Response to College Recommendation 1

To fully meet the standard, the team recommends that the college extend its use of program review to ensure that all administrative units complete a cycle of evaluation that examines their impact on institutional processes that affect student learning. (Standard I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7)

[NOTE: Do we need an introductory section that clarifies what we are formally required to do with annual reports and Five-year Program Reviews, including the fact that at the system level, not all units have been mandated to participate in this process. This might provide some additional context.]

Administrative Services Report

Following their October 2012 visit to Honolulu Community College, the visiting team recommended that the College’s administrative services division demonstrate progress in developing and integrating appropriate assessment methods impacting student learning. The College has since taken the appropriate steps to ensure that on-going, continuous assessment is integrated into all facets of its operation. While the college continues to address recommendation #1, substantial progress to address areas of improvement is discussed below and provides an appropriate framework needed to support a culture of continuous improvement.

Historically, efforts supporting administrative unit assessment have been focused on common goals and specific measurements unique to each area. Both qualitative and quantitative data are used to provide evidence-rich information that drives decision-making related to student learning. Codified by the College’s Policy on assessment, HCCP #5.202 [link, policy document], all programs, including administrative services, are participating in ongoing assessment using specific parameters defined to indicate performance in relation to specific service area outcomes related to the campus’ strategic goals.

Previous assessment results and recent internal review of our assessment practices relating to Recommendation #1 have positively impacted the College, both internally (e.g., heightening awareness of how the effective provision of services contributes to a positive experience for students) and in the actual provision of those services. The results, based on work in all administrative service areas (Human Resources, Business Office, and Operations & Maintenance) include the development of the Service Area Outcomes, Unit Assessment Administrative Resource Guide [link, Unit Assessment Manual], and completion of the 2012-2013 Assessment Report [link, report].

Part of the College’s ongoing commitment towards creating a culture of assessment included appropriate professional development for all administrative units. In April 2013, members from the divisions of Administrative Services, Academic Support, and Student Services participated alongside instructional faculty in a three-day Outcomes and Assessment Training [link, workshop agenda]. The training days included specific work
sessions for Administrative Services. These work sessions allowed for more in-depth training on how to create robust and assessable student learning and/or service area outcomes. The foundation of the training was rooted in the work of Dr. Ruth Stiehl and Dr. Les Lewchuk. The basic philosophical approach of Stiehl and Lewchuk’s work is to start with the development of robust outcomes. Stakeholders within and outside the program or department help to create the outcomes through an affinity process of brainstorming concepts and issues, clustering of themes, and eventual development of written outcomes. The outcomes are then honed and edited in order to make sure they are robust enough to speak to the overall mission or goals of a program or department, but specific enough so that they are measurable. Only after the development of the outcomes are assessment tools designed. The assessments include the traditional quantitative and qualitative tools (surveys, open-ended questions, and numerical data) as well as new tools that may not traditionally be used in areas like Student Services or Administrative Services (rubrics, checklists, and process checklists.)

By the end of the Spring 2013 semester, each unit had not only created outcomes, but also had in place specific unit goals that tied into the unit’s ultimate mission. For each unit’s goals, activities were identified. Many of these activities were then linked to some kind assessment or measurement tool. In many cases, these assessments relied on looking at data reports or conducting a survey. As each unit identified outcomes, particular activities or means of assessment were noted that would help measure the intended outcome. All this information was pulled into one Planning Document, which will be used for tracking [link, Admin Services SAO document] The Planning Document also serves as a way for each unit to report on assessment results and to document any changes made to processes or procedures based on the results. The units within the division plan will continue to use this in an annual cycle of assessment and improvement.

One additional area critical to the ongoing support of the assessment practices was the development of the Unit Assessment Administrative Resource Guide [link, Resource Guide] This comprehensive training guide provides a framework for understanding assessment, development of appropriate service area outcomes, and the time-frame for assessing each administrative unit. Specific checklists and benchmarks have been developed to guide units to conduct appropriate assessment moving forward [link, 2012-2013 report?]

**Executive Leadership Report**

Honolulu Community College’s commitment to assessment also includes evaluation of the Chancellor’s executive leadership team, which includes Vice Chancellors of academic affairs and administrative services, as well as Deans of academic affairs, academic support, and student services. Executive assessment occurs on both an individual as well as a collective level. Each unit head is responsible for the development and evaluation of appropriate goals relating to the mission and strategic plan of the College. Unit heads meet with the Chancellor to discuss specific performance objectives, and are provided with recommendations for improvement and development of strategic goals for the following school year. In addition, the University of Hawai‘i’s 360
Performance Evaluations capture similar executive assessments, and are included as part of the executive assessment report [link, Chancellor’s report summary.] These performance evaluations for the 2012-2013 academic year have been reviewed, and resulting changes have been implemented.

An important part of executive review is the campus dialogue in response to the review. It is important for the administrative team to understand the campus’ assessment of the executive team’s performance. A team of seven individuals from the major governance committees is tasked with reviewing the executive team report and providing feedback to the Chancellor’s office.