

# **REVOLUTION IN THE TRENCHES: BUILDING CAPACITY THROUGH QA IN BELIZE**

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# ORIGIN STORY

- **THIS PROJECT BEGINS AS A CONVERSATION DURING COBEC**
- **THREE INSTITUTIONS**
  - **SACRED HEART JUNIOR COLLEGE – SAN IGNACIO, BELIZE**
  - **INDEPENDENCE JUNIOR COLLEGE – INDEPENDENCE, BELIZE**
  - **ECUMENICAL JUNIOR COLLEGE – DANGRIGA, BELIZE**
- **WORKED COLLABORATIVELY TO ADDRESS FACULTY FIRST, PROCESS SECOND**



# INITIAL PHASES

- **BUILDING CAPACITY WITHIN THE FACULTY**
- **REALIZING LEVEL OF NEED AND REVAMPING STRATEGY**
- **PROFESSIONAL LEARNING SCHEDULE ALTERED**
  - **3 IN PERSON WORKSHOPS PER YEAR**
  - **2 ONLINE SEMINARS PER YEAR**
  - **END OF SEMESTER DUE DATES AND “ARTIFACT” CHECKS**

# TIMELINE

- **YEAR 1 (2017)**

- **CREATE STANDARDS**
- **AUGUST, FEBRUARY AND MAY – ONSITE VISITS**
- **OCTOBER AND MARCH – ONLINE SEMINARS**

- **YEAR 2 (2018)**

- **FINALIZE DRAFT OF MANUAL**
- **AUGUST – ASSIGN FACULTY DUTIES**
- **DECEMBER – CHECK INITIAL SUBMISSION FROM FACULTY**
- **FEBRUARY - FINALIZE GOOGLE DRIVE (VIRTUAL EXHIBITION HALL)**
- **MARCH - FINALIZE INITIAL DRAFT OF QA REPORT**
- **APRIL – SUBMIT REPORT AND OPEN GOOGLE DRIVE TO REVIEW COMMITTEE**
- **MAY – ON SITE REVIEW**

|      | Standard 1  | Stand  |
|------|---|--------|
| 1.1  | Appraisals Submitted<br>Absence & Leave Forms<br>Met Dead lines for submissions requested               | online |
| 1.2  | Other Funding Sources (grants etc.)   |        |
| 1.3  | MOA/MOA <sup>Partnerships</sup> w/ stakeholders<br>Virtual offerings                                    |        |
| 1.4  | Investments in <sup>procuring and maintaining</sup> facilities and equipment                            |        |
| 1.4  | Financial Reports   |        |
| 1.5  | Audit Report  |        |
| 1.6  | Minutes/Directives meetings with maintenance personnel  |        |
| 1.6  | Maintenance schedules/plans/logs  |        |
| 1.7  | Cafeteria Menu ; Safety drills<br>Disaster Mgt. Plans; JD for security;<br>adequate security personnel. |        |
| 1.9  | Signage - Evaluation routes etc<br>Fire extinguisher  |        |
| 1.10 | Access to Ministry Handbook   |        |

# STANDARDS

- **STANDARDS WERE CREATED COLLABORATIVELY**
- **BASED ON BOLOGNA MODEL, EUROPEAN MODEL, US REGIONAL ACCREDITATION MODELS (SACS-COC AND WSACS), AND CANQUATE/CARIBBEAN MODELS (TRINIDAD AND JAMAICA QA PROCESSES)**

# **BELIZEAN QA STANDARDS**

- **STANDARD 1: ORGANIZATION AND FACILITIES**
- **STANDARD 2: GOVERNANCE**
- **STANDARD 3: CURRICULUM**
- **STANDARD 4: FACULTY**
- **STANDARD 5: STAFF**
- **STANDARD 6: STUDENT SUPPORT**
- **STANDARD 7: ASSESS – THIS STANDARD IS ALL OR NOTHING – YOU MUST PASS THE STANDARD TO PASS THE REVIEW!**

# STANDARD 1

- **ADDRESSES:**
  - **FINANCIAL POLICES AND PROCEDURES (INCLUDING SPENDING AND SECURED FUNDING)**
  - **GOVERNANCE AND STRUCTURE**
  - **HEALTH AND SAFETY PROTOCOLS**
  - **WRITTEN AND ENFORCED POLICIES AND PROCEDURES**
  - **COMPLIANCE WITH GOVERNMENTAL CODE AND LAW – INCLUDING FACILITIES**
  - **SECURITY SERVICES**

# STANDARD 2

- **ADDRESSES**

- **GOVERNANCE**
- **MISSION STATEMENT**
- **VISION STATEMENT**
- **BOARD OF TRUSTEES ARE FREE FROM CONFLICTS OF INTEREST (TO THE HIGHEST DEGREE POSSIBLE)**



# STANDARD 3

- **ADDRESSES:**
  - **CURRICULUM DESIGN**
  - **COURSE AND PROGRAM STANDARDS**
  - **BASED ON DATA**

# STANDARD 4

- **ADDRESSES:**

- **FACULTY WORKLOAD**
- **FACULTY CREDENTIALS**
- **PURPOSEFUL CURRICULAR DECISION MAKING**
- **ENGAGE IN RESEARCH OR OTHER MEANINGFUL SCHOLARLY CONTRIBUTIONS**

# STANDARD 5

- **ADDRESSES:**
  - **STAFF WORKLOAD**
  - **STAFF CREDENTIALS**

# **STANDARD 6**

- **ADDRESSES:**

- **STUDENT SUPPORT FACILITIES**

- **STUDENT SUPPORT IN ACADEMICS, MENTAL AND PHYSICAL WELL BEING**

# STANDARD 7

- **YOU MUST PASS THIS STANDARD TO PASS YOUR REVIEW**
- **ADDRESSES:**
  - **ASSESSMENT SYSTEMS**
  - **DATA COLLECTION SYSTEMS**
  - **USE OF DATA TO DRIVE DECISION MAKING**
  - **POLICY AND PROTOCOL**
  - **CONTINUAL IMPROVEMENT**

# REVIEW CYCLE

## **INITIAL VISIT (ESTABLISH BENCHMARKS)**

- **YEAR 1 – SET 6 YEAR GOALS AND IMPLEMENT**
- **YEAR 2 – IMPLEMENT**
- **YEAR 3 –SELF STUDY (MEASURE AGAINST BENCHMARKS – SUBMIT TO MINISTRY)**
- **YEAR 4 – REVISE IF NEEDED AND IMPLEMENT**
- **YEAR 5 – IMPLEMENT**
- **YEAR 6 – SITE VISIT**

# **RATING SCALE**

- **EXCEEDS**
- **MET**
- **MET WITH AN AFI (AREA FOR IMPROVEMENT)**
- **UNMET**

# INITIAL RESULTS

- **ADMINISTRATION WERE READY TO MOVE BUT DIDN'T FULLY GRASP THE ENORMITY OF THE PROJECT**
- **STAFF WERE RELUCTANT**
- **TEAM HAD TO REBOOT MULTIPLE TIMES AND BUILD CAPACITY – WE OVERESTIMATED THE KNOWLEDGE BASE THAT THE FACULTY HAD**
- **FACULTY WORKED TREMENDOUSLY HARD TO FACILITATE FIRST VISIT AT SHJC – WHO PASSED THEIR INITIAL REVIEW**



# INSTITUTIONAL CHALLENGES

- **INDEPENDENCE JUNIOR COLLEGE – DR. MARIE YOUNG**

***“MY GREATEST CHALLENGE IS TO WORK ON POLICY MANUALS AND IN MY RESEARCH SHOWS THAT POLICY MANUALS ARE LARGE DOCUMENTS THAT MUST BE DETAILED WITH REQUIREMENTS THAT CAN LEAD INTO A PROCEDURE MANUAL. I UNDERSTAND THAT IT SHOULD BE THE BOARD'S ROLE BUT I KNOW IN THE CASE OF MY BOARD I WOULD NEED TO WORK ON IT THEN PRESENT IT TO THEM, SINCE THEY THEMSELVES ARE NOT KNOWLEDGEABLE OF THE MATERIALS NEEDED TO WRITE A POLICY MANUAL.”***

# INSTITUTIONAL CHALLENGES

- **ECUMENICAL JUNIOR COLLEGE – DR. KAREN MARTINEZ**

***“THESE ARE NOT REALLY FEARS, MORE CONCERN ON WHERE MY FACULTY WAS IN UNDERSTANDING BASIC EDUCATIONAL PROCESSES AND HOW BEST TO BRING THEM UP TO A POINT WHERE THEY WILL READILY EMBRACE THE DRIVE WITH MINIMAL FRICTION. PROPER DOCUMENTATION OF INSTITUTIONAL PROCESSES AND PROCEDURES. EJC HAD HEAVILY RELIED ON DOCUMENTS PREPARED WHEN IT WAS CONNECTED ADMINISTRATIVELY TO THE HIGH SCHOOL. MANY OF THE POLICIES WERE PASSED ON ORALLY AND IT WAS ALSO UNDERSTOOD THAT TEACHERS WOULD KNOW WHAT TO DO. MANY OF THE DOCUMENTS NEED TO BE REVISED AND UPDATED. WE ARE ALREADY DOING MANY OF THE THINGS NOTED NECESSARY FOR QA. WHAT WE NEED MOSTLY IS TO UPDATE DOCUMENTS AND TO FORMALLY DOCUMENT PROCESSES (THAT IS, TO PRESENT A VISIBLE, EASY TO FOLLOW AND UNDERSTOOD, STRUCTURE).”***

# INSTITUTIONAL CHALLENGES

- **SACRED HEART JUNIOR COLLEGE – MS. ADDY BURGOS**

***“SOME OF THE GREATEST CHALLENGES HAVE BEEN DOCUMENTING EVERYTHING I DO. I HAVE GOTTEN BETTER AT IT BUT SOMETIMES IT SEEMS A BIT OVERWHELMING. THE LACK OF COMMUNICATION SOMETIMES CAN ALSO CREATE A BIT OF TENSION AND ALSO MEETING SO MANY DEADLINES HAS ALSO BEEN A BIT DIFFICULT TO MANAGE. HAVING TO COACH A LOT OF TEACHERS TO GET THEIR KEY ASSESSMENTS DONE AND TRYING TO CONVINCING THEM OF ITS USEFULNESS HAS ALSO BEEN A DIFFICULT TASK. “***

# INSTITUTIONAL SUCCESSES

- **ECUMENICAL JUNIOR COLLEGE – DR. KAREN MARTINEZ**

***“THE FACULTY HAVE CHANGED THEIR WAY OF THINKING AND TALKING. THIS YEAR, I AM HEARING MORE POSITIVE TERMS BEING USED. I FEEL THAT THERE IS A MORE NOTED AWARENESS...MORE FOCUS ON THE MISSION AND VISION TO GUIDE ACTIONS AND PLANNING.”***

# INSTITUTIONAL SUCCESSES

- **INDEPENDENCE JUNIOR COLLEGE – DR. MARIE YOUNG**

***“QUALITY ASSURANCE IS VERY POSITIVE BECAUSE IT PUSHES ME TO ENSURE THAT EVERY ASPECT OF SCHOOL LIFE MEETS QUALITY. IT GIVES A NEW AWARENESS THAT A QUALITY CULTURE DOES MATTER AND EVERYTHING MUST MEET STANDARD. IT IS GIVING ME A LOT OF HEADACHES BUT I AM HAPPY TO WORK AND MOVE FURTHER.”***

# INSTITUTIONAL SUCCESSES

- **SACRED HEART JUNIOR COLLEGE – MS. ADDY BURGOS**

***“THE KEY ASSESSMENTS WE PERFORM HAVE PROVIDED VALUABLE FEEDBACK AND HAVE GREATLY AIDED ME IN IMPROVING BOTH INSTRUCTION AND ASSESSMENT AND HAVE HAD A MARKED IMPACT ON STUDENT PERFORMANCE IN THE CLASSROOM. IT HAS HELPED ME TAILOR BOTH INSTRUCTION AND ASSESSMENT SO THAT BOTH ARE MEANINGFUL AND SO THAT BOTH ARE ABLE TO PROVIDE ME WITH FEEDBACK AS TO THE EXTENT TO WHICH STUDENTS HAVE ACQUIRED THE CONTENT KNOWLEDGE IN ORDER TO MEET THEIR LEARNING OBJECTIVES.”***

# **FINAL RESULT**

- **CULTURAL SHIFTS WERE NOTED ON EACH PARTICIPATING CAMPUS**
- **OTHER CAMPUSES WERE EXCITED TO BEGIN THE PROCESS USING PILOT SCHOOLS AS MENTORS**
- **COUNTRY WIDE CULTURE SHIFT IN PROCESS**