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.”

Windward Community College Policy 4.5 needs to be revised as both the Strategic Planning and Budget Committees have been dissolved and the Planning and Budget Council was initiated. It would be good to formulate a Mission, Vision, and Core Values Committee to start the evaluation process of the current Mission, Vision, and Core Values passed in 2010.

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.

The IEC has conducted workshops on analyzing and interpreting data and connecting assessment to planning and budgeting. The IEC Subcommittee on Professional Development in Assessment will be responsible for providing these workshops in the 2013-2014 AY and beyond.

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.

The Director of Planning and Program Evaluation, the Director of Institutional Effectiveness, and the Interim Vice Chancellor of Academic Affairs have worked on this issue and a revised program review calendar has been submitted to the Director, Academic Planning, Assessment and Policy Analysis at the UHCC Office by the deadline. We still have to replace the document on the web.

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 IEC Committee on Governance Assessment has created a survey tool that looks at Standard IV.A. outcomes for the various constituencies that govern the College. The first group surveyed was the Administrative Offices. Each Office turned in a Self-Assessment based on the results of the surveys, which were distributed to all campus constituents – faculty, staff, students. The survey results and the self-evaluation will be shared at Convocation. The second set of surveys will be distributed after the Fall 2013 semester begins and the third in Spring 2014.

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

Until a Webmaster is hired, The Dean of Division II is the Web Administrator. It is his responsibility to assess how comprehensive and accessible assessment documents are available on the College website. As far as I know, this has not been done.

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.

The IEC Special Representative to the Planning and Budget Council developed a survey to assess how members of the Planning and Budget Council felt it functioned. This included a section on the procedures. The results of the survey will be shared at Convocation and discussed at the first meeting of the Planning and Budget Council in Fall 2013. The procedures may be modified based on the results of these discussions. You and I are supposed to get together and formulate new policies and procedures for the PBC to review at its next meeting.

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.

The IEC will discuss this during the Fall 2013 –Spring 2014 AY.

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.
Program Coordinators will make sure that minutes are taken at advisory board meetings and forwarded after they are accepted to the Web Administrator or Webmaster. I believe most of the Program Coordinators have started to do this.

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.

The IEC started to develop a handbook in AY 2012, which can be used as a training manual for new and returning faculty. The handbook needs more work, and will be completed during the 2014-2015 AY, with modifications as needed during forthcoming years. Workshops by the Subcommittee on Professional Development in Assessment will be held on writing and assessing SLOs during the 2013-2014 AY and beyond.

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.

The IEC developed a timeline for General Education assessment that concludes in Spring 2014. The IEC also developed forms for Program Assessment that will be used in Fall 2013 to assess the CA in Agripharmtech, AA in Hawaiian Studies, and CA/AS in Veterinary Assisting and Veterinary Technology. ASCs and other certificate programs will use these forms to do assessments after the Spring 2014 semester.

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.

Agriculture Coordinator, Veterinary Assisting/Veterinary Technology Coordinator, Agripharmatech Coordinator, CNA Coordinator will track their students and whether or not they work in their field and/or passed their licensure exams. I know CNA Coordinator is tracking this and I believe the Vet Assisting/Vet Tech Coordinator and Agripharmatech are, not sure about Ag.
Standard II.A.6.c  The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through 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.

Dean of Division II is responsible. I believe that the work has started, but still needs to be implemented and discussed more broadly.

The College will expand access to learning resources that will increase student retention and success to the site.

Administrative Staff - particularly Vice Chancellors for Student Affairs and Academic Affairs and Deans of Division 1 and 2; Directors of Media and Computer Resources; Ka Piko Center and various Labs. This has started, but is on-going.

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.

Vice Chancellor for Student Affairs with support from Administrative Team. I believe that this has started, but the process is on-going, and needs to be discussed further.

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 name of the accrediting agency was given, but I did not see contact information for the agency in the 2013-2015 Catalog. This should be added ASAP as I think it was omitted during the transition after the VCAA retired.

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

Again, I did not see this in the current 2013-2015 Catalog. This should be added ASAP as I think it was omitted during the transition after the VCAA retired.
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.

I have not seen a written document. This needs to be done so that omissions such as the two above do not happen in the future. Hopefully, we can put this process into the October 15 Follow-Up Report. It didn’t happen and was not essentially to the recommendations that we are following up on now.

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.

If this is happening, then the Vice Chancellors for Academic Affairs and Student Affairs, the Head Librarian, the Directors of Media and Computer Resources, Ka Piko Center, and all tutoring and lab facilitators should assure that these students are treated just as students on campus and those in Waimanalo are treated. If it is not happening, then we need to explain why it is not, and where we are thinking about expanding on the North Shore.

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.

If this is happening, then the Vice Chancellors for Academic Affairs and Student Affairs, the Head Librarian, the Directors of Media and Computer Resources, Ka Piko Center, and all tutoring and lab facilitators should assure that these students are treated just as students on campus and those in Waimanalo are treated. Same as above.

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 Academic Affairs will establish a pipeline for Adult Learners.

The Vice Chancellors for Academic Affairs and Student Affairs and the Adult Learner Counselor who sits on the System Adult Learner Task Force. A written document should be produced to show the pipeline.

Student Affairs will expand the services and outreach of the Career Center.
I believe that the Vice Chancellor for Student Affairs, Career Services Counselor, and Ka Piko Career Services Counselor have started discussions on this, but they need to make the results of these discussions more widely available.

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

The Vice Chancellor for Student Affairs needs to report on these activities. I believe that there has been a lot of discussion, but this is ongoing.

**Student Affairs will perform summative and formative assessment on all current and newly established student support programs.**

The Vice Chancellor for Student Affairs coordinating with the IEC have been looking at Achieving the Dream data in the past. New summative and formative assessment activities should be formulated in the 2013-2014 AY and should be widely disseminated to the campus community.

**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 Testing Center coordinating with the Office of the Vice President of Community Colleges with assistance from the Office of Institutional Research for data should revalidate this for WCC students in the 2013-2014 AY.

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.

The Vice Chancellors for Student Affairs and Academic Affairs coordinating with the Office of Institutional Research, the Testing Center, and the IEC to assess the validity and effectiveness of placement instruments to minimize bias during the 2013-2014 AY and beyond.

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

Change Ready Set Grow to iCan. iCan Coordinator and Staff, OCCE Director should validate their instruments in 2013-2014 AY and beyond. My understanding is that this program is sunsetting. We will have to explain that and what is replacing it and why.

**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.
Director of Computing Services and Administrative Staff should formulate a short-range, mid-range, and long range plan that can be modified as necessary in 2013-2014 AY. I know about the use of the Summer Funds, but besides that has anything else been done?

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, Math, Speech, and Writing Labs, Academic and Financial Aid advising and testing.

Formalize relationship between Ka Piko Center and tutoring, Supplemental Instruction, Peer Mentoring. Ka Piko Staff, Peer Mentors, Tutoring, Vice Chancellors for Academic Affairs and Student Affairs, Counseling Staff, Financial Aid Staff, and the Testing Center Staff. Presentation at Frosh Camp or New Student Orientation or both in AY 2014-2015 or earlier.

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.”

The College assesses information literacy in two ways now. The first is as stated here through the survey done by the Library. The second is through the assessment of the General Education Information Literacy Outcome, which was completed in May and will be discussed in the Fall by the departments and then the faculty as a whole. This process has been completed and the results of the discussion have been presented to the IEC, and will be presented to the Planning and Budget Council and the Admin Staff at their next meetings.

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.

Vice Chancellor for Administrative Services, Directors of Media and Computer Resources with support from other Administrative Staff should formulate a short-range, mid-range, and long-range plan in 2013-2014 that can be modified as necessary.

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.

The Dean of Division II has started to work on this, but it too is ongoing.

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.

The Non-Instructional Sub-Committee of the IEC worked with administrative units in the 2012-2013 AY to support the updating of Program Reviews that could be used by the Planning and Budget Council in their deliberations. The Committee will continue to work with administrative units to further facilitate their assessment and budgetary requests based on that assessment. This committee will be a permanent sub-committee of the IEC.

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 constituencies.

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

I believe that an ad hoc committee has been established, but have seen no evidence of what that committee has decided to do as far as the Policy on Chartered Groups is concerned. There have been no requests sent to any of the committees, as far as I know, to change their directives or to use the new form.

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).
The IEC Committee on Governance Assessment met and developed new survey instruments for the administrative offices and other governing groups during the 2012-2013 AY. They developed these instruments using the recommendations of the Mongold Report. The IEC will be developing a separate institutional survey during the 2013-2014 AY that will more fully assess the offices currently subsumed by a broader authority that will be distributed to all campus constituents during the 2014-2015 AY, and every three years after that.

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.

The Chancellor coordinating with the IEC and the Office of Institutional Research developed and conducted trainings for department chairs in the 2013-2014 AY.

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 IEC coordinating with the Vice Chancellor for Academic Affairs, the Department Chairs, the Office of Institutional Research, and other Administrative Staff members reviewed and modified the Annual Departmental Report Template. The Department Chairs used the new template for their Annual Departmental Reports in Fall 2013. Further modification to avoid redundancy may be in order.

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.

The Director of Planning and Program Evaluation coordinating with the Dean of Division II and the Director of Institutional Research will try to solve this problem. All Planning and Budget Council documents are on the Planning and Budget Council page. Assessments could be linked to the Assessments page. It also depends on whether or not the web site undergoes revision or not.