

UHCC Instructional Program Review Council
Notes
March 11, 2010 1:00-4:00 PM
Dole St. and Remote Sites

Attendees: Mary Goya (HAW), Erika Lacro, Ross Egloria (HON), Louise Pagotto (KAP), Mona Kincaid (KAU), Mike Pecsok (LEE), Suzette Robinson (MAU), Richard Fulton (WIN), Peter Quigley, Cheryl Chappell-Long, Sam Prather (OVPC)

Old Business

Benchmarks for the AA degree (R. Fulton): Health calls for AA are constrained because there are not EMSI data and graduation data. Suggestion: for Effectiveness: Degrees & transfers divided by majors. Demand measured internally by trend: in/decrease in majors; in/decrease in enrollments in Liberal Arts classes. Percentage of Liberal Arts as compared to overall population? Another demand measure: in/decrease in number of applicants. In/decrease in going rate from feeder high schools? Ask LaGuardia for info on their program review for Liberal Arts? (Being mindful of the national conversation of the declining significance of Liberal Education)

Subgroup to finalize updates on wording of the annual reports and comprehensive policy to align the measures. Louise Pagotto, Mike Pecsok, and Cheryl Chappell-Long – others welcome.

New Business

1. Alignment of Perkins data (Perkins data on degrees/certificates awarded in the same year are currently one year behind) (HawCC)

Perkins data on numbers of certificates/degrees is the most current. If colleges want the Perkins Core Indicators to align with the other program measures, the other measures would need to be rolled back to the previous year.

2. Request to have Academic Year be Fall-Spring-Summer (HawCC)

Needs to be Summer-Fall-Spring to get better alignment of fiscal (7/1-6/30) and academic (8/1-5/15). Additionally, in mid August when the measures are sent to the colleges degrees and certificates awarded in that summer are not available. Note: this only effects programs that require summer classes.

3. Methodology used to determine the number of majors (HawCC).

At HawCC students being counted when they check the “nursing” box because they want to be in the nursing program. Other campuses with nursing programs have students registered as Liberal Arts majors until they are accepted into nursing.

For recommendation to CAOs: Pre-major designations for select admissions programs.

4. Benchmarks for academic support programs

This year, only raw data & “make your own call” on the health. No benchmarks were set. The plan was to array the data to look at possible benchmarks. Della Kunimune will be asked to coordinate the process of looking at the measures. Need to re-look at measures to find more outcomes, less process measures. What happens on other campuses in ACCJC or elsewhere? How does what the units do impact student success?

Some suggested language for a letter of support to Della:

We understand that you will be taking the lead to coordinate the activities of the Academic Support Units and their development of program review data elements and benchmarks. We applaud this work. We encourage and support the group’s efforts to create a template that the campuses can use. We look forward to the integration of existing measures such as CCSSE benchmarks as well as the identification of a small subset of critical data elements with benchmarks and assessment instruments. Critical to this work is to ensure that the academic support units program reviews have the requirement have identified SLOs, have developed strategies for assessing these SLOs, have assessed them and have used the results to improve the programs’ activities.

Economic Modeling Specialist Inc. (EMSI) new and replacement position data are generated by the Standard Occupational Classification (SOC) codes as identified by the College. Colleges/programs questioning the resulting data may really need to do serious re-examination of the identification/alignment. Cheryl Chappell-Long stated that she is sending the annual request for review/update of SOC codes to the VCAs and CTE Deans. **Updates/revisions due to her by May 14th.**

(TABLED INDEFINITELY): HOMEWORK for Spring meeting: identify those data elements required by executive policy that are no longer relevant; There was discussion that all elements in the policy are input data.

Remedial/Developmental review. This is the first year that they've had data to look at. By spring they may also have some ideas on if their measures work and possible benchmarks Groups reported feedback. Some campuses hadn't used it

or hadn't seen it. Not much dissent. Investigate alternatives to distributing and displaying data (e.g. dashboard).

Improvements/Updates for 2010 Annual Reports of Program Data – OVPCC is working on moving the reports to the website, form-fillable.

Fall 2010 Meeting -- TBD

Next Steps:

1. Colleges send to Richard Fulton data for Liberal Arts including going rate by May 1: in/decrease in majors; in/decrease in enrollments in Liberal Arts classes. Percentage of Liberal Arts as compared to overall population?

Another demand measure: in/decrease in number of applicants.

In/decrease in going rate from feeder high schools?

2. Have templates for annual & comprehensive program reviews aligned (UHCCP 5.202).

3. Update matrix of roles & campuses – the IPRC is composed of representative participation from IR, Chancellors, CAOs, Department Chairs, and OVPCC. The I-PRC has drifted from the original charter. Review at the next meeting.

NEXT MEETING May 6, 1:00-4:00 pm