

UNIVERSITY OF HAWAII

COMMUNITY COLLEGES POLICY

Replaces UHCCP #4.203 dated February 2017

UHCCP # 4.203 Institution-Set Standards

February 2018

I. Purpose

Policy establishes the framework for institution-set standards for student achievement. These standards are one component of maintaining quality within the community colleges and required by accreditation eligibility requirements and United States Department of Education regulations.

The standards established in this policy apply to all community colleges within the University of Hawai'i Community College (UHCC) System.

II. Related University Policies

No related University policies.

III. Definitions

Accrediting Association for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, requirements are defined as follows:

- A. Eligibility Requirement #11 – Student Learning and Student Achievement
“The institution defines standards for student achievement and assesses its performance against those standards...”
- B. Standard I.B.3
 - 1. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
 - 2. While the referenced standards and eligibility requirements do not apply to Maui College, the policy, standards, and responsibilities established in this policy are applicable to Maui College.

IV. Standards

- A. Each standard shall have a baseline or minimum level of achievement. Additionally, each standard shall have an aspirational target for improvement.

These aspirational targets shall be aligned with system strategic plan targets. The standards adopted are as follows:

1. Course Completion
 2. Degrees and Certificates Awarded
 3. Native Hawaiian Degrees and Certificates Awarded
 4. Pell Recipient Degrees and Certificates Awarded
 5. Transfer to Baccalaureate Institutions
 6. Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
 7. Licensure and Certification Examination Success Rate
 8. Job Placement Rate
- B. The specific definition, baseline, and aspirational targets for each Standard for the period 2015-2021 are attached as Attachment A.

V. Responsibilities

- A. The Office of the Vice President for Community Colleges (OVPCC) will be responsible for:
1. Producing an annual report of the actual achievement results compared to the baseline and target values. The report will include a trend analysis. The report will be produced in a timeframe that allows for submittal of the results to the ACCJC annual report;
 2. Publishing the results of the annual report on the UHCC website for viewing by the general public.
- B. Each campus is responsible for:
1. Reviewing the annual results and using the results in program planning and resource allocation as appropriate. If the actual effectiveness measure falls below the baseline, the college shall prepare an action plan to address improvements in the achievement results;
 2. Submitting information to the OVPCC on student achievement on licensure and certification examination rates, as appropriate; and

3. Disseminating the results within the campus and make the results available to the general public.

VI. Review of Standards & Policy

The standards, baseline values, and aspirational values will be reviewed in conjunction with the regular review of the strategic plan and related goals established in that plan. The standards may also be modified to comply with changes in ACCJC regulations or US Department of Education regulations.

Standard Definitions and Targets

Standard 1 – Course Completion

Definition – Percentage of students receiving a grade of C or better in a course. The number of students in the course is defined as the number at the end of the official add/drop period.

Baseline Value – 70%

Aspirational Value – 75%

Standard 2 – Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year.

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

	Baseline Value	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	FY 2020 Target	FY 2021 Target
HawCC	597	627	658	691	725	762	800
HonCC	653	686	720	756	794	833	875
KapCC	1,347	1,414	1,485	1,559	1,637	1,719	1,805
KauCC	228	239	251	264	277	291	305
LeeCC	953	1,001	1,051	1,104	1,159	1,217	1,278
MauC	612	643	675	708	744	781	820
WinCC	315	331	347	365	383	402	422
UHCC ¹	4,705	4,941	5,187	5,446	5,719	6,004	6,305

¹ May not equal sum of individual colleges due to rounding

Standard 3 – Native Hawaiian Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to students of Native Hawaiian Ancestry.

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

	Baseline Value	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	FY 2020 Target	FY 2021 Target
HawCC	236	248	260	273	287	301	316
HonCC	164	172	181	190	200	210	221
KapCC	191	201	211	222	233	245	257
KauCC	60	63	66	69	72	76	80
LeeCC	228	239	251	264	277	291	306
MauC	160	168	176	185	194	204	214
WinCC	126	132	139	146	153	161	169
UHCC ¹	1,165	1,222	1,283	1,347	1,414	1,485	1,559

Standard 4 – Pell Recipient Degrees and Certificates Awarded

Definition – Number of Associate Degrees and Certificates of Achievement awarded during the fiscal year to students who ever received Pell awards.

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

	Baseline Value	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	FY 2020 Target	FY 2021 Target
HawCC	418	439	461	484	508	533	560
HonCC	269	282	296	311	327	343	360
KapCC	556	584	613	644	676	710	746
KauCC	123	129	135	142	149	156	164
LeeCC	455	478	502	527	553	581	610
MauC	370	389	408	428	449	471	495
WinCC	171	180	189	198	208	218	229
UHCC ¹	2,362	2,480	2,604	2,734	2,871	3,015	3,166

¹ May not equal sum of individual colleges due to rounding

Standard 5 – Transfers to Baccalaureate Institutions

Definition – Number of UHCC home based students who transfer to a baccalaureate institution during the academic year.

Baseline Value – Established as the three-year average for Academic Years 2012-2015

Aspirational Value – 5% growth per year from the baseline year

	Baseline Value	AY 2016 Target	AY 2017 Target	AY 2018 Target	AY 2019 Target	AY 2020 Target	AY 2021 Target
HawCC	398	405	425	446	469	492	517
HonCC	518	526	553	580	609	640	672
KapCC	1,327	1,349	1,416	1,487	1,561	1,639	1,721
KauCC	183	186	195	205	215	226	237
LeeCC	1,296	1,316	1,382	1,451	1,523	1,600	1,680
MauC	531	539	565	594	623	655	687
WinCC	442	449	471	495	520	546	573
UHCC ¹	4,328	4,395	4,615	4,658	4,845	4,891	5,088

Standard 6 – IPEDS Student Success Rate

Definition – Rate at which first time, full time students either graduate or transfer to a baccalaureate institution within 150% of the time of entry.

Baseline Value – Success rate based on the Fall 2012 IPEDS cohort

Aspirational Value – Incremental growth to reach a success rate of 50% by FY 2021.

	Baseline Value	FY 2016 Target	FY 2017 Target	FY 2018 Target	FY 2019 Target	FY 2020 Target	FY 2021 Target
HawCC	31.6%	37.5%	39.7%	42.1%	44.6%	47.2%	50.0%
HonCC	34.2%	39.4%	41.4%	43.4%	45.5%	47.7%	50.0%
KapCC	38.5%	42.5%	43.9%	45.3%	46.8%	48.4%	50.0%
KauCC	32.6%	38.3%	40.4%	42.6%	44.9%	47.4%	50.0%
LeeCC	30.9%	37.0%	39.3%	41.7%	44.3%	47.1%	50.0%
MauC	27.0%	34.0%	36.7%	39.7%	42.9%	46.3%	50.0%
WinCC	30.4%	36.6%	39.0%	41.5%	44.2%	47.0%	50.0%

¹ May not equal sum of individual colleges due to rounding

Standard 7 - Licensure and Certification Examination Success Rate

Definition – Pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the examination. The rate must be reported for all programs where the licensure or certification examination is required for employment. Other certification examination may be reported on an optional basis.

Baseline Value – Minimum required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited.

Aspirational Value – 3% improvement per year improvement in the pass rate over the previous 3-year average, up to achievement level of 95%

Standard 8 – Job Placement Rate

Definition – Job placement rate reported for each career and technical education program from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the State plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program shall not be reported.

Baseline – Perkins established placement rate for AY 2014

Aspirational Value – Perkins established improvement rate for each subsequent year.