 5% of the overall course grade.</td>
<td>1. Raise the contribution of research paper to 7.5% in an effort to increase student submission. 2. Distribute a separate flyer highlighting the importance of the research paper in understanding of the scientific process in the beginning of the semester.</td>
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**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review: General Education Requirement (May 2004)**

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective For students to develop competence in quantitative reasoning.**

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<td>Students should be able to:</td>
<td>1. Students who are currently enrolled in Coral Reefs (BIOL 200) do a coral growth experiment and present the results in a science report.</td>
<td>Student written reports, based on the coral growth experiment, will be evaluated for their ability to: 1. Formulate a hypothesis. 2. Collect the data. 3. Graphically represent the data. 4. Apply the appropriate statistics correctly. 5. Analyze and interpret the data. 6. Communicate clearly all the above components using a science report format of an introduction, methods, results, discussion, and conclusions.</td>
<td>The instructor will evaluate the reports. 70% of students perform this exercise satisfactorily meeting 70% of criteria used to evaluate their project.</td>
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<td>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</td>
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<td>5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</td>
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Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective: For students to develop competence in quantitative reasoning.

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<td>Students should be able to: 1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. 2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. 3. Assess the validity of statistical conclusions.</td>
<td>Students who are currently enrolled in science laboratory classes during the Spring Semester of 2004. (rationale: All students intending to earn an AA degree must complete 10 credits in Natural Sciences, including at least one laboratory course.) The specific sample for this assessment consists of students enrolled in CHEM 161B, which carries a MATH 103 (College Algebra) prerequisite.</td>
<td>Michael Reese the CHEM 161L instructor and Eric Matsuoka of the mathematics discipline will select a lab experiment that is particularly suited for assessing the identified outcome measures. Student lab reports will be collected and reviewed. The specific items on the students’ lab reports that reference the identified outcome measures will be studied and the students’ quantitative reasoning skills will be assessed jointly by Michael Reese and Eric Matsuoka based both on the specific directions for the assignment and the implied computational and symbolic skills contained in the prerequisite mathematics course.</td>
<td>At least 70% of the lab reports will demonstrate mastery of the identified outcome measures.</td>
<td>The following lab report items were examined for mastery of the identified outcome: the preliminary calculations (measures #1 and #2), computer-generated values (outcome #2), Q test calculations (outcomes #1 and #2), and Q test conclusions (outcome #3). 29 of the 35 (83%) lab reports examined demonstrated mastery of all the identified outcomes. The remaining six lab reports showed deficiencies in at least one of the outcomes.</td>
<td>Though the expected level of performance was achieved, most of the students made errors in one run of three lab report questions that relate to outcome measure #3. However, a careful examination of the students’ written responses indicated that the errors were made due to a misunderstanding of the questions rather than a deficiency in their quantitative reasoning abilities. To remedy this, Michael Reese and Eric Matsuoka will work together to clarify both the lab report questions and the presentation of the accompanying instructional materials.</td>
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**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review: General Education Requirement (May 2004)**

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective** For students to develop competence in quantitative reasoning.

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</table>
| Students should be able to:  
1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.  
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. |
| Students who are currently enrolled in GG 101L, Introductory Geology Lab, at the LCC-Waianae campus. |
| Students will be given specific exercises to be completed individually. To successfully complete all of the exercises, student will use numeric, graphic, and symbolic skills. Most of the exercises will require student to use mathematical concepts and skills. 
The exercises will be selected from a published geology laboratory manual produced under the auspices of the American Geological Institute (AGI) and the National Association of Geology Teachers (NAGT). |
| Seventy percent of the exercises should be answered correctly |
| | |

B-7: AA Quantitative Reasoning

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LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: General Education Requirement (May 2004)

Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective For students to develop competence in quantitative reasoning.

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<td>Students should be able to: 4. Formulate and test hypotheses using numerical experimentation. 5. Define quantitative issues and problems, gather relevant information, analyze that information and present results.</td>
<td>1. Students who are currently enrolled in Horticulture 198 (will be 110 next semester) during Spring Semester of 2004.</td>
<td>1. Students form a hypothesis, design and collect data addressing a horticultural question. 2. Students gather data, interpret data and write a scientific report. 3. Students share reports and get feedback from other students for improvement.</td>
<td>70% of students perform this exercise satisfactorily meeting 70% of criteria used to evaluate their project.</td>
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### LCC Strategic Plan

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Quantitative Reasoning (Gen Ed Req, May 2004) – app. 4/22/04

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in quantitative reasoning.

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<td>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</td>
<td>Students who are currently enrolled in selected Math 103 classes.</td>
<td>An appropriate selection of problems from a quiz and/or exam which will address the following: 1). Translate applicable data table and symbolic representations to its graph. Describe whether the graph is a linear function or not. Iteration of functions may be used. 2). Use the properties of linear functions to find the equation of a line if you are given situations such as a point and slope, two points, or a point and line its perpendicular to. 3). Describe the technique and solution of a real-world application problem involving a linear function.</td>
<td>70% of the students participating in the testing instrument will perform at 70% accuracy or better.</td>
<td>75% of the students participating in the testing instrument performed at 70% accuracy or better.</td>
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<td>2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</td>
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<td>3. Communicate clearly and concisely the methods and results of quantitative problem solving.</td>
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**LCC Strategic Plan**  
**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Quantitative Reasoning (Gen Ed Requirements, May 2004) – app. 3/30/2004

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in quantitative reasoning.

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</table>
| 1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. | 1. Students who are currently enrolled in Marine Biology (ZOOL 200) participate in a series of problem solving exercises each requiring a written report. | Student written reports, based on research questions, will be evaluated for their ability to:  
1. Analyze the problem.  
2. Organize a sampling regime to collect data to solve the problem.  
3. Collect the data.  
4. Graphically represent the data.  
5. Apply the appropriate statistics correctly.  
6. Analyze and interpret the data.  
7. Communicate clearly all the above components using a science report format of an introduction, methods, results, discussion, and conclusions. | The instructor will evaluate the reports.  
70% of students perform this exercise satisfactorily meeting 70% of criteria used to evaluate their project. | Spring 2004: 82% of class exceeded the 70% level of competency | Continue as is. |

**Plan of Action**

Spring 2004: 82% of class exceeded the 70% level of competency.  
Continue as is.
**LCC Strategic Plan**

**Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services**

**Evidence of Program/Unit Review:** Quantitative Reasoning (Gen Ed Requirement, May 2004) – app. 3/30/2004

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in quantitative reasoning.

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<tr>
<td>Students should be able to:</td>
<td>1. Students enrolled in Zoology 241 classes.</td>
<td>1. Students generate individual spirogram (graph of lung volumes v.s. time) according to a standardized protocol.</td>
<td>1. Upon conclusion of all calculations, a &quot;raw&quot; (not analyzed) spirogram will be provided to students. Students will apply the principles and procedures they have practiced to accurately calculate the five previously identified respiratory parameters on an open-book, open-notes basis.</td>
<td>26 students attempted to solve the Quantitative Reasoning problems. 25 students responded correctly to at least 70% of the problems. 1 student did not respond correctly to at least 70% of the problems. So 96% of the students were able to correctly calculate the five parameters.</td>
<td>Continue assessment activities in future classes</td>
</tr>
<tr>
<td>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</td>
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<td>2. Students analyze their individual spirogram and measure five prescribed parameters.</td>
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<tr>
<td>2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</td>
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<td>3. Students calculate a calibration factor from the data collected in &quot;Part 2.&quot;</td>
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<tr>
<td>3. Communicate clearly and concisely the methods and results of quantitative problem solving.</td>
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<td>4. Students apply the calibration factor to calculate selected respiratory volumes.</td>
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<td>5. Students use data tables and nomograms to determine normal respiratory volumes for individuals of their sex, age, and height.</td>
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<td>6. Students compare their calculated respiratory volumes to normal volumes and calculate the percentages of normal at which they are functioning.</td>
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<td>7. Each student can complete all of the steps outlined above during one three-hour laboratory period.</td>
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### LCC Strategic Plan

Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Written Communication (Gen Ed Requirements, May 2004) – app. 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

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<td>Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using a revised version of the faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td>71% of samples evaluated were rated as acceptable in grammar, spelling and mechanics.</td>
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**LCC Strategic Plan**
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

**Evidence of Program/Unit Review:** Written Communication (Gen Ed Requirements, May 2004) – app. 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

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<tr>
<td>Express a main idea as a thesis, hypothesis, or other appropriate statement.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using a revised version of the faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td>70% of samples evaluated were rated as acceptable in expression of a main idea as a thesis, hypothesis, or other appropriate statement.</td>
<td></td>
</tr>
</tbody>
</table>

B-7: AA Written Communication
131 of 290
LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Written Communication (Gen Ed Requirements, May 2004) – app. 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

<table>
<thead>
<tr>
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<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate overall competence in written communication at the college level.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using a revised version of the faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be holistically rated as acceptable.</td>
<td>65% of 119 samples evaluated were holistically rated as acceptable college-level writing.</td>
<td></td>
</tr>
</tbody>
</table>
### LCC Strategic Plan
Goal C: Improve educational effectiveness; Objective 4: Ensure availability of high quality resources and services

Evidence of Program/Unit Review: Written Communication (Gen Ed Requirements, May 2004) – app. 3/30/04

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

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</thead>
<tbody>
<tr>
<td>Develop a main idea clearly and concisely with appropriate content.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using a revised version of the faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td>64% of samples evaluated were rated as acceptable in development.</td>
<td></td>
</tr>
</tbody>
</table>
**Evidence of Program/Unit Review: Admissions and Records Office**

**Mission/Purpose:** The Admissions and Records Office strives to provide quality service to students, faculty, and staff as its priority. To accomplish this responsibility we offer registration, application processing, records management, transcript production, graduation processing, and information services.

**Goal/Objective:** Input admissions application and notify the applicants of an admission decision.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Applicants will receive an admissions decision letter</td>
<td>All applications received for the Spring 2004 semester</td>
<td>All applications for admission are received via mail, in-person, or fax at the Admissions Office. Each application is manually checked for completeness then data input into the Banner student information system.</td>
<td>100% of all applicants will receive and admission decision letter</td>
<td>For the Spring 2004 semester, 1901 applications for admission were received. 1825 applicants received a decision letter. 76 applicants did not receive a decision letter.</td>
<td>Admissions and Records Office will distribute applications from as many varied sources as possible such as at the college’s website, through the mail, and from other UH admission offices. To increase the number of applicant receiving an admissions decision, applicants with outstanding pending applications will be reminded with a follow-up notification.</td>
</tr>
</tbody>
</table>
**Mission/Purpose:** The Admissions and Records Office strives to provide quality service to students, faculty, and staff as its priority. To accomplish this responsibility we offer registration, application processing, records management, transcript production, graduation processing, and information services.

**Goal/Objective:** Process all requests for transcripts received within the advertised processing time

<table>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td>All regular requests for transcripts will be processed within 5 work days of receipt;</td>
<td>Requests for transcripts received by email, fax, or the college’s form for processing. Each form is multiple part: original attached to transcript, golden rod to the Business Office, yellow copy for A&amp;R records, and pink is student receipt. To determine counts, yellow copies were counted and separated into categories.</td>
<td>All requests for transcripts regardless of category will be processed within the processing guidelines.</td>
<td>1) All 190 regular requests for transcripts met outcome measure; 2) 40 rush pickup requests for transcript met processing deadline; 3) 65 rush transcripts to be mailed received were processed within the guideline.</td>
<td>Request for transcript forms will continue to be available at the college’s website in form fillable PDP format, and from A&amp;R. Requests will also be accepted via fax, letter, or email. Transcript production will continue to be a responsibility of the Records unit.</td>
</tr>
<tr>
<td>2)</td>
<td>Requests for pick up rush transcripts will be processed within 15 minutes; and</td>
<td></td>
<td></td>
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<tr>
<td>3)</td>
<td>Requests for mailed rush transcripts will be processed and mailed the next business day.</td>
<td></td>
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</table>

One regular request for transcript met the guideline but was resent at the request of the student.
Evidence of Program/Unit Review: Admissions and Records Office

**Mission/Purpose:**
The Admissions and Records Office strives to provide quality service to students, faculty, and staff as its priority. To accomplish this responsibility we offer registration, application processing, records management, transcript production, graduation processing, and information services.

**Goal/Objective:**
Provide general information using a variety of modes such as print, mail, email, telephone, website, or in-person visitation

<table>
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</thead>
<tbody>
<tr>
<td>Requestor will use the requested information to successfully address their concern.</td>
<td>To be determined by the college’s institutional researcher.</td>
<td>Student Satisfaction Survey</td>
<td>Students will be able to successfully address their concern after receiving information via various modes</td>
<td></td>
<td>Levels of satisfaction will be determined by responses to questions posed by the college’s institutional researcher via the Student Satisfaction Survey.</td>
</tr>
</tbody>
</table>
### Evidence of Program/Unit Review: Student Activities

**Mission/Purpose:** The Office of Student Activities endeavors to foster co-curricular learning opportunities which include personal/professional development, civic responsibility, group participation and leadership skills via a student’s participation within student clubs, campus events and governing organizations.

**Goal/Objective:** Students will be able to identify the ways in which their co-curricular experiences benefit their personal and/or professional growth.

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<tbody>
<tr>
<td>Quality Achievement Outcome</td>
<td>Students will value personal and/or professional growth derived during the course of their involvement experiences.</td>
<td>1) Data will be collected from students representing the various student organizations. 2) There should be not fewer than 12 student organizations. Average membership of these clubs should be 10 students.</td>
<td>1) A Focus Group will be conducted toward the end of each Spring semester. Each club/Board advisor will be asked to send up to 3 students to participate in the Focus Group. 2) Students will compose a short essay responding to how their involvement opportunity has affected their personal/professional growth.</td>
<td>The short essay portion of the written evaluation will reveal that 60% of program participants can identify ways in which their involvement experience has affected their personal/professional growth. 60% of students affirmed that their personal goals were developed more deeply via involvement. 50% of students credited involvement with strengthening their professional development.</td>
<td>I will design program elements which clearly identify personal and professional development opportunities.</td>
</tr>
<tr>
<td>Quality Achievement Outcome</td>
<td>All students involved in student organizations will be exposed to personal and/or professional growth opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Students will be able to identify personal and/or professional benefits derived via their involvement experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review: Student Activities

**Mission/Purpose:** The Student Activities Unit endeavors to facilitate co-curricular learning experiences via students’ participation in student clubs, campus events and governing organizations. Through such participation, students shall enrich their personal/professional development, civic responsibility, teamwork skills and leadership development.

**Goal/Objective:** The student will better acknowledge the diverse backgrounds, values and perspectives found among their group.

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<tbody>
<tr>
<td><strong>Quality Achievement Outcome:</strong></td>
<td>Students will better acknowledge the diversity among their group members.</td>
<td>1) Data will be collected from students representing the various student organizations. 2) There should be not fewer than 12 student organizations. Average membership of these clubs should be 10 students.</td>
<td>1) A Focus Group will be conducted toward the end of each Spring semester. Each club/Board advisor will be asked to send up to 3 students to participate in the Focus Group. 2) A written evaluation tool focused on the students’ ability to work among others unlike themselves will be used at this Focus Group.</td>
<td>The “Diversity” portion of the survey will reveal that 60% of the students “Agree” or “Strongly Agree” that their group participation has helped them acknowledge their views on diversity.</td>
<td>19 Student Organization advisors contacted. Requested 1-3 representatives from each club. 8 students present at the Focus Group. 10 paper evaluations collected. 100% of respondents “Agreed” or “Strongly Agreed” that their group participation skills were strengthened via campus involvement. No changes are planned in program design. Plans to increase evaluation participants will be devised.</td>
</tr>
<tr>
<td><strong>Quantity Achievement Outcome:</strong></td>
<td>All student participants should anticipate diversity among their members.</td>
<td>1) Data will be collected from students representing the various student organizations. 2) There should be not fewer than 12 student organizations. Average membership of these clubs should be 10 students.</td>
<td>1) A Focus Group will be conducted toward the end of each Spring semester. Each club/Board advisor will be asked to send up to 3 students to participate in the Focus Group. 2) A written evaluation tool focused on the students’ ability to work among others unlike themselves will be used at this Focus Group.</td>
<td>The “Diversity” portion of the survey will reveal that 60% of the students “Agree” or “Strongly Agree” that their group participation has helped them acknowledge their views on diversity.</td>
<td>19 Student Organization advisors contacted. Requested 1-3 representatives from each club. 8 students present at the Focus Group. 10 paper evaluations collected. 100% of respondents “Agreed” or “Strongly Agreed” that their group participation skills were strengthened via campus involvement. No changes are planned in program design. Plans to increase evaluation participants will be devised.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes:</strong></td>
<td>Student will increase their appreciation of diverse backgrounds, values and perspectives.</td>
<td>1) Data will be collected from students representing the various student organizations. 2) There should be not fewer than 12 student organizations. Average membership of these clubs should be 10 students.</td>
<td>1) A Focus Group will be conducted toward the end of each Spring semester. Each club/Board advisor will be asked to send up to 3 students to participate in the Focus Group. 2) A written evaluation tool focused on the students’ ability to work among others unlike themselves will be used at this Focus Group.</td>
<td>The “Diversity” portion of the survey will reveal that 60% of the students “Agree” or “Strongly Agree” that their group participation has helped them acknowledge their views on diversity.</td>
<td>19 Student Organization advisors contacted. Requested 1-3 representatives from each club. 8 students present at the Focus Group. 10 paper evaluations collected. 100% of respondents “Agreed” or “Strongly Agreed” that their group participation skills were strengthened via campus involvement. No changes are planned in program design. Plans to increase evaluation participants will be devised.</td>
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Evidence of Program/Unit Review: Student Activities

**Mission/Purpose:** The Student Activities Unit endeavors to facilitate co-curricular learning experiences via students’ participation in student clubs, campus events and governing organizations. Through such participation, students shall enrich their personal/professional development, civic responsibility, teamwork skills and leadership development.

**Goal/Objective:** Students will strengthen their ability to constructively participate in group meetings and/or activities.

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<tr>
<td><strong>Quality Achievement</strong> Outcome:</td>
<td>Students should feel comfortable and capable when participating in group activities and/or meetings.</td>
<td>1) Data will be collected from students representing the various student organizations. 2) There should be not fewer than 12 student organizations. Average membership of these clubs should be 10 students.</td>
<td>1) A Focus Group will be conducted toward the end of each Spring semester. Each club/Board advisor will be asked to send up to 3 students to participate in the Focus Group.</td>
<td>1) The “Group Participation” portion of the survey will reveal that 60% of the students “Agree” or “Strongly Agree” that their group participation skills were strengthened during the course of their involvement.</td>
<td>No changes were planned in program design. Plans to increase evaluation participants will be devised.</td>
</tr>
<tr>
<td><strong>Quantity Achievement</strong> Outcome:</td>
<td>All student members should expect to engage in group work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning Outcome:</strong></td>
<td>Students should improve their ability to participate in group activities and/or meetings.</td>
<td>1) A written evaluation tool focused on the students’ ability to do group work will be used at this Focus Group.</td>
<td>19 Student Organization Advisors contacted. Requested 1-3 representatives from each club.</td>
<td>8 students present at the Focus Group.</td>
<td></td>
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</tbody>
</table>

10 paper evaluations collected. 100% of respondents “Agreed” or “Strongly Agreed” that their group participation skills were strengthened via campus involvement.
### Evidence of Program/Unit Review: Counseling and Advising Unit

**Mission/Purpose:** The mission of counseling services is to assist students to define and clarify personal, academic, and career goals and to explain and help students understand the processes involved to achieve these goals.

**Goal/Objective 1:** To provide services including admission, financial aid, academic, career, and transfer procedures.

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</thead>
<tbody>
<tr>
<td>After attending an individual or group counseling session, the student will:</td>
<td>All students who come in for individual or group advising.</td>
<td>The Counseling and Advising office will administer an untimed, post-survey to measure whether: 1) The student understood and gained the information they wanted. 2) The student was satisfied with the counseling they received.</td>
<td>1. 80% of the students surveyed will indicate either “yes” or “I think so” response to receiving the information they came for. 2. 80% of the students surveyed will indicate that they were satisfied with the counseling they received.</td>
<td>1. 96% of the students who returned their survey indicated either “yes” or “I think so” response to receiving the information they came for. 2. 100% of the students who returned their surveys indicated that they were satisfied with the counseling they received.</td>
<td>1. To look at the number of “no” responses in each of the categories to determine the types of professional development activities to conduct during the upcoming academic year. 2. To look at the comments for improvement from students and initiate discussions during counseling meetings ways to elicit feedback and ways to improve our services to students.</td>
</tr>
</tbody>
</table>
### Evidence of Program/Unit Review: Counseling and Advising Unit

**Mission/Purpose:** The mission of counseling services is to assist students to define and clarify personal, academic, and career goals and to explain and help students understand the processes involved to achieve these goals.

**Goal/Objective 1: To provide a forum for students to resolve their problems, thus enabling them to have a greater sense of belonging and confidence in their ability to succeed at college.**

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<tr>
<td>After attending an individual or group counseling session, the student will: 1) Understand the value of seeking counseling/advising services as part of their college experience. 2) Understand how making connections with faculty can increase their sense of belonging and affect their self-confidence.</td>
<td>All students who come in for individual or group advising.</td>
<td>The Counseling and Advising office will administer an untimed, post-survey to measure whether: 1) The student gained the information that helped them become more confident in their ability to succeed in college. 2) The student felt counseling services helped them remain in college. 3) The student felt more connected to LCC as a result of their counseling session.</td>
<td>1. 80% of the students surveyed will indicate that they were more confident in their ability to succeed in college. 2. 80% of the students surveyed will indicate that counseling services helped them remain in college. 3. 80% of the students surveyed will say that they feel more connected to LCC as a result of their counseling session.</td>
<td>1.99% of the students who returned their survey indicated that they were more confident in their ability to succeed at the college. 2. 87% of the students who returned their surveys indicated that the counseling services helped them remain in college. 3. 99% of the students who returned their surveys indicated that the counseling session helped them feel more connected to LCC.</td>
<td>1. To meet on an ongoing basis to discuss retention strategies to implement in the future. 2. To review current services and discuss additional ways to engage students in activities that encourage their development and enhance their college experience.</td>
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ASSESSMENT REPORT

FOR INDIVIDUAL COUNSELING AND ADVISING

by

Ann Dorado
Nancy Buchanan

May 15, 2004
Introduction

In the Fall semester of 2003, the Dean of Student Services met with the Unit Leaders of the Division; Counseling & Advising, Admissions and Records, Financial Aid, Student Activities, and the Student Health Center to initiate discussion and begin the process of assessing the services we provide students. The motivation for beginning this assessment process was in response to the recommendations from the WASC Accreditation team in November 2003. The process began with a review of the Student Services Division Mission Statement: “To Provide Access, Guidance, and Support to Prospective, New, Continuing, and Former Students to Achieve their Academic, Career, and Personal Goals.” A general dialogue about how each unit contributes to the mission ensued and the following list of Division priorities were delineated: 1) Work as a team, 2) Improve communication, 3) Be more accessible, 4) Function efficiently and effectively, and 5) Recruit and retain more students to increase enrollment.

The Dean then charged each Unit Leader to develop a mission statement that reflects the services offered by their respective units and ties in with the Division’s Mission Statement. A series of Unit Head meetings were conducted during the Fall 2003 semester to guide the Unit Leaders through the process of assessing services beginning with developing goal statements, student learning outcomes, deciding which goal should be measured, and finally, developing an instrument to measure “expected” levels of performance against “actual” level of performance.

This report will describe and outline the process used to measure services in the Counseling and Advising Unit. Nancy Buchanan, Division Chair, and Ann Dorado, Special Programs Coordinator, worked together with Patsy Dudoit, the Counseling Unit Coordinator, and other Unit Leaders to initiate the pilot that was conducted during the Spring Semester of 2004.

Developing the Mission Statement, Unit Goals & Objectives, and Student Learning Outcomes

Developing the Mission Statement for the Counseling and Advising Unit was initiated in the Unit Leaders meeting conducted by the Dean of Students and further discussed and refined by a committee of two with input from other members of the counseling faculty. A wide view of the services offered by Counseling and Advising was considered and the following statement was established:

“The Mission of Counseling Services is to assist students to define and clarify personal, academic, and career goals, and to explain and help students understand the processes involved to achieve these goals.”

Once the mission statement was established, the committee worked on goal statements, which detailed the information and skills we hope that students gain during individual and group counseling sessions. The goals for the counseling and advising center are as follows:

- To provide services including admission, financial aid, academic, career, and transfer procedures.
- To provide orientation, registration and assist with course selection and interpretation of placement test scores.
- To provide academic counseling services.
- To provide career counseling and career planning/exploration services.
- To provide job preparation services and to develop job search skills.
- To provide the forum for students to resolve their problems, thus enabling them to have a greater sense of belonging and confidence in their ability to succeed at the College.

After evaluating the established goals of the Counseling and Advising Unit, the focus was to establish Student Learning Outcomes that corresponded with the goal statements. The question we asked ourselves was, “What do
we expect the student to know or to do as a result of our program?”1 To begin the process, we considered assessments used in the past Program Health Reviews, we researched other sources, such as The Taxonomy of Educational Objectives by Benjamin S. Bloom, and reviewed the course syllabi of the Social Science 101 and Interdisciplinary Studies 104 courses taught by counselors. It was necessary to “articulate the identifiable, observable, or measurable end result”2 of our program. The following Student Learning Outcomes were created to coincide with the stated goals of the counseling and advising unit:

1. After contacting a counselor, potential students will understand the process involved in becoming a student at Leeward Community College.
2. After attending an individual or group academic advising session, the student will understand how to explore financial aid opportunities, formulate an educational plan, choose a major, and/degree program, choose a career and develop a career plan, apply for graduation, and complete the process involved in transferring to another college or university.
3. After completing orientation, students will have a greater understanding of college policies and procedures, campus support services, co-curricular opportunities, academic and financial deadlines, different methodologies of course delivery, and satellite course offering and how to use the Schedule of Courses and The General Catalog as a resource to select appropriate courses.
4. After completing the placement testing (COMPASS OR MICHIGAN), the student will have a clear understanding of his/her level of proficiency in Reading, Writing, and Mathematics.
5. After completing the registration process, the student will know how to navigate the MyUH portal to register for classes.
6. After a meeting with a counselor or job developer, student will know how to write a resume, interview effectively, and follow through with potential job offers.

After establishing the student learning outcomes, the next stage of the assessment process was to decide what goal to measure and develop an appropriate instrument, which would provide us with the data that would reflect how well we were achieving the intended goal. We decided that it would be easier to begin with assessing goal #1 “To provide services including admission, financial aid, academic, career, and transfer procedures” (refer to page 2), which captures aspects of what is covered during an individual counseling session.3 We also were interested in capturing information about how our services contribute to retention and therefore, included questions to assess goal #6 “To provide the forum for students to resolve their problems, thus enabling them to have a greater sense of belonging and confidence in their ability to succeed at the College.”

**Development of the Instrument**

The instrument was developed over a span of five months. We began the process by reviewing the Program Health Indicators used in the past. We reviewed our Student Learning Outcomes and Bloom’s Taxonomy of Educational Objectives to begin the process. On several occasions in October, the Unit Leaders met and shared the goals, objectives, and Student Learning Outcomes (SLOS) for their units. The Counseling and Advising Unit developed their goals and objectives and later met with the Institutional Researcher to further discuss the SLOs and the assessment instrument. In January, the instrument was revised five times. In reviewing the format of the instrument, it was decided that it should include a summary of items under general categories that indicated the purpose of the counseling session. This served as a guideline for both student and counselor during the individual

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1 NASPA, Leadership Exchange, Fall 2003 p 16
2 NASPA, Leadership Exchange, Fall 2003 p. 16
3 Refer to Appendix I
session. After consulting on several occasions with the Institutional Researcher, the instrument went through five iterations before the final instrument was approved. The final result was a two-page survey that on one side had a list of options from which the student could choose questions they wanted answers to and a second page that served as an evaluation of the session. Our intention was to develop an instrument that reflected identifiable and measurable criteria that clearly describe what we want students to learn as a result of their counseling session. In addition, we included three questions in the evaluation section of the survey that related to how our services contributed to the “students’ educational progress and success”. We wanted to determine if we were successful at providing a place for students to bring issues and concerns for resolution and if we provided a sense of connection to enhance the students’ college experience. With all the aforementioned in mind, we developed an assessment instrument that hopefully would yield the results that we were seeking.

The Institutional Researcher reminded us that the second page of the survey, which contains the evaluation questions, should be short and simple and not take more than a minute to answer so the student would be more inclined to complete the instrument. We integrated all of his suggestions in the final instrument along with careful consideration of the format and structure of the survey.

In early February, we conducted a PowerPoint presentation, which described the process to the entire counseling unit. The intent of this presentation was to explain to the Counseling Faculty how this assessment process was initiated, the rationale behind the development of the instrument and design, and to allow for discussion and feedback from other counselors. We wanted to facilitate an “inclusive, informed, and intentional dialogue” about the quality of services provided by counseling faculty and to determine how we contribute to student success and retention. Furthermore, we hope to develop a system that provides data for “reflection and conscious improvement”. Suggestions and improvements to the content and/or format of the assessment offered by other counselors during the meeting were incorporated before the survey was administered.

**Establishing the Expected Level of Performance**

After establishing the Student Learning Outcome measures for the specific goal we were intending to assess and defining the data sample or population sample, which consisted of students who came in to the Counseling and Advising Center for individual counseling/advising sessions; the expected level of results or performance needed to be established. During our meeting with the counseling faculty, a lively discussion about the level of expected results ensued. Some of the suggested levels were: 80%, 85%, or 90%. More discussion transpired and the choices were put to vote. It was determined that 80% would be a reasonable expectation for the pilot period. Of course, as we continue the program review process after the pilot period, we will re-evaluate the level of performance and make appropriate changes as determined by the results of the data collected.

**Survey Administration**

We began administering the program evaluation form on Monday, February 16, 2004. The clerks and student assistants in the front office distributed the surveys to students with scheduled appointments and explained pages one and two of the instrument. Students completed the first page of the survey to indicate why they were coming in for counseling/advising. During the individual session, the survey served as a guideline for the counselor to use...
in initiating discussion to address student needs and/or concerns. At the conclusion of the counseling session, students returned to the waiting area and completed the second page of the assessment instrument, which was an evaluation of the session. On the evaluation page, students could indicate whether they had received the information they were seeking, if they were satisfied with the counseling they had received, and add any comments or concerns that were not addressed. Page two of the survey also included a section that allowed students to evaluate the counselor that they met with. Students could indicate their perception of the counselor’s listening, understanding, and responding skills, and the general rapport that was established during the session. The results of this section are intended to be given back to the counselors for their information and hopefully, provide a basis for professional development.

For the purpose of this report, data collected is from February 18 through April 30 to meet the May 15, 2004 reporting deadline. However, distribution of the survey will continue through the end of the semester and analysis of the data collected beyond May 15th will also be reviewed. Our plan is to evaluate the data collected during this pilot period and reflect on possible changes that can be made to improve the assessment process for the Fall 2004 semester as appropriate.

Survey Results

A total of 1378 students signed in for appointments during this time frame. Of this number, 573 or 41.6 percent of the students completed this survey. The survey is divided into 5 general categories: 1) Applying to LCC, 2) Applying for Financial Aid, 3) Academic Advising, 4) Career Counseling, and 5) Transfer Advising and Graduation. Under each category; more specific questions are listed to allow students to check off all the questions that they wanted to have answered. After analyzing the data collected from the first page of the survey, the results showed that the greatest number of inquiries (807) pertained to transfer advising and information about graduation. The second largest number of inquiries (761) related to academic advising; 445 inquiries related to career counseling. There were 327 inquiries about applying to LCC; 213 inquiries were about applying for financial aid. The following pie chart gives a visual overview of the distribution.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying to LCC</td>
<td>13%</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>32%</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>17%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>8%</td>
</tr>
<tr>
<td>Transfer Advising and Graduation</td>
<td>30%</td>
</tr>
</tbody>
</table>

As described earlier in this document, each category on the survey had a specific list of questions that the students could check to indicate the information they were seeking. In the area of Academic Advising, most students wanted information on what courses they needed for their major and what should be considered to make realistic and personally meaningful decisions about their education plan. In the area of Transfer advising and graduation, students wanted information about the general procedures for transferring to another college, specific requirements for admission into the college or major of choice, and the number of credits and specific courses needed to complete their degree. Students indicating that they wanted information on Career Counseling, wanted...
Students requesting information on Financial Aid were more interested in learning about scholarship opportunities and those who sought information about Applying to LCC wanted to know what degree programs were offered here as well as application deadlines, tuition, and fees. A more detailed report of the distribution of questions under each category is located in Appendix V.

Sixty-one or 11% of the students came in to resolve problems encountered elsewhere-on campus. Common concerns included problems with registration, problems dropping/adding a course, and generally seeking answers to questions that others on campus were unable to resolve. Please see the attached listing located in Appendix VI for more details. Seventy-two or 14% of the students came in to address personal needs.

The results of the evaluation page of the survey revealed that 96% of the students who responded received the information they needed. Furthermore, 100% were satisfied with the counseling they received. The results are as follows:

<table>
<thead>
<tr>
<th>Purpose of Appt.</th>
<th>Yes/I think so</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying to LCC</td>
<td>163 (94%)</td>
<td>10  (6%)</td>
<td>220</td>
</tr>
<tr>
<td>Applying for FA</td>
<td>123 (81%)</td>
<td>28  (19%)</td>
<td>237</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>500 (99%)</td>
<td>1   (1%)</td>
<td>40</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>312 (97%)</td>
<td>9   (3%)</td>
<td>130</td>
</tr>
<tr>
<td>Transfer Advising</td>
<td>326 (95%)</td>
<td>16  (5%)</td>
<td>106</td>
</tr>
</tbody>
</table>

The summary of the “Evidence of Program/Unite Review” found in Appendix IX gives an overview of the Outcome Measures, Definition of Data Sample/Population, Method of Data Collection and Source, Expected Level of Performance, Actual Level of Results/Performance, and subsequent plans to use data collected to improve services and student learning.

Discussion of Results

Four questions designed to elicit constructive criticism from students were included in the survey. The first question asked students if they came to counseling due to problems elsewhere on campus. Responses revealed that students needed help navigating through Banner, the computer student information system, to complete registration tasks. Furthermore, students said that they needed to know what the requirements were for their chosen major (academic advising), prerequisites for degree programs at other institutions (transfer advising) and help selecting a career and completing a resume to use in the job search process (career counseling). Please see Appendix VII for a complete listing of student responses to questions under each category. It should be noted that even though students came to the counseling office frustrated because they were unable to resolve issues elsewhere on campus, they still indicated that they were happy with the counseling service they received.

The second question asked students to enumerate concerns or questions that were not answered during their meeting with the counselor. Students commented that transfer information and information they received pertaining to graduation was inaccurate. Only a small number of students gave negative responses to this question.

The third question asked students how we could serve them better. There was a concern about longer hours of service, the availability of counselor appointments and having enough time to meet with the counselor. Students said that they needed more information about UH requirements and better integration of transcripts from other institutions. Students commented that the waiting area was too crowded. Also, there was a concern about graduation checklist accuracy. Students indicated that they needed better access to departments and expressed a need to fix admissions.
The fourth question asked students how service could be improved. Students mentioned the following:

1) Better computer database integration, specifically related to transcript evaluation
2) More access for night students
3) Fix admissions
4) Counselor seminars
5) More signs and reconfiguration of office space.
6) Take graduation checklist more seriously.
7) Better communication with counselors to let them know that students have arrived for their appointment.

Seven students responded to this question. This feedback provides information that we can use to improve delivery of services and possibly use for professional development activities within the Division.

The three questions related to retention yielded the following results:

1) Did this counseling session make you feel more confident about going to College? Total responses: 517, 481 students or 99% marked “yes” or “I think so”, 2 marked “no”, and 34 marked “N/A”.
2) Was this counseling session helpful in your remaining at this college? Total responses: 517, 437 or 87% marked “yes” or “I think so”, 3 marked “no”, and 77 marked “N/A”.
3) Did this counseling session help you feel more connected to Leeward Community College? Total responses: 507, 451 or 99% marked “yes” or “I think so”, 4 marked “no”.

The results of this evaluation process affirm that counseling services are an important part of students’ college experience. Students need a place to bring their problems and concerns, which can provide them reassurance about their ability to succeed. Please refer to Appendix VIII for more detailed information about the data in this section.

**Implications for Program Improvement**

As mentioned in earlier in this document, the intent of this process is to develop a system that provides data for “reflection and conscious improvement”. With this in mind, the information can be used as a tool in planning, decision-making and program performance improvement. In developing the Student Learning Outcomes for an individual counseling session, the process provided us a clear vision of the kind of information and learning that should occur during the meeting. For example, delivery of accurate advising and transfer information, knowledge of program requirements, the ability to help the student with what they might consider to make career/life choices, and to help a student understand how to make realistic and personally meaningful decisions about their education plans are all important fundamentals for counselors to know. This awareness can certainly help us in improving student learning and development.

As a planning tool, the data provided indicates what students needs are in the area of counseling and advising. This has implications for resource management particularly in the prioritization of activities and delivery of services that the counseling faculty provides. We can look at the quality of the activity or services in delivering the desired student outcome. Is it more cost efficient to have group advising sessions for continuing students? Do they receive the information they need to know with the same effectiveness as an individual session? This process allows us to take a long look at what we do and perhaps initiate planning in anticipation of students’ needs and concerns taking a proactive approach to the semester’s activities.

The data can also determine professional development activities for the Counseling Faculty such as:

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10 ibid
1) Financial Aid workshops; 2) Seminars on Career Counseling techniques and instruments; 3) graduation and transfer information updates as needed; and 4) Discussions about office operations and counselor availability in response to student needs. The information can help the Dean of Students and Counseling Unit Leaders make appropriate decisions regarding Unit priorities and resource allocation.

**Continuation of Assessment Efforts**

The results of the survey is a snapshot of students’ needs and concerns during the period the data was collected but the information gathered can certainly drive areas of program improvement that will be addressed and initiated in the Fall 2004 semester. Surveys for Counseling and Advising will be administered again during the Spring semester of 2005. The purpose of continuing to administer the survey is to determine whether the suggested initiatives yielded any improvement in program delivery. The need to re-evaluate the administration of the survey and data collection should be revisited on a regular basis as we continue to examine how we can improve student learning to foster student success.

This assessment pilot focuses on one aspect of services offered by the Counseling and Advising unit. The process should be expanded to include other functions within the unit such as: Orientation, Testing, Advising, and Registration; Course delivery, Unsatisfactory Academic Progress intervention, and other specialized counseling programs.

**Resources**


Notes from the “Community Colleges Evaluation, Planning, and Assessment Workshop.” January 6-7, 2004. WCC

APPENDICES

FOR

ASSESSMENT REPORT DATED 5/15/04
Mission

The mission of counseling services is to assist students to define and clarify personal, academic and career goals and to understand the processes involved to achieve these goals.

Goals

- To provide services including admission, financial aid, academic, career, and transfer procedures.
- To provide orientation, registration and assist with course selection and interpretation of placement test scores.
- To provide academic counseling services.
- To provide career counseling and career planning/exploration services.
- To provide job preparation services and to develop job search skills.
- To provide the forum for students to resolve their problems, thus enabling them to have a greater sense of belonging and confidence in their ability to succeed at the College.

Student Learning Outcomes

1) After contacting a counselor, potential students will understand the necessary steps to successful complete the application process.

2) After attending an individual or group academic advising session, the student will understand the process involved in formulating an educational plan, choosing a career, choosing a major and/or degree program, exploring financial aid opportunities, and the process involved to graduate and or transfer to another college or university.

3) After completing orientation, students will have a greater understanding of college policies and procedures, campus support services, co-curricular opportunities, academic and financial deadlines, different methodologies of course delivery and satellite course offering and how to use the Schedule of Courses and The General Catalog as a resource to select appropriate courses.

4) After completing the placement testing (COMPASS or Michigan), the student will have a clear understanding of his/her level of proficiency in Reading, Writing, and Mathematics.

5) After completing the registration process, the student will know how to navigate the MyUH portal to register for classes.

6) After meeting with a counselor, the student will feel more confident about going to college and feel more connected to the institution.

7) After a meeting with a counselor or job developer, student will know how to write a resume, interview effectively, and follow through with potential job offers.
Pre-Admissions Counseling

After contacting a counselor, potential students will understand the necessary steps to successfully complete the application process:

- Knowledge of application deadlines
- Knowledge of degree programs offered at LCC
- Knowledge of orientation and placement testing
- Knowledge of tuition and fees
- Knowledge of on-line forms and information that can be downloaded

Orientation and Testing

After completing orientation, students will have a greater understanding of college policies and procedures, campus support services, co-curricular opportunities, academic and financial deadlines, different methodologies of course delivery and satellite course offerings and how to use the Schedule of Courses and the General Catalog as a resource to select appropriate courses.

- Knowledge of how to withdraw from a class or from LCC for the semester
- Knowledge of registration procedures including alternatives to the regularly scheduled registration appointment.
- Knowledge of how to make registration changes.
- Knowledge of services available through the Student Services Division, the LRC, the Math lab, and special needs programs (ESL, KI)
- Knowledge of opportunities to participate in student clubs, organizations and student government
- Knowledge of the availability of courses that can be completed on-line, via cable TV, at LCCW and at selected sites in the community
- Knowledge of how to read the Schedule of Courses
- Knowledge of how to use the General Catalog as a resource
- Knowledge of how to create a manageable schedule

After completing the placement testing (COMPASS or Michigan), the student will have a clear understanding of his/her level of proficiency in Reading, Writing and Mathematics.

- Knowledge of sequence of English and Math courses that need to be completed
- Knowledge of the connection between placement and eligibility to enroll in courses other than English and Math.

After attending an individual or group counseling session, the student will understand the process involved in formulating an educational plan and choosing a major and/or degree program.

- Knowledge of criteria to use to make realistic and personally meaningful decisions about my educational plan
- Knowledge of resources available to explore different majors
- Knowledge of the courses required to earn the selected degree
- Knowledge of ways to overcome barriers that impede achievement of educational goals
- Knowledge of how to improve academic performance if placed on academic warning, probation or suspension
- Knowledge of the general procedures involved in transferring to another college
- Knowledge of the specific requirements for admission into the college/major of choice
- Knowledge of the basic processes involved in problem solving and decision making, especially regarding career/life choices
- Knowledge of the career exploration/decision making process
- Knowledge of how to apply information learned about self to the occupational environment
- Knowledge of specific occupations or careers
- Knowledge of available career opportunities and job market trends in the global economy
- Knowledge of how risk taking can contribute to personal growth
- Knowledge of the resources available to assist in the job search process
- Knowledge of how to write a resume, interview effectively and follow through with potential job offers

After completing the registration process, the student will know how to navigate the MyUH portal to register for classes.

- Knowledge of information available through the MyUH portal
- Knowledge of how to initiate access to the My UH portal
- Knowledge of terms and language used in the My UH portal system
- Knowledge of how to search for appropriate open classes for their chosen degree, program or area of interest
- Knowledge of how to make schedule changes
Purpose of Counseling Appointment:

Applying to LCC

- Information about application deadlines, tuition and fees.
- Information about completing the UH Common Application Form
- Information about orientation and placement testing
- Information about degree programs offered at LCC

Applying for financial aid

- Information about completing the FAFSA
- Information about the timeline of the financial aid process

Academic Advising

- Information about the criteria to use to make realistic and personally meaningful decisions about my education plan
- Information about resources available to explore different majors
- Information about the courses required to earn the selected degree
- Information about ways to overcome barriers that impede achievement of educational goals
- Information about how to improve academic performance if placed on academic warning, probation or suspension

Career Counseling

- Information of the basic processes involved in problem solving and decision making, especially regarding career/life choices
- Information about the career exploration/decision making process
- Information of how to apply information learned about self to the occupational environment
- Information about specific occupations or careers
- Information about available career opportunities and job market trends in the global economy
- Information about how risk taking can contribute to personal growth
- Information about the resources available to assist in the job search process
- Information about how to write a resume, interview effectively and follow through with potential job offers

Transfer Advising

- Information about the general procedures involved in transferring to another college
- Information about specific requirements for admission into the college/major of choice

Graduation Check

- Information about the graduation application
- Information about the number of credits and specific courses needed to complete my degree
- Information about participating in commencement and diploma distribution

The counselor helped me understand what I needed to know about the items I checked pertaining to the application process  Yes  No  I Think So

In general, I felt comfortable and at ease discussing my concerns and questions with the counselor.

Would you return to see this counselor?

Do you have any overall comments or suggestions regarding your appointment or your answers to the questions above?
Counselor’s name: __________________________ Date: ________ Fall ___ Semester Spring ___ Semester

Purpose of Counseling Appointment:

Applying to LCC - I want to know about:

- Application deadlines, tuition and fees.
- Completing the UH Common Application Form
- Orientation and placement testing
- Degree programs offered at LCC

Applying for financial aid – I want to know about:

- How to complete the FAFSA
- The timeline of the financial aid process

Academic Advising – I want to know about:

- The criteria to use to make realistic and personally meaningful decisions about my education plan
- Resources available to explore different majors
- Courses required to earn my selected degree
- Ways to overcome barriers that impede achievement of educational goals
- How to improve academic performance if placed on academic warning, probation or suspension

Career Counseling – I want to know about:

- Basic processes involved in problem solving and decision making, especially regarding career/life choices
- The career exploration/decision making process
- How to apply information learned about self to the occupational environment
- Specific occupations or careers
- Available career opportunities and job market trends in the global economy
- How risk taking can contribute to personal growth
- The resources available to assist in the job search process
- How to write a resume, interview effectively and follow through with potential job offers

Transfer Advising – I want to know about:

- General procedures involved in transferring to another college
- Specific requirements for admission into the college/major of choice
- Graduation Check
- The graduation application
- The number of credits and specific courses needed to complete my degree
- Participating in commencement and diploma distribution

AFTER YOUR APPOINTMENT, PLEASE TURN OVER AND COMPLETE THE EVALUATION FORM ON THE BACK.
Evaluation of the Counseling Session:

The counselor helped me understand what I needed to know about the items I checked pertaining to the:

application and admission process.  
Comments: __________________________________________.

financial aid application process.  
Comments: __________________________________________.

Academic Advising.  
Comments: __________________________________________.

Career Counseling process.  
Comments: __________________________________________.

Transfer process.  
Comments: __________________________________________.

Overall Evaluation of the Counselor  
Rating:  
1. Listening: I felt the Counselor was attentive and listened to me carefully. 5 4 3 2 1
2. Understanding: I felt the Counselor understood my individual circumstances or situation. 5 4 3 2 1
3. Responding: I felt the Counselor responded well to my questions, concerns, and/or feelings. 5 4 3 2 1
4. Rapport: In general, I felt comfortable and at ease discussing my concerns and questions with the counselor. 5 4 3 2 1

Would you return to see this counselor?  Yes No I Think So

Do you have any overall comments or suggestions regarding your appointment or your answers to the questions above?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Counselor’s name: __________________________ Date: ________ Fall ___ Semester Spring ___ Semester

Purpose of Counseling Appointment:

Applying to LCC - I want to know about:

- Application deadlines, tuition and fees.
- Completing the UH Common Application Form
- Orientation and placement testing
- Degree programs offered at LCC

Applying for financial aid – I want to know about:

- How to complete the FAFSA
- The timeline of the financial aid process
- How long does it take to receive my Financial Aid?

Academic Advising – I want to know about:

- What I should consider
- The criteria to use to make realistic and personally meaningful decisions about my education plan
- Resources available to explore different majors
- Courses required to earn my selected degree
- Ways to overcome barriers that impede achievement of educational goals
- How to improve academic performance if placed on academic warning, probation or suspension?
- What do I do if I’m placed

Career Counseling – I want to know about:

- What should I consider to make my
  - Basic processes involved in problem solving and decision making, especially regarding career/life choices?
  - The career exploration/decision making process
  - How to apply information learned about self to the occupational environment
  - Do I know I fit in a particular occupation?
  - Specific occupations or careers
  - Available career opportunities and job market trends in the global economy
  - What are the career trends in Hawaii and elsewhere?
  - How risk taking can contribute to personal growth
  - The resources available to assist in the job search process
  - What resources can I use to plan a job search?
  - How to write a resume, interview effectively and follow through with potential job offers

Transfer Advising

- General procedures involved in transferring to another college
- Specific requirements for admission into the college/major of choice
- Graduation Check
- The graduation application process
- The number of credits and specific courses needed to complete my degree
- Participating in commencement and diploma distribution

AFTER YOUR APPOINTMENT, PLEASE TURN OVER AND COMPLETE THE EVALUATION FORM ON THE BACK.
### Evaluation of the Counseling Session:

The counselor helped me understand what I needed to know about the items I checked pertaining to the:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>I Think So</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>application and admission process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial aid application process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Academic Advising.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Career Counseling process.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Comments:</td>
<td></td>
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</tr>
<tr>
<td>Transfer process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) What questions or concerns were not answered during your meeting with the counselor? __________________________

2) Did this counseling session make you feel more confident about being a student? 

   Yes  No  I Think So  N/A

   Additional comments: _________________________________________________________________________________

3) Did you feel the counseling you received was helpful in your remaining at this college? 

   Yes  No  I Think So  N/A

   Additional comments: _________________________________________________________________________________

   Additional comments: _________________________________________________________________________________

4) Did your counseling session help you feel more connected to Leeward Community College? 

   Yes  No  I Think So  N/A

   Additional comments: _________________________________________________________________________________

### Overall Evaluation of the Counselor

<table>
<thead>
<tr>
<th>Rating:</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Listening: I felt my Counselor was attentive and listened to me carefully.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Understanding: I felt my Counselor understood my individual circumstances or situation.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. Responding: I felt my Counselor responded well to my questions, concerns, and/or feelings.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. Rapport: In general, I felt comfortable and at ease discussing my concerns and questions with my counselor.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Would you return to see this counselor? 

Yes  No  I Think So

Do you have any overall comments or suggestions regarding your appointment or your answers to the questions above?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

B-8: Student Srvc, Counseling
157 of 290
Purpose of Counseling Appointment:

Applying to LCC - I want to know about:

- Application deadlines, tuition and fees.
- Completing the UH Common Application Form
- Orientation and placement testing
- Degree programs offered at LCC

Applying for financial aid – I want to know about:

- How to complete the FAFSA
- How long it will take me to receive my financial aid

Academic Advising – I want to know about:

- What I should consider to make realistic and personally meaningful decisions about my education plan
- What kind of majors are there?
- What I need to take for my major?
- Ways to overcome barriers that impede achievement of educational goals
- What I need to do if I’m placed on academic warning, probation or suspension?

Career Counseling – I want to know about:

- What I should consider to make my career/life choices?
- How do I develop a career plan?
- How I know whether or not I fit in a particular occupation?
- Specific occupations or careers
- What the career trends are in Hawaii and elsewhere?
- How risk taking can contribute to personal growth
- What resources I can use to plan a job search?
- How to write a resume, interview effectively and follow through with potential job offers

Transfer Advising

- General procedures involved in transferring to another college
- Specific requirements for admission into the college/major of choice
- Graduation Check
- The graduation application process
- The number of credits and specific courses needed to complete my degree
- Participating in commencement and diploma distribution

AFTER YOUR APPOINTMENT, PLEASE TURN OVER AND COMPLETE THE EVALUATION FORM ON THE BACK.
Appendix II Page 8 of 8

Evaluation of the Counseling Session:  

Please Circle Responses:

The counselor helped me understand what I needed to know about the items I checked pertaining to the:

application and admission process.  

Comments: ____________________________________________________________.

financial aid application process.  

Comments: ____________________________________________________________.

Academic Advising.  

Comments: ____________________________________________________________.

Career Counseling process.  

Comments: ____________________________________________________________.

Transfer process.  

Comments: ____________________________________________________________.

1) What questions or concerns were not answered during your meeting with the counselor? ____________________________________________________________

2) Did this counseling session make you feel more confident about being a student?  

Yes No I Think So N/A

Additional comments: _________________________________________________________________________________

3) Did you feel the counseling you received was helpful in your remaining at this college?  

Yes No I Think So N/A

Additional comments: _________________________________________________________________________________

4) Did your counseling session help you feel more connected to Leeward Community College?  

Yes No I Think So N/A

Additional comments: _________________________________________________________________________________

Overall Evaluation of the Counselor

Rating: High Low

3. Listening: I felt my Counselor was attentive and listened to me carefully.  

5 4 3 2 1

2. Understanding: I felt my Counselor understood my individual circumstances or situation.  

5 4 3 2 1

3. Responding: I felt my Counselor responded well to my questions, concerns, and/or feelings.  

5 4 3 2 1

6. Rapport: In general, I felt comfortable and at ease discussing my concerns and questions with my counselor.  

5 4 3 2 1

Would you return to see this counselor?  

Yes No I Think So

Do you have any overall comments or suggestions regarding your appointment or your answers to the questions above?  

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

B-8: Student Srvc, Counseling  

159 of 290

Annex II
Slide 1

Developing an Assessment Instrument for Counseling Services
by Ann Dorado, Nancy Buchanan, and Patsy Dudoit
February 6, 2004

Slide 2

Initiating the Process
- Met w/ Unit Heads (F 03) to determine the best way to assess the services our division provides and how well we are doing it
- Over a series of meetings during the Fall semester Unit Heads were asked to begin to develop a mission statement, goals/objectives, student learning outcomes as it relates to their area

Slide 3

Describing the Process
- Develop the Mission Statement:
  "The mission of Counseling Services is to assist students to define and clarify personal, academic, and career goals and to explain and help students understand the processes involved to achieve these goals."

Slide 4

- Develop the Goals/Objectives:
  1) To provide services including admission, financial aid, academic, career and transfer procedures.
  2) To provide orientation, registration, and assist with course selection and interpretation of placement test scores.
  3) To provide academic counseling services.
  4) To provide career counseling and career planning/exploration services.
  5) To provide job preparation services and to develop job search skills.

Slide 5

- Develop Student Learning Outcomes
  - Asked ourselves, "What do we expect the student to know or to do as a result of our program?"
  - Looked at previously used assessments – our past Program Health Indicators
  - Consulted resources such as "Taxonomy of Educational Objectives" by Benjamin S. Bloom
  - Looked at course syllabi

Slide 6

Student Learning Outcomes for Counseling Services
1) After contacting a counselor, potential students will understand the process involved in becoming a student at LCC.
2) After attending an individual or group academic advising session, the student will understand how to explore financial aid opportunities, formulate an educational plan, choose a major and/or degree program, choose a career and develop a career plan, apply for graduation, and complete the process involved in transferring to another college or University.
3) After completing orientation, students will have a greater understanding of college policies and procedures, campus support services, co-curricular opportunities, academic and financial deadlines, different methodologies of course delivery and satellite course offering and how to use the Schedule of Courses and The General Catalog as a resource to select appropriate courses.

4) After completing the placement testing (COMPASS OR Michigan), the student will have a clear understanding of his/her level of proficiency in Reading, Writing, and Mathematics.

5) After completing the registration process, the student will know how to navigate the MyUH portal to register for classes.

6) After a meeting with a counselor or job developer, student will know how to write a resume, interview effectively, and follow through with potential job offers.

Our Timeline

<table>
<thead>
<tr>
<th>Jan 23</th>
<th>Feb 20</th>
<th>Mar 19</th>
<th>Apr 16</th>
<th>May 15</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Implementation of Assessment

- Begin in Mid-February to End of March
- Determine who will do Data Collection and Report
- Evaluate Results and make changes to Instrument if necessary
- Analyze Data and make recommendations to improve delivery of services
- Continue cycle and perhaps consider assessing other areas
Counselor’s name: __________________________ Date: ________ Fall ____ Semester  Spring ____ Semester

Purpose of Counseling Appointment:

### Applying to LCC - I want to know about:
- Application deadlines, tuition and fees.
- Completing the UH Common Application Form
- Orientation and placement testing
- Degree programs offered at LCC

### Applying for financial aid – I want to know about:
- How to complete the FAFSA
- How long does it take to receive my Financial Aid?
- How to research scholarship opportunities

### Academic Advising – I want to know about:
- What I should consider to make realistic and personally meaningful decisions about my education plan
- What kinds of majors are there?
- What do I need to take for my major?
- Ways to overcome barriers that get in the way of achieving my educational goals
- What I need to do if I’m placed on academic warning, probation or suspension?

### Career Counseling – I want to know about:
- What should I consider to make my career/life choices?
- How do I develop a career plan?
- How do I know whether I fit in a particular occupation?
- Specific occupations or careers
- What are the career trends in Hawaii and elsewhere?
- How risk taking can contribute to personal growth
- What resources can I use to plan a job search?
- How to write a resume, interview effectively, and use the job search process.

### Transfer Advising and Graduation – I want to know about:
- General procedures involved in transferring to another college
- Specific requirements for admission into the college/major of choice
- Graduation Check
- The graduation application process
- The number of credits and specific courses needed to complete my degree
- Participating in commencement and diploma distribution

Did you come to counseling because you had difficulty resolving a problem somewhere else on campus? Please Explain.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

I have personal needs that I want to discuss with a Counselor.

AFTER YOUR APPOINTMENT, PLEASE TURN OVER AND COMPLETE THE EVALUATION FORM ON THE BACK.
Evaluation of the Counseling Session:

The counselor helped me understand what I needed to know about the items I checked pertaining to:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>I Think So</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying to Leeward Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying for financial aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Advising</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1) Did this counseling session make you feel more confident about going to college? Yes No I Think So N/A

2) Was this counseling session helpful in your remaining at this college? Yes No I Think So N/A

3) Did this counseling session help you feel more connected to Leeward Community College? Yes No I Think So N/A

What questions or concerns were not answered during your meeting with the counselor? Please be specific.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Evaluation of the Counselor

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating:</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening: I felt my Counselor was attentive and listened to me carefully.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding: I felt my Counselor understood my individual circumstances or situation.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding: I felt my Counselor responded well to my questions, concerns, and/or feelings.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport: In general, I felt comfortable and at ease discussing my concerns and questions with my counselor.</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you return to see this counselor? Yes No I Think So

Overall, I was satisfied with the counseling I received. Yes No I Think So

How can we serve you better?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Do you have any suggestions for improvement?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
Distribution of Questions Per Category

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Questions Count</th>
<th>Category 2</th>
<th>Questions Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying to LCC 1</td>
<td>92</td>
<td>Applying for Financial Aid 1</td>
<td>60</td>
</tr>
<tr>
<td>Applying to LCC 2</td>
<td>44</td>
<td>Applying for Financial Aid 2</td>
<td>65</td>
</tr>
<tr>
<td>Applying to LCC 3</td>
<td>55</td>
<td>Applying for Financial Aid 3</td>
<td>88</td>
</tr>
<tr>
<td>Applying to LCC 4</td>
<td>136</td>
<td>Total</td>
<td>327</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>213</td>
</tr>
</tbody>
</table>

![Bar Chart 1](image1)

![Bar Chart 2](image2)
Distribution of Questions Per Category

Academic Advising 1  206  Career Counseling 1  100  Transfer Adv. & Grad 1  175
Academic Advising 2  88   Career Counseling 2  79   Transfer Adv. & Grad 2  164
Academic Advising 3  300  Career Counseling 3  71   Transfer Adv. & Grad 3  154
Academic Advising 4  107  Career Counseling 4  63   Transfer Adv. & Grad 4  94
Academic Advising 5  60   Career Counseling 5  45   Transfer Adv. & Grad 5  169
                        Career Counseling 6  24   Transfer Adv. & Grad 6  51
                        Career Counseling 7  44
                        Career Counseling 8  19

Total    761  Total    445  Total    807
Sought counseling due to problems elsewhere on campus

1. Spanish 101 test out; SP 251 WI ? (2 times)
2. To see if I qualify for Phi Theta Kappa
3. Graduation Check
4. I had questions regarding my record from another campus
5. I came to counseling to see if I can withdraw from a class ICS
6. I plan to transfer to UHM in the fall
7. I came to ask for help on dropping a class. I tried to do it on my own on the internet and it wouldn’t go through. That’s why I’m here.
8. My BUS 101 class. I’m doing unsatisfactory and it’s affecting my health and that I have to withdraw from all classes.
9. Dropping a class
10. I wanted some guidance when registering and searching for classes.
11. Problems with my class.
12. I’m having a problem with one of my classes at this time. My concern is because I receive tuition financial aid.
13. No, I just wanted to know what prerequisites I need for PTA degree to transfer what college has that degree.
14. First time student. To do a credit check for what needs for my major.
15. No, just thinking about taking a career assessment test. Don’t know what kind of job or career to get into.
16. Don’t know who else to ask.
17. Yes, I couldn’t complete my resume without a career objective.
18. I have come to see her for a letter of recommendation for a scholarship.
19. No, just need advice.
20. Yes, but also enjoy visiting Ms. Patsy.
21. Grad Check.
22. No, I received a notice saying I needed to make an appointment.
23. Couldn’t get my questions answered by UHM staff. Got the run-around
24. Inquire on a major.
25. No, I just wanted to ask some questions/need job.
27. No, I came just to clarify questions I had. Candy was extremely helpful.
28. Last semester when I was registering the computer wouldn’t let me take a certain class and I wanted to know why.
29. Didn’t receive info we needed on-line.
30. No, just need to sign up for pre-registration.
31. Declaring a major or academic counseling regarding the college courses to take for upcoming Fall semester.
32. My parents are forcing me to go to school but feel like that I should start school now but wait a few semesters.
33. Warning status.
34. No, I purely wanted to insure that I was on the best possible path,
35. Yes, I went to the counselor office because I couldn’t design what class to take.
36. Appeal for tuition process.
37. Yes, after going through grad check and graduating in Fall 02, learned that my AP English 100 credit was not accepted
Questions or concerns that were not answered during counselor meeting.

1. For one course to transfer to a university, the university’s transfer booklet described what would not work but the counselor misunderstood.
2. It was regarding grad check.
3. To ask about financial aid options.
4. I asked about transferring to UHM/about my major.
5. Some about the College of Ed., but he told me who to talk to.
6. Interpersonal questions but that was because my initial appointment was originally with Jonathan Wong. Overall, got the courses I needed to take.
7. Grad check and application.
8. Grad check.
9. I’m still disgusted by Leeward but my counselor was wonderful.
10. What courses do I have to take to get an AA.
11. Counseling session was to assess if I quality to receive an AA in liberal arts.
12. Am I OK standing to transfer to UH Manoa.
13. Counseling is very comparative with students.
14. Grad check/transfer.
15. Ernie is referring me to Mei Ling Evaluator to answer my specific questions about my status in regard to transferred credits and remaining courses needed to achieve my AA.
16. Testing for prerequisite to enter major and what too do after testing.
17. Grad check where I need to go and goals needed to accomplish what I want.
   Worked with me being 5 minutes late because of my class.
18. If I could graduate.
19. I am here to make up courses failed at HCC and I wanted to know what classes that I could take to permanently transfer.
20. Qualifying for Phi Theta Kappa and checking status.
21. I met previously with 2 other counselors and was assured that I met all requirements for graduation. Apparently they both gave me wrong information.
Suggestions for improvement

2. More accessible for night students. I work 7 days a week. At the earliest I get off work is 4:30.
3. Fix admissions.
4. Cookies and milk.
5. Counseling seminars.
6. To be not stressed out.
7. More signs and reconfigure office space.
8. Take the graduation check more seriously.
9. The only thing is consistently letting counselors know about their appointments or even walk-ins as soon as they arrive.
How can we serve you better?

1. The only thing that could have been better were the availability of times to see a counselor.
2. Please be more accurate with assisting with graduation checks.
3. Get more info on UH. Requirements, how are we supposed to transfer if you guys don’t know about UH.
4. Better access to departments.
5. Have a list of different careers/jobs in the world.
6. Pay for all my schooling, just kidding.
7. Fix admissions.
8. Have computers working.
9. Hopefully I could have more time with my counselor.
10. The waiting room was crowded. Maybe be a little more efficient getting appointments in and out faster.
11. You folks need to integrate transcripts better from other institutions.
12. Longer hours of service.
13. If seeing a counselor is available through walk in.
Composite Totals for Retention Questions

Evaluation Question 1
- yes: 471
- no: 2
- I think so: 10
- N/A: 34

Evaluation Question 2
- yes: 430
- no: 3
- I think so: 7
- N/A: 77

Evaluation Question 3
- yes: 413
- no: 4
- I think so: 38
- N/A: 52
**Evidence of Program/Unit Review: Campus Health Center**

**Mission/Purpose:** To provide the Leeward Community College students, faculty and staff, health care services that include but are not limited to health education, disease prevention and treatment for acute episodic illness and family planning services.

**Goal/Objective:** Health Center staff will provide education on health promotion and infectious disease prevention such as: safe sex practices, family planning options and immunizations against communicable diseases.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of Data Sample/Population</th>
<th>Method of Data Collection &amp; Source</th>
<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality Achievement Outcome:</strong> Patients shall learn about the services of the Health Center so as to meet their specific health care needs.</td>
<td>All patients who sign in on the Health Center service log for a period of 2 weeks in March.</td>
<td>The Health Center staff will administer an untimed pre-survey to assess which services the patient was accessing at the Health Center.</td>
<td>The survey listed the five most common services that are accessed by students.</td>
<td>Reasons for coming to the Health Center were as follows: - 45 immunizations, - 12% first aid, - 24% Family Planning info, - 12% urgent care, - 85 blood pressure or weight check, - 40% other reasons i.e. Hepatitis B FREE vaccines.</td>
<td>Continued advertisement of Health Center services by way of brochure mail outs, flyers around campus, campus newspaper and various other media venues. Web site updates on LCC home page.</td>
</tr>
<tr>
<td><strong>Quality Achievement Outcome:</strong> Patients shall learn about the services offered by the Health Center to meet their specific health concerns.</td>
<td>An annual count of all patients/visitors who sign in on the Health Center service log.</td>
<td>The Health Center staff will count the number of students, faculty and other patients/visitors who seek information on health care concerns.</td>
<td>The expected number of students, faculty and other patients/visitors seeking health care information should remain relatively constant.</td>
<td>The actual counts for calendar year 2003 was 1474 and the running count for 2004 as of May 15 = 475.</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>Student Learning Outcome:</strong> Patients/visitors shall learn about the services that are offered by the Health Center to meet their own specific health care needs.</td>
<td>All patients who sign in on the Health Center service log for a period of 2 weeks in March.</td>
<td>The Health Center staff will administer a Post survey to measure whether or not the patients felt they learned about their specific health care concerns.</td>
<td>At least 90% of the patients surveyed will concur (answer yes) that they learned about the specific health care concerns they are seeking.</td>
<td>Actual results were 1005 of patients concurred that they learned about the specific health information they were seeking.</td>
<td>Continue with quality of are for each patient at each visit and close with a question about any concerns the patient may have.</td>
</tr>
<tr>
<td>Outcome Measure</td>
<td>Definition of Data Sample/Population</td>
<td>Method of Data Collection &amp; Source</td>
<td>Expected Level of Performance</td>
<td>Actual Level of Performance</td>
<td>Plan of Action</td>
</tr>
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</tr>
<tr>
<td><strong>Student Learning Outcome:</strong> Students will learn about the events/services sponsored by the Health Center.</td>
<td>Same population as the previous SLO.</td>
<td>Same pre-survey as previous SLO.</td>
<td>Students’ answers will be reflective of the 5 most common services, condoms, immunizations, first aide, urgent care.</td>
<td>Students identified FREE condoms, family planning services, immunizations, FREE Hepatitis B vaccines and first aide as top 5 recognized services provided by the Health Center.</td>
<td>Plan: continue to advertise other not as well known services provided by the Health Center through campus media events.</td>
</tr>
<tr>
<td><strong>Quality Outcome Measure:</strong> Students will report being satisfied with the quality of the health care services received at the Health Center.</td>
<td>Same population as the previous SLO.</td>
<td>A post-visit survey will be administered by Health Center staff.</td>
<td>At least 90% of the students will report being satisfied with the quality of the health care services they received at the Health Center.</td>
<td>100% of the students surveyed reported being satisfied with the quality of the health care they received at the Health Center.</td>
<td>Continue to offer quality health care at every visit to every patient. Re-survey patients at the end of the year Nov. 2004</td>
</tr>
<tr>
<td><strong>Quality Outcome Measure:</strong> Students will find the services at the Health Center affordable, they would recommend the services to others ad they would be willing to pay an additional $3.00 in student fees each semester to keep the Health Center open.</td>
<td>Same population as the previous SLO.</td>
<td>Same post-visit survey was administered to sample population by the Health Center staff.</td>
<td>At least 90% of students will concur that the services of the Health Center are affordable, they would recommend the services to others, and they would be willing to pay an additional $3.00 per semester in student fees to keep the Health Center open.</td>
<td>100% of all students responded Yes to finding the services affordable, a willingness to recommend the services to others, as well as a willingness to pay a higher service fee to continue operations of the Health Center.</td>
<td>Recommend an additional service fee of $3.00 to the Board of Regents to increase the health Center operations budget to fund an additional clerical position from the current 10 hour a week position to a 40 hour a week position.</td>
</tr>
</tbody>
</table>
**Evidence of Program/Unit Review:**

**Mission/Purpose:** Provide equal access to education by assisting students/parents in seeking, obtaining, and making the best use of all financial resources necessary to pursue their educational goals.

**Goal/Objective:** Increase awareness and knowledge of the financial aid process by increasing the number of applications received

<table>
<thead>
<tr>
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<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
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</tr>
</thead>
</table>
| Increase in the total numbers of students receiving awards each year | Students who applied for financial aid and were enrolled at the campus within each academic year | FAFSA applications, Banner awarding process | 5-10% increase in students awarded | 99-00 to 00-01 a 0-14% increase; 00-01 to 01-02 a 14% increase; 01-02 to 02-03 a 5% increase; 02-03 to 03-04 a 7% increase | Provide easy access to information and application:  
- through the website  
- having applications available 24 hours seven days per week on the Financial Aid Counter |
| Increase in the total amount awarded each year | | | 5-10% increase in amount awarded | 99-00 to 00-01 a 6% increase; 00-01 to 01-02 a 23% increase; 01-02 to 02-03 a 10% increase; 02-03 to 03-04 a 14% increase | Provide information to campus and community groups:  
- participate in Financial Aid Nights at various high schools through the Pacific Financial Aid Association  
- upon request of any community group, give a financial aid presentation  
- organize three financial aid presentations on campus and three at the Waianae campus in coordination with various scholarship groups |

Evaluate the financial aid processes and procedures annually to make applying and receiving awards more efficient.
## Strategic Plan

**Goal C: Improve educational effectiveness**

**Objective 4: Ensure availability of high quality resources and services**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Marketing Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Purpose:</td>
<td>to provide marketing and communication services to the College</td>
</tr>
<tr>
<td>Goal/Objective:</td>
<td>to assist the campus community in producing the materials needed throughout the year using the most economical and efficient processes possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of Data Sample/Population</th>
<th>Method of Data Collection &amp; Source</th>
<th>Expected Level of Results/Performance</th>
<th>Actual Level of Results/Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
</table>
| 1. Number of projects completed will be greater than previous year | Requests for services from the campus community FY04: June 1, 2003–June 31, 2004 | Each request will be logged into a Creative Services database. Upon completion, each job will include the following data: 1. type of project 2. complexity of project (five levels of categories) 3. unit of college served 4. requested due date 5. actual date completed | 1. Number of projects will increase by 20% 2. 85% of projects will completed by requested date | Projects FY03: 119 Projects FY04: 176 1. Number of projects increased by 48% 2. only 70% of projects were completed by the requested due date | A. Submit data to bolster previous request for additional staffing  
B. Distribute procedures to all faculty and staff to help them plan accordingly. |
| 2. Requests will be completed by the date requested or earlier. | | | | | |
| 3. Backlog of projects will show progress in completion | Projects that have “been in process” for longer than 9 months | Backlog Projects | 3. 50% of “backlog” projects will be completed. | 3. 23% completion | A. Submit data to bolster previous request for additional staffing  
B. More efficient production scheduling  
C. Publicize “turnaround times” to campus again. |
| 4. Catalog will be printed on a timely basis; delivered to campus by at least the midpoint of OTAR sessions | College general catalog production and publication timeline | Date of arrival on campus | Catalog will be printed by July 15, 2004 | Catalog on campus on August 22, 2004 | A. Form a catalog committee  
B. Establish specific timeline for Faculty Senate Curriculum Committee |
### Strategic Plan

**Goal C: Improve educational effectiveness**

**Objective 4: Ensure availability of high quality resources and services**

<table>
<thead>
<tr>
<th>Unit: Marketing Office</th>
</tr>
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<tbody>
<tr>
<td>Mission/Purpose: to provide marketing and communication services to the College</td>
</tr>
<tr>
<td>Goal/Objective: to assist the campus community in producing the materials needed throughout the year using the most economical and efficient processes possible</td>
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<table>
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<tr>
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<th>Definition of Data Sample/Population</th>
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<th>Expected Level of Performance</th>
<th>Actual Level of Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students should be able to find information in the College catalog</td>
<td>Current students</td>
<td>Informal focus groups and One to one interviews</td>
<td>1. Majority will indicate that finding information is easy</td>
<td>1. All participants found the information with ease.</td>
<td>Students expressed comments on general high quality of catalog; however, most of them do not actually purchase the publication.</td>
</tr>
<tr>
<td>-degree requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-policy for Dean’s List</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>-A&amp;R phone number</td>
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</tr>
<tr>
<td>Note: discussions were on the “quality” of the publication</td>
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</tr>
<tr>
<td>2. Students should be able to understand policies and information in College catalog</td>
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<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3. Catalog contains information needed by students</td>
<td>C</td>
<td>Majority of students believe the Catalog contains the information they need.</td>
<td>3. Majority does not use the catalog as their primary source of information.</td>
<td>Compile comments and share with Catalog Committee.</td>
<td></td>
</tr>
</tbody>
</table>
MARKETING OFFICE  
Creative Services  
FY 2004

Total number of Projects listed in database: 176
Total number of items created: 319

Breakdown by complexity of tasks:

<table>
<thead>
<tr>
<th>ITEMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4 hours</td>
<td>29</td>
</tr>
<tr>
<td>4-8 hours</td>
<td>68</td>
</tr>
<tr>
<td>1-3 days</td>
<td>104</td>
</tr>
<tr>
<td>More than 3 days</td>
<td>45</td>
</tr>
<tr>
<td>Complex</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>319</strong></td>
</tr>
</tbody>
</table>

**PROJECT TYPES**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Collateral</td>
<td>105</td>
</tr>
<tr>
<td>Signage</td>
<td>93</td>
</tr>
<tr>
<td>Multiple Categories</td>
<td>31</td>
</tr>
<tr>
<td>Print Ads</td>
<td>28</td>
</tr>
<tr>
<td>Electronic Presentations</td>
<td>10</td>
</tr>
<tr>
<td>Misc.</td>
<td>10</td>
</tr>
<tr>
<td>Photography</td>
<td>9</td>
</tr>
<tr>
<td>Exhibits</td>
<td>8</td>
</tr>
<tr>
<td>Digital Imaging</td>
<td>7</td>
</tr>
<tr>
<td>Public Relations</td>
<td>7</td>
</tr>
<tr>
<td>Consultations</td>
<td>5</td>
</tr>
<tr>
<td>Radio/TV ads, promo</td>
<td>4</td>
</tr>
<tr>
<td>Online Advertising/Web-related</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>319</strong></td>
</tr>
</tbody>
</table>
The purpose of this survey is to gather information about how students attending LCC summer session(s) find out about the program and classes.

Although voluntary, your participation is very important to us. So, please take a few minutes to complete this questionnaire. The survey should take less than 5 minutes to complete and the results will be kept strictly confidential. If you are taking more than one class, please fill out this questionnaire only once.

NOTE: This survey is anonymous. Please do not put your name or social security number anywhere on this form.

1. Why did you take a summer class? (more than one response is OK)
   - O  For personal growth and enrichment
   - O  To complete a course that satisfies a requirement of Leeward Community College
   - O  To complete a course that satisfies a requirement of another college
   - O  To improve or acquire skills needed for work
   - O  Other: Please specify.

2. What factor(s) influenced you to come to Leeward Community College? (more than one response is OK)
   - O  Friends or Family
   - O  School Counselor
   - O  Military Education Counselor
   - O  Your employer or people at work
   - O  The location of the school
   - O  The cost of tuition
   - O  A specific class offered at Leeward Community College
   - O  Other: Please specify.

3. Which of the following would be helpful for you to get additional information about Leeward Community College? (more than one response is OK)
   - O  newspaper
   - O  radio
   - O  TV
   - O  mail
   - O  booklet or brochure
   - O  Internet website
   - O  Other

4. How did you find out about Leeward Community College's summer program? (more than one response is OK)
   - O  Newspaper Story
   - O  Radio
   - O  Website
   - O  An advertisement in the Star-Bulletin
   - O  An advertisement in the Honolulu Advertiser
   - O  An advertisement in the Honolulu Weekly
   - O  Flyer or poster on LCC campus
   - O  Flyer or poster at UH Manoa
   - O  Flyer off campus
   - O  An on-campus Banner
   - O  Teacher
   - O  Friends or Family
   - O  Other: Please specify.
The following factors represent different reasons why students choose a college. Please indicate whether these individual items are important, or not important to you.

Rate your feelings about the following on a scale of 1 to 5, with 1 being the lowest or Not Very Important, and 5 being the highest or Very Important. Please select only one response for each factor.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not Very Important</th>
<th>Not Important</th>
<th>Neither Unimportant Nor Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Don’t Know or Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small class size</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The quality of the courses and instructors</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Affordable, low tuition</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Ability to transfer credits to another college</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Fitting in with other students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Help with career planning</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Convenient times of classes</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Location of school</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Friendliness of faculty and other college personnel</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Accelerated programs</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

17. Which Summer Session(s) are you enrolled in?
   - O Summer Session I only (May 24 – July 2)
   - O Summer Session II only (July 6 – August 13)
   - O Both Summer Sessions

18. What is your current age?
   - O Under 18
   - O 20 – 24
   - O 25 and above

Comments? (Optional)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Finished! Thank you very much.
Sample of data sets being worked on by the UHCC Institutional Researcher cadre to enable each College to review data over time and in comparison to other CCs in Hawai‘i.

Historical and Projected Enrollment
- Fall Headcount and Full-Time Equivalent (FTE) Enrollment
- Enrollment by Educational Objectives to Program Level
- Enrollment by Residency for Tuition Status
- International Student Enrollment
- Enrollment by Place of Origin and Campus
- Student Enrollments by Gender
- Student Enrollments by Ethnicity
- Hawaii Public School: Admissions, Enrollment, and Going Rate
- Going Rate (state going rate and island going rate)
- Undergraduate Transfer Among Units
- Students With Prior College Enrollment
- Graduation and Retention Rates

Price for Attendance (Tuition & Fees): Hawai‘i Resident and Non-Resident

Financial Support for Undergraduates
- Number of Degree/Certificate Seeking Students
- Percent Receiving Gift Aid
- Average Amount of Gift Aid Received
- Percent Receiving Loans
- Average Amount of Loans Received

Federal Grants Fiscal Years 1997-98 to 2001-02

Faculty and Staff
- Total Faculty and Staff
- Instructional Faculty
- Non Instructional Total
- Executive & Administrative/Managerial Personnel
- Administrative, Professional & Technical
- Civil Service
- Instructional Faculty and Lecturers Serving a Program
- Instructional Faculty and Lecturers by Rank
- Instructional Faculty by Ethnicity by program
- Instructional Faculty and Lecturers by Gender by program
- Qualification (# and %) Highest Degree Earned
- Instructional Faculty Workload over the Academic Year
  - Fall Teaching Load, Spring Teaching Load, Annual Teaching Load
- Faculty Professional development

Counselors/Students Ratio
- Program Cluster
- FTE Counselors Student Headcount
Professional Clerical Ratio: Faculty

**Distance Education**

Distance Education Courses and Students by Delivery System

Delivery Mode:
- Non WebCT
- WebCT
- CD-Rom Instruction
- DL taught in-person On-site
- Digital Video Disc
- Interactive TV & On-Site
- Two-way video/interactive TV
- Cable TV & On-site
- Cable Television
- Cable TV & On-Line
- Video
- Cable & Interactive TV
- Online & CD Rom
- Online Instruction
- Online & On-site Instruction
- Online & Interactive TV
- Online & Videotape

Workforce Development: **Annual Occupational Employment Demand by Program Capacity**

Financial
Distribution of Revenues by Source
Distribution of Operating Expenditures by Function

Achievement Indicies
Course Completion Rates
Retention Rates
Persistence Rates
Completion of a program or degree sequence
Graduation rates
Transfer Rates
Job Placement/Employer Satisfaction
Basic skills completion rates
Success Rate of Developmental Students in Subsequent College-level Courses*
Developmental Students Progressing to Subsequent English and Math Courses

**Chancellors’ Charge Memo Discussion Items:**

- Major/Pre-Major
- Grade Point Average (Grade Point Ratio)
University of Hawai‘i Community Colleges System
Assessment, Planning, and Budget Development Activities

In January 2004 and June 2004, the Accrediting Commission for Community and Junior Colleges (ACCJC) made the following recommendation as part of its acceptance of the progress reports submitted by the University as part of the implementation of the new system organization:

The Team recommends that the UH Community Colleges develop policies and procedures to ensure:

a. that the community colleges engage in regular assessment of institutional effectiveness, including program review;
b. that the community college system as well as each college sets priorities for implementing plans for improvement that are based in an analysis of research data;
c. that the colleges and the UHCC system incorporates these priorities into resource distribution processes and decisions;
d. that the colleges and the UHCC system develop and employ a methodology for assessing overall institutional effectiveness and progress toward meeting goals expressed through plans for improvements; and
e. that the colleges and the UHCC system report regularly to internal constituencies and the Board on this progress.

Assessment of Institutional Effectiveness

Leadership for implementing the recommended changes comes from the Council of Community College Chancellors (CCCC) with appropriate staff support provided by the community college support offices assigned to University system Vice Presidents.

Ongoing programs and current activities that support assessment of institutional effectiveness include the community colleges’ annual Program Health Indicator (PHI) reports and UHCC Community Colleges Fact Book, participation in the national Community College Survey of Student Engagement (CCSSE), and the analysis of the current course placement process and placement testing procedures.

- **Program Health Indicators** reports provide a comprehensive, yet succinct, review of the activities of instructional programs, incorporating current year information which is comparable across programs and campuses. Major sections of the resulting program report provide descriptive information about the development and history of a program, program goals, faculty and advisory committee of the program, admission and degree requirements, courses offered in the most recent academic year and course enrollments, program performance indicators, including graphic representations of program performance on selected indicators relative to pre-established norms, and, finally, an analysis of the program outcomes. Three major clusters of program performance indicators are utilized, reflecting program demand, program efficiency, and program outcomes. The PHI reports are used by the campuses to provide an annual report to the Board of Regents on the status of academic program actions and satisfy reporting requirements under the Carl D. Perkins Vocational and Technical Education Act.
• **Fact Book** provides a *snapshot* of student, faculty, degree, and enrollment data for the UHCC System and the seven individual campuses. The report is designed to provide quick and easy access to relevant facts and current information.

• **CCSSE** -- Campuses have administered the Community College Survey of Student Engagement (CCSSE) to enhance assessment of the quality in community college education, of good educational practices and of programs and services for students. The survey is researched-based and a project of the Community College Leadership Program at The University of Texas at Austin. The 2002 CCSSE survey was administered to over 3,000 students at the seven community colleges. The 2004 survey was administered at Hawai‘i CC, Kapi‘olani CC, Kaua‘i CC, Maui CC, and Windward CC. The 2004 UH System Institutional Effectiveness Report (IER) is using CCSSE (NSSE for upper division campuses) in over 20 percent of the measures.

• **Community Colleges Placement Testing** (ACT COMPASS) - The Community College Chancellors confirmed their colleges’ commitment to the continued practice of using the same student placement testing instrument and common placement scores. Working with ACT, an assessment, analysis, and review of the accuracy of student placement testing cutoff scores results were conducted in 2002 and 2003. The analysis provides UHCC data on which to base revision recommendations to maximize students' probability of success and placement accuracy. The results were provided to the Deans of Instruction for review and recommendation as appropriate. Additionally, system wide testing coordinators met to review and make recommendations for standard testing procedures.

On January 6 and 7, 2004, the community colleges conducted a workshop at Windward Community College attended by approximately 140 faculty, staff, and administrators. The purpose of the workshop was to start a systemwide dialog designed to develop a better understanding of the new ACCJC standards, assess existing policies and practices and develop an action plan to meet the new ACCJC standards. From that workshop, a number of actions were initiated including:

• A charge by the Council of Community College Chancellors to the community colleges Institutional Research Cadre to develop a data portfolio/template for each campus to be used to support assessment for institutional effectiveness. The IR Cadre, composed of IR staff representatives from all campuses, has been meeting regularly under the leadership of the community college Director of Academic Planning, Assessment, and Policy Analysis to respond to the charge.
  
  o Using the UH System Data Portfolio prepared for the WASC Senior Commission visit as a model, the IR Cadre developed a portfolio/template that lists required data elements, data element definitions, data source references, and how the data will be presented and stored. IR Cadre portfolio/template recommendations were to be the subject of inter-campus discussions. A draft data portfolio/template was presented to CC Deans of Instruction and Assistant Deans of Instructions (DOI/ADOI) July 15, 2004 for review, suggest modifications, approval of recommendations, and provide more information and/or develop procedures to resolve the
operational, administrative, and policy issues.

- Review of campus policies and practices relating to assessment, planning, budgeting, and evaluation to determine congruence with ACCJC standards, and making changes as required. This process is being led by the Chancellor of each campus;

- Implementation of new practices on each campus during the 2004-05 Academic Year (AY) in preparation for the development of campus self-studies during the 2005-06 AY. The implementation process is the responsibility of the Chancellor of each campus.

On May 18, 2004, the CCCC conducted a systemwide interactive TV discussion on the progress made to date by the individual campuses on the development and implementation of campus assessment policies and procedures. More than 50 faculty, staff, and students participated in the four-hour workshop. As part of the workshop, the Institutional Research Cadre members reported the status of their portion of the data portfolio/template project.

**Evaluation, Planning, and Improvement - Linked to Budget Development**

Existing Board of Regents Policy (BORP Chapter 4, Section 4-3) calls for both the development of a community college statewide academic plan that includes an evaluation of State workforce requirements, and individual campus educational development plans. These plans are central to the operation of the University and its campuses.

Over the years, the community colleges have developed a systemwide planning process in response to the University BOR policy. This process has incorporated a number of elements that link processes of evaluation, planning, operational improvement, and budget development. The UH Community Colleges Strategic Planning Outline (Attached) highlighted the following elements:

- Mission and Philosophy
- Planning Context
- Assessment
- Priorities
- Resource Requirements

The resulting Community College System Strategic Plan, along with the seven individual campus strategic plans, serves as the basis for the development and improvement of programs and services, the development and renewal of physical facilities, and setting priorities for resource reallocations and State General Fund budget requests. The linkage of the Planning with Budget Development is particularly important considering that the University is still required to utilize the State Budgeting process for the State appropriated portion of the University’s revenue and more than 80% of the community colleges revenues are derived from State appropriated funds.

Each of the seven UH community colleges is a separately accredited institution with a separate faculty and administration and they can and do identify individual campus
budget requirements. However, they are part of single State appropriation made to the University of Hawai‘i system. Accordingly, a community college budget request consolidating the requirements for all seven campuses is required to be submitted for consideration by the Board of Regents and State.

In fall 2001, the community colleges formed Strategic Planning Council composed of the campus Chancellors (then Provosts), the Chairs of the Faculty Senates, and representatives of the Student Government Associations. This Council, under the leadership of the Associate Vice President for Academic Affairs, Michael Rota (then Vice Chancellor for Academic Affairs), examined external data related to the statewide environment and internal data related to campus functioning (e.g. student demand, program efficiency, and campus outcomes), and analyzed assumptions (attached Strategic Plan Appendices provide summaries). This analytical effort lead to setting community college system goals and priorities, and the development of a comprehensive financial plan that incorporated anticipated revenues and expenditures needed to accomplish the plan goals by the year 2010.

This analysis has proven to be of considerable value to other State entities. Substantial pieces of the evaluation and analysis have been used by the State Workforce Development Council in its annual plan, the Office of the State Director for Career and Technical Education in its annual plan, and the Governor’s Office in its submission of a grant application to the National Governors Association (NGA) dealing with workforce preparation and the role of postsecondary education. The NGA provided Hawai‘i and seven other states funding to design and implement comprehensive state plans to deal with the need to get more adults into and successfully complete postsecondary education.

Following campus reviews of the Community College Strategic Plan and appropriate modifications, the Plan (attached) was submitted to the Board of Regents and approved in November 2002. Subsequently, six of the individual campus academic plans have been approved by the BOR as required by ACCJC policy (the Hawai‘i CC plan was deferred pending the appointment of a permanent Chancellor). The additional State General Fund requirements identified in the Financial Plan became the basis for the community colleges 2003-05 Biennial Budget request.

Following the reorganization of the University system in December 2002 (the Substantive Change request was approved by the ACCJC in April 2003), the community college Chancellors decided to maintain the integrated planning process used to develop the current comprehensive Community Colleges Strategic Plan, and to continue the Strategic Planning Council.

In September 2003, the Strategic Planning Council convened to work on the development of the 2006-07 Biennial General Fund Budget request. The Council examined the progress made in accomplishing the priorities established in the BOR approved Plan and examined the external and internal issues that helped guide the development of the current plan.

In January 2004, the Council conducted a workshop designed to update participants on the progress made toward implementing the priorities contained in the plan, to re-assess
external and internal factors, to modify priorities if necessary, and to develop a process for the development of a financial plan for the next fiscal biennium. The Council reviewed the status and progress of 25 Key Performance Outcomes of the UHCC Strategic Plan.

The Council concluded that while community colleges have made progress over the past two years, the critical operational issues are still the highest priorities and should still serve as priorities in the development of the campuses’ resource base and the community colleges’ consolidated financial planning.

Following the agreement on community college priorities and goals for the 2006-07 Biennium, each campus developed a specific listing of its individual General Fund Budget request within a two year planning target of a 10% increase in our current service base. The requests were grouped into three clusters:

- Workforce and Economic Development
- Operational Improvements
- University System Initiatives

Periodic status and progress reports on the community colleges planning and budget development process are being provided to the University system through a process called “Stock-Taking.” This process allows detailed outcomes from the CC planning and budget process to be fed into the University process at appropriate intervals. The University Stock-Taking process currently involves two Chancellors, one Faculty Senate Chair, and the Associate VP for Academic Affairs. The Stocktaking Process has led to the examination of important issues such as including future tuition strategies, financing of major deferred repairs and maintenance requirements, and development of a differential strategy for State General Fund support.

The University-wide General Fund budget request is being developed and the Board of Regents has scheduled a separate workshop on budget issues September 2, 2004. It is expected that the BOR will be asked to approve the community college’s proposed budget request as part of the overall University of Hawai‘i system budget at its regularly scheduled meeting in October 2004.
Leeward Community College
University of Hawai‘i

September 7, 2004

MEMORANDUM

TO: Members of the Committee to Develop a Long-Range Plan for Technology and Information and Learning Resources:

Kazuo Chambers, Interim Information Technology Coordinator & Network Operations Center Administrator
Leanne Chun, Coordinator, Educational Media Center
David Coleman, Head Librarian
Beth Kupper-Herr, Coordinator, Learning Resource Center
Barbara Hotta, Coordinator, ICS Discipline (Faculty Senate)
Christian Ganne, Digital Media Program Coordinator (Faculty Senate)
Della Kunimune, Business Technology Faculty
Florentino Abara, Counselor, Student Services Division
Christopher Whiteside, Computer Program Coordinator, Office of Continuing Education and Workforce Development
Linda Saiki, Administrative Officer, Business Office (APT)
Terry Ann Richter, Secretary, Arts and Humanities Division (Clerical Staff Council)
Eli Tsukayama, ASUH-LCC Senator (Student)

FROM: Mark Silliman, Chancellor

SUBJECT: Committee to Develop a Long-Range Plan for Technology and Information and Learning Resources

Thank you for serving on this Committee.

Charge

The charge to this Committee is to develop a college-wide Long-Range Plan for Technology and Information and Learning Resources for Leeward Community College.

The plan to be developed is a long-range plan for the entire College and is not a plan restricted to the units under Academic Support.

To coincide with the ending dates of various key University of Hawai‘i planning documents (UH System Strategic Plan, 2002-2010; UH Community Colleges Strategic...
Plan, 2002-2010; and Leeward Community College Strategic Plan, 2002-2010), the long-range plan to be developed by the Committee shall initially cover the period from 2005-2010.

To keep the size of the Committee manageable, and not unduly large or unwieldy, the Committee does not include a representative from each and every instructional division. Although individual members of the Committee may be deemed to represent different constituencies, units, or programs on campus and may bring certain kinds of expertise or perspectives to Committee deliberations, I ask that all Committee members maintain a campus-wide, at-large perspective in view of its charge to develop a long-range plan for the entire campus, taking into account the needs of the entire campus and all its component parts and constituencies.

**Background**

The need to develop a college-wide Long-Range Plan for Technology and Information and Learning Resources is necessitated by a number of factors. These include the following:

- The need for a long-range planning document for these areas articulated in writing for the guidance and decision-making of the College.

- The College’s own self-identified concerns, needs, and action plans articulated in our last Institutional Self Study (September 2000) with respect to then Standard 6, Information and Learning Resources, of our accrediting agency, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

- The relevant recommendation and concerns articulated to the College by ACCJC through its recent evaluation reports and action letters. (See, especially, as posted on the LCC Accreditation webpage, the ACCJC’s October 2000 visiting team report; the ACCJC’s action letters dated 1/17/03, 1/23/04, and 6/25/04; and the College’s Focused Midterm Report to ACCJC submitted in October 2003.)

- The sections of the new 2002 ACCJC Accreditation Standards relating to technology resources (Standard IIIC) and library and learning support services (Standard IIC), including the various kinds of evidence that must be compiled, documented, and maintained in order to assist the College, as well as ACCJC, in monitoring and determining whether the College is meeting those Standards and the requirements and expectations reflected in those Standards.

- The strategic objectives and overall guidance provided for the area of information technology by the University of Hawai’i [System] Strategic Plan for Information Technology 2000 and similar UH planning document or
documents, if any, for the UH library system and library and information resources.

The Content and Conceptual and Organizational Structure of the Long-Range Plan

This charge memo does not specify the content or the conceptual and organizational structure (including headings such as goals, objectives, and action strategies or implementing actions) of the long-range plan to be developed by the Committee. Because the College has never had a long-range plan for technology and information and learning resources, the Committee will be breaking new ground.

However, for relevant ideas, models, and guidance, it is recommended that the Committee research and review sample long-range or strategic plans for the subject areas developed by other colleges or universities, especially community colleges (researchable through the Internet). The Committee could also research conceptual and organizational models of long-range or strategic plans.

ACCJC Accreditation Standards and the long-range plan. Because one of the main purposes and results of the long-range plan to be developed by the Committee is to help ensure that the College meets the relevant 2002 ACCJC Accreditation Standards and to thereby benefit the College in terms of promoting institutional improvement and quality in the subject areas, the Committee is requested to review especially carefully the relevant new Standards and the kinds of evidence appropriate to and in essence required by those Standards.

Relatedly, the Committee is requested to consider incorporating into the long-range plan, in some way, the relevant Accreditation Standards or the essence of those Standards. For example, could the text of the relevant Standards be incorporated as or translated into goals or objectives formulated for the long-range plan, or could the relevant Standards be incorporated by reference or through inclusion in the plan appendix?

General alignment with the UH Strategic Plan for Information Technology. The Committee is also asked to ensure that the College’s long-range plan it develops does not conflict with and is in general alignment with the previously cited UH [System] Strategic Plan for Information Technology 2000.

Tie-in or integration with the College’s overall Strategic Plan 2002-2010 and with the College’s overall planning and evaluation process, including program reviews. In the long-range plan it develops, the Committee is also requested to include an appropriate statement or procedure to the effect that the implementing actions or other outcomes resulting from the plan will in essence be integrated with or fed into the College’s overall Strategic Plan and the periodic or annual updating and revisiting of that overall Strategic Plan, for example, through the submission of new or revised “action plans” relating to technology and/or information and learning resources.
The Committee is also asked to include in the long-range plan it develops an appropriate statement, provision, or requirement to the effect that the implementation, review, and periodic updating of the plan shall be integrated with the College’s “ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation” (language from ACCJC Accreditation Standard IB3). Such cycle of evaluation includes program reviews or evaluations of programs and services.

In this regard, the ACCJC visiting team’s evaluation report for our Focused Midterm Report (visit made on 11/14/03) stated—in connection with the recommendation that the College “formalize its planning procedures in the areas of technology and information and learning resources”—as follows:

“Furthermore, this team believes that planning for technology and learning resources should be integrated into institution-wide evaluation of effectiveness and resource distribution processes. Until the college develops adequate processes for program planning [and program reviews], technology planning efforts may lack critical information about programs’ technology needs.”

Relatedly, the ACCJC’s action letter dated 1/23/04 stated, with respect our next Progress Report due to ACCJC by 10/15/04, in part as follows: “The Report should describe institutional progress in addressing its need for a comprehensive program review that is integrated with institutional planning, including technology planning…”, as described in certain formal recommendations made by former ACCJC visiting teams.

**Periodic review and updating.** In the long-range plan it develops, the Committee shall include a requirement and procedure for the periodic or regularized review and updating of the plan and for monitoring the implementation and effectiveness of the plan.

To provide a mechanism to implement such regularized review, updating, and monitoring of the plan, the Committee shall provide—in the long-range plan it develops—for an appropriate continuing oversight committee or other entity with the responsibility for such regularized review, updating, and monitoring of the plan.

**Review by Campus Shared-Governance Bodies**

The long-range plan to be developed by the Committee will need to be presented to the Faculty Senate and the Campus Council for review and acceptance and thereafter to the Chancellor for approval.

**Timetable**

The LCC Long-Range Plan for Technology and Information and Learning Resources must be completed and approved in time to be reported as approved and in place by the time we
draft our next Institutional Self Study. This may be critical to maintaining our accreditation in good standing.

To this end, the long-range plan must be reviewed and accepted by the Faculty Senate and Campus Council no later than their respective meetings in November 2005 and approved in final form by the Chancellor no later than mid-December 2005.

In order to meet these deadlines, the Committee is asked to develop its own committee timetable and plan of action.

To keep the campus community informed and to facilitate campus input, the Committee’s timetable and procedures should provide for the appropriate dissemination of drafts of the proposed long-range plan to the campus community and open forums, mass e-mails, Web-postings, and/or other means to facilitate dialogue and receive input and recommendations. Provision should also be made for the proposed plan to be submitted to the Faculty Senate and the Campus Council in advance of their respective decision-making meetings.

Convenor; Election of Committee Officers

I have asked Andrew Rossi, our Institutional Research Analyst, to convene the first meeting of the Committee. I have also asked our Co-Accreditation Liaison Officers, who also serve as the College’s Strategic Plan Co-Coordinators, Robert Asato and Lani Uyeno, to attend the first meeting as resource consultants.

Thereafter, the Committee should elect its own Chair, at least one Vice Chair, and at least one Recorder.

Thank you for your very important service to the College.

If there are any major issues or problems which arise during the course of the Committee’s work, I would be happy to confer with and assist the Committee Chair.

c: LCC Administrative Team
   Andrew Rossi
   Robert Asato
   Lani Uyeno
   Gail Levy
   Kathy Hill, Chair, Faculty Senate Program Review Committee
   James Goodman, Chair, LCC Faculty Senate
   Manny Cabral, Chair, LCC Campus Council
**Academic Support Programs**

There are currently seven Academic Support units charged with supporting the academic operations of the College. It is their primary function to provide a broad range of services to the academic programs of the College. The units also provide, where appropriate, services to all units of the College.

**Educational Media Center (EMC)**

Provides support for teaching and student learning through the integration and use of technology

- Plans, organizes and administers the educational media services for the College.
- Produces programming for the college including but not limited to distance education and other instructional materials.
- Coordinates distance education for the College
- Conducts in-service training services for faculty and staff.
- Coordinates the use and maintenance of media facilities and resources.
- Provides facilities and support for TVPRO and DMED programs.
- Assesses EMC services and programs

**Learning Resource Center (LRC)**

Provides assistance and support to students for the promotion of student learning.

- Provides learning support including but not limited to tutoring, workshops and Supplemental Instruction to promote development of writing, technology, and learning skills as well as mastery of academic subjects.
- Provides students with study materials, educational technology, and other resources
- Offers academic testing services for courses offered by the College and Distance Education courses offered by other institutions
- Develops and implements a full range of services for students with disabilities through the Kako’o Ike (KI) program.
- Assesses LRC services and programs

**Information Technology Group**

Provides a supportive information technology environment for enrichment of student learning

- Manages and maintains College computer classrooms and laboratories
- Plans, designs, implements, and maintains the college networking infrastructure
- Provides desktop and software support services for faculty, staff, and students
- Maintains computers, servers and peripherals
- Inventories College software and licenses
- Provides network services and applications
- Assesses information technology services
Library
Provides access to information resources that support student learning
• Acquires, catalogs, circulates, and maintains library resources such as books, periodicals, and recordings
• Provides instruction to students and other patrons on finding, accessing, and evaluating information resources and research strategies
• Develops local and/or specialized information resources including print collections and databases.
• Provides research assistance and services to students and other patrons.
• Assesses library collection and services

Grants Office
Seeks extramural funding to support and enhance programs promoting student learning
• Researches and writes grants from government and private agencies
• Provides assistance and training in grant writing for faculty and staff
• Maintains a resource of grant information for the College
• Assesses grant services

Assessment Office
Insures students are placed at an appropriate level within College programs to maximize their learning.
• Provides a comprehensive program of assessment and placement testing for all incoming students
• Provides interpretation, counseling and advice to students on placement scores
• Serves as an adjudicator on appeals of placement decisions.
• Makes recommendations on placement instruments and services to the College administration
• Assesses placement services

Staff Development Office
Provides comprehensive training and professional development programs for faculty and staff enabling the College to provide the best possible environment for student learning.
• Develops, organizes and implements workshops, classes, colloquia, and other forums of professional and personal development for faculty and staff.
• Serves as resource center for materials on professional and personal development
• Advises and assists faculty and staff on external professional and personal develop resources
• Assesses staff development services.
Information Technology Interim Policies

**IT Fund**: ITG Coordinator prepares budget for IT Fund as described below for submission to the Administrative Staff in Spring. At least 25% of IT Fund must be retained until March as contingency and then may be expended as budgeted unless released by Vice Chancellor.

**Campus Computer Lab (CCL)**

The College centrally operates computer labs (CCL) for the use of students. These labs are located in the BE building (225, 226, 228, and 229), BS building (103, 104, 105, 106B, 107, and 109), and a lab at LCC-Waianae. These labs are operated for all instructional programs with priority for those courses that require computers (Business Technology and Information and Computer Science courses).

**General Labs**

**Goal**: Maintain CCL general labs at 3 years currency

**Process**: ITG Coordinator consults with the users of the CCL and other appropriate faculty and staff and makes recommendation to Dean of Academic Services. Dean of Academic Services approves purchases covered by current polices and presents exceptions to Administrative Staff.

**Digital Media Labs**

**Goal**: Maintain labs at 2 years currency

**Consult annually in Spring semester with Digital Media, Digital Art, TVPro and EMC faculty and staff to develop equipment replacement list**

**Labs will seek external funding through PCATT and other grants.**
Software other than operating systems and Microsoft Office will be funded through division or external funds. Upgrades will be recommended by ITG Coordinator with consultation of appropriate faculty and staff and approval of Dean of Academic Services.

Networking Infrastructure

Goal:

Process: ITG Coordinator consults with ITG staff, Technology Committee, and other consultants where appropriate and makes recommendation to Dean of Academic Services. Dean of Academic Services approves purchases covered by current polices and presents exceptions to Administrative Staff.

Campus Software

Goal: Provide all technology users with basic IT tools.

Process: ITG Coordinator will survey all College computer resources annually and identify those areas that need to be updated to conform to standards listed below. Requests for software updates may also be made to ITG Coordinator or designate. ITG Coordinator is responsible for maintaining licensing records for all core software, server software, and all software on Campus Computer Labs computers.

All computers will be maintained at most current level compatible with given hardware with the following software:

*Microsoft Office Professional*

*Macintosh or Microsoft OS*

*McAfee virus protection*

Hardware and software for Administrative Services, Academic Services, and Student Services

Goal: Hardware and Software will be maintained at a level necessary for faculty and staff to do their respective duties.

Process: ITG Coordinator will consult with the Deans of Academic and Student Services and the Director of Administrative Services and prepare a list of needs for submission to the Administrative Staff. Administrative Staff
will prioritize list and send to ITG Coordinator for compilation into IT budget.

Hardware and software for other users

Goal: The College will provide to every technology worker a networked computer capable of running basic software as described above.

Process: ITG Coordinator will survey all College computer resources annually and identify those areas that need to need to be updated to conform to standards listed below. Typically, needs will be met through the migration of computers from Campus Computer Labs to individual users. When needed, the College may seek special funding or purchase through installments hardware and software to bring all users up to standards.

Hardware and software other than those described above are to be purchased through the appropriate division or unit. Those requiring other than basic hardware and software shall make their requests through standard purchasing procedures.
### Unit/Area Review: Educational Media Center (Overall)

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

---

**Goal 1:** A committed EMC staff will assist the LCC campus community to effectively use information technology.

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<tbody>
<tr>
<td>A committed EMC staff will assist the LCC campus community to effectively use information technology.</td>
<td>A campus-wide survey will be conducted annually.</td>
<td>[Qualitative] The EMC Coordinator will collect the surveys and analyze the data with the appropriate administrators.</td>
<td>The EMC will score 3.5 or higher of a 5 point scale on satisfaction with services.</td>
<td>During the Fall 2003, a campus-wide EMC survey was distributed and collected. Overall, the EMC scored 4.33 on a 5 point scale.</td>
<td>Scores in individual units below 3.5 will be identified. Steps will be taken to improve service in those areas.</td>
<td></td>
</tr>
<tr>
<td>A committed EMC staff will assist the LCC campus community to effectively use information technology.</td>
<td>A campus-wide open forum will be conducted every two years.</td>
<td>[Quantitative] The EMC Coordinator will collect and analyze the qualitative data with the appropriate administrators.</td>
<td>None. This will be used as a method for needs assessment. Based on the information gathered, the staff will identify areas where changes may be made to improve operations.</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
**Unit/Area Review: Educational Media Center (Tech Mentoring)**

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** Encourage application of technology to enhance the quality of instruction and services delivered to students both on and off campus.

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<tr>
<td>Instructors will increase their ability to use technology in the classroom.</td>
<td>A survey of the Technology Partners will be taken at the end of each semester.</td>
<td>The Coordinator will collect surveys and analyze data on a semester basis.</td>
<td>75% of the Technology Partners will agree their capability to instruct has increased as a result of the Technology Mentoring Program.</td>
<td>Spr 2003: 100% of the Technology Partners agreed their capability to instruct has increased. Fall 2003: 93% of the Technology Partners agreed their capability to instruct has increased. Spr 2004: 75% of the Technology Partners agreed their capability to instruct has increased.</td>
<td>Scores all met expected levels of performance. The surveys will be modified because this survey question is intended only for teaching faculty, but the surveys are being answered by teaching faculty as well as non-teaching faculty/staff.</td>
<td></td>
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Unit/Area Review: Educational Media Center (Tech Mentoring)

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** Encourage application of technology to enhance the quality of instruction and services delivered to students both on and off campus.

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| Instructors will increase their ability to use technology in the classroom. | A survey of the Technology Partners will be taken at the end of each semester. | The Coordinator will collect surveys and analyze data on a semester basis. | 75% of the Technology Partners will agree student learning has increased as a result of the Technology Mentoring Program. | Spr 2003: 100% of the Technology Partners agreed student learning has increased.  
Fall 2003: 73% of the Technology Partners agreed student learning has increased.  
Spr 2004: 62.5% of the Technology Partners agreed student learning has increased. | Scores did not meet expected levels of performance. The surveys will be modified because this survey question is intended only for teaching faculty, but the surveys are being answered by teaching faculty as well as non-teaching faculty/staff. |
Mission: The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

Goal 1: Encourage application of technology to enhance the quality of instruction and services delivered to students both on and off campus.

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<tr>
<td>Instructors will increase their ability to use technology in the classroom</td>
<td>A survey at the completion of WebFun (summer institute). A follow up survey will be taken one year later.</td>
<td>The WebFun trainers will collect surveys and analyze data with the appropriate administrators.</td>
<td>50% of the participants will be able to create a WebCT module at the end of WebFun. 25% of the participants will be using WebCT in their courses one year later.</td>
<td>Summer 2003: 79% of the participants were able to create a WebCT module at the end of WebFun Summer 2004: 67% of the participants are using WebCT in their courses one year later.</td>
<td>Scores met expected levels of performance. WebFun will continue to be conducted annually.</td>
<td></td>
</tr>
</tbody>
</table>
**Unit/Area Review: Educational Media Center (DE)**

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** Encourage application of technology to enhance the quality of instruction and services delivered to students both on and off campus.

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<tr>
<td>Students will be satisfied with the level of support they receive from both Academic Support and Student Services staff and as well as the available online and on-campus resources provided by these departments to enable their academic success.</td>
<td>Both a qualitative and quantitative student satisfaction survey will be sent out twice a semester, once at the mid-way point and again just prior to the end of each semester. The survey will ask students to evaluate their satisfaction with academic support, student services, and quality of the instructional modalities in which they receive their courses.</td>
<td>With the assistance of the DE faculty the survey will be sent electronically to all DE students through UH web mail. Students will be asked to respond via email and the returned surveys will analyzed for both the qualitative and quantitative responses.</td>
<td>DE will score 3.5 or higher on a 5 point scale for student satisfaction with their DE experience.</td>
<td>Overall, 96% of students who are taking classes via distance education were satisfied with the quality of their experience and scores averaged between a 4 and 5 on a 5 point scale.</td>
<td>Results will be shared with the respective academic and students services offices so that they can review current services and determine what improvements or added services are required by their departments. Academic divisions will also be given the information so that they are aware of students’ preferences for additional courses.</td>
<td></td>
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</tbody>
</table>
**Unit/Area Review: Educational Media Center (Intec)**

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** To provide current and reliable services to the students, faculty and staff by implementing the use of current technologies.

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<tr>
<td>Faculty, staff, and students in TV Pro and DMED will have sufficient access to well-maintained checkout equipment on campus.</td>
<td>A survey will be administered annually and usage statistics will be reviewed.</td>
<td>As part of the overall EMC survey administered to the campus, items regarding sufficiency and equipment maintenance will be addressed. TVPRO and DMED students will also be surveyed. Additionally, usage statistics will be collected annually.</td>
<td>Intec will score 3.5 or higher on a 5 point scale for sufficiency and reliability of checked out equipment. Intec will score 3.5 or higher on a 4 point scale for services.</td>
<td>Campus wide surveys showed Intec scored 4.35 on a 5 point scale for sufficiency and 4.3 on a 5 point scale for reliability. Survey of DMED and TV Pro students showed Intec scored 4.2 on a 5 point scale. Usage statistics indicate that 31% of our contacts were with those clients checking out computer-type equipment, and 26% of our contacts were with TVPRO and DMED students checking out</td>
<td>INTEC Services plans to maintain the current level of support and make appropriate purchases in areas of heavy usage. Additional support for the TVPRO and DMED program has been requested</td>
<td></td>
</tr>
</tbody>
</table>
Unit/Area Review: Educational Media Center *(Video Prod)*

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** The Video Production Unit will provide instructional and television production support through credit cable courses.

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<tbody>
<tr>
<td>Students taking televised cable courses will be satisfied with the quality of the course.</td>
<td>A survey of cable course students will be conducted at the end of each semester.</td>
<td>The Production Manager and the Unit’s Producer/Directors will compile and analyze survey data.</td>
<td>Students in televised cable courses will score the Video Production quality 3.5 or higher on a 5 point scale.</td>
<td>Video Production Unit scored 4.0 on a 5 point scale.</td>
<td>Results will be used to identify weaknesses in the production process and corrective action taken. Modifications will also be made to the survey process to encourage increased response.</td>
<td></td>
</tr>
<tr>
<td>Instructors teaching televised cable courses will be satisfied with the quality of the course.</td>
<td>A survey of cable course instructors will be conducted at the end of each semester.</td>
<td>The Production Manager and the Unit’s Producer/Directors will compile and analyze survey data.</td>
<td>Instructors teaching televised cable courses will score the Video Production quality 3.5 or higher on a 5 point scale.</td>
<td>No data taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit/Area Review: Educational Media Center (Copy Center)**

**Mission:** The Educational Media Center (EMC) will provide quality support for teaching and learning through the integration and use of technology.

**Goal 1:** To provide the campus community with low-cost, high-quality duplicating services.

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<tbody>
<tr>
<td>Faculty, staff, and students will be serviced with their copying needs.</td>
<td>All faculty, staff, and students utilizing copying services will be surveyed once a semester.</td>
<td>Survey will be distributed throughout the campus and to the walk-in customers at the copy center. The surveys will be compiled and analyzed by the Copy Center Manager.</td>
<td>Copy Center will score 3.5 or higher of a 5 point scale on satisfaction with services.</td>
<td>During the Spring 2004, the surveys were distributed and collected. Overall, Copy Center scored 4.7 on a 5 point scale.</td>
<td>Results of the survey will be used to improve existing services and assist in deciding what new services should be implemented.</td>
<td></td>
</tr>
</tbody>
</table>
### Mission/Purpose:
To assist the community college in achieving its goals of technological superiority by effectively supporting its administrative and academic functions through our CCL/Helpdesk services. Our services will include but will not be limited to providing: quality services in our computer lab and classroom facilities; quality technical assistance through our helpdesk service; and a quality work environment in both computer lab and classroom facilities.

### Goal/Objective 1:
The CCL/Helpdesk will provide quality academic services in our computer lab and classroom facilities such as providing exceptional customer service and a knowledgeable staff.

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<tr>
<td>(Quality Achievement Outcome)</td>
<td>Users shall receive exceptional customer services in the open labs and computer classrooms.</td>
<td>Lab staff will administer an untimed, post-survey in the open lab to measure whether or not services received were satisfactory. Instructors will administer an untimed survey in the classroom.</td>
<td>The post-survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average visitor response rating of at least 3.5.</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 4.2; and CCL BS rooms were 4.6.</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 4.2; and CCL BS rooms were 4.6.</td>
</tr>
<tr>
<td>(Quality Achievement Outcome)</td>
<td>Users shall receive assistance from highly qualified and knowledgeable staff in the open labs and computer classrooms.</td>
<td>Lab staff will administer an untimed, post-survey in the open lab to measure whether or not services received were satisfactory. Instructors will administer an untimed survey in the classroom.</td>
<td>The post-survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average visitor response rating of at least 3.5.</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 3.9; and CCL BS rooms were 4.5.</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 3.9; and CCL BS rooms were 4.5.</td>
</tr>
</tbody>
</table>
**Evidence of Program/Unit Review: LCC College Computing Labs (May 2004)**

**Mission/Purpose:** To assist the community college in achieving its goals of technological superiority by effectively supporting its administrative and academic functions through our CCL/Helpdesk services. Our services will include but will not be limited to providing: quality services in our computer lab and classroom facilities; quality technical assistance through our helpdesk service; and a quality work environment in both computer lab and classroom facilities.

**Goal/Objective 2:** The CCL/Helpdesk will provide quality administrative and academic technical assistance through our helpdesk service by employing knowledgeable staff, providing exceptional customer service and resolving computer problems in a timely manner.

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<tr>
<td><strong>(Quality Achievement Outcome):</strong> A user’s computer question or problem was resolved.</td>
<td>All users who requested assistance of the helpdesk about computer related problems.</td>
<td>An untimed post-survey will be sent to an end user who requested assistance of the helpdesk.</td>
<td>The post survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average user response rating of at least 3.5.</td>
<td>The average response from user surveys was 4.9.</td>
<td></td>
</tr>
<tr>
<td><strong>(Quality Achievement Outcome):</strong> Users shall receive service that was completed in a timely manner.</td>
<td>All users who requested assistance of the helpdesk about computer related problems.</td>
<td>Helpdesk requests are entered in a database that records the date entered and the date it is completed.</td>
<td>The reports created will show the number of hours or days that was needed to complete a computer related problem. The expected result is an average of 5 days</td>
<td>The average response from user surveys was 4.9.</td>
<td></td>
</tr>
<tr>
<td><strong>(Quality Achievement Outcome):</strong> Users shall receive courteous service from the helpdesk personnel.</td>
<td>All users who requested assistance of the helpdesk about computer related problems.</td>
<td>An untimed post-survey will be sent to an end user who requested assistance of the helpdesk.</td>
<td>The post survey will utilize a Likert response scale of 1 (very satisfied). The expected result is an average user response rating of at least 3.5.</td>
<td>The average response from user surveys was 4.9.</td>
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**Evidence of Program/Unit Review: LCC College Computing Labs (May 2004)**

**Mission/Purpose:** To assist the community college in achieving its goals of technological superiority by effectively supporting its administrative and academic functions through our CCL/Helpdesk services. Our services will include but will not be limited to providing: quality services in our computer lab and classroom facilities; quality technical assistance through our helpdesk service; and a quality work environment in both computer lab and classroom facilities.

**Goal/Objective 3:** The CCL/Helpdesk will strive to provide a quality work environment in our computer labs and classroom facilities.

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<tr>
<td>(Quality Achievement Outcome): Users shall have quality tables in the open labs and classrooms.</td>
<td>All users who sign in to the CCL open labs and registered for classes in the CCL classrooms.</td>
<td>Lab staff will administer an untimed, post-survey in the open lab to measure satisfaction of work environment. Instructors will administer an untimed survey in the classroom.</td>
<td>The post-survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average visitor response rating of at least 3.5</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 4.2; and CCL BS rooms were 4.4.</td>
<td></td>
</tr>
<tr>
<td>(Quality Achievement Outcome): Users shall have quality chairs in the open labs and classrooms.</td>
<td>All users who sign in to the CCL open labs and registered for classes in the CCL classrooms.</td>
<td>Lab staff will administer an untimed, post-survey in the open lab to measure satisfaction of work environment. Instructors will administer an untimed survey in the classroom.</td>
<td>The post-survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average visitor response rating of at least 3.5</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 3.8; and CCL BS rooms were 4.4.</td>
<td></td>
</tr>
<tr>
<td>(Quality Achievement Outcome): Users shall have quality computing equipment in the open labs and classrooms.</td>
<td>All users who sign in to the CCL open labs and registered for classes in the CCL classrooms.</td>
<td>Lab staff will administer an untimed, post-survey in the open lab to measure satisfaction of work environment. Instructors will administer an untimed survey in the classroom.</td>
<td>The post-survey will utilize a Likert response scale of 1 (very dissatisfied) to 5 (very satisfied). The expected result is an average visitor response rating of at least 3.5</td>
<td>The average response rating from end user surveys for: CCL BE rooms were 4.2; and CCL BS rooms were 4.3.</td>
<td></td>
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**Evidence of Program/Unit Review:**

**Mission/Purpose:** Provide learning support, educational resources, testing services, and services for students with disabilities in a comfortable, supportive, and attractive learning environment.

**Goal/Objective:** Provide learning support including tutoring and workshops to promote development of writing, technology, and learning skills as well as mastery of academic subjects.

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<td>Students receive learning support including tutoring.</td>
<td>[Quantitative measure] Number of students receiving tutoring services; total count of tutoring sessions delivered in Fall semester.</td>
<td>Number of individual students logged in for tutoring sessions during Fall semester using TutorTrac program; total number of recorded tutoring sessions during Fall semester.</td>
<td>At least 5% of enrolled students will utilize tutoring. Average of at least 10 tutoring sessions per day during periods in which LRC tutoring was available.</td>
<td>224 students, approx. 3.7% of LCC students, attended 840 tutoring sessions in Fall 2003. Total of 71 tutoring days, so average was 11.8 tutoring sessions/day.</td>
<td></td>
</tr>
<tr>
<td>Tutoring contributes to development of skills and/or mastery of academic subjects.</td>
<td>[Qualitative measure] Student satisfaction surveys about LRC tutoring services</td>
<td>Surveys will be collected from students who are receiving LRC tutoring over a 2-week period in Spring semester. Each student will complete the survey only once.</td>
<td>Overall student satisfaction with tutoring will average at least 3.5 on a scale of 5.</td>
<td>Student response to satisfaction question averaged 4.48 on a scale of 5.</td>
<td></td>
</tr>
<tr>
<td>Workshops contribute to development of technology skills.</td>
<td>Evaluations of CLUE workshops.</td>
<td>Evaluation form filled out by attendees at CLUE workshops each semester.</td>
<td>Overall rating of workshops will average at least 3.5 on a scale of 5.</td>
<td>Overall ratings of workshops ranged from 4.34 to 5.0 in Fall 2003, and from 4.11 to 5.0 in Spring 2004.</td>
<td></td>
</tr>
<tr>
<td>Workshops contribute to development of learning skills.</td>
<td>Evaluations of SQ workshops.</td>
<td>Evaluation form filled out by students attending selected SQ workshops each semester.</td>
<td>Overall rating of workshops will average at least 3.5 on a scale of 5.</td>
<td>Average rating for workshops evaluated in Spring 2004 was 4.6 out of 5.</td>
<td></td>
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</table>
**Goal/Objective:** To offer students a comfortable, supportive, and attractive learning environment.

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<tr>
<td>The LRC’s physical facility is comfortable, attractive, and adequate for student needs.</td>
<td>Student satisfaction with the LRC, including the physical environment.</td>
<td>Surveys will be collected from student users of LRC services over a 2-week period in Spring semester. Each student will complete the survey only once.</td>
<td>Satisfaction with the physical facility will be at least 3.5 on a scale of 5.</td>
<td>Level of satisfaction averaged 2.5, based on degree of agreement averaging 3.5 with two questions rating dissatisfaction with physical facility (not enough space between computers and LRC needs a facelift).</td>
<td></td>
</tr>
</tbody>
</table>
**Goal/Objective:** Provide support services and accommodations for students with disabilities through Kako’o ‘Ike (KI) program.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>Qualified students receive notetaking services as an accommodation on request.</td>
<td>Number of notetaking requests filled expressed as a percentage of number of notetaking requests made each semester.</td>
<td>Notetaking requests made and filled each semester are recorded on an Excel spreadsheet.</td>
<td>90% of notetaking requests will be filled.</td>
<td>49 of 56 requests were filled – 87.5% fill rate.</td>
<td></td>
</tr>
<tr>
<td>Students served by KI receive needed accommodations and other support services.</td>
<td>Surveys of KI students at the end of each semester.</td>
<td>Surveys are mailed to all KI students each semester with SASE enclosed for them to return the surveys.</td>
<td>Overall student satisfaction with services will average at least 4.0 on a scale of 5.</td>
<td>Results not yet available – will provide as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>KI professionals serve as a resource to faculty.</td>
<td>Surveys of faculty who consult with KI.</td>
<td>Each semester, surveys will be sent to faculty who have requested advice or assistance from KI.</td>
<td>Overall satisfaction will average at least 4.0 on a scale of 5.</td>
<td>Results not yet available – will provide as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>LCC faculty are aware of issues related to students with disabilities and services available to them.</td>
<td>Surveys of LCC faculty.</td>
<td>Each spring, the LRC will survey faculty about its services; some questions will relate to KI program.</td>
<td>Overall faculty awareness of disability issues and services will average at least 3.5 on a scale of 5.</td>
<td>Issues awareness averaged 2.9 and services awareness averaged 3.21.</td>
<td></td>
</tr>
</tbody>
</table>
**Mission/Purpose:** To provide academic support in the form of Supplemental Instruction that can produce measurable improvements in academic performance.

**Goal/Objective** To increase GPA’s of participating students by .5 to 1 letter grade.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>Students participating in SI will Achieve on average .5 to 1 letter grade higher in SI course than non-participants</td>
<td>Students taking General Education courses required of Food Service and Automotive majors: Eng 22, Fshn 185, ICS 100, Math 50C, Math 50H, Psy 180, Sp 151</td>
<td>Retrieve class lists by major, grades, and re-enrollment info from Banner system.</td>
<td>SI participants will achieve an increase of average course GPA near 1 full letter grade</td>
<td>Average course GPA for SI participants was .8 higher than for non-participants for the period of Spring 2002 through Spring 2003</td>
<td>Continue to work at increasing attendance and interest in SI sessions through promotion and success</td>
</tr>
</tbody>
</table>

**Goal/Objective** To reduce D, F, and Withdrawal rates of participating students by 20%.

<table>
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<tr>
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<tbody>
<tr>
<td>Students participating in SI will fail at a lower rate than non-participants (fail defined as receiving a D, F, or W grade</td>
<td>Students taking General Education courses required of Food Service and Automotive majors: Eng 22, Fshn 185, ICS 100, Math 50C, Math 50H, Psy 180, Sp 151</td>
<td>Retrieve class lists by major, grades, and re-enrollment info from Banner system.</td>
<td>SI participants will fail at a rate of half that of the non-participants</td>
<td>Overall 43% failure rate for Non-SI participants compared to 22% failure rate for SI participants for the period of Spring 2002 through Spring 2003</td>
<td>Continue to work at sustaining and increasing positive results</td>
</tr>
</tbody>
</table>

**Goal/Objective** To increase re-enrollment rates of participating students by 10%.

<table>
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<tbody>
<tr>
<td>Students participating in SI will re-enroll at a higher rate than non-participants</td>
<td>Students taking General Education courses required of Food Service and Automotive majors: Eng 22, Fshn 185, ICS 100, Math 50C, Math 50H, Psy 180, Sp 151</td>
<td>Retrieve class lists by major, grades, and re-enrollment info from Banner system.</td>
<td>SI participants will re-enroll at a rate 10% higher than non-participants</td>
<td>Preliminary results indicate a re-enrollment rate 25% higher for SI participants than for non-participants for the period of Spring 2002 thru Spring ‘03</td>
<td>Monitor re-enrollment to determine if this is a consistent improvement or an anomaly</td>
</tr>
</tbody>
</table>
Leeward Community College Library
Vision and Mission

Mission of the College

As one of the seven community colleges of the University of Hawai‘i, the overall mission of Leeward Community College is contained in the following principles.

- **Access**: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- **Learning and Teaching**: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs, with the goal of seamless system articulation and transfer, where appropriate. To structure our programs in such a way that they reflect not only academic rigor but also student development, learning outcomes and student goals.

- **Work Force Development**: To provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate and future employment and career advancement.

- **Personal Development**: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- **Community Development**: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others.

- **Diversity**: To prepare students for the global workplace, with particular emphasis on Asia and the Pacific Rim, by building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development and productive relationships with international counterparts.

Within this context, the special mission of Leeward Community College is to provide teacher training and serve the residents of our diverse communities, with particular attention to the Hawaiian population; communities actively transitioning from an agricultural base to a more diversified economic base; and communities making up the fastest growing middle-income suburban population on O‘ahu.
Library Vision

In line with the College’s Mission, the vision of Leeward Community College Library is to prepare individuals to be knowledgeable, resourceful and responsible citizens for Hawaii and the global community through the facilitation of active exploration, discovery and synthesis of information.

Library Mission

The Library program’s mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

Library Goals and Objectives

Goal 1. Collection
Develop and maintain a collection of resources that support existing, changing and new programs at Leeward Community College

Objectives

1.1. Perform continuous review of the library's collections.

1.2. Develop collection guidelines that assure that the scope, coverage and format of resources.

1.3. Continually update information resources to support the educational needs of our students in general education, work force development, occupational upgrading, career mobility and personal enrichment

1.4. Support the curriculum through active involvement of the teaching faculty in the selection process.

1.5. Support the diverse social and cultural information needs of the college’s surrounding communities, in particular Leeward and West Oahu.

1.6. Provide information resources in a wide variety of formats.

1.7. Extend the range and cost effectiveness of the collection.

Goal 2. Access
Provide rapid and seamless access to the collection and information in a variety of formats for all University patrons regardless of location.

Objectives

2.1. Perform timely acquisitions, classification, bibliographic data entry, and processing information sources for users.
2.2. Maintain hardware and technologies that support rapid text, PDF, graphics, audio, and video streaming responses.

2.3. Assure the most effective means of delivering information to individual users, groups, classrooms and other locations.

2.4. Maintain a web site that provides information about the library, its services and direct access to the library catalog and available electronic resources.

2.5. Maintain shelves for quality control of the collection.

2.5. Maintain sufficient hours of operations.

Goal 3. Service

Provide timely, comprehensive, varied and to the extent possible, equivalent service to local and distant University of Hawaii patrons.

Objectives

3.1. Provide a variety of reference and information services to meet diverse user needs.

3.2. Subscribe to electronic sources including remote access whenever possible.

3.4. Provide appropriate equipment and professional technical staff trained to deliver efficient services.

3.5. Meet Intra System Loan (ISL) requests within the set of UH System Circulation Policies.

3.6. Support an effective automated library system.

Goal 4. Information Literacy

Support the college goals of learning and teaching through the promotion of information literacy concepts.

Objectives

4.1. Promote the integration of standards and outcomes of information literacy and learning as defined by the Association of College Research Libraries and the Accreditation Council of Junior and Community Colleges into the college curriculum.

4.2. Promote information competency through instruction and guidance in the selection, location, evaluation, and ethical use of information resources.

4.3. Provide subject specific library skills classes and guides in close partnerships with teaching faculty.

4.4. Teach information-seeking skills for self-directed studies and lifelong learning.

4.5. Support the LCC General Education outcomes for information retrieval and technology.
Goal 5. Learning Environment
Promote active learning, research, communication, and the exchange of ideas between students and within the community through the creation of a stimulating learning environment.

Objectives

5.1. Provide a clean and comfortable learning environment.

5.2. Provide an environment that supports a variety of learning styles.

5.3. Provide users and staff with an effective working environment and required equipment to support a variety of learning activities.

Goal 6. Partnerships
Promote positive working and learning partnerships with other libraries and our surrounding communities.

Objectives

6.1. Participate in library consortia and programs locally and globally.

6.2. Support and pursue cooperative educational programs with the surrounding communities.
Evidence of Program/Unit Review: Library

**Mission/Purpose:** Develop and maintain a collection of resources that support existing, changing and new programs at Leeward Community College.

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>The library will provide:</td>
<td>Library print and electronic collection.</td>
<td>1.1.a. Number of circulation (collection) to student/faculty FTE. Source: Circulation Annual Report.</td>
<td>1.1.a. Peer comparison. Source: UH System Libraries Data.</td>
<td>1.1.a. Circulation per student/faculty FTE: 3.06 loans per FTE</td>
<td>1.1.a, c, d. Compare circulated items by L.C. classification as a percentage of total items held by L.C. classification.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.c. IntraSystem Loans as % of total circulation. Source: Circulation Annual Report.</td>
<td>1.1.c. Peer comparison. Source: UH System Libraries Data.</td>
<td>1.1.c. ISL requests = 1.12% of total circulation</td>
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<tr>
<td></td>
<td></td>
<td>1.1.d. IntraSystem Loan requests from other libraries as % of total collection. Source: UH System Libraries Data.</td>
<td>1.1.d. Peer comparison. Source: UH System Libraries Data.</td>
<td>1.1.d. % of ISL requests from other libraries = 0.58%</td>
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</tr>
<tr>
<td>1.2</td>
<td>Develop collection guidelines that assure relevance &amp; quality in scope, coverage and format of resources.</td>
<td></td>
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<tr>
<td>1.3</td>
<td>Continually update information resources to support the educational needs of our students in general education, work force development, occupational upgrading, career mobility and personal enrichment.</td>
<td></td>
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<tr>
<td>1.2.</td>
<td>Collection development policy statement shall serve as basis for selection &amp; acquisition of materials.</td>
<td></td>
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</tr>
<tr>
<td>1.3.a.1</td>
<td>Volumes held per student/faculty FTE; volumes held per student/faculty headcount. Source: MAPS and Annual Collections Report.</td>
<td></td>
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<tr>
<td>1.3.a.2</td>
<td># of titles added per student/faculty FTE; and # of volumes added to student/faculty FTE. Source: Annual Collections Report.</td>
<td></td>
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<tr>
<td>1.3.b.</td>
<td>Adequate range of books for major area of study. Source: Student Library Survey.</td>
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<tr>
<td>1.1.e.</td>
<td>Collection satisfaction level. Source: Student Library Survey.</td>
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<tr>
<td>1.1.e.</td>
<td>Rating of 5.0 = Strongly agree.</td>
<td></td>
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<tr>
<td>1.2.</td>
<td>Physical examination of materials/ACRL Standards for Community, Junior, &amp; Technical College Learning Resource Programs.</td>
<td></td>
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<tr>
<td>1.2.</td>
<td>Withdraw 3% of collection = 2075</td>
<td></td>
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<tr>
<td>1.3.a.1</td>
<td>Peer comparison. Source: UH System Libraries Data.</td>
<td></td>
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<tr>
<td>1.3.a.2</td>
<td>Titles added: 0.10 per FTE; volumes added: 0.13 per FTE.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.3.b.</td>
<td>Adequate range of books for major area of study. Source: Student Library Survey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.b.</td>
<td>Rating of 5.0 = Strongly agree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.e</td>
<td>Survey students in Spring semester, 2005 and compare results.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>Plan on 1% weeding of the collection in FY05.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.a.1</td>
<td>Increase volumes to meet Standards for Community, Junior, &amp; Technical College Learning Resource Programs for excellent level: 98,700 vols.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.3.a.2</td>
<td>In FY05, increase titles and volumes added to 2% of the collection [= replace weeded collection (1%) + 1% new materials.</td>
<td></td>
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</tr>
<tr>
<td>1.3.b.</td>
<td>Develop a focused survey to identify inadequate subject areas.</td>
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</tbody>
</table>
Evidence of Program/Unit Review:

**Mission/Purpose:** Develop and maintain a collection of resources that support existing, changing and new programs at Leeward Community College.

<table>
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<tr>
<td>1.4 Support the curriculum through active involvement of the teaching faculty in the selection process.</td>
<td>1.4. Materials selection from faculty &amp; Library Advisory Committee.</td>
<td>1.4. Faculty selections as a percentage of total titles selected.</td>
<td>1.4. Requests represents 10% of book budget.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Support the diverse social &amp; cultural information needs of the college’s surrounding communities, in particular Leeward and West Oahu.</td>
<td>1.6. Formats: print, microforms, electronic</td>
<td>01.6. # of items by format Source: Educational Materials Inventory Report, annual.</td>
<td></td>
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</tr>
<tr>
<td>1.6 Provide information resources in a wide variety of formats.</td>
<td></td>
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<tr>
<td>1.7 Extend the range and cost effectiveness of the collection.</td>
<td></td>
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</tr>
</tbody>
</table>
Evidence of Program/Unit Review:

**Mission/Purpose:** The Library program’s mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

**Goal/Objective:** Promote active learning, research, communication, and the exchange of ideas between students and within the community through the creation of a stimulating learning environment.

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<tbody>
<tr>
<td>The library will provide;</td>
<td>5.1 Public and staff areas.</td>
<td>5.1 Inventory air handling, lighting, signage, furnishings</td>
<td>5.1 Meet University environmental standards.</td>
<td>5.1 Meets general standards. Leaks in roof and deteriorated carpets are creating a mold problem.</td>
<td>5.1 Aggressive cleaning process is in place. Dehumidifier system is scheduled for summer 2005. Request for carpet removal has been made to administration. No date or funding stated as yet. See attached supplement.</td>
</tr>
<tr>
<td>5.2 Space for user activities that accommodates a wide variety of learning styles and study situations, is attractive, comfortable, and designed to encourage use.</td>
<td>5.2 Library user areas.</td>
<td>5.2 a. Inventory existing seating capacity and space utilization. (Standards for Community, Junior, and Technical College Learning Resource Programs. Standard 7). b. User satisfaction survey.</td>
<td>5.2 a. Student seating should approximate a minimum of 10% of the FTE enrollment (Standard 7.1). Space assigned to learning resources should be restricted to the functions for which it was designed. Space designed for learning resources use should not be used for other institutional activities. (Standard 7.5). b. Survey results should indicate a clean and attractive learning environment.</td>
<td>5.2 a.b. See attached sections.</td>
<td></td>
</tr>
<tr>
<td>5.3 Adequate and functional computers and equipment.</td>
<td>5.3 Public and staff equipment.</td>
<td>5.3 a. Inventory public and staff computers and equipment. b. User satisfaction survey.</td>
<td>5.3 a. Inventory indicates adequate availability of computers and equipment. b. Survey indicates user satisfaction with computers and equipment.</td>
<td>5.3 a.b. See attached sections.</td>
<td></td>
</tr>
</tbody>
</table>

D-4: Library Assessments
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Supplement to Outcome 5.1 Action Plan

Although the U.H. environmental survey indicates that humidity levels in the circulating air are within standards the survey does not account for conditions in the book stacks and between the books or frequent water intrusion caused by faulty window seals and roof leaks. This has lead to serious mold problems that have damaged books in the collection, material in the staff areas and poses a safety issue to the students and staff. The Library has instituted an aggressive mold cleaning program using its student help. Several window leaks have been repaired and one roof leak has been repaired. Administration has stated that a building dehumidifier will be installed in 2005. At that time it is hoped that the other roof leaks will be repaired. The library was carpeted almost 20 years ago in an attempt to reduce the noise level. Unfortunately the carpet, which has since deteriorated, serves as a reservoir for mold and dust. Administration has plans to remove the carpet on the first floor of the library in summer of 2004 and it is hoped that the most severely damaged carpet on the second floor will be replaced the following summer.
### Evidence of Program/Unit Review:

**Mission/Purpose:** The Library program’s mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

**Goal/Objective:**
Promote active learning, research, communication, and the exchange of ideas between students and within the community through the creation of a stimulating learning environment. b. Provide an environment that supports a variety of learning styles.

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<tbody>
<tr>
<td>5.2 a. Student seating should approximate a minimum of 10% of the FTE enrollment. Space assigned to learning resources should be restricted to the functions for which it was designed. Space designed for learning resources use should not be used for other institutional activities (Standards 7.1 and 7.5)</td>
<td>Inventory existing seating capacity and space utilization. (Standards for Community, Junior, and Technical College Learning Resource Programs. Standard 7.1 and 7.5)</td>
<td>User satisfaction survey.</td>
<td>5.2 a. Current seating is at 352 or 9.7% of FTE.</td>
<td>5.2 a. Increase seating capacity.</td>
<td>Increase seating capacity.</td>
</tr>
<tr>
<td>5.2b. Survey results indicate satisfaction with a clean and attractive learning environment a level of 3.5 or higher on a Likert Scale of 1-5</td>
<td>User satisfaction survey.</td>
<td>5.2a. Current seating is at 352 or 9.7% of FTE.</td>
<td>5.2b. Results show and levels higher than 3.5 for all categories except printer availability and ADA equipment.</td>
<td>5.2a. A new color printer will be added to the library this summer. Low ADA scores are a result of students indicating NA if they have not used the equipment. This would generate a score of 0 and lower the overall average. We have worked with the campus ADA office to assure library compliance.</td>
<td>5.2a. A new color printer will be added to the library this summer. Low ADA scores are a result of students indicating NA if they have not used the equipment. This would generate a score of 0 and lower the overall average. We have worked with the campus ADA office to assure library compliance.</td>
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Evidence of Program/Unit Review:

**Mission/Purpose:** The Library program’s mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

**Goal/Objective:** 5. Promote active learning, research, communication, and the exchange of ideas between students and within the community through the creation of a stimulating learning environment.

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</table>
| The library will provide; 5.3 Adequate and functional computers and equipment. | 5.3 Public and staff equipment. | 5.3 a. Inventory public and staff computers and equipment.  
5.3 b. User satisfaction survey. | 5.3 a. Inventory should indicate adequate availability of computers and equipment.  
b. Survey should indicate user satisfaction with computers and equipment at a level of 3.5 or higher on a Likert Scale of 1-5. | 5.3 a. Inventory indicates adequate availability of computers and equipment.  
b. Survey results indicate satisfaction level of 3.5 or higher on a Likert Scale of 1-5. | 5.3 a. Equipment will be inventoried on a yearly basis.  
b. User satisfaction surveys will be performed on a yearly basis. |
Expected/Actual Level of Performance:
Narrative Summary

**Outcome Measure 1.1:** The library will perform continuous review of the library’s collections.

**Data Definition:** Data collected will reflect the currency and vitality of the library’s collections. The collections’ vitality is seen in the usage of materials in the library’s collections. Usage in this report constitutes the borrowing and lending of materials from the library’s collections. The borrowing and lending of materials is referred to as **circulation.** It is the relationship of materials circulated to the student/faculty population the library serves that assesses the overall quality of performance in continuous review of the collections.

1.1.a. The *number of circulation to student/faculty FTE* looks at the average number of items borrowed from the LCC Library by full time equivalent LCC students and faculty. During the year, an average of **3.06 items** were borrowed per student/faculty FTE. In comparison to other UH Community Colleges, this is the second to lowest average number of items borrowed by students and faculty of a campus. This places LCC in the bottom half of the group, just below Kapiolani Community College, and far below Windward, Kauai, and Maui Community Colleges in terms of the average number of items borrowed by a student or faculty. **Plan of Action:** In the next year, the library will compare the circulated items by Library of Congress subject classification as a percentage of the number of items available to be borrowed by the same subject classification.

1.1.b. The *number of InstraSystem Loans to student/faculty FTE* looks at the average number of items borrowed from other UH System libraries by LCC students and faculty. At an average of **0.04 items borrowed from other libraries per student/faculty FTE** by LCC students and faculty, LCC’s population borrows the least from other libraries, indicating that most of the items being borrowed by the LCC population are from the LCC Library’s collections. This is one indicator that LCC students and faculty are utilizing the LCC Library first. **Plan of Action:** A review will be conducted of the titles requested from other libraries to determine consideration for future purchase.

1.1.c. *IntraSystem Loans as a percentage of total circulation* reveals how much of all items borrowed by LCC students and faculty are borrowed from other UH System libraries. During the year, of the total number of items borrowed by LCC students and faculty, **1.12%** were borrowed from other UH libraries. The remaining **98.88%** of the items borrowed came from the LCC Library collections. In comparison, this percentage represents the lowest borrowing from other libraries among the UH Community Colleges. By contrast, 7.62% of Maui’s total circulation are materials borrowed from other libraries, 3.40% of Kauai’s, 2.07% of Honolulu’s, and 1.49% of Kapiolani’s total circulation. **Plan of Action:** In the next year, the library will compare the circulated items by Library of Congress subject classification as a percentage of the number of items available to be borrowed by the same subject classification. The comparison will assist in identifying subject classifications requiring collection development.

1.1.d. The *IntraSystem Loan requests from other libraries as a % of the total collection* reveals how much of the LCC Library collection also provides collection support to other UH System libraries, students, and faculty. The decision of the UH System librarians
several years ago to agree to a shared bibliographic database of all items from all UH libraries opened access and increased available resources to students and faculty throughout the UH System. During the year, the number of LCC Library materials loan to students and faculty from other UH System campuses represented **0.58% of the library’s total collection.** In comparison to other UH System libraries, the 0.58% represents the largest percentage of lending among the community colleges; the number of loans has increased every year since IntraSystem Loans became available. **Plan of Action:** In the next year, the library will review the circulated items by Library of Congress subject classification to assess what areas of the collection are circulating to other students and faculty.

**1.1.e. Collection satisfaction level** indicates how satisfied students and faculty are with items in the library collections. Data was gathered through the “Library User Satisfaction Survey” question: **Library resources and materials generally meet the needs of my research topics.** Out of a maximum score of 5.0 (Strongly Agree), the average score resulted in: **4.1.** Comment included that the “materials are becoming outdated”. **Plan of Action:** Students will be surveyed again in Spring Semester, 2005 with added questions to identify specific classification areas referred to. Faculty will also be surveyed on this question.

**Outcome Measure 1.2:** The Library will develop collection guidelines that assure relevance and quality in scope, coverage and format of resources.  
**Data Definition:** A collection development policy statement shall serve as a basis for selection and acquisition of materials. Research also indicates that policy statements must cover all collections of the library. **ACRL Standards** (Association of College and Research Libraries) also require the inclusion of policy statements for the de-selection or withdrawal of outdated materials.  
**1.2.** The **physical examination of materials** together with assessment of content identifies which items should be withdrawn. Library standard strives for a 3% withdrawal of items each year. For LCC Library **3% of the total number of volumes in the collection equals 2075.** This year, the library achieved the withdrawal of **0.12%.** **Plan of Action:** Plan to weed 1% of the collection in FY2005.

**Outcome Measure 1.3:** The Library will continually update information resources to support the educational needs of our students in general education, work force development, occupational upgrading, career mobility and personal enrichment.  
**Data Definition:** Data collected will assess collection level, collection adequacy, and materials expenditure adequacy. The **collection level** looks at the adequacy of the collection in size and growth to the student and faculty population. Is the collection adequate in size to support the needs of all students and faculty in their course work and programs? Is the collection updated in all areas to maintain subject currency and provide start up core collections for new courses and programs? The **collection adequacy** looks at how well the holdings in the collection provide the student/faculty population with materials that support student research needs and faculty expectation. Is the collection comprehensive, sufficient in numbers, and current in information? **Materials expenditure**
adequacy looks at how much money the campus is spending on materials per student. How does this amount compare with prior years?

1.3.a.1. The number of volumes held per student/faculty FTE indicates how adequate the size of the library’s collection is to meet each student or faculty’s need. In this year’s assessment, the LCC Library has 17.83 items for each student/faculty FTE. In comparison to other UH community college libraries, LCC’s number is the second lowest of items per student/faculty FTE. Kapiolani CC has the lowest number of volumes at 15.52 items per student/faculty FTE and Kauai, Windward and Maui have the highest numbers of items per student/faculty FTE at 83.19, 42.67, and 36.21 respectively. The number of volumes held per student/faculty headcount indicates how adequate the size of the library’s collection is to meet student/faculty needs. This number gives a more realistic assessment on the adequacy of collection size because whether or not an individual is taking one class or four, that individual will need materials to support his/her course(s). For example, if two students each take one class and one student takes two classes, it will be three students each needing materials and not an FTE of one student. For this assessment, the LCC Library has 10.64 items for each student/faculty headcount. If this number were used as the indicator of the “number of items a person could have out at anyone time”, a limit of 10 items total borrowed at anytime would not support all of a student’s needs. Again, in comparison to other community colleges, the LCC Library has the second lowest number of items per student/faculty headcount.

Plan of Action: The Library needs to increase the number of volumes in the collection to adequately support all student and faculty needs.

1.3.a.2. The number of titles added per student/faculty FTE and the number of volumes added per student/faculty FTE both indicate the extent to which the library collection is growing. In this assessment, closer to one-tenth of a book per student/faculty FTE was added to the Library’s collection: 0.10 titles per student/faculty FTE was added and 0.13 volumes per student/faculty FTE was added to the Library’s collection. The title count represents the number of new titles added; the volume count represents the total of new titles plus volumes in a set or duplicate copies added together. In numbers this translates into 371 titles added or a total of 467 volumes (titles, duplicates, multiple volumes) added. Plan of Action: The Library will increase the number of titles and volumes added to 2% of the collection. This will account for the replacement of weeded materials (1% of collection) and new materials (1% of the collection).

1.3.b. The question on adequate range of books for major area of study addresses the sufficiency and satisfaction of students and faculty with materials in their major fields of study in the collection. The result gathered through the “Library User Satisfaction Survey” shows that out of a total possible score of 5 points, respondents gave it average of 3.6 points. Comment also included that materials in the collection are dated.

Plan of Action: The Library will develop a focused survey to identify inadequate subject areas.

1.3.c. The materials expenditure adequacy reveals how much is spent on the library collections per student/faculty FTE. The UH System Libraries Data shows the LCC Library spent $17.00 per student/faculty FTE. This is the lowest amount spent among the community college libraries; the highest amount spent was by Maui CC at $60 per student/faculty FTE. LCC Library’s expenditure is the lowest for the second consecutive year among the community colleges. Last year, LCC’s figure was $3-4 less than the next
lowest library. *Plan of Action:* Library will request increased funding for collection development.
Facility Survey Results Expected Outcomes and Plan of Action

Each question will score an average of 3.5 or higher. For questions that do not meet these expectations the plan of action will be as follows.

1. For environmental issues requests will be made to facilities management to improve the situation.

2. For equipment issues a review of equipment conditions will be performed and an estimate made of the costs involved in improving the situation. If the cost is beyond the library budget a request will be passed on to the Academic Services Council or Dean for additional resources.

3. For physical arrangement and signage issues the areas in question will be evaluated in terms of design changes and appropriate action taken.

4. For information resources issues a further study will be done to assess the shortages and needs. The Library Advisory Council will be asked for input on the identified subject areas. If resolution requires an adjustment in the library budget a request will be sent to the Dean.
### Library User Satisfaction Survey 2004

**Date__________**

Please mark the following questions on a scale from 1-5

5 equals Strongly Agree  
4 equals Agree  
3 equals No Opinion  
2 equals Disagree  
1 equals Strongly Disagree  
NA equals never used the service or facility

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library hours are convenient and adequate.</td>
<td>5</td>
</tr>
<tr>
<td>Directional signs in the library are clear and helpful.</td>
<td>5</td>
</tr>
<tr>
<td>Materials (books, journals, etc.) are in their proper places on shelves.</td>
<td>5</td>
</tr>
<tr>
<td>Library provides an adequate number of study areas.</td>
<td>5</td>
</tr>
<tr>
<td>Library provides quiet study areas.</td>
<td>5</td>
</tr>
<tr>
<td>Lighting in the library is adequate for my needs.</td>
<td>5</td>
</tr>
<tr>
<td>Temperature in the library is comfortable.</td>
<td>5</td>
</tr>
<tr>
<td>General arrangement of shelving and library resources is helpful to my needs.</td>
<td>5</td>
</tr>
<tr>
<td>Provides helpful instruction with the operation of equipment.</td>
<td>5</td>
</tr>
<tr>
<td>Library provides an adequate number of computers and Library Skills Workbooks for my research needs.</td>
<td>5</td>
</tr>
<tr>
<td>Printers are generally satisfactory for my research needs.</td>
<td>5</td>
</tr>
<tr>
<td>Microfilm and the microfiche reader/printers are generally satisfactory for my research needs.</td>
<td>5</td>
</tr>
<tr>
<td>Photocopiers are generally satisfactory for my research needs.</td>
<td>5</td>
</tr>
<tr>
<td>Equipment for users with disabilities is generally satisfactory for my research needs.</td>
<td>5</td>
</tr>
<tr>
<td>Library resources and materials generally meet the needs of my research topics.</td>
<td>5</td>
</tr>
<tr>
<td>Library holds an adequate range of books needed for my major.</td>
<td>5</td>
</tr>
</tbody>
</table>
**Library User Satisfaction Survey Results 2004**

Date May 2004

**Number of respondents 124.**

5 equals Strongly Agree  
4 equals Agree  
3 equals No Opinion  
2 equals Disagree  
1 equals Strongly Disagree  
NA equals never used the service or facility (scored as zero)

The low scores for disability equipment and microfiche is probably a reflection of the number of respondents that answered NA because they don’t use those services.

<table>
<thead>
<tr>
<th>Service</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library hours are convenient and adequate.</td>
<td>4.2</td>
</tr>
<tr>
<td>Directional signs in the library are clear and helpful.</td>
<td>4.4</td>
</tr>
<tr>
<td>Materials (books, journals, etc.) are in their proper places on shelves.</td>
<td>4.3</td>
</tr>
<tr>
<td>Library provides an adequate number of study areas.</td>
<td>4.7</td>
</tr>
<tr>
<td>Library provides quiet study areas.</td>
<td>4.8</td>
</tr>
<tr>
<td>Lighting in the library is adequate for my needs.</td>
<td>4.7</td>
</tr>
<tr>
<td>Temperature in the library is comfortable.</td>
<td>4.4</td>
</tr>
<tr>
<td>General arrangement of shelving and library resources is helpful to my needs.</td>
<td>4.3</td>
</tr>
<tr>
<td>Staff provides helpful instruction with the operation of equipment.</td>
<td>4.1</td>
</tr>
<tr>
<td>Library provides an adequate number of computers and Library Skills Workbooks for my research needs.</td>
<td>4.2</td>
</tr>
<tr>
<td>Printers are generally satisfactory for my research needs.</td>
<td>3.1</td>
</tr>
<tr>
<td>Microfilm and the microfiche reader/printers are generally satisfactory for my research needs.</td>
<td>2.4</td>
</tr>
<tr>
<td>Photocopiers are generally satisfactory for my research needs.</td>
<td>3.7</td>
</tr>
<tr>
<td>Equipment for users with disabilities is generally satisfactory for my research needs.</td>
<td>1.8</td>
</tr>
<tr>
<td>Library resources and materials generally meet the needs of my research topics.</td>
<td>4.1</td>
</tr>
<tr>
<td>Library holds an adequate range of books needed for my major.</td>
<td>3.6</td>
</tr>
</tbody>
</table>
Seating

- Open Study Table seating: 108
- Single Study Carrels seating: 98
- Quiet Area Carrels seating: 91
- AV Workstation seating: 11
- Computer Workstation seating: 25
- Lounge area seating: 9
- Surf Room seating: 10
- **Total seating**: 352

Types of Learning Environments

- Open Study
- Public and Quiet Area Carrels
- Instructional Area
- ADA work areas
- Wireless Laptops

LCC FTE Credit Students Fall 2002: 3,622
ACRL Minimum Seating Standard is approximately 10% of FTE or 362.
LCC Library current seating is 352 or 9.7%.

Collection Development

**Numbers Used**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty FTE:</td>
<td>3,850</td>
</tr>
<tr>
<td>Student/Faculty Headcount:</td>
<td>6,452</td>
</tr>
<tr>
<td>Circulation to LCC population:</td>
<td>11,784</td>
</tr>
<tr>
<td>LCC requested ISL:</td>
<td>131</td>
</tr>
<tr>
<td>LCC provided ISL:</td>
<td>392</td>
</tr>
<tr>
<td>Collection (Volumes held):</td>
<td>68,634</td>
</tr>
<tr>
<td>Titles (# of unique titles):</td>
<td>371</td>
</tr>
<tr>
<td>Added pieces (duplicate copies or added volumes, i.e. encyclopedia set):</td>
<td>96</td>
</tr>
<tr>
<td>Volumes (Titles + Added pieces):</td>
<td>467</td>
</tr>
</tbody>
</table>

COMPUTER AND EQUIPMENT INVENTORY 2004

**Staff**

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>5.0</td>
</tr>
<tr>
<td>Technical Services</td>
<td>3.0</td>
</tr>
<tr>
<td>Circulation Services</td>
<td>4.0</td>
</tr>
<tr>
<td>Secretarial</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

**Staff and Instructional Computers**

<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workstations</td>
<td>15</td>
</tr>
<tr>
<td>Circulation desk</td>
<td>4</td>
</tr>
<tr>
<td>Reference desk</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Laptops</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
</tr>
</tbody>
</table>

**User Computers and Equipment**

<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>25</td>
</tr>
<tr>
<td>ADA Computers</td>
<td>2</td>
</tr>
<tr>
<td>Laptops</td>
<td>24</td>
</tr>
<tr>
<td>VHS Terminals</td>
<td>9</td>
</tr>
<tr>
<td>DVD terminals</td>
<td>6</td>
</tr>
<tr>
<td>Photocopy machines</td>
<td>2</td>
</tr>
<tr>
<td>Microfilm reader/printers</td>
<td>2</td>
</tr>
<tr>
<td>Networked Printers</td>
<td>2</td>
</tr>
</tbody>
</table>
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Executive Summary
The Long Range Plan for the Leeward Community College (LCC) Educational Media Center (EMC) outlines the vision and planning context for moving forward with the support for teaching and student learning through the integration and use of technology at Leeward Community College.

Educational Media Center (EMC) Vision Statement:
The Educational Media Center will provide quality support for teaching and learning through the integration and use of technology.

Strategic Objectives:
1. The EMC will pursue the use of technology to improve the quality of instruction and services delivered to students both on and off campus.
2. EMC facilities will be information and technology friendly, with a reliable modern technical infrastructure equipped for services appropriate to the use of the college.
3. The LCC campus will be able to use information technologies appropriately and effectively with the assistance of an able and committed EMC support staff.

Method of Data Collection and Source
The EMC conducted two open-forum sessions on October 21, 2003 and October 27, 2003. The open-forum sessions presented the following information to the campus:
- EMC’s Mission Statement
- Units which makeup the EMC
- Function of each of the EMC units
- Services of each of the EMC units
- Funding for staff, equipment, and supplies
- The presentation was followed by an informal needs assessment in which we asked: “How can the EMC improve its existing services?” and “What services would you like to see being provided?” Notes were taken during the needs assessment.

The PowerPoint presentation was posted on the EMC’s website. An email to the campus was sent to notify those who missed the open forum sessions that the information was available for review at http://emedia.leeward.hawaii.edu/emc.

An EMC campus-wide survey (see Appendix A) was distributed in November 2003, immediately following the open-forum sessions. The survey covered overall EMC operations as well as each unit with the EMC. The surveys were collected and data analyzed. Overall, the EMC scored 4.33 on a 5 point scale. (Scores for each question have been provided in the Appendix B. Scores have been separated into Instructional
Areas and Non-Instructional Areas.) Needs assessment data was also collected as part of the EMC survey.

All EMC policies are posted on the EMC website under the applicable unit. For example, print duplication policies are under Copy Center, equipment checkout policies are under Intec Services, etc.

**Actions as a Result of the Data Collected**

The EMC staff met on March 5, 2004 to review the notes taken during the open forum sessions. Each item was addressed, discussed and if needed, assigned to a staff member for follow-up action. As a result of the open-forum session, a pricing structure for non-instructional services provided by the EMC was developed and additional policies and procedures for media duplication were implemented.

After analyzing the campus-wide survey data, we determined there were no areas which showed areas of concern which needed to be addressed. Each unit was tasked with doing Unit Reviews.

**Future Plans**

The EMC will conduct campus-wide surveys once a year during the Fall semester. The EMC will also conduct open-forum sessions once every two years during the Fall semester.

**Educational Technology Objective #1 (Technology Training):**

The Educational Technology (EdTech)Unit will provide quality support for teaching and learning through the integration and use of technology.

**Outcome Measure:**

Instructors will increase their ability to use technology in their classes.

**Method of Data Collection and Source**

Each summer, the EdTech unit provides WebFun, a 3-week summer institute to faculty interested in learning the pedagogy and WebCT skills to enhance their courses with online materials. Workshops are provided throughout the academic year to provide the prerequisite skills necessary to prepare for the WebFun summer institute. At the completion of WebFun, the participant should have the pedagogical and technical skills to create a WebCT module using proper instructional design techniques and basic WebCT tools.

The EdTech unit will survey the participants at the end of the WebFun session and again one year later to see if they continue to use WebCT for their courses.
Additionally, the number of instructors enhancing their courses with web based components and technology has grown. Although the exact number of faculty using technology in their curriculum is not available, the EMC workshops and summer institute programs are consistently training a growing number of faculty skilled in the use of using technology within the classroom. One data item which is monitored and tracked is the number of faculty attending the WebFun Summer Institute. This is important in that participants are supposed to come in with prerequisite technology skills. By attending WebFun, the participants gain both pedagogical and WebCT skills. Since WebFun’s inception in Summer 2000, over 60 participants (approximately 35% of LCC’s faculty) have attended WebFun. (See Appendix C for Instructors Trained in Using WebCT.) As the number of faculty using technology increases, so does the need for support for these instructors.

Past participants of the WebFun Summer Institute have formed a group called the WebFun Users Group. This group serves as an informal advisory committee providing advice, feedback, and recommendations on educational technology issues including technology use, support, need for future training, resources, etc. As a result of one such meeting on April 1, 2004, a Technology Skills Growth Chart and checklist were developed (see Appendix D). Feedback from the group was considered when making the decision to move toward small group, appointment-style training rather than traditional workshops to address technology training for the campus.

**Actions as a Result of the Data Collected**

At the end of WebFun 2003, 79% of the participants were able to create a WebCT module. At the end of the Spring 2004 semester, 67% of the participants were using WebCT in their courses. As a result of this data, we determined there is no further action required. However, WebFun is reviewed and revised annually based on feedback from the participants, required updates due to technology upgrades, etc.

At the end of WebFun 2004, 50% of the participants were able to create a WebCT module. At the end of the Spring 2005 semester, x% of the participants were using WebCT in their courses.

**Future Plans**

The EdTech Unit plans to continue to provide WebFun annually. Based on low enrollment in the workshops which provide the prerequisite skills and feedback from the WebFun Users Group, the EdTech Unit is planning to change the formal workshop training schedule and provide “on demand” workshop training for small groups.

**Action #1: Improve Instructional Technology Support**

The EdTech Unit will change its formal workshop training program to better meet the needs of the faculty we are serving. In response to our declining workshop enrollment, we will provide "on-demand" small-group training sessions. Each session will accommodate groups of 3 – 7 participants. By changing the format to a more
informal environment, we are hoping to encourage faculty to build their skills amongst peers in a non-threatening learning environment. The participants will be encouraged to find a time/date which fit their schedules and an EMC Educational Technology Developer will do his/her best to accommodate their request.

**Budget Impact:** None. We will utilize existing resources to accomplish this.

*Linked to LCC’s Strategic Plan - Goal A, Objective 2: Develop effective teaching methodologies and delivery modes*

**Action #2: Convert Grant-Funded EdTech Position to General Funded**

From 2002-2004, grant funding provided for an additional full-time position to support Distance Education and technology integration initiatives. Funding for this position will end in September 2004. After experiencing the growth in both Distance Education Internet courses (Appendix E) and technology-enhanced courses, the loss of this position will impact the quality of service and support the EMC has been providing instructors. This will in turn affect the quality of instruction for Distance Education Internet courses and technology-enhanced courses offered by LCC. The EMC has been looking to institutionalize this position and has gained campus support. However, the position and funding is not currently available.

**Budget Impact:** $45k per year.

*Linked to LCC’s Strategic Plan - Goal A, Objective 2: Develop effective teaching methodologies and delivery modes*

**Action #3: Enhance Instructional Technology Support**

Based on the feedback received from WebFun II participants where new technologies were introduced, the EdTech unit will continue to experiment with new technologies. These technologies will be evaluated for their educational effectiveness. Each will be reviewed, training materials developed, and pilot tested with a small group of faculty. Based on the feedback from the pilot test group, these new technologies will or will not be released to the campus at large.

**Budget Impact:** Internal reallocation of EMC general funds. This will impact Intec Services. See Budget write-up below.

*Linked to LCC’s Strategic Plan - Goal A, Objective 2: Develop effective teaching methodologies and delivery modes*
**Educational Technology Objective #2 (Technology Mentoring):**

The Educational Technology (EdTech) Unit will provide quality support for teaching and learning through the integration and use of technology.

**Outcome Measure:**
Instructors will increase their ability to use technology in their classes.

**Method of Data Collection and Source**
A survey of the Technology Partners participating in the Technology Mentoring Program is taken at the end of each semester (see Appendix F for the survey).

**Actions as a Result of the Data Collected**
During the Spring 2003, 100% of the Technology Partners agreed their *capability to instruct increased as a result of the program*. No further action was taken as a result of the data collected. 100% of the Technology Partners also agreed *student learning increased as a result of the Technology Mentoring program*. No further action was taken as a result of the data collected.

During the Fall 2003, 93% of the Technology Partners agreed their capability to instruct has increased as a result of the program. No further action was taken as a result of the data collected. 73% of the Technology Partners also agreed *student learning increased as a result of the Technology Mentoring program*. No further action was taken as a result of the data collected.

During the Spring 2004, 75% of the Technology Partners agreed their *capability to instructs increased as a result of the program*. As the number of participants participating in this program is increasing, the number of non-instructional faculty and staff participating is increasing. Survey data is somewhat skewed due to responses to the “capability to instruct has increased as a result of the Technology Mentoring Program” question from unaffected faculty and staff. Therefore, the survey needs to be adjusted to ask this question only of teaching faculty. Similarly, 62.5% of the Technology Partners also agreed *student learning increased as a result of the Technology Mentoring program*. The survey needs to be adjusted to ask this question only of teaching faculty.

Assessment data from all three semesters have been posted to the [http://emedia.leeward.hawaii.edu/de/faculty/Tech_Mentoring.htm](http://emedia.leeward.hawaii.edu/de/faculty/Tech_Mentoring.htm) website.

**Future Plans**
The EdTech Unit plans to continue to coordinate the Technology Mentoring program, surveying the Technology Partners at the end of each semester.
**Action #4: Enhance Instructional Technology Support**

The EdTech Unit will continue to coordinate and grow the Technology Mentoring program. Currently, the Incentive Program which is part of the Technology Mentoring program has been funded through the Technology Fund. The plan is to create this as a line item in the campus budget to support this growing program.

**Budget Impact:** $1000 per mentor (estimated $10k per year). Proposed to be taken from the Technology Fund.

*Linked to LCC’s Strategic Plan - Goal A, Objective 2: Develop effective teaching methodologies and delivery modes*

**Copy Center:**

The Copy Center Unit will provide low-cost, high-quality duplicating services to all offices, departments, students, faculty and staff of Leeward Community College. Auxiliary services include color copies, folding, laminating, heat binding, hydraulic cutting, and delivery services. With a recent addition of walk-in services for students the Copy Center has increased the scope of services for the campus. These broadened services will also allow the Copy Center to be more active in providing customers with printing best practices information.

**Outcome Measure:**

Faculty, staff, and students will be serviced with their duplicating needs.

**Method of Data Collection and Source**

A Copy Center survey is distributed, collected, and analyzed once a semester (see Appendix G for the survey). Faculty, staff, and administrators are surveyed via a campus-wide survey form. With the introduction of services for students in the Spring 2004 semester, students are surveyed at the completion of a walk-in service. Overall, Duplicating Services scored 4.67 on a 5 point scale. (Scores for each question have been provided in Appendix H.)

Usage data is tracked per division, unit, program, and club (student groups).

**Actions as a Result of the Data Collected**

After analyzing the campus-wide survey data, the Copy Center Unit determined there were no areas of concern which needed to be addressed. The unit intends to continue a high level of service to better serve the college.

Starting Fall 2004, usage data will be reported per semester to Administration and Division Chairs.
Future Plans
The Copy Center Unit will conduct campus-wide surveys once a year during the Fall semester. Through these surveys the unit will obtain suggestions to better improve services.

Spending Information
During the 2003-2004 Academic Year, the Copy Center spent 43% on equipment maintenance, 25% in student help, 29% in supplies (paper, laminating film, etc.), and 3% in miscellaneous costs (cash register, maintenance of golf cart, etc.) A pie chart and dollar amounts have been provided in Appendix I.

Currently, the campus’ policy on print production is not to have caps on copies per division. However, after analyzing the usage data, extremely high usage areas have been noted. The Copy Center has plans to educate the campus on the cost of duplication. Additionally, alternative methods to print production such as publishing information on the web, providing student handbooks for purchase through the bookstore, and other strategies in an attempt to lower to campus print production costs.

In the future, if campus budgetary constraints require capping copies, the usage data will be used to set the preliminary caps.

Action #5: Increased and Enhanced Scope of Services
A concerted effort is made each semester to determine what services should be added as printing technology changes. Results from the last evaluation period were highly satisfactory and extremely positive. Suggestions such as adding an after hour work request drop-off repository and over-the-counter customer service improvements such as greeting and assisting customers will be looked at. As an added enhancement to existing printing services, the Copy Center staff provides one-on-one printing and design consultations and provides a series of printing best practices brochures which assist the campus in preparing the highest quality print-ready originals.

Budget Impact: None. We will utilize existing resources to accomplish this.

Action #6: Increased and Enhanced Scope of Services
Workshops will also be presented by the Copy Center staff to develop faculty and staff print design skills in order to better prepare them in designing print-ready documents.

Action #7: Maintaining Costs
As part of the Copy Center’s attempt at curbing the overuse of duplicating services, the Copy Center Manager will be providing monthly usage reports to the Division
Chairs at their Instructional Services meeting to inform them of each division’s copy totals. These division totals will help the Division Chairs and the Copy Center Manager to best assess other copying options and strategies for faculty and staff.

**Budget Impact:** None. We will utilize existing resources to accomplish this.

**Distance Education**

The Distance Education (DE) Unit will serve the needs of individual students who, due to distance, time, or other constraints, cannot or choose not to participate in traditional classroom-based instruction. The DE Unit will continue to develop and promote courses, programs and certificates offered via distance education technologies throughout the State of Hawaii, nationally, and internationally. Additionally, the Distance Education Program aims to further develop and improve support services for Distance Education faculty and students.

**Outcome Measure:**

DE students will be satisfied with the level of support they receive from both Academic Support and Student Services staff as well as the available online and on-campus resources provided by these departments.

**Method of Data Collection and Source**

A survey of DE services was distributed, collected, and analyzed twice during the Spring 2004 semester, once at the mid-way point and again just prior to the end of the semester (see Appendix J for a copy of the survey and results). The surveys were sent electronically through UH web mail. Overall, 96% of the students taking classes via distance education were satisfied with the quality of their experience and scores averaged between a 4 and 5 on a 5 point scale. (Scores for each question have been provided in Appendix J.)

The number of Distance Education Internet courses has been tracked since Spring 1999. We experienced a 475% growth over a 4 year period. (Growth chart has been provided in the Appendix E).

The modalities of distance delivered courses have also grown. Currently courses are offered via cable television, internet, and CD-Rom/paper based modules. The campus has also seen an expansion in the number of web-enhanced courses. These web-enhanced courses are a hybrid of face-to-face lecture with web instruction. The majority of distance delivered coursework is done strictly online through the Internet. Due to the increase of students and faculty utilizing online and campus resources to support their instruction the campus will have to address infrastructure and resource issues. Any future concerns and issues will be passed on to the committee formally know as Strategic Planning of Information Technology (SPIT) for integration into a technology plan.
The LCC Distance Education Committee comprised of faculty, staff, and administrators serve as an advisory group to the Campus Distance Education Coordinator. Those faculty and staff that are active on the committee either work directly with distance education policy and initiatives or are teaching courses via distance technology. Meetings are held twice a semester or every six weeks. Each meeting begins with the DE Coordinator addressing the following topics:

- Current program offerings
- Student concerns
- Faculty concerns

The majority of the meeting is spent with the committee contributing and discussing their ideas for improving the way we service DE faculty/staff and students.

- Faculty Procedures (Getting started, etc.)
- Student Procedures
- On-Campus Orientations
- Staff Development/Training opportunities
- New Initiatives/Programs

**Actions as a Result of the Data Collected**
After analyzing the campus-wide survey data, the DE Services Unit determined that Math and Science offerings via distance education were in high demand by students. Students rated their satisfaction with the HelpDesk and Library Resources the lowest. No comments to their low level of satisfaction on either of these services were provided by the students who responded to the survey. The results of the DE service survey will be shared with the respective departments and ongoing discussion on improving the range and availability of these services will be continued.

Although the ratings for Information Technology Group (ITG) questions were lower in this survey it may be a resulting of students being unaware or not utilizing currently offered HelpDesk services. Further collaboration with ITG in creating a more comprehensive and systematic survey tool will be held.

**Future Plans**
Results of the data collected from the DE students will be shared with the respective academic and student services offices. Each area can review the data and determine what improvements or added services are required by their departments. Academic Divisions will also be given the information so that they are aware of students’ preferences for additional courses. DE Services will conduct campus-wide surveys twice a semester.
Action #8: Develop and Improve Support Services for Distance Education Faculty and Students

At the end of each semester DE faculty will be surveyed to measure their satisfaction with currently provided support services. Continued development of the Distance Education website will occur to provide students and faculty with online information and resources. There will also be continued work with the Academic Support offices such as the Library, College Computing Labs and the Learning Resource Center as well as the campus Student Services offices to ensure that the proper support is being provided to both faculty and students. As a result of the last student evaluation it was apparent that students were not aware of the various types of academic services available to them at a distance. Utilizing the DE website, MY UH Portal and other forms of communication such as email and postal mail to notify and remind students of distance delivered academic support and student services will be attempted. Furthermore, the Library and College Computing Labs services will be two areas that will be focused on to further enhance services for DE students and faculty as well as to increase student and faculty awareness of their scope of available services. Feedback garnered from the DE campus committee meetings will be used to determine faculty and staff needs to improve academic and instructional programs, services and training. All academic support and student services will be evaluated by the DE students and faculty on a bi-semesterly basis to ensure that we are providing accessible and quality services.

**Budget Impact:** All action plans which include the development and implementation of enhanced or new DE student or academic services would necessitate each individual department or unit to determine the fiscal impact and budgetary requirements.

Action #9: Develop, Implement and Evaluate Current Distance Education Policies and Procedures

At the end of each academic semester the Distance Education Coordinator will use the student and faculty survey data to review current policies and procedures. If required new processes will be implemented to ensure the program is being responsive to the campus community needs. Such actions may include further development of program and degree offerings as well as DE faculty compensation model.

**Budget Impact:** None. We will utilize existing resources to accomplish this.

Intec Services

Intec Services will provide timely and reliable services to the students, faculty and staff by implementing the use of current information technologies. EMC facilities will be information and technology friendly, with a reliable modern technical infrastructure equipped for services appropriate for the use of the College.
**Outcome Measure:**
Faculty and staff will be able to have sufficient access to well-maintained check-out equipment on campus.

**Method of Data Collection**
As part of the overall annual EMC survey administered to the campus in November 2003, data regarding equipment sufficiency and reliability was collected. Intec scored 4.35 on a 5 point scale for sufficiency and 4.3 on a 5 point scale for reliability (See Appendix B). In addition questions were solicited during the open forum in October 2003.

Digital Media (DMED) and Television Production (TVPRO) students who use equipment maintained by Intec were surveyed at the end of Spring 2004. Overall, Intec scored 4.22 on a 5 point scale. (See Appendix J for a breakdown by question.)

Usage statistics were collected from August 2001 through April 30, 2004 (See Appendix K). Equipment, facilities, and other usage areas were categorized and tabulated for analysis. For the period between August 2003 to April 30, 2004, usage statistics were analyzed using a pie chart (see Appendix K). The highest usage, at 44% was found to be in the Video Production category for TVPRO and DMED students checking out production equipment. Following that was EMC facility requests such as the TV studio, control room and Digital Media Lab followed at 24%. (Detail usage statistics are in Appendix K).

**Actions as a Result of the Data Collected**
After analyzing the campus-wide survey data, Intec Services determined that it is providing sufficient, reliable equipment. DVD duplication services have been offered as a request from the campus during the open forum.

Usage statistics over the last year indicate that more than 80% of the Intec Service requests are to support computer-type checkout services and supporting TVPRO and DMED students.

As a result of the high computer-type usage, additional projectors, carts, and other equipment were purchased at the end of the year to meet increased demand in this area. TVPro and DMED usage of the facilities has been growing over the years and is expected to continue to grow.

Additional personnel support has been requested to provide services to accommodate this rapid growth.

**Future Plans**
Intec Services will continue to gather data via the annual EMC survey and usage statistics. Additionally, data from students who use Intec facilities and equipment on a regular basis will be collected at the end of each semester.
Due to limited resources and increasing workload within Intec Services, the maintenance and repair of equipment may cause equipment to become less reliable and fail more frequently. Computer and PA setups (which can be time consuming) seem to be on the rise. Staffing to continue to support all areas of Intec are a serious concern.

**Action #10: Additional Support Position for Intec Services**

An additional position in Intec Services is necessary to continue to support the multimedia production facilities including control room, studio, computer lab, and checkout services to DMED, TVPRO and Music students (see usage statistics in Appendix L). Facility usage has increased as new and existing programs have put additional workload on personnel. This position was formerly funded via extramural sources which have since been eliminated. The current staffing (Electronics Tech) and one student help is not sufficient to meet the checkout services demands.

**Budget Impact: $32k per year**

*Linked to LCC’s Strategic Plan - Goal C, Objective 4: Ensure availability of high-quality resources and services to support faculty/staff/student learning*

**Action #11: Upgrade Classroom Technology**

The EMC will continue to keep current with the changing formats of video presentations and media transfers to newer formats through the examination of client requests and research of emerging technologies.

**Budget Impact: None. We will utilize existing resources to accomplish this.**

**Action #11: Enhance Campus Information Technology Labs**

Based on TVPRO/DMED student surveys the EMC will increase the Digital Media Lab area and workstations to increase the multimedia lab for the TVPRO and DMED programs. This lab will provide increased access for students to complete projects.

**Budget Impact: $30k per year assuming 3-year replacement to maintain hardware and software for 10 Edit Bays**

**Action #12: Enhance Campus Information Technology Labs**

The EMC will examine the possible use of new technologies to accommodate the needs of TVPRO and DMED students and provide recommendations to the Program Chairs on appropriate technologies.

**Budget Impact: None. We will utilize existing resources to accomplish this.**
Video Production

The Video Production Unit will provide support to faculty and staff in video production through consultation, workshops, and one-on-one guidance. It also provides exemplary support to teleweb distance education students in matters regarding their courses. The Unit will also develop the capability to handle external to the college client projects on a fee-for-services basis to vary the training experience of LCC student production aides, increase the visibility of LCC and its programs and services, and generate additional funds to support increases in campus services.

Outcome Measure:
Students taking teleweb courses will be satisfied with the quality of their teleweb course.

Method of Data Collection and Source
A survey of DE teleweb students was distributed, collected, and analyzed at the end of the Spring 2004 semester (see Appendix M for a copy of the survey). The surveys were sent electronically through UH web mail. Overall, the Video Production Unit scored 4.0 on a 5 point scale. (See Appendix M for scores for each question.)

Actions as a Result of the Data Collected
After analyzing the campus-wide survey data, the Video Production Unit determined that the majority of responding students were satisfied with the quality of their cable course. Unfortunately, the present sample size is too small to be of practical value.

Future Plans
The Video Production Unit will survey DE teleweb students at the end of each semester. It is working on better distribution and response strategies to increase the number of responses received from students.

Action #13: Implementation of Services and Impact Evaluations
Evaluation of services and impact will become part of every project and will include monitoring of production hours, distribution of workload, instructional effectiveness of productions, and client satisfaction with non-instructional projects. One strategy to address the small number of returns on the last series of surveys is to separate the Teleweb questionnaire from other surveys that might confuse respondents.

Budget Impact: None. We will utilize existing resources to accomplish this.
**Action #14: Develop Instructional Design Program for Video Production**

To maximize the potential for achievement of instructional goals, the production team will encourage every instructor in the Teleweb pool to implement concepts of instructional design. This will provide a more consistent structure across all programming and allow instructors to better identify and communicate their objectives, analyze their course structure, develop more efficient instructional aids, and evaluate course and student success and progress.

*Budget Impact: None. We will utilize existing resources to accomplish this.*

**Action #15: Develop Training Opportunities for PDs and PAs**

To increase proficiency in both studio and field production, the Video Production Unit will develop a series of hands-on workshops for unit staff. Workshops will address studio equipment set-up and operation, field equipment set-up and operation, studio/field lighting, and audio equipment set-up and operation.

*Budget Impact: None. We will utilize existing resources to accomplish this.*

**Action #16: Convert Ed Access Producer Director Position(s) from Grant-Funded Positions to General Funded Positions**

Currently, both EMC Producer/Director (PD) positions are funded through the Ed Access grant. The PD’s primary job duties are to produce five cable/teleweb courses per year in order to fulfill the grant requirements. The campus has benefited from the services of the PDs. The PDs provide the following services to the campus:

- Backup for Intec Services equipment checkout
- Produce short videos for campus use (as time permits) – 35th Anniversary, Taste of the Stars commercial, Charles Nishioka video, etc.
- Backup for PA system requests
- Setup for AV campus events – Convocation, Graduation, etc.

Funding for these positions has been consistent. However, if we were to lose the funding, this virtually eliminates our video production unit at LCC. By funding at least one of these positions through g-funds ensures video production services to the campus will continue and 2 cable/teleweb courses per year would be produced for DE delivery.

*Budget Impact: $36k per position per year. Two positions.*
Budget Report

Past Situation
With the campus reorganization and creation of the ITG unit, some of the monies from the EMC were reallocated to ITG. Therefore, data on financial trends for the EMC since 2000 are not available. However, tracking academic years 2002-2003 and 2003-2004 has shown a decrease in both general funded student help and supplies by 30% and 17% respectively.

Current Situation
For the 2003-2004 fiscal year, the EMC spent its general fund (G-fund) budget (see Budget Chart 1) primarily on:

- **Office** - made up a majority of the spending which included the Xerox machine rental, office supplies, toner, etc. The spending in this area is used to support the daily operations of the EMC staff.

- **Intec Services** – made up the second largest spending area. The majority of spending went toward AV repair, supplies, and tools.

The chart below is a best estimate of EMC G-Fund spending for the year. This year, the EMC was very heavily subsidized through various grants. Actual monies spent for the last fiscal year is shown in Budget Chart 2.

Budget Chart 1
It is important to note, 93% of the EMC’s operating budget was supplemented with external funds for the 2003-2004 academic year; most of these purchases were one-time purchases. However, the grant funds provided the resources for the EMC to sustain its operations. In the absence of the funds this coming year, services will be scaled back significantly. Specifically:

- **Intec Services** (72%) spent a majority of overall EMC funds. This is an anomaly in that large purchases were purchased through Title III to support the TV Production program.

- **Educational Technology** (14%) is another anomaly due to funding from the LEI Aloha grant. This allowed the EdTech Unit to purchase hardware and software for faculty and staff use. It also provided for research & development opportunities such as experimentation with the TurningPoint (keypad) system and other “trial” technologies.

**Budget Chart 2**

**Actual EMC Spending for 2003-2004**

**Desired Situation**

One of the primary areas the EMC is targeting as reflected in our mission, strategic objectives, program review, and action items is to grow the support of technology to enhance the quality of instruction and services. Analysis of our spending shows the majority is spent on maintenance of AV equipment and supplies. A very small percentage of our overall budget is spent on Educational Technology (EdTech). Therefore, in order
to meet the growing demand in EdTech, the overall distribution of monies must shift. Since office spending is for the most part fixed from year to year and Video Production and DE spend minimal general funds, the only area where spending is “flexible” is Intec Services. Shifting funding from Intec to EdTech will produce the following distribution as shown in the chart below.

**Budget Chart 3**

<table>
<thead>
<tr>
<th>Desired G-fund Spending</th>
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<tr>
<td>Intec Services</td>
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<tr>
<td>Cable Production</td>
</tr>
<tr>
<td>Office</td>
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<tr>
<td>Distance Education</td>
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<tr>
<td>Educational Technology</td>
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</table>

The new distribution of funds will impact the campus in the following way:

**TV Production Program** – Over the years, the EMC has been absorbing the cost of the TV Production equipment purchases, maintenance, and repairs into its budget. The EMC was never budgeted to provide these services and over the years, the amount of equipment and repair costs have continued to increase. Within the last year, cameras, ten multimedia workstations and software were all purchased with grant funding which the EMC has no additional resources to support.

Additionally, as shown in Appendix K, the requests for services are on the rise by students in TV Pro and DMED. Given this situation, without additional funding, we will not be able to complete repairs or perform maintenance on TV Pro and DMED equipment. This will result in lower customer satisfaction by the students and faculty in these programs. Furthermore, these vocational training programs will be impacted immensely as student learning will be hindered when equipment can not be serviced and repaired in time for classroom lab use.
• Repairs – Repair costs are impossible to predict and therefore difficult to budget. If the Intec Services budget is restricted, repairs would be done on a first-come-first-serve basis. After the quarterly allocation is spent, repairs would pile-up until the next quarter’s money is available. This is what currently occurs in other Academic Support repair areas with high demand and not enough funding to meet such demand. The expected result is lower client satisfaction for Intec Services. It is also expected (as shown in the other repair area) that divisions will pay for repairs they feel are priorities and are not willing to wait for. It is also evident that repair can be a “black hole” taking a large portion of the Unit resources.

• Equipment Checkout – Through grant funding and several years of directing funding toward computer-related equipment, Intec Services is satisfactory supplied with laptops, projectors, digital cameras, etc. However, as with all grant funding, Intec Services faces the challenge of maintaining the level of the equipment that clients have come to expect without the ongoing resources to do so. Equipment includes:
  o PC & Mac laptops
  o Projectors
  o Multimedia Classrooms
  o Classroom on Wheels (COW)
  o Video and still digital cameras & Tripods

  **Estimated cost assuming 3 year replacement schedule: $45k per year to maintain the existing level.**

As more and more instructors or trained on using technology, the demand on resources for Intec will continue to rise. It is predicted within the next 3 years that the existing equipment will not be enough to accommodate the demand.

The result from within the Educational Technology Unit would be:
  • Maintain current level of research and development of new technologies (usually introduced via WebFun II) to be used to support the application of technology to enhance the quality of instruction and services.
  • Expansion of WebFun II offerings to continue offering new technologies to Intermediate/Advanced technology users.
  • Maintain current level of hardware and software for Educational Technology Developers. (Ed Tech Developers should be at the 2 year old or less standard due to the nature of the job.)

Teleweb Production and Distance Education have access to external funding sources. Therefore, general funds will be used minimally to support these units.
Appendix

Appendix A: EMC Survey

LEEWARD COMMUNITY COLLEGE

EDUCATIONAL MEDIA CENTER SURVEY

The Educational Media Center (EMC) is conducting a survey to see if faculty and staff are satisfied with the services provided. This survey is being used to assess the current operations of the EMC and to identify ways of improving services. **Your response is very important to us.** So, please take a few minutes to complete this questionnaire. The approximate time to complete the survey is 10 minutes. Please return to Liz Mano at the EMC by Friday, November 21, 2003.

**NOTE:** This survey is anonymous. Please do not put your name or social security number anywhere on this form.

### MARKING INSTRUCTIONS
- Use a No. 2 pencil, or pen with blue or black ink.
- Erase any stray marks or changes that were made.
- Make solid marks that fill the bubble completely.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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Rate your level of Agreement with each statement, on a scale of 1 to 5, with 5 being the highest or Strongly Agree, and 1 being the lowest or Strongly Disagree. Please select only one response for each statement.

1. I am satisfied with the services provided at the Copy Center.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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2. I am satisfied with the services provided by the Distance Education program which serves the needs of students who cannot attend or prefer not to participate in traditional classroom-based instruction.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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3. The EMC produces quality televised courses and promotional videos.

<table>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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4. The EMC provides quality technology skills training (workshops and instructional materials).

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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5. The equipment checked out from the EMC performs as expected...

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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6. The equipment checked out from the EMC is available when I need to use it...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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7. The EMC encourages the application of technology to enhance the quality of instruction and services delivered to students...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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8. I think my capability to instruct has increased as a result of the services and technologies provided by the EMC...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know or Data N/A</th>
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9. I think student learning has increased as a result of the services and technologies provided by the EMC...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
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</thead>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Comments? (Optional)

What does the EMC do well?

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## Appendix B: EMC Survey Results for Fall 2003

<table>
<thead>
<tr>
<th>MASTER INSTRUCTION</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the services provided at the duplicating center</td>
<td>4.65</td>
</tr>
<tr>
<td>2. I am satisfied with the services provided by the distance education program which serves the needs of students who cannot attend or prefer not to participate in traditional classroom-based instruction</td>
<td>4.00</td>
</tr>
<tr>
<td>3. The EMC produces quality televised courses and promotional videos</td>
<td>4.00</td>
</tr>
<tr>
<td>4. The EMC provides quality technology skills training (workshops and instructional materials)</td>
<td>4.28</td>
</tr>
<tr>
<td>5. The equipment checked out from the EMC performs as expected.</td>
<td>4.32</td>
</tr>
<tr>
<td>6. The equipment checked out from the EMC is available when I need to use it.</td>
<td>4.26</td>
</tr>
<tr>
<td>7. The EMC encourages the application of technology to enhance the quality of instruction and services delivered to students</td>
<td>4.19</td>
</tr>
<tr>
<td>8. I think my capability to instruct has increased as a result of the services and technologies provided by the EMC</td>
<td>4.22</td>
</tr>
<tr>
<td>9. I think student learning has increased as a result of the services and technologies provided by the EMC</td>
<td>4.17</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.27</strong></td>
</tr>
<tr>
<td>MASTER NON-INSTRUCTION</td>
<td>Average</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1. I am satisfied with the services provided at the duplicating center</td>
<td>4.16</td>
</tr>
<tr>
<td>2. I am satisfied with the services provided by the distance education program which serves the needs of students who cannot attend or prefer not to participate in traditional classroom-based instruction</td>
<td>4.00</td>
</tr>
<tr>
<td>3. The EMC produces quality televised courses and promotional videos</td>
<td>4.44</td>
</tr>
<tr>
<td>4. The EMC provides quality technology skills training (workshops and instructional materials.)</td>
<td>4.38</td>
</tr>
<tr>
<td>5. The equipment checked out from the EMC performs as expected.</td>
<td>4.33</td>
</tr>
<tr>
<td>6. The equipment checked out from the EMC is available when I need to use it.</td>
<td>4.50</td>
</tr>
<tr>
<td>7. The EMC encourages the application of technology to enhance the quality of instruction and services delivered to students</td>
<td>4.45</td>
</tr>
<tr>
<td>8. I think my capability to instruct has increased as a result of the services and technologies provided by the EMC</td>
<td>5.00</td>
</tr>
<tr>
<td>9. I think student learning has increased as a result of the services and technologies provided by the EMC</td>
<td>4.43</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.33</strong></td>
</tr>
</tbody>
</table>
Appendix C: Growth in the Number of Instructors Trained through WebFun in the Use of WebCT
Appendix D: Technology Skills Growth Chart
Appendix E: Growth in LCC Distance Education Internet Course Offerings from 1999-2004
Appendix F: Technology Mentoring Assessment Tool

**LeeWARD Community College**

**Technology Mentoring Survey**

The Educational Media Center (EMC) is conducting a survey to see if participants are satisfied with the Technology Mentoring program. This survey is being used to assess the current program and to identify ways of improving the program. Your response is very important to us. So, please take a few minutes to complete this questionnaire. The approximate time to complete the survey is 10 minutes.

**Your Name:**

**Marking Instructions:**
- Use a No. 2 pencil, or pen with blue or black ink.
- Erase any stray marks or changes that were made.
- Make solid marks that fill the bubble completely.

<table>
<thead>
<tr>
<th>Rank your level of agreement with each statement on a scale of 1 to 5, with 5 being the highest or strongly agree, and 1 being the lowest or strongly disagree. Please select only one response for each statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Overall, I am satisfied with my experience in the Technology</td>
</tr>
<tr>
<td>Mentoring program.</td>
</tr>
<tr>
<td>2. I think my technology skill level has increased as a result</td>
</tr>
<tr>
<td>of meetings with my Technology Mentor each week.</td>
</tr>
<tr>
<td>3. I am more confident in using technology in my classwork as</td>
</tr>
<tr>
<td>a result of the Technology Mentoring program.</td>
</tr>
<tr>
<td>4. I intend to continue participating in the Technology</td>
</tr>
<tr>
<td>Mentoring program as receiver or mentor.</td>
</tr>
<tr>
<td>5. I intend to volunteer to be a Technology Mentor for someone</td>
</tr>
<tr>
<td>else next semester.</td>
</tr>
<tr>
<td>6. My Technology Mentor has good technical knowledge and was</td>
</tr>
<tr>
<td>able to effectively mentor me on technology skills.</td>
</tr>
<tr>
<td>7. My Technology Mentor had good instructional design knowledge</td>
</tr>
<tr>
<td>and was able to effectively help me to structure my course(s).</td>
</tr>
<tr>
<td>8. My Technology Mentor was consistent and reliable in meeting</td>
</tr>
<tr>
<td>with me once a week throughout the semester.</td>
</tr>
<tr>
<td>9. I think my capability to instruct increased as a result of</td>
</tr>
<tr>
<td>the Technology Mentoring program.</td>
</tr>
<tr>
<td>10. I think student learning has increased as a result of the</td>
</tr>
<tr>
<td>Technology Mentoring program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stronglyagree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't Know or Does NotApply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Continued on Next Page*
<table>
<thead>
<tr>
<th>Comments? (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the good aspects about the Technology Mentoring program?</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
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<td>____________________</td>
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<tr>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>Are there things about the Technology Mentoring program that can be improved?</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
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<td>____________________</td>
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<tr>
<td>____________________</td>
</tr>
</tbody>
</table>

Finished! Thank you very much.
Appendix G: Copy Center Survey

LEEWARD COMMUNITY COLLEGE

DUPPLICATING SERVICES SURVEY

Duplicating Services is conducting a survey to see if faculty/staff and students are satisfied with the current level of services provided. This survey is being used to assess the operations of Duplicating Services to assist us in identifying ways of improving our services to the campus. Your response is very important to us. So, please take a few minutes to complete this questionnaire and return via campus mail to Ron Felipe in GT-104.

NOTE: This survey is anonymous. Please do not put your name anywhere on this form.

MARK INSTRUCTIONS

- Use a No. 2 pencil, or pen with blue or black ink.
- Erase any stray marks or changes that were made. Correct: 0
- Make solid marks that fill the bubble completely. Incorrect: 0 0 0 0

Rate your level of Agreement with each statement, on a scale of 1 to 5, with 5 being the highest or Strongly Agree, and 1 being the lowest or Strongly Disagree. Please select only one response for each statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the services that are provided at Duplicating Services.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. I am satisfied with the quality of work that was produced at Duplicating Services.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. The staff were helpful and courteous at Duplicating Services.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What does Duplicating Services do well?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there things about Duplicating Services that can be improved?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix H: Copy Center Survey Results

<table>
<thead>
<tr>
<th>Duplicating Services Survey</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the services that are provided at the Duplicating Center</td>
<td>73%</td>
<td>25%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2. I am satisfied with the quality of work that was produced at Duplicating Services</td>
<td>68%</td>
<td>26%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3. The staff were helpful and courteous at Duplicating Services</td>
<td>76%</td>
<td>19%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the services that are provided at the Duplicating Center</td>
<td>83</td>
<td>28</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. I am satisfied with the quality of work that was produced at Duplicating Services</td>
<td>77</td>
<td>30</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. The staff were helpful and courteous at Duplicating Services</td>
<td>86</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Grand Total 341
Appendix I: Copy Center Spending Distribution

Copy Center Expense Breakdown

- Total Machinery Cost, $24,055.13, 43%
- Total Supply Cost, $15,938.92, 29%
- Total Student Help Cost, $13,548.27, 25%
- Total Miscellaneous Cost, $1,454.52, 3%
Appendix J: Distance Education Survey and Results

EMC Distance Education and Cable Course Production
Student Satisfaction Survey

Total Forms returned: 29
Total Forms with responses: (D E) 25 (Cable) 7
Thank you for enrolling in a Leeward Community College distance education course. Please take a couple of minutes to provide feedback that will help us to ensure your satisfaction in future courses and student services.

Please open this document in Microsoft Word and type the number that best represents your feelings in the box provided. Please return this document by e-mail to empre-de@hawaii.edu before Friday, April 9th, 2004.

Please fill in the following:

Male/Female: Age: # of classes taken at a distance:

Please select the number that best reflects your feelings about the statement according to the scale below.

Example:

<table>
<thead>
<tr>
<th>Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Agree</th>
</tr>
</thead>
</table>

25 Responses

1. The LCC Distance Education website was helpful in assisting me with student & academic support services and course information. 3-5 (44%) 4-6 (28%) 5-10 (40%)

2. I am satisfied with the level of tutoring assistance available to me as a distance education student. 3-4 (44%) 4-11 (44%) 5-10 (40%)

3. I am satisfied with the level of academic advising and counseling available to me as a distance education student. 2-2 (10%) 3-4 (44%) 4-9 (30%) 5-10 (40%)

4. I know what services are available or where to go for services, to support me as a distance education student. 1-1 (50%) 3-6 (24%) 4-8 (30%) 5-10 (40%)

5. I am satisfied with the level of library resources available to me as a distance education student. 3-6 (24%) 4-10 (40%) 5-9 (30%)

6. I am satisfied with the level of technical support that is available to me through the HelpDesk for internet courses. 3-2 (12%) 4-14 (50%) 5-6 (30%)

7. I am satisfied with my overall experience taking classes via distance education. 3-1 (60%) 4-11 (24%) 5-13 (52%)

8. What services would you like to see offered or improved? Why? 3-2 (8%) 5-2 (8%) (Comments attached)

9. What courses would you like to see offered via distance technology that is not currently being offered? 3-1 (40%) 4-1 (40%) 5-2 (8%) (Comments attached)
DE Comments

8. Note sure any more could be done.
   looking for teachers to know how to use the new WebCT. Because I have a class
   that is not going anywhere...we have only taken two quizzes and they both covered the
   same chapter just split in half.
   All services are good for my living and support.
   None
   A consistent online format...all courses should be structured the same to avoid confusion
   with students

   Science
   Upper division electives
   All courses
   Any core courses
   ACC 150, and BUS 201.
   ART 175, LAW 200, ENG 215, GEOG 101, and GG 101
   I would like more classes to be available
   None
   Speech 151
   It doesn't matter, just a wide range and more classes should be offered via distance
   technology
   More ZOOL 141/42 and MICR 130 course online. Demand for these courses are great
   All non lab courses should be offered
## Appendix K: Intec Services Survey Results of TV Pro and DMED Students

<table>
<thead>
<tr>
<th>INTEC Services Student Survey Results</th>
<th>TVPRO AVG.</th>
<th>DMED AVG.</th>
<th>TOTAL AVG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The equipment checked out from INTEC Services is well maintained and performs as expected.</td>
<td>4.50</td>
<td>4.73</td>
<td>4.61</td>
</tr>
<tr>
<td>2. The equipment checked out from INTEC Services is available when I need to use it.</td>
<td>3.97</td>
<td>4.36</td>
<td>4.17</td>
</tr>
<tr>
<td>3. The facilities (editing/studio) are well maintained and perform as expected.</td>
<td>4.56</td>
<td>4.33</td>
<td>4.44</td>
</tr>
<tr>
<td>4. The facilities (editing/studio) are available when I need to use it.</td>
<td>3.86</td>
<td>4.00</td>
<td>3.93</td>
</tr>
<tr>
<td>5. The hours of operation are adequate for INTEC Services.</td>
<td>3.53</td>
<td>3.73</td>
<td>3.63</td>
</tr>
<tr>
<td>6. The types of equipment available to me are adequate.</td>
<td>4.61</td>
<td>4.27</td>
<td>4.44</td>
</tr>
<tr>
<td>7. The personnel at INTEC Services are knowledgeable and helpful.</td>
<td>4.31</td>
<td>4.18</td>
<td>4.24</td>
</tr>
<tr>
<td>8. I am satisfied with the services provided by INTEC Services.</td>
<td>4.28</td>
<td>4.27</td>
<td>4.28</td>
</tr>
<tr>
<td>9. I feel that my learning has increased as a result of the services and technologies provided by INTEC</td>
<td>4.44</td>
<td>4.09</td>
<td>4.27</td>
</tr>
<tr>
<td>TOTAL AVG.</td>
<td>4.23</td>
<td>4.22</td>
<td>4.22</td>
</tr>
</tbody>
</table>
Appendix L: Intec Services Equipment Checkout Statistics

Intec Usage Statistics for 2001-2003

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Traditional AV</td>
<td>TV, DVD, VCR, overhead &amp; slide projectors, tape recorders, etc.</td>
<td>168</td>
</tr>
<tr>
<td>2 - Computer Equip</td>
<td>Mac and PC Laptops, digital still camera, Classroom on Wheels</td>
<td>541</td>
</tr>
<tr>
<td>3 - Video Production</td>
<td>TtVPRO and DMED curriculum equipment requests, e.g. DV camcorders</td>
<td>713</td>
</tr>
<tr>
<td>4 - EMC Facilities</td>
<td>TV control room, TV studio, Digital Media Lab</td>
<td>388</td>
</tr>
<tr>
<td>5 - Repair &amp; Maint.</td>
<td>Repair and maintenance of all equipment including trouble calls</td>
<td>66</td>
</tr>
<tr>
<td>6 - Equipment Setups</td>
<td>PA systems, computer presentations, tape/DVD duplication requests</td>
<td>140</td>
</tr>
</tbody>
</table>

Total Count: 2016
Appendix M: Video Production Survey and Results

<table>
<thead>
<tr>
<th>EMC Distance Education and Cable Course Production Student Satisfaction Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Forms returned: 29</td>
</tr>
<tr>
<td>Total Forms with responses:</td>
</tr>
<tr>
<td>(D) 25</td>
</tr>
<tr>
<td>(Cable) 7</td>
</tr>
</tbody>
</table>
Cable Course Production
Student Satisfaction Survey:
Student Services & Academic Support

Thank you for enrolling in a distance education course from Leeward Community College. Please take a couple of minutes to provide feedback that will help us to ensure your satisfaction in future courses and student services.

Please open this document in Microsoft Word and type the number that best represents your feelings in the box provided. Please return this document by e-mail to emaprode@hawaii.edu before Friday, April 9th, 2004.

---------------------------------------------------------------------
Please fill in the following:
Male/Female: Age: # of classes taking at a distance:

Please select the number that best reflects your feelings about this presentation according to the scale below.
Example:

<table>
<thead>
<tr>
<th>Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Agree</th>
</tr>
</thead>
</table>

7 Responses

☐ 1. The audio quality for this course was clear and understandable.
   2-1 (23%) 4-1 (14%) 5-4 (57%)

☐ 2. The camera work for this course did not detract from the course content.
   3-1 (14%) 4-1 (14%) 5-5 (72%)

☐ 3. The Powerpoint presentations helped me understand concepts and course content.
   3-2 (29%) 4-1 (14%) 5-3 (43%) 6 responses

☐ 4. The additional video segments produced for this course enhanced my learning experience.
   2-1 (14%) 3-1 (14%) 4-2 (29%) 5-2 (29%) 6 responses

☐ 5. The production quality for this course enhanced my learning experience.
   2-1 (14%) 3-1 (29%) 4-2 (29%) 5-2 (29%)

☐ 6. I would enroll in another cable course in the future.
   2-1 (14%) 3-1 (14%) 5-5 (72%)

Comments: (1 comment)
I appreciate the fact that I could tape the shows and watch them on the weekends or in the evenings. Thanks.
Mission Statement
Information Technology Group strives to provide quality and easy to use computing, and network accessibility to the students, faculty and staff in support of instructional, research, service and academic support.

Our mission is to assist the community college in achieving its goals of technological excellence by providing and maintaining an integrated information technology system that effectively supports the Community College's administrative and academic functions.

Our goals are to:
• utilize new advances in technology to leverage the college's current investments in hardware, software and applications.
• Provide wider, timely and easier access to the college network.
• Improve the quality, availability and usefulness of the application systems and obtain and implement adequate resources to support campus applications while continuing to investigate new methods and technologies.

The Plan Development Process

The Information Technology Group (ITG) is composed of three units, Networking and Computer Repair, the Network Operation Center (NOC) and Helpdesk and College Computing Labs (CCL). Each of these units has established long range plans as well as the process to assess the outcomes of these plans.

Establish Initial Objectives and Expected Outcomes
Establish initial objectives derived from the ITG mission statement, resources at hand and specific requirements of the instructional program utilizing the facilities and technology in use by the campus at large. Other factors considered in establishing these objectives are, current campus Strategic Plans, University of Hawaii Strategic Plan for Information Technology, changes in technology and emerging technologies.

Data Collection and Input
ITG uses a variety of data collection methods for assessment purposes. Currently we collect and use data in the following ways

Satisfaction surveys
• Computer labs users are surveyed at the end of the semester as they check out
• Computer classroom users are surveyed at the end of the semester. We ask the instructors who utilize our classroom to distribute the surveys.
• Other faculty and staff are surveyed if they requested assistance from our help desk. This is also done near the end of each semester (including winter and summer session).
• Ad-hoc surveys are distributed for “hot-topic” or unanticipated issues. These are typically one time issues are distributed to a specific target group. One example is the faculty who utilize our BT classrooms regarding the desire to have the projectors mounted in the ceiling.

Usage data
Our CCL check-in and helpdesk ticketing systems are database applications that collect a variety of data that is stored for later analysis. Some examples of the data collected are:
• Division they are from (i.e. SS, BT etc)
• Program they are from (i.e. ICS, Accounting, etc.)
• Application they wish to use (i.e. e-mail, MS Office, etc)
• Time in and time out
• Problem type, equipment type, date called, date completed, time spent resolving problem, ITG staff who worked on problem

Interviews
We conduct regular interviews with the program heads of the instructional units which are heavy users of the computer facilities. We gather information about program changes, additions and deletions to anticipate their changing technology needs.

Assessment
The above data is analyzed to determine our effectiveness by comparing our expected outcomes vs. the actual outcomes. A determination is made on any actions to be performed. The end result of this process is then used as consideration for the next years’ objectives.

Staffing

Objective: Resolve LCC/UH split time for LCC Computer Specialist.
For the past three years our IT Specialist has been working under an informal arrangement where her time has been divided between working on campus task and system wide task related to the SCT Banner system. Due to this informal arrangement, planning, establishing goals and evaluations for this employee has been problematic. Not to mention the issue of some campus specific projects have been delayed. We want to creation of a formal agreement between the system level Banner administration and the LCC administrators specifying the amount of time spent on the system projects, identification of an individual who will function as the employee’s supervisor for purposes of establishing goals and evaluations.

Estimated Cost: There are no additional costs related to this objective.

Objective: Acquire A4 level student help positions.
Due to staffing shortages, situations often arise where we do not have a manager on duty to supervise student help. Students hired at the A4 level are able to supervise other student help. An additional benefit will be the ability to provide a higher level of service within our CCL labs and classrooms and free up the time of the CCL managers to perform higher level duties.

Estimated Cost: Assuming two A4 positions are hired at 19 hours per week, the additional cost would be $12,000.00. Some costs would be offset by a possible reduction in lower level student help costs.

Objective: Acquire new position of Network Support.
One additional full time position is needed to provide support for our campus network. Our existing position can not provide enough coverage to resolve problems during the business days of the campus which spans early morning hours to late evenings as well as Saturday.

Estimated Cost: Network Support position (band B) $50,000.00

Objective: Acquire new position of Helpdesk Manager.
Usage data has indicated the helpdesk services are the fastest growing area in ITG. Currently we do not have a staff person assigned to manage the helpdesk. The helpdesk is run by student help. For the sake of quality of service, continuity from semester to semester and the growing demand we will try to acquire a full time Helpdesk manager position.

Estimated Cost: Helpdesk Manager position (band A) $40,000.00
Campus IT Infrastructure
Objective: Upgrade three CCL classrooms with new computers each year.
To maintain currency of the computers used in the CCL classrooms we will replace the 
computers in three classrooms each summer. There are a total of nine classrooms. On this 
replacement cycle we will have computers no more than three years old in our 
classrooms.

Estimated Cost: $65,000.00

Objective: All buildings on campus with DHCP rooms upgraded to 100mbps.
All of the campus’ “wired” network connections in CCL labs and classrooms are 100 
Mbps. One exception is the DHCP connections. To provide the same quality of service 
for our network users, we will upgrade the existing DHCP connection to 100Mbs.

Estimated Cost: $200.00

Objective: Upgrade network switches to 100mbps.
All of the campus’ “wired” network connections in CCL labs and classrooms are 100 
Mbps. We will upgrade the few remaining 10 Mbps switches to 100Mbs to provide the 
same quality of service for all of our network users,

Estimated Cost: $4,700.00

Objective: Develop a Campus Wide Wireless Plan.
The Networking and Computer Repair unit of ITG will develop a comprehensive plan for 
a campus wide wireless network solution. This plan will include budget estimates, 
implementation plan and timeline till completion.

Estimated Cost: No additional cost to accomplish this objective.

ITG Services
Objective: Install a campus firewall.
We will install, configure and manage an enterprise firewall, to provide a more secure 
environment for the networkcommunity.

Estimated Cost: $6,000.00 per year for service contract renewal and a one time cost of 
$4,000.00 for training.
Objective: Patch management of CCL workstations
This is a labor intensive process and our objective is to find an automated solution to aid in the deployment and management of software patches and fixes on the CCL classroom and lab computers.

Estimated Cost: Undetermined. Dependent upon the final solution(s) selected to achieve this objective.

Objective: PC tune up service
Regular maintenance of faculty and staff computers does not occur. We will implement a new service “PC Tune-Up”. During the summer months the helpdesk staff will (upon request) backup staff data and reformat and reinstall all software. Software updates and patches will be installed and the hardware will be tested for problems. This service will tested on a trial basis to determine its feasibility based on the workload of the existing staff.

Estimated Cost: $2,000.00 per year for additional staffing

Objective: Implement automated workstation inventory solution for both Macintosh and PC microcomputers.
We will purchase and implement an online automated inventory management solution for the campus microcomputers. Both Macintosh and PC computers will be supported.

Estimated Cost: $5,000.00

Objective: Implement redesign of campus web. (Dependant upon design completion)
The campus web site will be redesigned to align it with a system wide design template. The top three levels of the web site as well as all institutional web pages will conform to this design.

Estimated Cost: No additional staffing costs for implementing the redesign. One time $1,000.00 for software

**ITG Support**
Objective: Eliminate Windows 95/98 operating system from campus workstations.
Windows 95/98 computers will reach their “end of life”. Prior to the ending of support from Microsoft and McAfee, we will either upgrade or replace these systems on campus. This will be done by replacing approximately 60 with redeployed computers from our CCL classrooms and by purchasing new computers.

Estimated Cost: $30,000.00
Objective: Migration of the Financial Aid server to NOC
The campus Financial Aid office uses software that is run from a central server. Currently a temporary server has been setup in their area. It is protected by a low end firewall which provides their required security. When the campus firewall is implemented the temporary solution will be relocated to the NOC for higher level of security, more stable hardware and a daily backup of the data which would be handled by the NOC backup system.

Estimated Cost: No additional costs are associated with this objective.

Objective: Deploy Halau server
The Halau has developed plans to use software for testing purposes (reading and learning disabilities) that would require the use of a database server. ITG would install the hardware and configure the software to support the testing application for their program.

Estimated Cost: Nominal costs associated with maintenance of server. Service contract costs are estimated at $2,000.00 when existing service contract expires in June 2007.

Objective: Set up a training seminar for Network test instruments for ITG staff and basic hardware training for ITG student help.

Estimated Cost: No additional cost associated with this objective

Network Operation Center (NOC)
Objective: Setup additional DNS server.
Domain Name Service (DNS) is critical for users of the Internet We will install and configure DNS on an additional existing NOC server. This will provide redundancy in case our current DNS server fails or is shutdown for maintenance.

Estimated Cost: No additional costs associated with this objective.

Objective: Implement Group Policy for CCL workstations
Group Policy is a method that can be used to help control and manage workstations in a Microsoft domain environment. ITG will implement Group Policies to supplement our existing tools to allow for better management of the computers on the CCL classrooms and labs.

Estimated Cost: No additional costs associated with this objective.
Objective: Windows 2003 server upgrade
The server operating systems will be upgraded to take advantage of the new administration tools and more stable and user friendly environment. The new version will also increase performance and provide a more efficient use of the server hardware resources.

Estimated Cost: $1,000.00 this is for three servers.

Objective: Upgrade three NOC servers
Dell will only allow for 1 or 2 year extensions on servers once the initial service contract expires. They note this in their documentation also stating that warranties can be extended up to 5 years from purchase date. Our servers are fast approaching this situation. We plan to start a replacement plan to allow us to phase in one server per year.

Estimated Cost: $18,000.00 Replace one server per year (6,000.00 per server). The higher end servers cost more, but they will be addressed in next years Long Range Plan 2005 - 2008
3-year plan for Learning Resource Center, 2004-07

The mission of the Learning Resource Center is to:

- help students succeed in their courses;
- help students become better learners;
- assist students at all levels of ability and preparation;

All of the above aspects of the LRC mission can be met by:

1. continuing to hire and train student tutors to provide individual and group tutoring in writing skills and content subject areas;
2. “mainstreaming” the Supplemental Instruction program to provide support to a wide range of courses at LCC, including LCC-Wai’anae (this includes moving the SI Coordinator as well as student SI leaders to general funds)

- provide LRC student employees with opportunities for personal and professional development;
  1. Expand and improve training for LRC tutors and desk workers
  2. add a credit course for tutor training.

- provide students with a comfortable, supportive, and attractive learning environment;
  Upgrade the LRC physical facility to make it
  1. more comfortable by obtaining:
     - new furniture including new front desk/intake area
     - new student seating and tables;
  2. more supportive to student learning by constructing/obtaining:
     - new distraction-free tutoring areas for individual and group tutoring, meeting spaces;
     - expanded space for the testing room;
     - wireless computer access
  3. more attractive (repainting, signage system).

- assist faculty by providing supplemental teaching materials and support services.
  1. Solicit faculty input on an ongoing basis to expand our instructional materials where needed/feasible and cull unneeded materials
3-year plan for Kako‘o ‘Ike: Services for Students with Disabilities, 2004-07

The mission of Kako‘o ‘Ike is to ensure that all students with disabilities can freely and actively participate in all facets of college life:

• To provide and coordinate support services and programs that enable students with disabilities to maximize their educational potential in order to develop their independence to the fullest extent possible;

The following goals will support this part of KI’s mission statement:

1. Obtain a second Disabilities Specialist faculty position for this rapidly expanding program
2. Seek additional program funding sources via grants or donations
3. Obtain a clerical position for KI
4. Expand assistive technology beyond the KI office to other campus labs and facilities (e.g., the Library, Math Lab)

• To increase the level of awareness among all members of the college community so that students with disabilities are able to perform at a level limited only by their abilities, not their disabilities.

The following goals will support this part of KI’s mission statement:

1. Offer workshops to LCC faculty to raise their awareness of disability issues. (This will be more feasible with the addition of a second Disabilities Specialist)
2. Increase outreach to local high schools about what students with disabilities can expect and what they need to do to prepare for college.
Leeward Community College Library Long Term Plan 2005-2007

Library Vision

In line with the vision and mission of Leeward Community College, the vision of the Library is to prepare individuals to be knowledgeable, resourceful and responsible citizens for Hawaii and the global community through the facilitation of active exploration, discovery and synthesis of information.

Library Mission

The Library program's mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

Background

The library contributes to the college mission by serving as an intellectual center and providing instructional focus for a full range of information resources. With respect to delivery of information management related services, the library takes a proactive approach to the changing needs of the students and the curriculum. Library staff anticipates information needs and work to introduce innovative programs to promote student success, student learning and information skills throughout the college.

While the vision and mission statements have a long-term perspective, the Library’s goals and strategies deal with more immediate issues and serve as a guide in our decisions. The rapid pace of change that is affecting academic libraries makes it more realistic to adopt a rolling three-year long range plan. This allows the Library to respond flexibly to new developments and opportunities as they arise. A series of student and faculty focus groups will be held during the period covered by this
plan. Results of those sessions will be reviewed and incorporated into to the plans as needed. To a large extent the success of the long range plan will depend on the willingness of the campus to provide a process for funding requests that reflect the proven needs of students and faculty as well as the creativity of the Library staff to identify and capture external funding.

**Library Goals to be addressed 2005-2007**

Over the next three years the library will focus on four of its six goals. Below is the rationale for beginning with these particular goals and the associated long range plans.

**I. Learning Environment:** *Promote active learning, research, communication and exchange of ideas between students and within the community, through the creation of a stimulating learning environment.*

The physical space of the library should serve as the intellectual focus of the campus. Because of the use that it sees and the number of hours that it is in operation on a daily basis the library is one of the most expensive investments that the campus can make. To be cost effective the library must draw people in and provide the campus community with a space that is visually, psychologically and functionally inviting and stimulating.

There is the need to maintain a comprehensive and effective infrastructure, including physical facilities and information technology, which enhances learning and research.

The Library has undergone very little renovation in the past 17 years, whereas available technology, equipment, furnishing, teaching and learning modes have undergone radical changes in the last 10 years. The library is very far behind in meeting its goal and potential in this area.
Long Range Plan:

Actions

- Install dehumidifier system.
- Repair roof leaks.
- Develop collaborative learning environments.
- Review status of Library technology.
- Seek expert assistance with interior design.

Assessment

Data to be collected

- Library seating and furniture available.
- Number and configuration of library work stations.
- Types of physical learning environments.
- Survey of student needs

Expected outcomes

- Vital intellectual center for the campus.
- Enhanced learning experience through provision of collaborative learning spaces.
- More effective use of computer based resources.
- Increased Library use reflected in statistical reports and user satisfaction surveys.
Projected costs over three years

- Computer upgrade and replacement $90,000.
- ADA and flexible furniture replacement $15,000.
- Internal redesign and construction $30,000.
- $1.2 million R&M or CIP funds.

II. Collection: Develop and maintain a collection of resources that support existing, changing and new programs at Leeward Community College.

A well-designed building provides the proper environment for collaborative teaching and learning. Once that environment is created it is imperative to provide the information content that meets educational needs. A somewhat flat budget coupled to an inflationary market has lead to a collection that is less effective than it should be. A major challenge will be maintaining a balance between valuable traditional print resources and electronic resources. There needs to be a process of linking the content of the collection to the dynamic syllabus taught by the faculty. This involves close cooperation between the objectives of the teaching faculty and collection development process of the library. The principle vehicle for this is the Library Advisory Council, composed of faculty from each campus division. Collaborative selection and de-selection will lead to a cost effective collection that is weeded of inappropriate material and supports the current curriculum. Our collection development processes need to be responsive to the needs of individual academic units. Our collection policies need to be clearly articulated, but also flexible, for as academic priorities shift, so too will our priorities for the allocation of collections funding. We need to be especially aware of the collections requirements and funding sources for new initiatives,
Long Range Plan:

Actions

+ Involve faculty in syllabus based selection and de-selection of print materials.
+ Faculty review and recommendation of new electronic resources.
+ Biennial student and faculty survey of the appropriateness of the collection.
+ Review of circulation and reserve statistics.

Assessment

Data to be collected

+ Numbers of titles weeded per year.
+ Circulation and reserve statistics.
+ Survey results.

Expected outcomes

+ 3% weeding of collection per year.
+ Replacement with current materials.
+ Decrease in number of items borrowed from other libraries.
+ Favorable survey results on quality of the collection.

Projected costs over three years

$30,000 in replacement materials
III. Partnerships: Promote positive working and learning partnerships with other libraries and our surrounding communities.

The creation of a well developed collection of materials in a variety of formats provided in a stimulating environment leads to an enhanced educational experience. Reviewing the functions of academic support, the resources of our campus, other libraries, and the needs and resources of our surrounding community can further enhance this experience. This kind of review can lead to the creation of space for a Learning Commons, a facility that supports the interaction of Library users and staff, the exchange of information, and the development of ideas, and social space where students may study in pleasant surroundings.

This review can also reveal opportunities for the campus to support community needs and in turn lead to external support and funding opportunities for new initiatives. The opportunity to receive external funding has been simplified by the creation of an LCC Library account within the U.H. Foundation.

Long Range Plan:

Actions

- Academic Support Information Commons Study.
- Explore external funding opportunities with U.H. Foundation.
- Community Collaboration.
- Community events.
Assessment

Data to be collected

- External and in-house collaboration possibilities based on common or related functions.
- Funding suggestions from the U.H. Foundation.
- Survey of local community information needs.

Expected outcomes

- List of community needs.
- List of potential donors.
- Community involvement in library sponsored activities.
- Identification of grant possibilities.
- Significant external funds through donations and grants.

Projected costs over three years

$3,000 Surveys and reports
$40,000 for 3 Library Interns, digitizing software and equipment, etc.

IV. Information Literacy: Support the college goals of learning and teaching through the promotion of information literacy concepts.

The ultimate purpose of the campus and library mission is education. The library plays a critical role in helping students to develop the information-seeking and critical thinking skills to succeed in a knowledge-intensive society.
While continuing with traditional methods of one-on-one and group instruction, we need to increase the availability of self-instruction, especially through online methods. We also need to work closely with faculty to develop programs of collaborative teaching for specific courses or groups of students. The concepts and nuances of information literacy have not been fully discussed and embraced campus wide. The libraries of the U.H. system are working on learning objects that will make this process more comprehensible and effective. What is needed is for the faculty to see information literacy as an essential part of the educational experience rather than a “library assignment” that “sacrifices” class time. This can be achieved through a process of discussion and collaboration between the teaching and library faculty. The sooner this process is discussed the sooner we will move towards a well-developed program of information literacy.

**Long Range Plan:**

**Actions**

- Develop system-wide learning objects.
- Faculty discussion of information literacy implementation.
- Collaborative teaching with faculty.
- Review of Library Skills exams.

**Assessment**

**Data to be collected**

- Faculty surveys.
- Library Skills exam scores.
- Library instruction classes and number of students taught.
Assessment of research papers from selected classes for application of information Literacy concepts.

**Expected outcomes**

- Improved library skills exams scores.
- Better integration of Information Literacy into the general curriculum.
- Improvement in Quality of research papers.

**Projected costs over three years**
$27,000 Library Interns for program assistance and development.

**TOTAL PROJECTED COSTS 2005 - 2007**

$235,000 General funds
$1.2 CIP or R&M funds

Costs of the long range plans do not include standard library operational cost i.e. Supplies, equipment maintenance contracts, student help, etc.