Matching Institutional Practice With Accreditation Expectations

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A Familiar Process

- Established Campus Programs and Practices
- Self-Study Using ACCJC Standards
- Campus Evaluation Visit By ACCJC Team
- ACCJC Re-Accreditation Action
A Process With Deadlines

- ACCJC Visit
- ACCJC Midterm Report
- ACCJC Visit
- ACCJC Midterm Report

Campus Self-Study
A Process With New Themes

- Institutional Commitments
- Evaluation, Planning & Improvement
- Student Learning Outcomes
- Organization
- Dialogue
- Institutional Integrity
Do we have all the pieces in place to meet the new requirements?
Evaluation, Planning, & Improvement

Meeting the Challenge of Good Practice
The planning cycle is comprised of evaluation, goal setting, resource distribution, implementation, and reevaluation.
Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization.

Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.
The planning cycle begins with evaluation of student needs and college programs and services. This evaluation in turn informs college decisions about where it needs to improve, and the college identifies improvement goals campus-wide. Resources are distributed in order to implement these goals.
When resources are insufficient to support improvement goals, the college adjusts its resource decisions to reflect its priorities or seeks other means of supplying resources to meet its goals.

Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues.
ACCJC Expectations

- Evaluation/Reevaluation
- Goal Setting
- Implementation
- Resource Distribution
UHCC Implementation

Does each campus have the policies, procedures, data tools and institutional practices necessary to meet ACCJC expectations?
UHCC Implementation

- External & Internal Assessments
- Strategic Planning
- Program Execution
- Biennial Budget Development
All the Pieces are Related

- UH Strategic Plan
- UHCC Strategic Plan
- Campus Strategic Plan
- Biennial Budget
- Annual Program Reviews & Campus Evaluation
- ACCJC Visit
- ACCJC Midterm Report
- Campus Self-Study Process
- ACCJC Visit
- ACCJC Midterm Report

Process Design

- Policy Standards
- Process Details
- Execution Of tools and Processes
- Data Tools Design & Development
UHCC Implementation

BOR & System Policies

Execution Of tools and Processes

Campus Procedures

Data Tools Design & Development
UH System Policies

- Board of Regents Policies
- System Executive Policies
- Campus Policies
**UH System Policies**

- Board of Regents - [www.hawaii.edu/svpa/borp/](http://www.hawaii.edu/svpa/borp/)

- Chapter 4. Planning
  - 4-2 Strategic Planning
  - 4-3 Unit Academic Planning
  - 4-4 Long-Range Physical Development Plans
  - 4-5 Institutional Accountability and Performance
  - 4-6 Enrollment Planning
• Board of Regents - www.hawaii.edu/svpa/borp/

• Chapter 5. Academic Affairs
  • 5-1 Instructional and Research Programs

• Chapter 8. Business and Finance
  • 8-3 Biennial Budget
UH System Policies

  - E4.000 Planning
    - E4.201 Long Range Planning
  - E5.000 Academic Affairs
    - E5.202 Review of Established Programs
    - E5.210 Educational Assessment
    - E5.215 Establishment and Review of Centers
UH System Policies

  - E8.000 Business and Finance
    - E8.203 Budget Policy Paper
    - E8.204 University Audit Plan
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Chapter 5. Academic Affairs

5-1 Instructional and Research Programs

All established programs at UH-Manoa, UH-Hilo, and UH-West Oahu shall receive an in-depth review every seventh year unless otherwise stipulated by the Board. Established programs at the Community Colleges shall be reviewed on a five-year cycle unless otherwise stipulated by the Board.
All degree/certificate programs that have been approved by the Board of Regents as Continuing programs and all instructional areas that utilize substantial University resources are subject to review at least once every five years....
Content and method of review. The review of established programs begins with a self-study. A quantitative profile of program activity and resource indicators is prepared centrally and transmitted to the responsible program personnel for analysis and inclusion in the review document (see Appendix B). The program submits a review document including at least the following information. Appendix C details specific guidelines to consider in the program evaluation.
The following data are provided for each of the past five years. Wherever possible, data are broken down by the level of instruction (e.g., lower division, upper division, graduate or C.C., C.A., A.S.).

1. Number of majors
2. Student semester hours (SSH) taught, fall semester
3. Etc.
E5.202 Review of Established Programs

Appendix C
Guidelines for Assessment of Provisional and Established Programs

1. Is the program organized to meet its objectives?
2. Are program resources adequate?
3. Is the program efficient?
4. Evidence of program quality.
5. Are program outcomes compatible with the objectives?
6. Are program objectives still appropriate functions of the college and University?
Are Existing Policies Sufficient?
What do We Need to Change?

• Are existing policies sufficient to meet the scope of the new accreditation requirements?
• If not,
  • Do we need to create new policies?
  • Do we need to modify existing policies?
  • Should each campus develop its own unique policies?
  • Should the community colleges develop common policies?