Completion Report Form
for
2013-14 Perkins Title I, Program Improvement, and Leadership
Strategies and Projects

One report should be completed for each strategy or project.

A. Campus: Kapiolani Community College – Dental Program

B. Strategy Title: UH System-Wide Instructional Assessment and ePortfolio Project (IAEP)
   Proposal No.: Click here to enter text.

C. Proposer Name: Mark Cook E-mail: markcook@hawaii.edu

D. Project Description Today, there are several significant drivers that are compelling
   educators to increase the rigor of learning assessment, such as accreditation requirements
   and the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins).
   Yet, the most undeniable driver of learning assessment is the need for continuous
   improvement of teaching and learning. The purpose of the Carl D. Perkins Career and
   Technical Education Improvement Act of 2006 (Perkins) is to develop more fully the
   academic, career, and technical skills of secondary education students and postsecondary
   education students who elect to enroll in career and technical education programs, ... " [Carl
   D. Perkins Career and Technical Education Improvement Act of 2006]. As such, Perkins calls
   a new level of accountability in the assessment of skill attainment at the postsecondary level.
   This proposal will describe the success and effectiveness of the on-going Instructional
   Assessment & ePortfolio Project (IAEP) and how it is developing an academic foundation for
   assessment that addresses the Perkins requirements for assessing skills attainment, but also
   how it is improving the quality of teaching and learning within and between campuses.
   Furthermore, this proposal also provides the project-planning framework to meet the ACCJC
   directed to find a system-wide formal assessment strategy to monitor student achievement,
   completion, and attainment of skills.

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>Collect &amp; review institutional, program, and course learning outcomes; program alignment with industry accredited competencies.</td>
<td>Yes</td>
</tr>
<tr>
<td>Laulima training and support for LTAS integration &amp; new strategies of instruction.</td>
<td>No</td>
</tr>
<tr>
<td>Faculty develops, reviews, and revises program and course rubrics. Faculty receives support &amp; mentoring in development of program and course rubrics.</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase iPads and mentor faculty with continual professional development to more adequately observe, monitor, and collect program assessment data using iPads in the use of LTAS.</td>
<td>No</td>
</tr>
<tr>
<td>Collaborate with campus faculty on program and course learning outcomes. Assessment grid will be finalized to map competencies to SLOs to PLOs. Finalize new program curriculum map with associated assessment benchmarks.</td>
<td>Yes</td>
</tr>
<tr>
<td>Installation, testing, and evaluation of web-based learning outcomes</td>
<td>No</td>
</tr>
<tr>
<td>Evaluation Criteria</td>
<td>Result</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Evaluate student-learning outcomes, course and program objectives, and institutional mission and goals before LTAS launch.</td>
<td>Yes</td>
</tr>
<tr>
<td>Implement LTAS technology platform and technology with performance accountability system to strengthen student assessment and attainment of course SLOs. Assessment grid will be implemented into technology platform.</td>
<td>No</td>
</tr>
<tr>
<td>ID &amp; FC to test analysis and implementation of changes needed to meet expectations of industry based on previous semesters established benchmarks and LTAS results.</td>
<td>No</td>
</tr>
<tr>
<td>ID &amp; FC to implement curricular changes and assessment systems for program and student success.</td>
<td>No</td>
</tr>
<tr>
<td>ID &amp; FC to review findings and map program industry competencies and learning outcomes for second year classes to continue LTAS integration.</td>
<td>No</td>
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</table>

Explanation for uncompleted items:

Faculty received tablets procured through the C3T Round 1 grant and therefore no iPads were purchased through this grant.

Laulima is not yet integrated with Live Text, so no training appropriate at this time.

With the recent completion of the assessment grid map, the program faculty are ready to start installation, testing, and evaluation of web-based learning outcomes assessment platform (LTSA), implement LTAS technology platform and technology with performance accountability system to strengthen student assessment and attainment of course SLOs. Assessment grid will be implemented into technology platform.

Upon completion of the first cycle of student learning assessment the following tasks will be able to be completed:

- ID & FC to test analysis and implementation of changes needed to meet expectations of industry based on previous semesters established benchmarks and LTAS results.
- ID & FC to implement curricular changes and assessment systems for program and student success.
- ID & FC to review findings and map program industry competencies and learning outcomes for second year classes to continue LTAS integration.

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>Create an “assessment grid” that maps CODA (Commission on Dental Accreditation) Standards to courses, points them to course SLOs and then to PLOs. In process, assist faculty in reviewing each course and updating/standardizing to ensure more</td>
<td>“Assessment grid” was created.</td>
</tr>
<tr>
<td></td>
<td>UHCC ID was available to assist faculty in reviewing each course and updating/standardizing to</td>
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</tbody>
</table>
authenticity, consistency and better performance outliers. Measure successes of alignment in new course development, curricular changes, and/or course re-design through various LTAS generated assessment reports.

<table>
<thead>
<tr>
<th>Ensure more authenticity, consistency and better performance outliers.</th>
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Align assessment grid of all program competencies to courses, pointing them to course SLOs and then to PLOs. Measure successes of alignment in new course development, curricular changes, and/or course re-design through various LTAS generated assessment reports.

<table>
<thead>
<tr>
<th>Grid completed.</th>
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Track the number of faculty who seek LTAS mentoring and support, including the areas of knowledge transfer and support. This data will be collected and stored in a database that will be categorized by support need and resolution for end-of-year completion, comparison, and trend reports.

<table>
<thead>
<tr>
<th>UHCC ID met with Dental Assisting program director semi-regularly initially.</th>
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</table>

Provide appropriate online surveys or evaluations for: 1) Effectiveness of LTAS and support, and report on findings, 2) Effectiveness of training workshops and/or resources provided, 3) Effectiveness and ease of use regarding LTAS platform. The results of these surveys will accompany the end-of-year report.

<table>
<thead>
<tr>
<th>Surveys to be created.</th>
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</table>

Share LTAS project with faculty and gather feedback as to how it suits or does not best suit their assessment needs. Measure success of alignment with new web-based assessment platform to program and institutional outcomes, and report assessment plans by program, department, major, and both academic and non-academic divisions throughout the project to be compiled in the end-of-year report.

<table>
<thead>
<tr>
<th>Existing assessment tools (rubrics) are still being reviewed and edited for use in the Live Text platform. New ones are being developed where gaps in assessment tools were identified. Next step is for faculty to test and assess suitability.</th>
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</table>

Provide surveys to students after first semester pilot that explores how the ePortfolio assessment findings support them in having a more valuable educational experience. Report on findings. The results of these surveys will accompany the end-of-year report.

<table>
<thead>
<tr>
<th>Due to project delays, ePortfolio pilot did not launch, thus no student data was collected.</th>
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Explanation for sub-par or unexpected results: The progress in completing the grant activities and associated outcomes for the Dental Assisting program was slowed by the time needed by the program director for preparing the initial program external accreditation application. The Dental Assisting program is a one faculty member program.

It is anticipated that the synergy created working with the other health education programs designated by the subsequent Perkins IAEP grant will allow the Dental Assisting program to catch up on the delayed activities detailed in this report, along with reaching the associated outcomes.
G. Impact (qualitative and quantitative)

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.

The original $26,188 budget was for the entire proposal, covering both the culinary and dental assisting programs. No funds were expended on behalf of the dental program. All funds expended were on behalf of the culinary program.

(Optional itemization may be shown separately)