AIP Table Discussions
Fall 2012 Convocation

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* Not included as a table discussion

NOTES: Facilitator-identified “Hot Topics” are bolded. Recurring ideas are underlined.

Communicate Revised Mission to the Campus and the Public (OPPA)

AIP #1: The OPPA will facilitate the publication and communication of the revised mission statement to the campus community and the public by fall of 2012. (Standard I.A.2.)

Live the mission.
- Distill the mission to be easily “consumed” by people
- Recite the mission regularly
- “Learn it in order to live it”
- Refer to the mission during workshops, presentations, and so forth

Target students more.
- Make sure that students know what the mission is
- Involve Student Government
- Create fun activities during the NSO so students learn the mission
- Promote during recruitment efforts
- Include with admissions information
- Provide fun activities to “test” if students know the mission and offer them prizes
- Hold a visual arts contest (e.g., a mural for each part of the mission)

Involve faculty.
- Devote class time to talk about the meaning of the mission
- Include on course syllabi

Promote visually on campus.
- “Brand” the mission; create a mission emblem
- Large welcoming signs and banners at the entrance to the college
- Post in every classroom (attractive copy designed by graphic artist)
- Digital signage (break the mission into chunks)
- Include on screen savers on campus computers
Include on the college’s website
Include on the college’s intranet
Include in Laulima course page
Add to email signature line (or at least a link to the mission)
Publish in all student and campus publications, such as OCWED mailings
Promote wherever people stand in line or congregate (e.g., Learning Commons, Theatre lobby, cafeteria, Admissions & Records, Financial Aid counter)
Create stickers and decals
Create more marketing and PSA materials, such as rack cards, “boiler plates”
Create a new line of t-shirts with Leeward’s logo on the front and the mission on the back
Continue to promote during convocation each semester (not just once)
Promote via email from the Chancellor to fac-staff and students

Promote visually in the public.
Televise/stream a quality commercial focused on Leeward CC’s mission, using campus members as actors and featuring college’s programs
Include a segment about the mission at all campus events where the public is invited (e.g., theatre events, Discovery Fair, Ka Mole, L’ulu, Job Fair, graduation)
Include outreach at community events (e.g., booth)
Greater outreach to employment agencies and military educational liaisons
Advertise Leeward’s mission on shopping carts, in community newsletters and newspapers, and on movie theatre ads

Integrate Revised Mission into the Planning Process AND Align Mission with the Strategic Plan
AIP #2: The OPPA will facilitate the integration of the revised mission statement into the 2012-2013 planning process and align it with the strategic plan by fall of 2012. (Standard I.A.4.)

NOTE: The first part of this AIP was misunderstood in terms of integrating the mission into the planning process; instead, participants focused on curriculum.

Curriculum
Create more content courses that directly tie to local, national, and global issues
Create global citizenship courses and programs (e.g., a Global Studies certificate was submitted to the Curriculum Committee); implement the resolution passed in Faculty Senate for the UH System International Mission Engagement for 2010-2020; tie global citizenship to sustainability
Create real world academy training for faculty to transform classes
Offer bridge programs to college, the workforce, the community, and the world
Encourage problem-based learning
Create more Hawaiian studies courses and increase HWST faculty
Create quality courses and programs (e.g., reduce class size, improve course delivery, foster excellence, focus on local students’ needs, provide hands-on learning, provide more classrooms, use technology for open mindedness and for the real world)
Don’t neglect remedial courses to accommodate open access
Improve access
Equally support students who pursue technical careers and who go on to a four-year schools
Visit with or collect information through in-person meetings or surveys to find out about new activities and plans occurring on campus

**APR Template**
- Emphasize Native Hawaiian students in the APR template
- Emphasize both liberal arts and CTE in the APR template
- All planning must indicate how it is aligned to the mission
- Need to report on the specifics of planning during prior years

**Alignment of Mission and Strategic Plan**
- The mission should already be aligned with the strategic plan; otherwise, the mission needs to be revised (AIP assumes that it is misaligned); instead of aligning, connect the mission to the strategic plan
- The mission should drive future revisions to the strategic plan
- Components of the mission should be reflected in the strategic plan (e.g., global, liberal arts and CTE, open access, excellence)
- First need to gain a better understanding of the mission
- Faculty need to be aware that the classes they teach are part of the mission and strategic plan
- Encourage all levels from instruction to administration to consider the mission when documenting activities
- Ensure that “objectives” that are developed support the mission; ensure that each “strategy” is clear, measurable, and specifically supportive of the mission
- Include the mission on the cover page of the strategic plan

**Coordinate Professional Development on Data for Decision Making**

**AIP #3: The OPPA will coordinate professional development opportunities for faculty and staff to learn how to interpret data and use data to make decisions through an inquiry-based process by spring of 2014. (Standard I.B.1.)**

**Focus on what data is available.**
- Explain what data is available
- Make data more accessible to the public
- Explain how data can be collected efficiently (e.g., what databases to use)
- Collect data that keep tracks of students who go to different schools (e.g., UH Manoa) and what they are doing for marketing purposes
- Collect and share data on technology use
- Provide data visualization (e.g., graphic data organization) using MS Excel and other programs
- Publish results of professional development evaluations and respond to those evaluations

**Focus on what data means.**
- Provide basic workshops on how to interpret data relevant to SLOs
- Make workshops more mobile, portable, and accessible to everyone (e.g., modules)
- Explain “cause and effect” data
- Provide basic training on statistics
- Make comparisons with data to help create benchmarks
- Explain data biases, confidence levels, and sampling errors
- Provide training on how to ask questions (e.g., what we can ask students, how to compile data, how to use data)
Provide quality training.
- Bring in experts
- Provide peer training by those who already have experienced using data (e.g., what works and doesn’t work)

Communicate Planning Process to the Campus
AIP #4: The Campus Council will work with administration to better communicate to the campus community the planning process and the resulting institutional plan on an annual basis. (Standard I.B.3.)

Clearly explain the planning process.
- Need clear communication from beginning to end
- Explain why some final priorities are “off” the list
- Need an annual report
- Provide a kick-off to impress its importance and a “wrap-up” at the end

Communicate electronically.
- Provide regular updates; either weekly or monthly, to explain where we are in the process and what has been accomplished; use bulleted points or a flowchart
- Use the Intranet
- Use online discussion forums to increase participation (not just one-way communication)
- Use an e-newsletter like the UH Bulletin with highlights included in an email
- Use Facebook, YouTube, and other social media (set up a group)

Communicate in person.
- Have Manny provide updates
- Have administration visit divisions and units on a regular basis to interact with faculty and staff; get honest feedback and encourage people to participate; explain why decisions are made; include food
- Provide workshops or include as a TGIF topic

Use Tk20 for Assessment
AIP #5: Tk20 will be fully implemented and utilized by fall of 2014 [OPPA]. Once fully utilized, the college will focus on reporting and using assessment results for program and institutional improvements. (Standard I.B.5.)

Want specific assessment data.
- Have all assessment data in one place
- Compare current and historical data to see if students are improving
- Compare SLO achievement data to student success rates
- Pull data based on criteria (e.g., campus, CRN, attendance)
- View other discipline’s course assessment tools but need to address privacy issues
- View other campuses’ achievement data (inter-campus comparisons)
- See differences between instructional styles (e.g., DE vs. face to face, tech intensive vs. lecture)
Explain the shift on campus away from “scientific” data collection
   Provide job placement data for CTE programs
   Provide a full survey of all graduates, not sampling
Focus on best practices for improved student learning so that faculty have a vested interest

Want to know what Tk20 can do.
   Explain if Tk20 can help schedule course assessment
   Explain if Tk20 interfaces with other software
   Explain if Tk20 handles qualitative data
   Explain if Tk20 is user friendly or is there a steep learning curve (if so, provide tutorials)
   Explain who enters and who reviews data

Want to know how to best use Tk20.
   Make Tk20 training mandatory
   Assign lead faculty for whatever groups make sense
   Encourage workshop attendees to use Tk20 during training
   Explain how Tk20 will be used for planning (increase transparency)
   Division’s autonomy seems to confuse people

Compare Student Achievement Data
AIP #6: The OPPA will include disaggregated data on SLO assessment and student achievement for distance education students and compare that data with those collected for traditional students by spring of 2013 and then on an annual basis. (Standard I.B.5.)

Have questions about the need for disaggregated data.
   Explain why DE and traditional courses need to be assessed separately
   Explain if DE and traditional courses need to assessed differently
   Explain if assessment tools for DE and traditional courses should be the same
   Explain how to compare data if different tools are used for DE and traditional courses
   Explain if assessment results will be tracked for courses taught by only one faculty member
   Explain how cultural biases are avoided
   Explain how student success is tied to the achievement of SLOs
   Explain if SLOs should be the same for DE and traditional courses
   Explain if SLOs are standardized campus wide
   Explain how a faculty member’s tenure/promotion will be impacted if there are differences in student achievement based on his or her delivery method
   Explain if DE students obtain degrees faster or are more successful
   Explain how DE courses are taught (i.e., mainly multiple-choice exams)
   Explain why a withdrawal is considered a failing grade
   Explain why “no shows” are used to determine a failing grade
   Explain what factors play into any gaps based on delivery method

Have concerns about DE courses.
   DE courses seem “closed off”
   Lack of preparedness is a big factor but not considered in assessment
   There are not equal ways to assess DE and traditional courses
   Not all SLOs are being followed
Do not rely only on grades and “success” rates for course assessment; instead, use assignments and other assessment tools to assess SLOs.
Do not report individual course assessment results.
Protect the privacy of individual faculty’s student success rates.
Frame the tone to focus on improvement of student learning.

Need to improve all courses.
- Provide a rubric for creating both DE and traditional courses.
- Research methods used nationally to compare the success of DE classes.
- Make sure DE faculty are involved in the creation of assessment tools so that tools.
- Use the DE Committee’s criteria for DE course evaluations.
- Both DE and traditional courses should have the same SLOs, topic objectives, and assessment.
- Administer an end-of-course objective exam to measure student achievement.

Coordinate Assessment-related Workshops

AIP #7: The OPPA will coordinate assessment-related training and workshops to further develop practices and the use of results to improve student learning by spring of 2014. (Standard I.B.6.)

Provide more resources.
- Provide hands-on, step-by-step training.
- Provide a guidebook or handbook.
- Provide support throughout the assessment process.
- Provide standards and rubrics when going through the assessment process.
- Provide training for new lecturers.

Provide more explanations.
- Provide better communication about why the steps continue to change and why it is more complicated than it should be.
- Explain how to coordinate assessment for the same course taught by new and old instructors (e.g., ENG 100).
- Explain how to write SLOs.
- Explain how to improve assessment tools, such as rubrics.
- Explain how to assess Student Services, especially since they only meet with students once.
- Explain how to measure administrative departments.

Review Models for Institutional Effectiveness

AIP #8: The OPPA will review models for institutional effectiveness and make recommendations for a redesigned comprehensive planning process for the college by spring of 2013. (Standard I.B.6.)

Identify exemplary colleges with strong planning processes (look at what they are doing and why it works for them).
Visit these exemplary colleges.
Need much more campuswide discussion.
Explain what “effectiveness” means and how it is measured.
Assemble a committee to make recommendations based on 3-6 models considered (look at pitfalls and benefits)
Right after the APR, ask the question, “How do you suggest the college go about reviewing models and making recommendations to redesign our planning process?”
There are a lot of people who can stop the process but not a lot of people who can accelerate the process

Evaluate DE and Face-to-Face Courses
AIP #9: The Faculty Senate and the Distance Education Committee will review the current process for evaluation of online and face-to-face courses and make recommendations to the vice chancellor of academic affairs to ensure comparable student learning in both delivery modes by spring of 2013. (Standard II.A.1.b.)

Revise the evaluation form and process.
- Use eCafe to standardize evaluations
- Make evaluations available online
- The valuation should ask how the instructor teaches SLOs
- Update the in-class evaluation form
- Make the evaluation a requirement to receive a final course grade or offer extra credit
- Connect evaluation results to final course grades received
- Give evaluations half way through the course when attendance is higher
- Compile evaluation results into a database so that faculty can learn from each other

Better prepare students and faculty.
- Students need computer skills prior to taking DE courses.
- Students need extensive training for students on Laulima.
- Instructors need to be adhere to common DE standards and be certified

Improve course assessment.
- There should be common course assessment for DE and traditional courses
- There should be separate assessment data for DE and traditional courses
- There should be release time for an appointed discipline assessment coordinator
- Have DE and traditional sections of the same course should share capstone projects
- Have students complete an exit exam to evaluate the overall success of De and traditional courses
- Avoid “double barrelling” SLOs
- Keep SLOs consistent across DE and traditional courses
- Use the same assessment tools for DE and traditional sections of a course
- Compare student achievement to self-reported student achievement
- Streamline the use of Laulima so that faculty can assess students using Laulima tools rather than have students acclimate themselves to new technologies
- Determine if students in DE and traditional courses are similarly prepared for future classes by looking at student success rates for the next course in sequence
- Look at both statistical data and open-ended questions
- Obtain more data/feedback from students
- Clarify the goals and challenges to assessing online courses through research and discussion
- Brainstorm strategies to address the challenges of assessment
- Figure out how to integrate course assessment of DE courses into overall course assessment
Develop Evaluation Plan for OCEWD

AIP #10: The dean of career and technical education will coordinate the development of a comprehensive assessment, review, and evaluation plan for OCEWD by fall of 2013. This plan will include publishing SLOs and assessment results for all courses and programs in a location that can be accessed by the campus. (Standard II.A.1.c.)

Move information to DocuShare
Set up information/data on the Intranet
Create a “Curriculum Committee” format to document SLO and assessment information
Better communicate—is a communication issue; everything is in place at OCEWD; assessment is ongoing;
   responsiveness is fantastic
Have OCEWD be more visible (e.g., at convocation, email, flyers, college website)
Look at how other continuing education programs and community schools for adults are conducting assessment and evaluation
Create an SLO around “response” to workforce development needs
Work with Job Prep Services
Partner with national certification programs and use their competencies to develop SLOs
Assess repeat courses and programs (e.g., nursing)
Provide pre- and post tests for students
Connect OCEWD’s mission to Leeward CC’s mission
Most of the discussion was used by OCEWD staff describing the programs and courses offered; focus should have been on using SLOs to assess OCEWD courses and programs

Gather Data to Assess the AA

AIP #11: The OPPA will coordinate the design of indirect measures of assessment—specifically, exit surveys and focus groups—to gather more in depth assessment data for the AA degree by spring of 2013. (Standard II.A.1.c.)

Students should be tested to show evidence that they have achieved AA competencies
Provide an exit exam to measure skills and knowledge gained
Let students assemble course portfolios at the end of each class to reflect on what they have learned
Do final portfolios at the end of a degree, drawing on previous portfolios
Portfolios measure technical skills and knowledge rather than “soft” skills
Create capstone courses
Replace elective courses with capstone courses
Make assessment transparent to students from the start so that they know what they need to gain
Pre- and post-test students
Provide functional literacy tests
Focus on job placement and retention
Teach the skills students need
Look at how long students take to earn an AA degree
Look at % of AA-seeking students who get a degree within 3 years
Look at % of AA-seeking students who have a 2.5 GPA or higher
Look at % of AA-seeking students who go on to a 4-year institution
Not all students receive a Bachelors or get an AA, so avoid relying too much on this type of data
Look at whether students are meeting ILOs
Do not rely on student surveys or exams (students are not self aware and are poor test takers)
Assess what students know at the point of exit (final semester)

Review Annual Program Review Process
AIP #12: The OPPA will facilitate a review of the current APR process to improve resource allocation decisions related to the college’s revised mission statement by spring of 2013. (Standard III.A.6.)

APR process reaffirmed.
Has merit
Seems fair
Overall is positive
OPPA provides much support

APR needs fine tuning.
Need to clarify the funding process
Need to focus more specifically on the outcomes needed for budgeting requests and how prioritization occurs
Need more streamlining
Cut out repetition
Shorten the template
Use current assessment terminology in the template
Need better reporting; results should be posted and communicated to the campus
Need better communication
Need more transparency
Need to revisit the APR for Student Services--current template is geared toward instruction
Ensure the process is bottom up and inclusive of entire units
Need more prioritization for Native Hawaiians campus wide
Annual updates preferred to completing the entire document each time
The name “APR” is confusing because divisions aren’t “programs”
Explain if all divisions and units follow the same process
The APR refers to too many separate program reviews (i.e., programs, units, divisions), so there is much confusion about which one is being referred to. Suggestions: Program Review, Unit Review, Division Review, and so forth
The cycle cannot be completed because funding is given based on program review, but the process is not complete to determine effects/results
As academic support, we have the opportunity to see the final APR. Based on all divisions and units, we can plan our year and tie it up to the college’s mission, but it would be good to be involved before the final APR is made for better planning.

APR training needed.
Need more education regarding the process itself
Need more support when writing the APR and interpreting the document

College Budget & Financial Planning Info
AIP #13: To increase faculty and staff’s awareness to and knowledge of budget and financial planning information, the vice chancellor of administrative services will add additional resources to the Leeward Intranet section on budget by fall of 2012. (Standard III.D.1.d.)
Provide more information.

- Provide a means for input (e.g., an electronic question and comment box)
- Provide financial planning processes, priorities, and timelines
- Provide construction activity flowcharts
- Provide more information about intramural funds like grants
- Provide information about how grant categories are aligned with the Business Office
- Provide more visuals using flowcharts, timelines, and other graphic organizers
- Use email to inform when noteworthy budget information is put on the Intranet
- Provide workshops about the budget process at the unit and division level
- Provide a biennial budget presentation to the Faculty Senate

Provide more explanation.

- Explain budgetary matters in layman terms
- Explain all incoming funds (e.g., state, tuition, grants, foundation, other categories)
- Explain the different categories for the college budget
- Explain how individual requests are part of the allocation process at the unit, division, and college level
- Explain the processes for requisitions and POs
- Explain spending limits by division and units
- Explain temporary versus permanent employment funds using a pie chart
- Explain institutional versus extramural funds
THIS AIP WAS NOT INCLUDED AS A TABLE DISCUSSION:

Campus Council Disseminating Information
AIP #14: The members of Campus Council will submit a plan to disseminate information to their respective constituencies by December 2012. (Standard IV.A.1.)