Assessment Ambassador Academy: 2022, 2023
Success stories: How assessment leads to improvement

Contents:

I. Communication and Services (Tech 2)

Computing, Security, and Network Technology: Bradley Ramos
- Barrier: No course contained basic cybersecurity principles (i.e., to govern, protect, detect, respond).
- Removal: Since 2017, the department has continued adding cybersecurity concepts and keeping them up-to-date throughout the relevant courses.
- Evidence: Current cybersecurity principles are included in 8 out of 12 courses (67% of the curriculum) and, as a result, students are more accustomed to the security concepts. For example, in the 2023 National Cybersecurity Competition a student placed first in the competition; other students placed 2nd through 20th place. In the Regional Cybersecurity Competition student groups placed in the top 3 and 4, surpassing all universities in the state of Hawaii.
- Positively impacted PLO: Apply current industry standards, protocols, and techniques; and keep up with evolving technology to maintain professional proficiency.

Cosmetology: Mahina Hong
- Barrier: Students struggled to meet some learning outcomes because the new curriculum rendered pre-existing assessment methods outdated.
- Removal: Faculty compared new and previous curricula, identified gaps, and updated assessment methods accordingly.
- Evidence: 10 out of 12 (83%) COSM courses were updated by mapping the textbooks and adding supplemental educational materials. Beginning in 2022, students can perform skills during assessment consistently with techniques provided in the curriculum.
- Positively impacted PLO: All, especially "Describe and demonstrate the practical skills required to provide appropriate services to meet the needs of a variety of clients and/or students."

Early Childhood Education: Ann Abeshima
- Barrier: Students had trouble transferring from Early Childhood Education (ECE) programs at the University of Hawaii Community Colleges (UHCC) to the College of Education (COE) at the University of Hawaii at Manoa (UHM)—they had to take additional courses before transferring.
- Removal: Faculty representatives from ECE programs and COE aligned their UHCC and UHM programs through curriculum mapping, articulation, and discussions.
- Evidence: From 2023, students can transfer smoothly.
- Positively impacted PLO: All.

Fashion Technology: Chain Siang Lim
- Barrier: Students generally mastered the learning outcomes and were prepared to continue to 4-year colleges, but often faced obstacles in transferring credits.
- Removal: The department synchronized with 4-year colleges by redesigning all outcomes, renumbering the course sequence, and including all 61 credits to the Course Equivalency List and Manoa graduation checklist.
- Evidence: Since 2022, students can transfer seamlessly.
- Positively impacted PLO: All.

Music and Entertainment Learning Experience: John Vierra and Eric Lagrimas
- Barrier: Students prematurely produced content before acquiring fundamental knowledge and applications.
- Removal: The department created phases of sequential learning: (1) General introduction and awareness, (2) Foundational knowledge and introduction to application, (3) Application and execution, (4) Content creation.
- Evidence: The quality of content has increased exponentially across the whole program, as documented by course rubrics. One example is provided by the MELE 104 course on "Songwriting and Arranging Techniques" that all MELE students take in their second semester. In Spring 2019, 25% of students (5 out of 20) met all the requirements of the final project (i.e., a demo reel highlighting original content created during the semester). In Spring 2022, after the creation of the phases of sequential learning, 59% of students (10 out of 17) met all the requirements of the final project.
- Positively impacted PLO: All.

II. Liberal Arts (UC)

American Studies: Sharleen Nakamoto-Levine
- **Barrier:** Students needed more engaging and collaborative ways to demonstrate effective oral and written communication across face-to-face, asynchronous, and synchronous courses.
- **Removal:** AMST classes offered more formats for students to:
  a) Communicate with their peers (e.g., blogs on Laulima Forums, PowerPoint presentations, online chat spreadsheets, research papers completed in stages with peer and instructor feedback, Flipgrid text/image and video postings, reflections about assigned course material)
  b) Receive how-to guidance (e.g., instructions, samples and templates for written/oral communication, rubrics and point checklists)
  c) Receive feedback from their instructor (e.g,. instructors shared resources on Google Drive, and planned and co-edited lessons and assessments together).
- **Evidence:** In Spring 2020, students:
  a) Provided positive feedback about oral and written synchronous and asynchronous class discussions. Examples from AMST 150 Course Evaluation Surveys include: "Example posted [by the instructor on] each blog topic helps a lot. I think that is one amazing idea. It's not frustrating to work on my own blog because I can see how it's supposed to look like;" "Our kumu always gave constructive feedback and allowed peer discussions to encourage participation. Mahalo nui e ke kumu. I thoroughly enjoyed this class;" "I enjoy interacting with the students in the course by listening to the topics they selected for their blogs. Presenting our own blogs increased our public speaking comfort which is awesome!"
  b) 98% of AMST 202 students posted 3 constructive comments for each peer PowerPoint project presentation on Laulima Discussions
  c) Instructors received a few to no student questions via Zoom/email about grades and written/oral assignment requirements, when they provided rubrics and point checklists and posted grades with comments in Laulima Gradebook.
- Positively impacted PLO: "Communicate effectively by means of listening, speaking, reading, and writing in varied situations."

Math: Elliot Ossanna
- Barrier: Students cheated on take-home exams by using websites (e.g., chegg.com, coursehero.com) or tutors.
- Removal: Faculty: (a) created unique identifiers and questions in the exams, (b) included a one-on-one oral quiz, and (c) added proactive language and policies in syllabi.
- Evidence: The frequency at which students posted quiz/exams on websites (e.g., chegg.com) reduced dramatically. In Fall 2020, there were 131 instances of quiz/exams posted to Chegg, whereas in Spring 2021 there were only 7. The number of students who received zeroes on an assignment for cheating decreased from 4 to 1. Adjusting for class size, the posts/student decreased from 5.04 posts/student in Fall 2020 to 0.44 posts/student in Spring 2021, and the percentage of the class given zeros for cheating decreased from 15.38% of the class to 6.25% of the class.
- Positively impacted PLO: All, including "Demonstrate a comprehension and skill with research methods and scientific inquiry."

III. Transportation and Trades (Tech 1)

Aeronautics: Michael Willett
- Barrier: Students often dropped out from the program so graduation rate was low, around 36-60% (9-15 graduates out of the 25-student cohort).
- Removal: The department added: (a) an orientation with realistic expectations, (b) revised exam questions, (c) weekly quizzes to check knowledge prior to exam, and (d) ways to get to know students better.
- Evidence: In 2023, 17 out of 25 students graduated (68% graduation rate).
- Positively impacted PLO: All.

Applied Trades at Pearl Harbor: Cory Kumataka
- Barrier: Students were lacking continuity with instructors in English, Physics, American Studies, Speech, Psychology, and Drafting & Blueprint Reading because these courses were taught one semester per academic year.
- Removal: The cohort was split in half in order to have the above courses taught both semesters of the school year.
- Evidence: Now there is only one instructor per discipline so: (a) students have more continuous contact with the instructor; (b) instructors learn the Pearl Harbor system once; (c) the curriculum is consistent and specialized on Pearl Harbor.
- Positively impacted PLO: All.

Architecture, Engineering and Construction Technologies: Guy Fo
- Barrier: Students were finding difficulty acquiring internships because part-time opportunities had limited flexibility toward educational commitments.
- Solution: AEC established paid internships and entry level positions with state agencies (e.g., Department of Transportation, Department of Planning & Permitting, Board of Water Supply) and private companies (e.g., Bowers & Kubota, SSFM International).
- Evidence: 100% of interested students find placement, with many vacant positions remaining. There is a high demand for students at every level with the program. Most interns are offered permanent positions upon completion of their academic goals.

- Positively impacted PLO: "Model habits and attitudes for success in professional employment, prepare and present a professional resume and portfolio, and demonstrate developed interviewing skills in preparation for employment."

Automotive Mechanics Technology: Ivan Nitta
- Barrier: Students had difficulty in purchasing textbooks each semester because of their increasing cost.
- Removal: Faculty identified overlapping contents across the textbooks and consolidated the chapters.
- Evidence: Since 2022, the first-year textbook can be used for 3.5 out of 5 semesters (70% of the curriculum) and students save approximately $400, by not having to purchase three extra textbooks.
- Positively impacted PLO: All.

Carpentry: Dean Crowell
- Barrier: Students lacked essential professional skills and nomenclature specific to Hawaii's construction industry.
- Removal: CARP combined cultural base education with Service-Learning Projects in the community (e.g., Maunalua Heritage Center, Mokauea island's cultural center, Papakolea Hawaiian Homestead's Kupuna Project, Kokua Kalihi Valley) as well as integrated relevant 'Olelo No'Eau (Hawaiian proverbs) and Hawaiian values (e.g., Lōkahi or teamwork, Ho'ohana or intentional work, Ho'omau or perseverance) in the classroom.
- Evidence: All CARP students develop Hawaii-centered professional skills over their two year-program, mainly in 2 out of 6 courses (33% of the curriculum).
- Positively impacted PLO: "Interact with customers and coworkers on construction jobs in ways that effectively support the work to be accomplished and promote customer satisfaction;" "Use appropriate materials, tools, equipment and procedures to carry out work on construction projects."

Diesel Mechanics: Bobby Salvatierra
- Barrier: Students had difficulties in meeting the learning outcomes that related to vehicle diagnostics, which require expensive tools, such as computer and software.
- Removal: The department applied for and received a Perkins grant to buy four new diagnostic platforms, made the purchase in Summer 2022, and obtained a waiver for the annual renewal fee ($3,000 per tool).
- Evidence: Since 2022, students use modern diagnostic equipment, as they would in industry, and have a real chance to meet the learning outcomes. New diagnostic platforms are used over all four semesters in 4 out of 11 courses (36% of the curriculum).
- Positively impacted PLO: "Apply theory and principles for proper diagnosis, repair, and maintenance in the heavy-duty truck equipment industry."

Fire and Environmental Emergency Response: Scotty Rhode & Earle Kealoha
- Barrier: Students were well prepared throughout the degree but had difficulty in passing the third-party certification exam.

- Solution: The department worked closely with the certification agency, validated test bank, and revamped the practice quizzes (i.e., chapter quizzes, end-of-week tasks, workbook, forum questions).
- Evidence: In 2021, all 177 students passed the statewide written exams.
- Positively impacted PLO: "Demonstrate knowledge and skills required to respond appropriately to fire and environmental emergency situations at the private, city, state, or federal level."

Occupational Environmental Safety Management: Jim Beavers
- Barrier: Students needed more guidance in finding internship and job opportunities in the field while pursuing their degree.
- Removal: OESM established three channels to connect students with employers. Students (a) meet employers during HonCC's recruiting events; (b) talk to guest speakers in class; (c) visit companies during class tours; (d) interact with experts through the campus professional organization (e.g., OSHA 30 First Aid CPR); (e) volunteer at the Pacific Rim Safety & Health Conference, with also opportunities to attend session dedicated to them (e.g., mock interview, resume reviews, networking with local and international safety experts); (f) are notified about job and training openings.
- Evidence: All students find a job in the field.
- Positively impacted PLO: All

Refrigeration and Air Conditioning: Morris Payes
- Barrier: Students did not know the proper use of Digital Multi Meter (DMM) to analyze electrical circuits, which is a crucial part of the program outcomes.
- Removal: Faculty guided students in building circuits and testing them with their DMM.
- Evidence: In Fall 2019, 18 students (75%) passed their practical test on the refrigeration module, which features 12 stations—each station presents a problem that needs to be identified and resolved. In Spring 2020, 16 students (88%) completed the program and were gainfully employed in the refrigeration trade.
- Positively impacted PLOs: (a) "Demonstrate knowledge and skills required for the repair and maintenance of air conditioning and refrigeration equipment according to National Standards;" (b) "Gain employment in the field of refrigeration and air conditioning."

Sheet Metal and Plastics: Eugene Takauye
- Barrier: Students dropped out in the first week of the semester and missed the opportunity to learn the foundations of the field, because the Sheet Metal Union Local 293 attended the first classes and enrolled students into its Apprenticeship program.
- Removal: The department arranged with the Union to let the students complete their courses first, before taking them into its Apprenticeship program—both Union and Apprenticeship instructors agreed that the courses were an asset for the students.
- Evidence: Since 2021, student attendance has become more stable and students have a real chance to learn. For example, 16 students were enrolled in the program in 2021 compared to 6 in 2020.
- Positively impacted PLO: All.

Welding: Alton Waiamau
- Barrier: Students had to move slowly due to insufficient welding machines.
- Removal: The department applied and received a Perkins grant.
- Evidence: Since 2022, each student is assigned to a specific welding machine and can learn at a personal pace.
- Positively impacted PLO: All, especially "Demonstrates competencies in SMAW, GMAW, FCAW, GTAW, thermal cutting, OFC, PAC, CAC and inspection."

IV. Service areas

Academic Counseling: Melodee Kawano and Jill Teraizumi
- Barrier: Students needed more contact with academic counselors.
- Removal: Academic Counseling reorganized and implemented six approaches to students: emails, text messages, phone calls, class visits, office appointments, and special events (e.g., Resource Fair).
- Evidence: Each student has 1-3 contacts with Academic Counselors every semester to discuss well-being, registration, progress, plans, probation, policies and deadlines.
- Positively impacted SAO: All.

Hulili Ke Kukui, Hawaiian Center: Kahale Saito
- Barrier: Student learning is challenging when students face eviction.
- Removal: The center (a) established trusting and supportive relationship, (b) provided advising support and personal encouragement, (c) placed students in the Ola Niuhelewai program of their choice, such as the Ola Pono (well-being) or 'Āina (land) cohorts, (d) continued to track and provide support until graduation or even beyond through community connections.
- Evidence: Students' testimonials (e.g. via emails, calls, in-person conversations). For example, in 2023 a student who faced eviction was able to remain enrolled, thrive in his courses, participate in the Ola Niuhelewai cohort program and activities, and move towards graduation in the Fall.
- Positively impacted SAO: All, especially: "Hulili Ke Kukui will serve as a Pu'uhonua (safe space) for all Native Hawaiian students to increase their recruitment, retention, graduation, university transfer, and employment."

Hulili Ke Kukui, Hawaiian Center: Kalani Flores
- Ke Ke'a (barrier): The campus needed further professional development to fulfill its promise of a model Indigenous, Native Hawaiian, centered institution (Hawai'i Papa O Ke Ao goal).
- Ka Ha'ina (solution): Through the Title III Ho'āla Hou (2015) and Kūkalahale (2019) grant programs, Kūlana Hawai'i (HonCC's Hawaiian Programs Division) designed and implemented a year long culture and place-based cohort training program for faculty, staff, and administrators aimed at infusing Hawaii culture, traditions, and values in teaching, learning, and service.
- Ka Hō'ike (evidence): In 2015-2023, 76 out of 222 full-time faculty, staff, and administrators (34%) learned Native Hawaiian centered approaches and applied them to their work.

- Nā Hopena A'o (Service Area Outcome): "Hulili Ke Kukui will serve as the Piko (core) for the institutionalization of Native Hawaiian cultural values across faculty/staff development, leadership, and campus programs."

Information Technology: Kyle Higa
- Barrier: Students were underserved with limited wireless coverage, including outdoors and across Apprenticeship and Career & Technical (CTE) programs.
- Removal: Networking team installed and upgraded wireless connectivity to include classrooms, bays and hangars, and outdoor spaces, including parking lots.
- Evidence: Wireless coverage soared from 30% to 90%.
- Positively impacted PLO: "Reviewed, updated and approved network plan that is published at least two times a year."

Pacific Center for Advanced Technology Training (PCATT): Mel Yonemoto
- Barrier: Certified electricians in the state of Hawaii needed (a) a reminder of the triennial deadline for certification renewal and (b) an opportunity to renew it via an online class, rather than in-person only. The State Agency does not send out reminders, and tasks PCATT with managing the 4-hour in-person class and verifying the equivalency of third parties' online classes.
- Removal: PCATT (a) emailed former electrician students a reminder about the June 30, 2023 deadline to renew their certifications and (b) started to offer the class in-person and Zoom, multiple times per month, so that all students had the opportunity to take the mandatory class.
- Evidence: From January 2022 to June 2023, 462 students took the course in-person, 775 students opted for online modality, and 37 students chose third parties' online classes. PCATT improved space usage (by having some students online) and income (by having students taking the online course with PCATT rather than with third parties)
- Positively impacted PLO: "Overall satisfaction of course taken," "overall satisfaction with registration process," and "overall satisfaction with the instructor."

Safety and Security: John Schell and Theresa Deamicis
- Barrier: The approach to fire safety had to be revamped to ensure that fire safety equipment was operational.
- Removal: The Safety and Security (a) researched and copied the OSHA office safety checklist, (b) developed and implemented a tracking and resolution app, and (c) trained all security officers on how to recognize issues, compile monthly inspections, and ensure resolution.
- Evidence: Monthly inspections began in November 2020 and by April 2023 a total of 26 checklists were completed for each building by the due date. As part of the new expanded daily checks, security officers identify issues, send pictures and documentation to the supervisor, who disseminates them to the deans. They conduct follow-up inspections to ensure all discrepancies have been addressed.
- Positively impacted SAO: "Build a safe environment in which faculty, staff, and students can learn and work (e.g., through campus patrols, investigation of incidents, victim assistance, information sharing on campus security, collaboration with the local police, officials, and community)."

Wellness Center: Miki Takushi
- Barrier: Students were not aware of mental health counseling support on campus.
- Removal: In addition to email and online announcements, the Center increased outreach through classroom visits in Fall 2022.
- Evidence: Surprisingly, classroom visits did not bring as many new students to the Wellness Center as expected (5.5%) but referrals from other support services (50%), instructors (28%), email, signage, website (11%), and peers (5.5%) brought more students. The next plan is to keep promoting referrals among instructors and expanding classroom visits, both in-person and online.
- Positively impacted SAO: (a) Develop and implement a wellness plan to support individual needs and goals; (b) Locate mental health services and resources online and in-person.