

UHCC System Program Review Update

Presented to the
University of Hawai'i
Board of Regents Community College Committee

July 21, 2006

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ACCJC Expectations

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

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ACCJC Expectations Standard I - Mission

- The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

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ACCJC Expectations Standard II – Student Learning

- Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.
- The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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ACCJC Expectations Standard III – Resources

- Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
- The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

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ACCJC Expectations Standard IV – Leadership & Governance

- The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.
- The Board's actions reflect the commitment to supporting and improving student learning outcomes as reflected in the accreditation standards and expectations for institutional improvement.

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UHCC System Program Review

- Letter from ACCJC January 31, 2005
 - *The Commission is concerned that the UH Community Colleges continue to lack an integrated system-wide program review, assessment and improvement process that sets the expectation that campuses develop a culture and practice of assessment and that supports improvement in campus practice at the system decision-making level.*
 - *Furthermore, confusion continues about the respective roles of campus and system administrators in determining campus priorities, and this lack of distinction continues to challenge the ability of each college to meet accreditation standards.*

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UHCC System Program Review

- ACCJC found
 - *Uneven progress in developing program review policies and practices among the campuses*
 - *Inconsistent use of data across campuses*
 - *Uneven support among campus constituencies for program review*
 - *Unclear links between program reviews and budget requests and allocation decisions at the campus and system level*

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UHCC System Program Review

- Fundamental system question from ACCJC is

“How can the system make rational planning and allocation decisions if the assessment information coming from the colleges is so inconsistent?”

- It is important to note that the question is a system question. Even campuses with acceptable program reviews in place were put on warning

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UHCC System Program Review

- CC Chancellors met in spring 2005 to develop and agree on eight common principles that, when fully implemented:

- Meet UH BOR and Executive Policy requirements on program review
- Address ACCJC concerns
- Provide system consistency but also enough local control to make reviews meaningful at the campus level

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UHCC Program Review Principles

Comprehensive review of instructional and non-instructional program at least once every five years.

Improvement plans linked to campus strategic plan

Annual report of program data reflected in updated action plan

Continuous quality improvement

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Principles cont'd

Process shall be collegial

Information shall be publicly available

Comparable measures used consistently across campuses

Reviews and plans for improvement used in resource allocation at the campus and system level.

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What will make it work ...

- Common system definition and language
- Creation of additional measures to complement “standard” measures
- Selected system-based benchmarks
- Creation of “tools” that reflect the measures and make data retrieval easy
- Continuous quality improvement applied to measures and outcomes

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How it will work ...

- Program review should be evidence driven
- Evidence is benchmarked against
 - Best practice
 - Desired goals and/or
 - Incremental change
- Achieving standards “raises the bar”

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Who will make it work ...

- The chancellor has primary responsibility for the quality of the institution he/she leads....guides institutional improvement of the teaching and learning environment by the following:
 - establish collegial process that sets values, goals, priorities;
 - ensuring evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.

(ACCJC Standard IVB2.b)

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As a result . . .

- UHCC Leadership developed and agreed to a core set of program review data elements for:
 - Instructional Programs
 - Academic Support Services (in progress)
 - Student Services
 - Administrative Services
- UHCCP #5.202 first systemwide policy promulgated by VPCC October 2005

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UHCCP # 5.202 Policy Requirements

- A comprehensive program REVIEW on all programs at least once every five years

AND

- An annual REPORT of program data on all programs

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A Major Effort at Each Campus

By Program Classification	Number of Reviews by Campus							Total
	HAW	HON	KAP	KAU	LEE	MAU	WIN	
Instructional Programs	27	23	26	13	9	22	12	132
Academic Support Services	5	1	3	8	1	8	1	27
Student Services	5	1	1	1	1	9	2	20
Public Services	3	1	1	1	1	1	1	9
Administrative Services	4	2	4	1	2	3	1	17
Total	44	28	35	24	14	43	17	205

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Comprehensive Program Review Cycle

(at least once every five years)

By Academic Year	Number of Reviews by Campus							Total
	HAW	HON	KAP	KAU	LEE	MAU	WIN	
2004-05	0	0	0	8	0	7	0	15
2005-06	12	8	29	7	2	10	4	72
2006-07	11	8	0	3	6	10	3	41
2007-08	10	6	0	0	4	7	5	32
2008-09	11	4	35	5	2	9	3	69
2009-10	12	2	0	3	0	0	2	19

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Completed Comprehensive Program Reviews AY 2005-06

Academic Year 05-06	Number of Reviews by Campus						
	HAW	HON	KAP	KAU	LEE	MAU	WIN
Instructional Programs	6	8	20	3	1	4	3
Health Status - Healthy	4	4	12	3	1	0	1
Health Status - Caution	2	3	8	0	0	4	1
Health Status - Unhealthy	0	1	0	0	0	0	1
Non Instructional Programs	6	0	5	4	1	5	1
Total	12/12	8/8	24/29	7/7	2/2	9/10	4/4

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AY 2006 Instructional Program Status

(based on annual program data)

	HAW	HON	KAP	KAU	LEE	MAU	WIN	Total	%
Instructional Programs	27	23	26	13	9	22	12	132	
Healthy	15	12	12	11	7	10	6	73	55%
Cautionary	9	4	8	1	2	10	1	35	27%
Unhealthy	0	4	0	0	0	0	2	6	5%
No Report	3	3	6	1	0	1	1	15	11%
No Status Reported						1	2	3	2%

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Hawai`i CC – Assessment

12 Program Reviews -- Budget/Planning

- Program Review & Assessment
 - Campus-wide Effort
 - Student Learning Outcomes
 - Focus on Assessment

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Hawai`i CC – What we need!

Biennium Budget Request

- Administrative Support
- Computing & Media Support Services
- Student Services – Enrollment Management
- Hawaiian Lifestyles
- Workforce Development & Intensive English
- West Hawaii Operations*
- Nursing & Library*
- Marketing & Recruitment*

*From Strategic Plan

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Honolulu CC - Assessment

- Assessment Committee developed campus-wide procedures and processes for continuous assessment
- Comprehensive Program Review (5 year schedule) is established
 - As of Summer 2006, 8 instructional reviews completed
 - As of Summer 2006, 0 non-instructional reviews completed
 - Program Review data are utilized for strategic and budget planning and decision-making
 - Action Plans for each program review are developed and acted upon
- Annual Program Review reports completed for instructional programs
 - Findings are used in decision-making processes related to campus resources (e.g. new position justifications)
- Comprehensive Program Review (5 year) schedule is revised & updated
 - Aligned with strategic and budget planning, and decision-making cycle
 - Re-categorized non-instructional areas into defined programs (e.g. Academic Support, Student Services)

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Honolulu CC - Assessment (cont.)

- College will hire an Assessment Officer to organize, facilitate, and initiate campus-wide and program-specific assessment activities
- Assessment Activities
 - Instructional program outcomes and course Student Learning Outcomes (SLOs) are being posted on HCC Website – all to be completed by Fall 2006 term
 - Knowledge surveys are adopted and implemented as a supplemental learning assessment tool for courses
 - Ongoing update of SLOs of instructional programs
 - Perkins-funded Assessment Specialist assists Tech/Trade programs with SLO measurement and surveying students
 - To date, various instructional and non-instructional surveys have been administered to provide feedback for continuous improvement. These include the Library, Financial Aid, College Skills Center, and the OESM program.

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Kapi`olani CC - Assessment

Processes

- Program action plans prepared by all programs based on College Strategic Plan, departmental Tactical Plan and Program Review reports
- Plans presented and approved at the Planning and Policy Assessment Council
- Key program review indicators drive the budget preparation and allocation processes

Efforts and Outcomes

- Curriculum modifications and reviews to address enrollment changes
- Major review of prerequisites and approaches to determine them
- Increase current marketing efforts

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Kapi`olani CC – Assessment (Cont.)

Priorities Identified Through Program Review

- Enhance Student Access, Preparation, & Success
 - Especially for Native Hawaiian students & for students needing additional tutoring and special services
 - Provide pathways in health sciences & STEM (science technology, engineering & math)
 - Support service learning
- Upgrade & Enhance Learning Environment
 - R&M and furniture/equipment replacement for classrooms, labs, & offices
 - Distance learning infrastructure & delivery
 - Support for administrative infrastructure
- Support Workforce Development
 - Increase teacher preparation, fill nursing shortage, coordinate off-campus programs, meet radiologic technology needs
 - Instructional & infrastructure support for Business, Hotel, Travel & Tourism, & Culinary programs

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Kaua`i CC - Assessment

- Program Action Plans prepared by all programs, based on program reviews or annual updates and the Strategic Plan goals.
- College Council reviewed plans and resource requests and recommended budget priorities
- Administrative team determined Biennium Budget request and internal allocations based on recommendations and plans

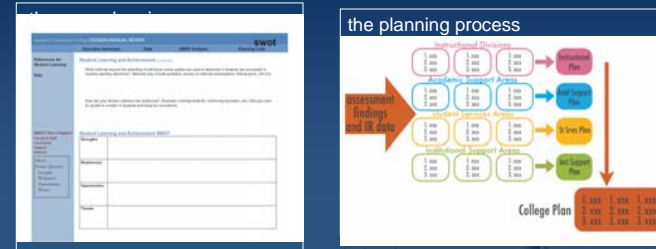
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Kaua'i CC - Assessment (continued)

- Action Plans represented in the biennium budget request
- Expand Nursing Program to double graduates
- Improve Retention Efforts, especially for Native Hawaiian students
- Address operational repair and maintenance issues
- Upgrade or replace obsolete equipment to bring programs to industry standards

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Leeward CC – Assessment



Assessment > Annual Reviews > Planning Lists > Biennium Budget Requests

- All instructional and support units produced Planning Lists that were compiled into Unit/Area Plans
- All Plans were merged and prioritized into the College Plan and reviewed by the Executive Planning Council
- The College Plan served as basis for Biennium Budget Proposal

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Leeward CC – Assessment (cont.)

- Outcomes of the Review Process
 - Data-driven listing of budget and resource priorities
 - Revision of AA Gen Ed Core Requirements
 - Improvement in SLO achievement through pedagogical changes
- Priorities Identified during Review Process
 - Expand of Educational Services to Wai'anae
 - Address remediation and workforce development needs through a Center for Accelerated Learning
 - Address academic quality through technology and upgraded equipment (wireless campus, smart classrooms)
 - Expand IR and increase training in assessment
 - Improve physical infrastructure of campus

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Maui CC - Assessment

- Institutional Commitment to Data- and Community-Driven Continuous Improvement
- Program Faculty and Coordinators provided input into Annual Reviews and generated Comprehensive Program Reviews on a Five-Year Cycle
- Analyses at Internal/External Review Team, Executive Committee, Vice Chancellors and Chancellor Levels resulting in Program Review Summary
- Recommendations reflected in Biennium Budget Priorities and Annual Program Action Plans:
 - 1) Sustain and maintain infrastructure
 - 2) Address workforce shortages and opportunities

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Maui CC - Assessment (cont.)

- Highlights of Programmatic and Institutional Conclusions and Recommendations:
 - Pursue and re-allocate resources based on community demands for each program and its performance
 - Follow-through on program improvement plans with greater resource and administrative support
 - Create sustainable revenue solutions required to systematically support responses to growing community
 - Improve efficiency through class scheduling, class size, cost controls, and instruction-revenue generation
 - Leverage extramural grants and gifts to meet mission critical needs
 - Refine Program Review process to meet budget cycle timelines

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Windward CC - Assessment



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Windward CC - Assessment (continued)

- Programmatic
 - Agriculture
 - Associate in Technical Studies
- Operational Budget
 - Equipment Replacement
- Biennium Budget Request
 - Infrastructure – Electricity/Equipment/Security
 - Student Support Services

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Using What We Have Learned

UHCC Principle #8

Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the campus and system level

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Using What We Have Learned

- College budget requests should be based on program review and plans
- Internal college reallocations should be based on program review and plans
- Internal program budget expenditures should reflect program review and plans

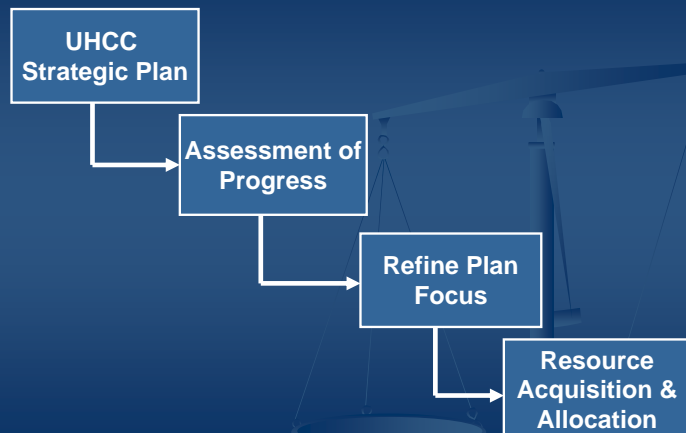
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UHCC System Issues

- ACCJC - The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

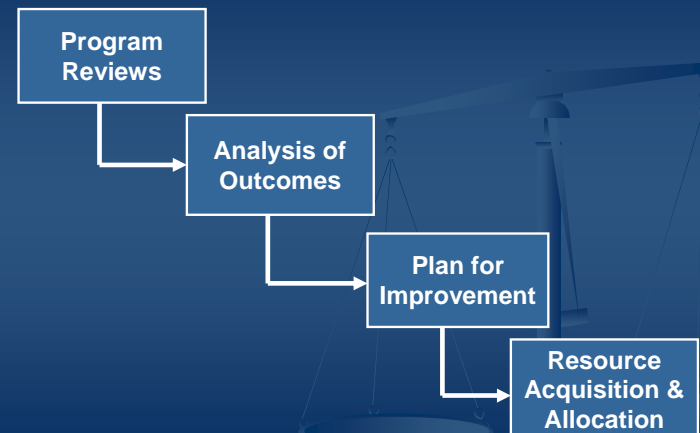
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UHCC Strategic Plan Sequencing



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UHCC Assessment Sequencing



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UHCC System Issues

- UHCC Strategic Priorities – 2006 to 2009
 - Promote Learning and Teaching for Student Success
 - Promote Workforce and Economic Development
 - Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning

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Learning and Teaching for Student Success

- Assessment Outcomes
 - Most entering students lack adequate preparation for the educational demands of the instructional program in which they are seeking to complete.
 - 89% lack baccalaureate level skills in Mathematics
 - 68% lack baccalaureate level skills in written communications
 - Remedial/developmental education programs as currently implemented are not sufficient to address the issue.

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Workforce & Economic Development

- Assessment Outcomes
 - The number of students enrolling in our programs are not sufficient to meet the growing demand for qualified technicians
 - We have insufficient capacity in our AS Nursing programs to meet market demand
 - Obsolete and broken equipment hamper our ability to deliver high quality instruction

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Infrastructure Development

- Assessment Outcomes
 - Our data reporting and analytical capacity is not sufficient to meet ACCJC assessment requirements
 - We need to invest more \$ in equipment replacement and facilities renovation.
 - We do not have adequate training facilities in areas with low rates of workforce participation

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Additional Support for the Process

- 2006 Legislature approved for Program Review and Program Improvement Fund:
 - 8.25 positions
 - \$535,852
 - \$290,852 allocated to fill positions
 - \$245,000 allocated to selected program improvement activities