SELF-EVALUATION OF EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS PLANNING AGENDA ITEMS

Standard I.A.3  Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it when necessary.

Review the current policies to replace “Strategic Planning Committee” or “Budget Committee” with “Planning and Budget Council.”

Standard I.B.1  The institution maintains ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The IEC will conduct workshops on analyzing and interpreting data, using assessment results to improve student learning and institutional processes, and connecting assessment to planning and budgeting processes.

Standard I.B.2  The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Revise the Program Review Timeline to reflect the dissolving of ETC, and the addition of new programs.

Standard I.B.5  The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The Institutional Effectiveness Committee will create and implement an assessment tool to determine how the College communicates with appropriate constituencies.

The Web Administrator will assess how comprehensive and accessible assessment documents are available on the College’s website.

Standard I.B.6  The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The Planning and Budget Council will revise planning and resource allocation procedures as necessary.

Standard I.B.7  The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The Institutional Effectiveness Committee will complete a survey tool to assess the effectiveness of the evaluation mechanisms.
Standard II.A.2.c  The institution relies on faculty expertise and assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Programs that have advisory boards or committees will provide minutes of advisory board meetings on their program website.

Standard II.A.2.f  The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The IEC will provide in-service training for new and returning faculty who need assistance with writing and assessing student learning outcomes.

Standard II.A.3.a  General Education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the arts, humanities and literature, and natural sciences, and the social sciences.

The Institutional Effectiveness Committee will implement a new General Education Assessment Procedure for degree programs in Fall 2012 where one General Education Outcome is assessed in the Fall and then another in the Spring semester, thus assessing all outcomes by Spring 2014.

Standard II.A.5  Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Coordinators of the credit and non-credit Career and Technical Education programs will track whether or not their students pass licensure exams to work in their field of study.

Standard II.A.6.c  The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel though its Course Catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The Dean of Academic Affairs, Division II will access and improve the College’s web presence by making the website more robust, user-friendly, and extensive.

The College will expand access to learning resources that will increase student retention and success to the site.
Standard II.B.1  The institution assures the quality of student development and support services and demonstrates that these services, regardless of location or means of delivery, enhance achievement of the mission and support student learning.

The College will initiate a comprehensive career assessment, counseling, and job placement program for all credit and non-credit programs.

Standard II.B.2  The institution provides a Course Catalog for its constituencies with precise, accurate, and current information concerning the following: General Information, Requirements, Major Policies Affecting Students, Locations or publications where policies can be found.

The Office of Academic Affairs will include accrediting agency contact information for grievances and other purposes in future College Catalogs.

The Office of Academic Affairs will include more detailed information on Distance Learning in future Course Catalogs.

The Offices of Academic Affairs, Student Affairs, and Administrative Affairs, and the Marketing and Public Relations Office will create a formal review process for the Credit Course Catalog.

Standard II.B.3.a  The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and the necessary entities from the College will provide the same support services to those students as those it already serves.

Standard II.B.3.b  The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

The Office of Academic Affairs plans to expand its off-site course offerings to Kahuku and the necessary entities from the College will provide the same support services to those students as those it already serves.

Standard II.B.3.c  The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Student Affairs and the Office of Instruction will establish a pipeline for Adult Learners.

Student Affairs will expand the services and outreach of the Career Center.

Student Affairs will establish support programs specifically for second year students.

Student Affairs will perform summative and formative assessment on all current and newly established student support programs.
Standard II.B.3.e  The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The Office of the Vice President of Community Colleges will revalidate COMPASS scores with the ACT.

The Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs will work collaboratively to review admissions and placement instruments to validate their effectiveness and to minimize bias.

Ready Set Grow Hawai`i will review its admission and placement instruments to validate their effectiveness and minimize bias.

Standard II.C.1  The institution supports the quality of its instructional programs providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

More reliable sources of funding for computing maintenance and equipment will be sought.

Standard II.C.1.a  Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution.

The College will finalize plans for the new College Learning Center that will provide general tutoring, supplemental instruction, peer mentoring, Mat, Speech, and Writing Labs, Academic and Financial Aid advising and testing.

Standard II.C.1.b  The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

The College will regularly assess and maintain the adequacy of instruction in information competency. In one year, the Library will repeat the aforementioned assessment of the SLO: “the student will evaluate information and its sources critically.”

Standard III.C.1.c  The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The College must develop funding sources and a budget methodology that provides for all ongoing costs, including lifecycle replacement of technology resources, vehicles, and other college equipment.

Standard IV.A.1  Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
The Web Administrator will organize the expansion of communication features of the website, such as suggestion boxes.

Standard IV.A.2a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Administrative units will refine learning, process, and functional outcomes analysis as part of the Program and Unit Review Reports to the Planning and Budget Council.

Standard IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituents.

An ad hoc committee will review the structure of groups on campus based on the Policy on Chartered Groups.

Standard IV.A.5 The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Under the leadership of the Institutional Effectiveness Committee, the College will consider the recommendations made by the IEC Sub-Committee reviewing the Mongold Report on Governance Surveys, including a recommendation for separate assessments of offices currently subsumed by a broader authority (e.g. Marketing, Institutional Research, and Planning and Program Evaluation under the Chancellor’s Office).

Standard IV.B.2.b The Chancellor guides institutional improvement of the teaching and learning environment by the following: 1) establishing a collegial process that sets values, goals, and priorities; 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; 3) ensuring that educational planning is integrated with resources planning and distribution to achieve student learning outcomes; and 4) establishing procedures to evaluate overall institutional planning and implementation efforts.

The Chancellor will develop more explicit training to help department chairs to lead departmental analysis and application of learning outcomes assessment as part of the planning and budget process.

Standard IV.B.2.d The chancellor effectively controls budget and expenditures.

The IEC will re-evaluate appropriate data to be collected and included in Departmental Reports and Unit Reviews to provide standardized data elements for subsequent budgetary and other recommendations.
The Office of Planning and Program Evaluation will formulate a process for posting assessment and budget documents on the web to ensure that they can be easily found.