Systemwide Academic Planning
Risa Dickson
Vice President for Academic Affairs
August 20, 2015

Academic Planning

- Mission differentiation among campuses
- Higher education goals and priorities
- Current process for academic planning
- How to develop a High Performance Mission Driven Academic Plan
Basic Unit Mission (BORP 4.201)  
UH Mānoa

- Doctoral/research university with selective admissions
- Baccalaureate, master’s and doctoral degrees in the full array of liberal arts.
- Professional fields, degrees in law and medicine
- Organized research activity

Basic Unit Mission (BORP 4.201)  
UH Hilo

- Comprehensive university
  - primarily baccalaureate institution with a regional mission
- Degrees granted in the core liberal arts majors, agriculture, nursing, education and business
- Select masters and doctoral degrees
Basic Unit Mission (BORP 4.201)  
UH West O‘ahu

- Baccalaureate institution founded in liberal arts, serving professional, career-related and applied fields, based on state and regional needs.
- Provides access through partnerships and distance delivery

Basic Unit Mission (BORP 4.201)  
UH Community Colleges

- Open-door, low-tuition institutions
- 2-year and college transfer and general education
- 2- and 4-year career/technical education programs
- Semi-professional, continuing education programs, and other educational programs and services appropriate to community colleges
Public Agenda for Higher Education

- Increase the educational capital of the state
- Expand workforce development initiatives
- Provide education for underserved regions and populations
- Diversify the economy
- Research, innovation, and knowledge production
- Exercise responsible stewardship

Degrees & Certificates Offered

<table>
<thead>
<tr>
<th>Degree</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>Philosophy (PhD), Education (EdD), Public Health (DrPH), Professional Practice (MD, JD, PharmD, DArch)</td>
</tr>
<tr>
<td>Master’s</td>
<td>Arts (MA), Science (MS), Business Administration (MBA), Fine Arts (MFA), Education (MEd), Social Work (MSW), etc.</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>Arts (BA), Science (BS), Applied Science (BAS), Business Administration (BBA), Fine Arts (BFA), Education (BEd), Social Work (BSW), etc.</td>
</tr>
<tr>
<td>Associate</td>
<td>Arts (AA), Science (AS), Applied Science (AAS), Technical Studies (ATS)</td>
</tr>
<tr>
<td>Certificates</td>
<td>Graduate Certificates (GCERT)</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Certificates (UCERT)</td>
</tr>
<tr>
<td></td>
<td>Certificate of Achievement (24-51 credits) (CA)</td>
</tr>
<tr>
<td></td>
<td>Advanced Professional Certificate (upper division, 18-30 credits) (APC)</td>
</tr>
<tr>
<td></td>
<td>Certificate of Competence (4-24 credits, CTE related) (CO)</td>
</tr>
</tbody>
</table>
### Number of Unique Undergraduate Programs Offered, Fall 2014

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>UH Mānoa</th>
<th>UH Hilo</th>
<th>UH West O'ahu</th>
<th>UHCC*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>100</td>
<td>37</td>
<td>6</td>
<td>3</td>
<td>146</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>48</td>
<td>27</td>
<td>4</td>
<td>3</td>
<td>79</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>36</td>
<td>8</td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Bachelor of Applied Science</td>
<td>1</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Bachelor, Other</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Associate</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Associate in Arts</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Associate in Applied Science</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Associate in Technical Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Advanced Professional Certificate</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>Certificate of Competence</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

* Represents the number of unique degrees offered across all 7 UHCC campuses.

### Graduate Programs Offered, Fall 2014

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>UH Mānoa</th>
<th>UH Hilo</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>53</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Master’s</td>
<td>85</td>
<td>8</td>
<td>93</td>
</tr>
<tr>
<td>Graduate (Other)</td>
<td>36</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>305</td>
<td>78</td>
<td>383</td>
</tr>
</tbody>
</table>
Current BOR Role in New Program Proposals

- BOR approves the establishment of all new instructional programs granting academic credit leading to a degree or credential upon recommendation of the President (BORP 5-1)
- New doctorate, master’s, bachelor’s or associate degree
- Certificate of achievement that is not part of an associate degree (e.g., Agripharmatech)

Criteria for New Program Proposals (E5.201)

- What are the program objectives?
- Are they appropriate functions of the college and University?
- How is the program organized to meet its objectives?
- Who will enroll in the program?
- What resources are required for program implementation and first cycle operations?
- How efficient will the program be?
- How will the effectiveness of the program be demonstrated?
Current New Program Process Timeline

Authorization to plan → Provisional status (1.5 x length of degree) → Established program's comprehensive program review

- CCAO Approves
- BOR Approves

- Up to 2 Years
- 3 Years – Associates
- 6 Years – Bachelor’s
- 5 Years

Current Authorization to Plan (ATP) Process

- ATP prepared by campus and approved through campus review process
- Reviewed by Council of Chief Academic Officers
Current ATP to Provisional Program Status

Proposal developed by faculty → Approved by curriculum committee, campus Faculty Senate, campus administration → Reviewed by Council of Chief Academic Officers

Reviewed by BOR Academic Affairs Committee → Upon recommendation, to full Board → Approved as a provisional program

Current Provisional to Established Process

Program review and approval via campus curricular process* → Reviewed by Council of Chief Academic Officers → Reviewed by BOR Academic Affairs Committee

Upon recommendation, to full Board → Approved as an established program

*Includes data collected during provisional process.
Current Review of Established Programs

- **Periodic review** to determine whether programs are:
  - Meeting stated objectives
  - Still appropriate to campus, unit & University mission

- **Comprehensive program review** required every five years.
  - Program objectives
  - Assessment and summary of evidence
  - Identification of present and/or potential problems and plans to address them

*Note: Small program review policy in progress.*

Current Process for Termination of Programs

1. **Campus identifies an out-of-date or nonproductive program**
2. **Campus requests President's approval**
3. **Upon approval, new admissions to the program stop**
4. **Program closes within 2 years for Associate, 4 years for Bachelor’s for students to finish**
5. **BOR receives annual report of all terminated programs**
Current Academic Planning is a Process Control System

- Primary focus is on operational considerations
- Driven by individual program requests, not a strategic process linked to UH Strategic Directions
- Does not necessarily prioritize the needs of the state
- Limited consideration of duplication / overlap with other programs
- Does not formally address pathways or system opportunities
- Distance learning not integral to planning
- Lengthy process to set up and establish programs; Not agile
- Cost analysis of new programs is no longer satisfactory

Creating a System Level Strategic Academic Planning Process
Overarching Goals of an Academic Affairs Master Plan
How Do We…

▪ Provide transparent and accountable academic planning
▪ Ensure financial viability and sustainability of programs; Demonstrate responsible stewardship
▪ Ensure a systemwide and statewide perspective
▪ Address pathways, duplication issues, distance learning
▪ Create an agile process responsive to community and workforce needs

Begins with the Question: What is the Mission of Each Campus?

▪ What is the role of each of the campuses in the UH System?
▪ How do we envision the future of that campus in the system and community?
▪ What are the state and community needs related to that campus?
▪ How do the campuses and units work together to ensure adequate balance and coverage across islands and avoid unnecessary duplication?
### Key Elements of System Level Academic Planning

- Strategic but agile
- Linked to larger goals and priorities such as:
  - UH mission
  - UH Strategic Directions
  - Economic development / workforce goals
- Supports vision and directions consistent with system goals
- Coordinated among all academic units

### What are Intermediate Steps We Might Take?

- Review unit / campus missions with particular attention to the opportunities created by our new campuses (West O‘ahu, Palamanui)
- Plan, evaluate and approve program actions based on systemwide / statewide priorities
  - Ensure appropriate coverage across islands without unnecessary duplication; leverage pathways, transfer and distance learning
  - Address priority areas such as underrepresented populations, underserved locations, workforce needs, economic development
- Align with models and modalities to maximize student success
- Use “just in time” data and analysis to anticipate workforce needs
What are Intermediate Steps We Might Take? (continued)

- Develop criteria for new program prioritization:
  - For instance: workforce needs, student demand, economic development, employment outcomes, innovation, strategic directions, financial viability
  - Integrate criteria into ongoing reviews of existing programs
  - Implement structural changes to program planning to address overarching goals
  - Review / update BOR and executive policies around academic planning to align with system initiatives
  - Focus on strategic development of distance learning

Strategic Development of Distance Learning

- What educational programs are needed in which regions and which campuses can deliver them at a distance?
- What models of distance learning can we invest in to maximize student success and affordability?
- Is our current University Center model optimized for this decade? Do we have Centers where the people of Hawai‘i need them?
Mahalo!

Email: risad@hawaii.edu