Completion Report Form
for
Perkins Title I, Program Improvement, and Leadership
Strategies and Projects

One report should be completed for each strategy or project.

A. Campus  Honolulu Community College

B. Strategy Title  CTE General Education Library Research Sources
Proposal No.:  HON2012/13(2)-T1-16

C. Proposer Name:  Jeff Stearns  E-mail:  stearns@hawaii.edu

D. Project Description  (from approved proposal, abbreviated)
CTE General Education Accelerated English 60/100 Library Research Sources

E. Activities Planned/Completed  (Add/Delete lines as necessary)

<table>
<thead>
<tr>
<th>Activities Planned (from proposal)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify technical and vocational databases</td>
<td>Yes</td>
</tr>
<tr>
<td>Identify and order books and publications</td>
<td>Yes</td>
</tr>
<tr>
<td>Discuss planning of research criteria with English faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Prepare CTE-focus research workshops</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide CTE focus workshops</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If some activities in the plan were not completed, the campus should provide a brief explanation of why  (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, etc.)

F. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes

<table>
<thead>
<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare books, publications, databases</td>
<td>The library purchased two CTE-focused databases (Vocational Studies Complete, Opposing Viewpoints in Context), five CTE-focused magazine subscriptions, and over 400 CTE-focused books.*</td>
</tr>
<tr>
<td>Offer 8 workshops on CTE-focused research</td>
<td>Four accelerated English 100 classes visited the library for two sessions to help with research papers focused on their occupational fields (Fall 2013 and Spring 2014).</td>
</tr>
<tr>
<td>Evaluate effectiveness of new workshops on CTE-focused research through student evaluations</td>
<td>A majority of students responded to a survey saying they have a better understanding of how to access library databases, books, and magazines directly related to their occupational fields.</td>
</tr>
<tr>
<td>Evaluate effectiveness of workshops on CTE-focused research through evaluations of English instructors</td>
<td>As the result of the workshops, library sessions are now included in the curriculum of the CTE-focused accelerated English 100 courses.</td>
</tr>
</tbody>
</table>

If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)

* The library books and magazines purchased were related to the CTE programs listed below. Before purchasing these items, the library consulted with the faculty of the CTE programs. The purchases improved the currency of the library’s collection for those programs.

- Commercial Aviation
- Construction Management
- Aeronautics Maintenance Technology
- Architectural, Engineering and CAD Technology
- Auto Body Repair and Painting
- Automotive Technology
- Carpentry Technology
- Communications Arts
- Diesel Mechanics Technology
- Fashion Technology
- Occupational and Environmental Safety Management
- Electrical Installation and Maintenance Technology
- Refrigeration and Air Conditioning
- Sheet Metal and Plastics Technology
- Small Vessel Fabrication and Repair
- Welding Technology
- Computer, Electronics and Networking Technology
- Administrative Justice
- Cosmetology
- Early Childhood Education
- Fire and Environmental Emergency Response
- Human Services (Family Resources, Social Services, Social Work)
- Music and Entertainment Learning Experience
G. Impact (qualitative and quantitative)

e.g. A ___% increase (from # to #) in students that passed x.

A ___% increase in students used a particular service (from x to y).

A decrease in the number of complaints re: .... (from x/sem to y/sem)

Project Effectiveness Measures/Outcomes:

The data described below regarding the success of the students, depended on this grant. The grant provided library materials related to the CTE programs of the students, so that the courses could focus assignments and research papers aligned to student interests. With the course encompassing the career fields of the students, the students were more willing to do the assignments and complete the courses.

We were targeting an 80% completion rate. The courses met three times a week and included 10 writing assignments, including the research papers. Students wrote a minimum of 5,000 words (requirement for HonCC college-level writing) and were required to complete an online grammar component.

In Spring 2014, 32 students completed two sections of the accelerated ENG 60/100 course, with 28 receiving credit for ENG 100 (according to IR statistics). This is an 88% completion rate, above the 80% we anticipated.

We increased the offerings of the ENG 60/100 courses in Fall 2014 to four. It is too early for course completion results for the Fall 2014 semester.

H. Expenditure Report  (Suggestion: use original budget spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount Budgeted</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Other Current Expenses</td>
<td>$19,011</td>
<td>$19,011</td>
</tr>
<tr>
<td>C. Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$19,011</td>
<td>$19,011</td>
</tr>
</tbody>
</table>