

Assessment Ambassador Academy: 2019-2025

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I. INSTRUCTIONAL AREA

1. Communication and Services (Tech 2)

Computing, Security, and Networking Technology

- William Becker, “Course change: Designing a new assessment for a new course” (2020-2021)
- Roger Mitchell, “Course change: Unique challenges for assessing computer hardware lab activities” (2021-2022)
- Bradley Ramos, “Program change: Cybersecurity addition in eight courses” (2022-2023)

Cosmetology

- Mahina Hong, “Program change: Content and assessment realignment in 10 courses” (2022-2023)

Early Childhood Education

- Ann Abeshima, “Program change: Articulation redesign across UH system” (2022-2023)
- Elizabeth Hartline and Caroline Soga, “Program change: Early Childhood Education articulation agreement and course alignment between University of Hawaii’s Community Colleges and Manoa” (2020-2021)
- Caroline Soga, “Place-based assessment” (2024-2025)

Fashion Technology

- Karen Kamahale, “Program change: Rethinking the curriculum map through outcome alignment across courses, program, and broader scopes” (2020-2021)
- Chai Siang Lim, “Program change: Articulation redesign with UH Manoa” (2023-2024)

Music and Entertainment Learning Experience

- John Vierra and Eric Lagrimas, “Program change: Course scaffoldings” (2022-2023)

2. Cooperative Education

Kristi Anne Teruya, “Place-based assessment” (2024-2025)

3. Hawaiian programs

- Hau‘oli Lorenzo-Elarco, “Course change: Revisiting assessment methods through Poeko ke Alelo, Hawaiian language oral proficiency” (2020-2021)

4. Humanities & Social Sciences

American Studies

- Sharleen Nakamoto-Levine, “Course change: New engaging and collaborative ways to demonstrate effective oral and written communication across face-to-face, asynchronous, and synchronous courses” (2022-2023)

History

- Mieko Matsumoto, “Course change: Supporting student learning, a program’s journey” (2020-2021)

Speech

- Mitchell Okamura, “Course change: Rubric to assess PLOs” (2021-2022)

5. Language Arts

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English

- April Ching, “Course change: Assessment plan outline for English 100” (2019-2020)
- Charlene Gima, “Course change: Student survey about the impact of tutoring support on learning outcomes” (2021-2022)
- Conred Maddox, “Course change: Institutional Learning Outcomes and the value of a course to the student” (2019-2020)
- Derek Otsuji, “Course change: Getting students to think critically about research” (2019-2020)

English as Second Language

- Kalehua Kamakawiwoole, “Course change: Making assessment transparent for students” (2021-2022)

Japanese

- Mayumi Hirata, “Place-based assessment” (2024-2025)

Language Arts overall

- Bed Paudyal, “Change in assessment practices: Discussion of results and ideas for improvement” (2019-2020)

6. Math

- Prateek Kunwar, “Course change: Student surveys and follow-up class discussion” (2021-2022)
- Sterling Foster, “Change in assessment practices: Starting an assessment plan—Faculty collaborate on designing and assessing learning outcomes” (2020-2021)
- Elliot Ossanna, “Course change: Ensuring exam validity” (2022-2023)
- Gretel Sia, “Place-based assessment” (2024-2025)
- Gretel Sia, “Course change: Where there is learning, there is joy—Assessment through student engagement” (2019-2020)

7. Natural Sciences

Natural Sciences overall

- Michelle Nathan and Hsin-I Tong, “Change in assessment practices: Lessons learned on creating meaningful SLOs” (2019-2020)

Physics

- Paul Sherard, “Change in assessment practices: Faculty survey about ILOs in asynchronous online discussions in Natural Sciences” (2021-2022)

Physiology

- Gabriel Peckham, “Change in assessment practices: Assessment across campuses—A comparison of anatomy and physiology outcomes, rubrics, and other learning evaluations” (2020-2021)

8. Transportation and Trades (Tech 1)

Aeronautics

- Michael Willett, “Program change: Expectation setting from orientation to exam and counseling” (2022-2023)

Applied Trades at Pearl Harbor

- Cory Kumataka, “Program change: Cohort redesign to ensure continuity and consistency” (2023-2024)

Architecture, Engineering and Construction Technologies

- Guy Fo, “Industry partnership: Establishment of paid internships and entry level positions” (2023-2024)
- Guy Fo, “Program change: Reaching UHM equivalency” (2021-2022)

Automotive Mechanics Technology

- Ivan Nitta, “Program change: Textbook realignment across courses” (2022-2023)

Carpentry

- George Boeman, “Change in assessment practices: Revisiting outcomes and curriculum map” (2021-2022)
- Dean Crowell, “Place-based assessment” (2024-2025)
- Dean Crowell, “Course change: Integration of culture-based assessment and service-learning projects” (2022-2023)

Diesel Mechanics

- Bobby Salvatierra, “Resource change: Acquiring new equipment to learn diagnostics” (2022-2023)

Fire and Environmental Emergency Response

- Scotty Rhode and Earle Kealoha, “Course change: Exam redesigns to prepare for industry certification” (2022-2023)

Occupational Environmental Safety Management

- Jim Beavers, “Industry partnership: Six ways to connect students with employers” (2022-2023)

Refrigeration and Air Conditioning

- Morris Payes, “Course change: Adjustment of content to meet industry needs” (2022-2023)

Sheet Metal and Plastics

- Eugene Takauye, “Industry partnership: Prioritizing program completion” (2022-2023)

Small Vessel Fabrication and Repair

- Robert Perkins, “Change in assessment practices: Assessment shorthand—Evaluating, updating, and making assessment a powerful ally” (2019-2020)

Welding

- Alton Waiamau, “Resource change” Acquiring new equipment to personalize and expedite learning” (2022-2023)

II. SERVICES

1. Academic Support

Care

- Ina Miller-Cabasug, “Change in assessment practices: Student surveys to re-examine SAOs” (2021-2022)

2. Administrative Services

Business office

- Jason Ohta, “Change in assessment practices: Admin service assessment” (2019-2020)

Safety and Security

- John Schell and Theresa Deamicis, “Student support: Revamping fire safety” (2022-2023)

3. Hawaiian Center “Hulili Ke Kukui”

- Kalani Flores, “Student support: Culture-based professional development to strengthen our Hawaii-centered institution” (2023-2024)
- Kaleialoha Lum-Ho, “Place-based assessment” (2024-2025)
- Makana Pacarro, “Change in assessment practices: Wayfinding for assessment” (2019-2020)
- Kahale Saito, “Student support: Culture-based approaches to overcome personal challenges” (2022-2023)

4. Information Technology

- Nick Harris, “Change in assessment practices: ITS assessment” (2019-2020)
- Kyle Higa, “Student support: Expansion of wireless connectivity” (2023-2024)

5. Pacific Center for Advanced Technology Training

- Mel Yonemoto, “Industry Partnership: Increased support for certification renewals” (2023-2024)

6. Student support

Academic Counseling

- Erica Balbag-Gerard, “Place-based assessment” (2024-2025)
- Erica Balbag-Gerard, “Change in assessment practices: The Case of the non-instructional assessment—What happened in Academic Counseling?” (2019-2020)
- Melodee Kawano and Jill Teraizumi, “Student support: Six ways to connect with students” (2023-2024)
- Scot Parry, “Change in assessment practices: Student surveys to assess SAOs” (2021-2022)
- Jill Teraizumi, “Change in assessment practices: Academic probation and assessment project” (2019-2020)

Wellness Center

- Miki Takushi, “Student support: Reaching out farther” (2022-2023)