UHCC Instructional Program Review Council  
March 25, 2009 (continued from February 26, 2009)  
Dole St. and Remote Sites 1:00-4:00 PM

Notes
Attending: Mary Goya, Shawn Flood, HAW CC; Steven Shigemoto, HON CC; Louise Pagotto (recorder), Ron Takahashi, KAP CC; Mona Kincaid KAU CC; Mike Pecsok, Guy Nishimoto, LEE CC; Suzette Robinson, MAU CC; Richard Fulton, WIN CC; Cheryl Chappell-Long, Sam Prather OVPCC

Old Business

1. TABLED 10/16/08. Integrating Perkins Core Indicators into Overall Program Health and capturing all certificates (certificates below CAs.) for Annual Reports of Program Data as they are in the Perkins Core Indicators; Setting Perkins Core Indicator benchmarks discussed with VPCC: programs may want to identify their own benchmarks since the statewide benchmarks may not be meaningful (e.g. 40% graduation may not be good); in the program coversheet, ensure that CTE programs discuss indicators; if meet/exceed benchmarks, healthy; if don’t meet but are trending towards the benchmarks, cautionary.

   Consensus: All Perkins Core Indicators that are not met must be addressed in the narrative and action plan.

2. TABLED 10/16/08: Liberal Arts Annual Review Program Data Demand Measures: transfer is an important measure of success. Should that data be reported and used as a measure of health? Demand based on employment vacancies not appropriate for Liberal Arts. Leaning to differing demand measures for CTE and Liberal Arts; Leave demand out of LBART? If transfer included, will use the same definition that is used for strategic plan measures. Summer Sub-Group to work on this. Overall health measure? -- because the first measure is not included.

New Business

1. 2008 Program Review: How’d it go? Suggestions for Improvement of Proposed Benchmarks; Annual data rather than fall only; expand credentials awarded to include certificates below CAs; Alignment of Occupational Codes to programs (Multiple occupation codes?); inclusion of Perkins data into benchmarks; cost data.

   Colleges discovered that their data in PeopleSoft was not current with actual faculty assignments. Colleges working through their Human Resources Offices to update changes.
Data delivery/coordination good.

**EMSI data** – Colleges need to review alignment of programs to Standard Occupational Classification (SOC) codes. VPCC’s office to send list of programs and codes to Academic Officers for campus discussion/review. Return to Cheryl by May 15, 2009. Cheryl will also provide a “cheat sheet” on how to consider/assign SOC codes. May want to use a broader code to encompass more occupations. Noted that if same program name/major code used by another college, all must agree on the SOC code. Will also need continuing discussion on how to display vacancy information when there are duplicate programs within the same county. Discussion on referring SOC alignment to PCCs (Cheryl—>CAO; IR; UHCC IPRC; IR will send word to program heads: if a change is recommended, then the PCC rep sends word to other PCC reps for consensus. Recommendation from PCC sent back to CAOs); however given the short turn-around required there may not be enough time.

**Certificates** -- Certificates below CA aren’t currently included in Annual Reports; however they are included in Perkins Core Indicators. Recommendation to include all certificates in Annual Reports. Revised template to include:

- separate lines for the numbers of degrees, certificates of achievement, and other certificates awarded.
- unduplicated total of students who received a degree or any certificate (this unduplicated number of students will be used in the benchmark calculation).

2. **Distance Education**: ACCJC Standards and Higher Education Act require colleges to assess Distance Education, though no requirement to separate as a program. How to assess? Colleges need to be able to compare behavior/performance in DE classes with seat-based classes. But assessment of DE is course-level attainment. Doesn't have program-level outcomes. The fundamental question is: are students learning? But why would we treat DE differently from other instructional methods?

Beginning August 2009 cycle, DE data will be included in each program’s annual data. Courses identified by the college as Distance—Computer Only (DCO) will be included. Data to include:

- Number of Distance Education Classes Taught (defined as Distance -- Computer Only).
- Enrollment Distance Education Classes.
- Fill Rate Distance Education Classes.
• Successful Completion (Percentage of grades >= C) Will require adding this to the overall population for comparison.
• Percentage Ws in Distance Education Classes.
• Will require adding this to the overall population for comparison.
• Persistence (Fall to Spring) DE (I'm guessing we want those taking a DE class in the fall and any class in the spring -- not limiting to DE classes in the spring as that wouldn't give very much information).

3. **Annual Data** -- Using Fall + Spring data (.5 per semester per major student) Determining cost per SSH, should be easier and be more accurate, if based on the whole academic year. That will require additional information. Some programs have only Spring data; did unduplicated by semester: OVPCC will survey colleges that require summer enrollment and include as appropriate.

4. **Remedial/Developmental Annual Report** – Draft from Rem/Dev White Paper Group reviewed at Feb 26th meeting. OVPCC will work with Chair to complete template for Reading, Writing, Math. Data to be provided beginning with August 2009 cycle.

5. **Academic Support Programs Annual Report**
Mona Kincaid will meet with academic program personnel to review data elements and process; what worked, what data were meaningful & useful; health calls; feedback on which units should be covered with the plan.

6. Scheduling the Fall 2009 Meeting: Oct 29, 1:00-4:00 pm.

7. What's on your mind?

Summer Subgroups:


Determine Health for Liberal Arts - review thresholds, integrate Certificates; **Richard Fulton - Convener**, Suzette Robinson, Mike Pecsok, Mona Kincaid.