Updated 8/12/05

Response to the "Windward Community College of the University of Hawai'i Community College System Progress Visit Team Report from ACCJC."

The ACCJC Progress Visit Team Report, April 6, 2005, indicated we still needed to work towards completing our response to Recommendation #6 which states: The College shall carry out its educational planning in a way that draws upon program evaluation results and ties educational planning directly to planning for staffing, budget development, and program elimination/addition. (Standards 4.A.1, 4.D.2, 4.D.6)

The following table lists ACCJC statements, Windward Community College responses, and actions needed.

ACCJC statement	WCC Responses	Action Required
1. It appeared to the team that at both College and UHCC system level staff were grappling with the "big picture" of how to develop a systematic, standardized, and integrated program review and assessment process which inform college and system level plans and budget allocations; therefore, a cohesive program review process currently has not been implemented at the college.	The System level is being addressed. On 7/25/05, the DOIS/ADOIS developed a "Draft for Any Hawai'i Community College Program Review Report". This template is designed for all community colleges to use in addressing the ACCJC recommendation: develop a systematic, standardized, and integrated program review and assessment process which inform college and system level plans and budget allocations The information gained through this common template will inform WCC's decision making and also give a common nomenclature across the seven community colleges. The system's institutional research (IR) cadre is working on pulling together much of the required data. In addition, as a college, we have been actively engaged in assessment since 2001. We have assessed most of the general education requirements in terms of their effectiveness (WI emphasis, English 100, Econ, Speech, etc.) Based on assessment findings, instructional adjustments were made. Programs such as the library and Dean's Office have conducted assessments and responded to the data gathered. The Enrollment Management Committee continually uses data to inform schedule development and class offerings. In addition, to justify faculty positions, data from the past 5 years was reviewed and used in decision-making. ETC develops a	The DOIS/ADOIS template will be used by WCC and should address ACCJC's system level concerns. WCC needs to demonstrate to ACCJC that we have developed and implemented our own "cohesive program review process," or at least parts of it. Although all components may not be in place, we have engaged in program review and used that information in decision making for several years. We are conducting essential assessments. What we need to do is demonstrate how these assessments tie together to inform our decision making at the college.

	comprehensive report and Program Health Indicators yearly--to substantiate the viability, efficiency and effectiveness of its offerings.	
2. Based on the December 3, 2004, minutes of the Institutional Effectiveness Committee (IEC), the chancellor had indicated a need for the college to have a program review policy. The policy was to be drafted by administration, and IEC was asked to provide feedback and recommend the timetable for Program Review....Also, IEC previously was charged with the responsibility for developing the process for student learning outcomes assessment.	WCC has offered teacher training for student learning outcomes SLO assessment, which was recognized by ACCJC.	The WCC Program Review policy is being shared in draft today for promulgation on August 22, 2005.

A timetable for program review has been established. |
| 3.   An Assessment and Program Review Workshop was held on March 4, 2005, for college staff. ... The team was presented with a March 30, 2005, draft of the college's policy on program review.   The draft had many unanswered questions and incomplete projects, such as "should the institutional researcher be a member of IEC?" "Who will use the results of the reviews, Campus Council or who?" | The policies on program review, budget development, and committees that are being shared at convocation resolve the answers to the ACCJC questions. | The policies need to be edited based on input, then promulgated before the next report is written. |
| 4.   The IEC recognized that progress review forms, directions for completion, and templates need to be developed, but no samples were provided | WCC will use the template developed by the DOIS and the data sets developed by the IR cadre. | |

the team.		
5. The IEC policy draft included a list of programs and support units to be reviewed, identified the data to be used in the reviews, and stated that the first reviews would be completed in spring 2006 in time for the college comprehensive self-study report.	A schedule for WCC program review has been developed.	The schedule needs to be posted. We need check and report on the status of the reviews that are in progress.
6. The team was presented with a draft of college's planning and budgeting cycle, which was being circulated to campus constituents. The team learned that the final details of the cycle timelines and sequencing were still being discussed for appropriateness and timing with other institutional activities.	The completed planning cycle is being shared at convocation.	
7. The team found that the Strategic Plan Committee had not met during the 2004-2005 academic year. The chancellor indicated that the staff had been too busy with other issues. Therefore, the team determined that an on-going, systematic assessment of its 2002-2010 Strategic Plan actions and priorities had not occurred to date.	During the summer of 2005, deans and directors began a systematic assessment of the actions and priorities of the 2002-2010 Strategic Plan to show basis in reports and data.	The new Policy on Committees shows that the Strategic Planning Committee is a standing administrative committee, that will meet on a regular basis and provide an annual update to the strategic plan based on program reviews.
8. The team's discussions with the Budget Committee (BC), in existence since late 2003 indicated that chancellor had not provided a clear mandate	During the summer, the administration worked with the budget committee on the FY06 operating budget and has had discussions on the optimum role and membership of the committee.	The new Policy on Budget Development clarifies much of the budget committee role. There will also need to be a Committee Directive clearly

as to its role and function; but BC was in the process of developing budget guidelines (operational) and these were being reviewed by the chancellor.		defining the Budget Committee role.
9. It appeared that budget is still driving planning and institutional decisions.	With a policies and procedures in place for using assessment data to make decisions, this perception will change.	Wide spread distribution of the college budget narrative and the new policies on program review and budgeting will take place.
10. Because program review has not been implemented, it is not informing planning or budgeting decisions. The team did learn that with a few individual programs, due to external requirements or individual department and staff initiatives, some form of program review or assessment had taken place, e.g. academic support (library), the office of instruction, the Employment Training Center, but the staff interviewed indicated their efforts were not a formalized system of the college.	WCC does have several elements of data collection in place. Now that we understand that ACCJC looks at these elements as "program review data," we need to link these elements together and use them to address the overall planning for the college.	The College Planning and Budgeting Cycle visually shows how program review is informing inform planning and budgeting decisions. The new policies and procedures make it happen.
11. The team observed that the college has no governance document that clearly outlines the charge and purpose of committees, their relationship to each other, and their role in decision making processes affecting planning and resource allocation.	Thanks to the Standard IV team, the college now has an updated Policy on Committees.	The individual committee directives need to be updated by the end of September.

12. The team suggests the college determine the specific role institutional research will have in all of its program review, student learning outcomes assessment, planning and resource allocation processes.	The role of the IRO has been clarified in the new policy on program review.	Institutional research is critical to answering many of the questions we have. The faculty, through the Accreditation Steering Committee, has requested our institutional researcher to develop a survey to help us assess the needs of our student audience, a survey to help in development of the self study, and survey questions to inform program reviews for some units. In addition, the funding of an APT position for Institutional Research has created the need to create IR position descriptions.