

Worksheet for Preliminary Self-Review Under the Standards (Pilot, Updated 4.9.12)

Purpose of the Worksheet

This worksheet is designed to assist planning groups preparing for a WASC review to undertake a preliminary, systematic institutional self-analysis under the WASC Standards. The use of the worksheet is recommended; the institution may choose some other means of reviewing itself under the Standards. The worksheet leads planning groups to identify strengths and areas of good practice as well as areas that may need attention under each Standard and Criteria for Review. The process may also surface themes or topics for further exploration in the accreditation review.

The WASC Standards and CFRs

The WASC Standards are designed to guide institutions in self-review, to provide a framework for institutional presentations to the Commission and review teams, and to serve as the basis for judgments by evaluation teams and the Commission. Each standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories under which the standard is more specifically defined. Within each sub-section are Criteria for Review (CFRs), intended to identify and define key elements of the standard. Guidelines identify expected forms or methods for demonstrating performance related to certain Criteria for Review. By design, the Commission has not developed a Guideline for each Criterion for Review. This worksheet contains all the CFRs and Guidelines, where applicable. For more detailed information on application of the Standards, see the Handbook of Accreditation.

Strategies for Using this Worksheet

The worksheet is meant to be a heuristic tool for stimulating discussion and exploration rather than a definitive grading scheme or a mechanical checklist for compliance. Through its use, key areas may be identified where more evidence is needed or more development is required. The planning group may modify the worksheet in any way that suits its purposes. One approach is to have members of the planning group complete the worksheet individually with responses reviewed by the group. Another approach is to divide the worksheet by Standards with different groups completing each Standard.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated into the report as appropriate. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed in your review.

Copies of this worksheet are available on the WASC website at www.wascenior.org.

Worksheet for Preliminary Self-Review Under the Standards

Suggested Rating for Columns in the Worksheet:	
<p>Self Review Rating</p> <p>1= We do this well; area of strength for us</p> <p>2= Aspects of this need our attention</p> <p>3= This item needs significant development</p> <p>0= Does not apply or not enough evidence to address</p>	<p>Importance to address at this time</p> <p>A= High priority</p> <p>B= Lower priority</p> <p>C= Does not need to be addressed at this time</p>

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	1	B	<p>KH'UOK has clear mission statements for the College and various degree programs.</p> <p>The University and College Website needs to be updated and improved and a better system implemented to do so in a timely, convenient, responsible and efficient manner that instills consistency amongst all colleges and programs. If this could be delegated to the College level, this might help expedite necessary updates.</p> <p>The UHH Institution has a clear mission and purpose.</p>
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning . The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.		3	A	<p>Educational objectives are clear. KH'UOK has not yet fully established a consistent internal process and designated person to collect, review, and assess college, program, and course level data.</p> <p>The UHH Institution has clear education objectives however has been dependent upon program reviews as the primary indicator and other methods could be developed between program review periods.</p>

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.		2	B	KH'UOK is reviewing informal and formalized assessment/evaluation processes for those serving in leadership roles/positions. KH'UOK is also currently reviewing transitional leadership processes, both formal and informal. An intensive review began March 2013 and will continue until goals are met. UHH Institution engages leadership of various level via monthly meetings.
Integrity				
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world-views, policies clearly state how these views are implemented and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	1	C	KH'UOK adheres to institutional policies. The Institution policies are readily available.
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	1	C	KH'UOK adheres to institutional policies. The Institutional policies are consistent with its purpose.
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.	1	C	KH'UOK adheres to institutional policies and broadens it educational reach through its P-20 programs. The Institution has education as its primary purpose and supports our Colleges P-20 program efforts.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Integrity				
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public ; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, and human subjects in research and refunds.	The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated , and provides opportunity for appeal as needed.	1	C	KH'UOK adheres to institutional policies. Developed 4-year academic plan for two College B.A. programs. KH'UOK continues to engage in discussion regarding standardizing syllabi and standardizing grading. The UHH Institution is actively assuring truthful representation of its purpose.
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	The institution's finances are regularly audited by external agencies.	1	C	The VCAA office has regularly reviewed the KH'UOK G budget. The UHH Institution, as are other campuses, is routinely audited by external agencies.
1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.		1	C	KH'UOK and the UHH Institution are committed to honest an open communication with WASC and other accrediting commissions.

Synthesis/Reflections on Standard One

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?

The development of the College as a Hawaiian language medium college according to the law and the unique features that such status and the related mission entail.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?

Vision, Mission, Purpose, Niche, Fulfilling Legislation

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?

Easy access to disaggregated Data for College and Program level decisions

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	2	B	KH'UOK adheres to institutional policies and a few new policies are being established that address these areas. KH'UOK is primarily meeting the needs of a unique sector and supporting other disciplines through students who choose to obtain 2 degrees. KH'UOK overly relies upon a lecturer pool and funding for lecturers given its range of programs, enrollments, and unique mission.
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.	Competencies required for graduation are reflected in course syllabi for both General Education and the major.	2	B	KH'UOK is actively reviewing all degrees/ KH'UOK has submitted and continues to submit program and course modifications through the Curriculum Central Review Committee process. The College collects all course syllabi per semester and is developing convenient process to review, share and update syllabi. The academic rigor of language acquisition and proficiency delays graduation if a student does not successfully pass a language course as indicated on the 4 year academic plan and the college is discussing how to address this.
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).	1	B	KH'UOK engages students in an integrated course of study however we are reviewing and improving upon core competencies and student learner outcomes (SLOS) and are in the preliminary stages of developing a Hawaiian language medium General Education Program.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.2b Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered , and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.	1	C	KH'UOK has 2 graduate certificates, 2 M.A. degree programs and one Ph.D. program. Our graduate program students are engaged in appropriate professional practice and training experiences within our P-20 sites. Literature and research are also developed by and focused on our P-20 program features that were developed with assistance from a hired indigenous language revitalization expert (A. Yamamoto). KH'UOK, due to its unique programs and mission, has served as its own developer of resources for its programs such as the Ulukau electronic Hawaiian Language database to supplement what is currently available through the University library systems. As the College that first established graduate level programs here at UHH, it has not been afforded resources for graduate assistants however a pilot has begun with a TCBES in CAS that may be expanded/incorporated into all graduate programs.
2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment.		1	C	KH'UOK College and individual program SLOs were developed and shared among graduate faculty. These are currently being reviewed and updated for this Fall 2013. Are there any UHH Institutional level SLOs?
2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.		2	B	The College is systematically moving through its graduate programs to address these issues with its highest priority, the teaching programs receiving attention first.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		1	C	KH'UOK maintains high standards in this area through the three undergraduate faculty content teams and two graduate faculty content teams.
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.		1	C	The majority of the programs include a capstone course, exit paper, or other integrated evaluation.
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.		1	C	All programs are subject to periodic review. The teacher education certificate has received special attention in this regard through the state teachers standards board.
Scholarship and Creative Activity				
2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	1	C	The College addresses these features in its tenure guidelines with specific features to address Native Hawaiian and Indigenous Community inclusion.
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1	C	The College addresses these features in its tenure guidelines with specific features to address Native Hawaiian and Indigenous Community inclusion.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Support for Student Learning				
2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.		1	C	The responsibility is funded institutionally.
2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.		1	C	We annually review, assess, and as needed, develop co-curricular activities.
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, complete, and are readily available to support student needs.	2	A	The institution is proposing changes to academic advising structures. We are always striving to improve advising and providing current and accurate information to students.
2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		3	A	NA
2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.		1	C	We recently updates our articulation of courses, we are working on better understanding transfer student issues to address these, especially in the area of degree language course requirements.

Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?

There is a need to align student services including admissions with the mission and programs of the College.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?

The College has strengths in the alignment of program rigor, instructional rigor, evaluation of faculty, and addressing its unique mission.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?

There is a need to centralize within the College data and data collection to provide finer grained information on what is now and maturing College.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		2	A	<p>Maintaining a sufficient number of KH'UOK personnel is a challenge. Faculty are qualified to teach various disciplines at various levels. KH'UOK relies upon a pool of lecturers who have other full-time or part-time jobs thus it is difficult for them to fully participate in and support College activities and academic programs. We are currently filling a few essential personnel vacancies. External sources of personnel are highly constrained requiring intensive personnel development and staff "banking."</p> <p>The UHH Institution is challenged with budget reductions and increasing salaries resulting in personnel shifts rather than growth thus impacting hiring priorities and the ability to hire quickly when personnel become available for hiring.</p>
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	2	A	<p>Continued commitment to sufficient number of KH'UOK personnel is critical as is for all units UHH. The College engages personnel in processes through special meetings and more often through the monthly all-college meeting attended by all College personnel.</p> <p>The UHH Institution hiring priorities are not necessarily aligned with specific academic program priorities however, the institution is open to discussion and exceptions to hiring priorities.</p>
3.3. Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		1	A	<p>KH'UOK has a unique embedded philosophy and way of fulfilling its mission and as such, we are very consciously assuring alignment with the Institution. An example of this is our Tenure & Promotion Process that is aligned with the Institution and incorporates criteria aligned with the College mission.</p> <p>The Institution recognizes that it provides the broad guidelines for its overarching objectives and purpose allowing Colleges and Units to further develop such guidelines to meet their unique situations. While we are strong in this area, we need to continue giving it attention as staff are our key resources.</p>

<p>3.4. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives.</p>	<p>The institution provides training and support for faculty members' teaching by means of technology-mediated instruction.</p>	<p>2</p>	<p>A</p>	<p>KH'UOK and the UHH Institution is making great strides in this area as staff development activities are increasing within the college and within the Institution.</p> <p>KH'UOK has unique staff and development needs due to the small size of its field and the priority of high Hawaiian language fluency for all hires.</p>
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Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Fiscal, Physical, and Information Resources				
3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.		2	B	<p>The System and the UHH Institution has operated upon a historical budgeting process and the UHH Institution is transitioning into a new, not yet fully defined, processes of budget allocation. It is a constant challenge to align resources with the College's P-20 educational purposes and educational mission. However, due to our strong commitment to our college mission, our resilience perseveres for the benefit of future generations.</p> <p>The intent for the UHH Institution to embed processes that openly share information resources is a step in the right direction.</p>
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information sources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered.		2	B	<p>KH'UOK, due to its unique programs and mission, has served as its own developer of resources for its programs such as the Ulukau electronic Hawaiian Language database to supplement what is currently available through the University library system. The new building facility will significantly improve and afford facility space that supports academic offerings. The value of the College's Hale Kuamo'o Center to the institution is underestimated and often overlooked by the institution.</p> <p>The UHH Institution can improve coordination of it websites including online catalog and print catalog to assure content is current, relevant, and consistent amongst Colleges. Gradual inclusion of Hawaiian text may be another area of interest.</p>
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.		1	A	<p>As stated in 3.6, KH'UOK, due to its unique programs and mission, has served as the world's primary developer of resources for Hawaiian programs such as the Ulukau electronic Hawaiian Language database. These are supplemented by what is available through the University library system. The new building facility will significantly improve and afford facility space that supports academic offerings. The hiring of a College technology coordinator/director will greatly help us in sustaining these efforts. External technological resources of this sort available for other fields are essentially absent for our program.</p>

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Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Organizational Structures and Decision- Making Processes.				
3.8. The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.	The institution establishes clear roles, responsibilities, and lines of authority which are reflected in an organization chart.	1	C	KH’UOK internal structure and its alignment with institutional structures (organization charts) allows the College to proactively make decisions in a timely manner. The UHH Institution can no longer view organizational charts with a 1 dimensional lens, they require a broader look and multiple charts in a 3 dimensional and sometime 4 dimensional lens to better understand the need for cross- sections, intersections, and/or parallel sections among charts similar to our internal College structure.
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.	The governing body regularly engages in self-review and training to enhance its effectiveness.	1	C	
3.10. The institution has a full time chief executive officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	C	Assuming the CEO is the Chancellor, he is actively filling administrative positions held by interim personnel. Within KH’UOK, the need for Hawaiian speaking administrators constrains the pool of potential administrators. It is difficult to build a cadre of administrators from within the College who are not near retirement status. An additional built-in challenge is educating newly hired institutional administrators regarding the unique legal, linguistics, and cultural features of the College, yet KH’UOK functions well within these parameters.
3.11. The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character.	The institution clearly defines the governance roles, rights, and responsibilities of the faculty.	2	B	KH’UOK has an active Faculty Senate and the UHH Institution has an active Faculty Congress. The challenge for KH’UOK is working with institutional faculty governance where UHH faculty from outside KH’UOK are unsympathetic to the state legislated use of Hawaiian as the KH’UOK administrative language and medium of P-20 education.

Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?

There are unique resource needs in KH'UOK that have been ignored due to its unique functions being poorly addressed in the standard English medium university model used at UHH.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?

Faculty and student persistence in developing and supporting a P-20 Hawaiian language medium.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?

Need to understand our situation.

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Strategic Thinking and Planning				
4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes and revises them as appropriate.		2	A	<p>KH'UOK actively participated in the UHH Strategic Plan, the System Hawai'i Papa O Ke Ao Task Force Report, the Hanakahi Council Strategic Guide, as well as self-study reports and other types of its P-20 programs. Articulation and conveyance of College plans are areas that the College is focusing so that plans can be properly vetted and supported by the institution.</p> <p>At the UHH institutional level, the development of indicators with respect to the UHH Strategic plan is not clear. There seems to be more informal implementation efforts rather than a formalized plan to implement and monitor. There is a tendency to prioritize campus-wide diversity goals over academic goals in treatment of the College.</p>
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		2	A	<p>KH'UOK specific planning process for its P-20 programs align with existing resources and potential growth is sometimes dependent on additional resources. Fortunately, KH'UOK will be moving into a new building that consolidates most of its programs, faculty and staff. This initial and substantial building is phase 1 of a multiple phase facility plan. This bldg will have technology aligned with academic objectives.</p> <p>At the UHH institutional level, the impact on resources with respect to the UHH Strategic plan is not clear.</p>
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		2	A	<p>KH'UOK planning processes are very loosely based upon quantitative data. Qualitative data, self-studies, and focus group discussions are more readily available to help with our planning and program reviews.</p> <p>At the UHH institutional level, data is critical and actively collected however disaggregated data is sometimes needed to make informed decisions at the various levels of the institution. Modifications to program review process are being vetted.</p>

<p>4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.</p>		2	A	<p>KH'UOK is currently in planning, implementation, and transition processes and as such is actively developing its quality assurance processes to include broad community impact (state, national, international) in addition to the traditional higher education effectiveness.</p> <p>The same can be said about the UHH Institution.</p>
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Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Commitment to Learning and Improvement				
4.5. The institution has institutional research capacity consistent with its purpose and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.		3	A	<p>KH'UOK needs to determine its institutional research capacity for its degree programs. KH'UOK has been active in collecting P-12 data for its P-20 program. KH'UOK needs to articulate its unique needs to provide General Education through Hawaiian (also available to Hawaiian medium high school students) to develop double majors, and to train its own staff, all of which require data and research.</p> <p>The UHH Institution is active and committed to institutional research and is challenged in finding consistency with its strategic plan.</p>
4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.		2	B	<p>KH'UOK continues to discuss assessment from a Hawaiian perspective beyond traditional grading as well as aligning grading across course sections and courses. Faculty content teams were established a few years ago and they continue to meet to review the various aspects of its courses.</p> <p>The UHH Institution is challenged in balancing its support of programs that do well so that they continue to do well and programs that need improvement to sustain itself as well as programs with potential to grow through evaluation and assessment processes.</p>
4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.	3	B	<p>KH'UOK continues to discuss assessment from a Hawaiian perspective beyond traditional grading as well as aligning grading across course sections and courses.</p> <p>The UHH Institution effectively engages Faculty Congress and other established organizations and working groups in its processes.</p>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Commitment to Learning and Improvement				
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.		1	C	<p>KH'UOK is actively engaged with its P-20 program stakeholders and a committee meets monthly to engage in broad and immediate issues discussions spanning the P-20 programs.</p> <p>The UHH Institution effectively engages Faculty Congress and other established organizations and working groups in its processes.</p>

Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?

Evaluation of Ka Haka 'Ula need to focus on its language revitalization and P-20 Hawaiian language medium education establishment mission rather than on its contribution to diversity or on it serving as a standard "foreign language and culture" program.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?

The P-20 Programming of KH'UOK and its connections to the community and its needs is a major strength.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?

There is a need to align collection of data to the unique P-20 Hawaiian language education mission of KH'UOK.

Summative Questions

1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

W. H. Wilson, Academics Division Chair
D. Lei Kaponu, Asst to the Dean/Director

2. What areas were identified as issues or concerns to be addressed before the review?

A. Larger Institutional issues relative to Learning Outcomes.
B. The negative impact of standard U.S. English medium 13-20 education procedures, practices, and perspectives on the unique P-20 Hawaiian language medium mission of the College.

3. What areas emerged as either institutional strengths or topics for further exploration that might be targeted as themes or topics to be explored in the review?

A. The local, state, national, and international impact of the College on endangered language revitalization.
B. The local, state, national, and international impact of the College on improving academic outcomes for indigenous minority populations.