



Sunyeen Pai <sunyeen@hawaii.edu>

Re: Agenda for VCAC Meeting

Robert Franco <bfranco@hawaii.edu>

Wed, Oct 18, 2017 at 11:02 AM

To: Alison Ohata <amo3111@hawaii.edu>, Leigh Dooley <ldooley@hawaii.edu>, Sunyeen Pai <sunyeen@hawaii.edu>

Cc: kcc-vcac@lists.hawaii.edu, Regina Ewing <rewing@hawaii.edu>, Joanne Whitaker <joannewh@hawaii.edu>

Aloha and good morning all,

Please find attached the handouts from which I presented yesterday (10.17). Please share with your collaborators on your ARPD Reports.

A few thoughts for your consideration:

When reviewing the Distance Education component of your ARPD consider getting DE TE funds to improve it.

If you have re-enrollment issues consider stronger connections to Veterans Services on campus.

I think all the ARPDs need to emphasize the Learning Assessment documentation that Tony discussed and ACCJC will require.

These are just examples of how our data, planning, improving, and budgeting can be better integrated.

Bob

On Mon, Oct 16, 2017 at 2:03 PM, Alison Ohata <amo3111@hawaii.edu> wrote:

Hi everyone,

Please find attached the agenda for tomorrow's VCAC meeting which will be held in the TAMARIND ROOM, 1:30 - 3:00 pm.

Thank you,
Alison

Alison Ohata
Office of the Vice Chancellor for Academic Affairs
Kapi'olani Community College
4303 Diamond Head Road
Honolulu, HI 96816-4421
Phone: (808) 734-9155

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Dr. Robert Franco
Director, Institutional Effectiveness
Professor, Pacific Anthropology
Kapi'olani Kula Nui Kaiāulu
Kapi'olani Community College, U. Hawai'i
4303 Diamond Head Road, Honolulu, HI 96816

Phone [808-734-9514](tel:808-734-9514) Fax [808-734-9443](tel:808-734-9443)

2 attachments



Two pager For Standard IB-VCAC.docx

44K



ARPD Rubric.bf.August 15. 2017-2.docx

57K

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery: Evidence of Meeting the Standard

The College tracks student achievement measures in relation to institution-set standards, the Strategic Plan Scorecard, KELA-IEM, Annual Reports of Program Data, and ACCJC/WASC Reporting. Measures in each of these reporting formats are sometimes defined a little differently, and reported for slightly different time periods, so they are not exactly comparable. For example, the IPEDS three-year success rate only follows first-time, full-time students, while the KELA-IEM tracks three-year cohorts of all first-time, KCC home-based students.

Student Achievement Measures	Institution-Set Standards, Stretch Goal, Actual		Strategic Plan Scorecard (Performance Funding Measures in Green)	KELA-Institutional Effectiveness Measures	Annual Report of Program Data-Effectiveness Measures	AACJC/WASC Annual Report
Course Success	70%	75%		X	X	X
	73.7%					
Fall to Fall Re-enrollment				X	X	
Fall to Spring Re-enrollment				X	X	
Degrees and Certificates Completed	1347	1414	X	X	X	X
	1381					
Native Hawaiian Degrees and Certificates Completed	191	201	X	X	X	
	191					
Pell Recipient Degrees and Certificates Completed	556	586	X	X		
	580					
STEM CA and Degree Completers			X			
Filipino and Pacific Islander degrees and certificates completed			X	X		
Transfers to Baccalaureate Institutions	1327	1393	X	X	X	X
	1273					
Native Hawaii, Filipino, Pacific			X	X		

Islander, Pell transfers					
IPEDS 3-Year First-time, full-time student Success Rate	38.5%	42.5%	X		
	36.6%				
Fall cohorts, first-time, KCC-home-based students, 3-year transfer and completion, Native Hawaiian, Filipino, Pacific Islander, Pell Recipient			X		
Licensure and Certificate Examination Success	X				
Job Placement Rate	X				X

SOURCES

Institution Set Standards UHCCP #4.203

Strategic Plan Scorecard http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/StrategicPlan-Scorecard_2017.pdf

KELA-IEM <http://ofie.kapiolani.hawaii.edu/institutional-effectiveness-measures/>

ARPD <http://www.hawaii.edu/offices/cc/arpd/index.php>

ACCJC <https://www.kapiolani.hawaii.edu/wp-content/uploads/2014/07/2017-ACCJC-Annual-Report.pdf>

Definitions

IPEDS – Denominator is first-time, full-time freshmen enrolled in credit programs in a given fall semester. Numerator includes those in the denominator who earned a degree in 150% of program time, or transferred to another institution, or are still enrolled at institution.

Licensure and Certificate Examination Success Rate - Minimum required pass rate to meet accreditation requirements for programs or the average national or state pass rate for the programs that are not accredited.

Job Placement Rate - Perkins established placement rate for AY 2014.

RED Numbers = The College did not meet this standard and needs to develop an action plan this year. By increasing transfer we also will increase the 3-year IPEDS measures.

Engagement, learning, and achievement, central concepts in the campus mission, are tracked through the KELA framework. The Strategic Plan scorecard tracks progress on campus strategic directions which are aligned with the mission statement. Annual Reports of Program Data (ARPD) disaggregate course success and fall-to-spring re-enrollment rates for distance education students. ARPD also disaggregate degree and certificate completion by Native Hawaiian students and Pell recipients. Program Reports explicitly align with the college’s mission to “prepare students for their productive futures” and Institutional Learning Outcomes...

In 2017-2018 the Office for Institutional Effectiveness is conducting a meta-assessment of the ARPD Program Analyses developed by the academic departments. The first assessment was completed on August 12, 2017 by eight faculty and one dean. A first draft scoring rubric was developed and implemented to assess 5 ARPD. The rubric included four criteria: 1) Use of data; 2) Student Achievement; 3) Student Learning Outcomes Assessment; and 4) Action Plan, and three levels of quality, Exemplary=3, Acceptable =2, Developing =1.

Rubric To Assess and Improve Annual Reports of Program Review

Criterion A	Exemplary	Acceptable	Developing
<p>Use of data</p> <p>Other sources include: Strategic Plan Scorecard, Student Success Pathway, Distance Education Plan, Sustainability Plan, CCSSE, or program-specific research.</p> <p>Diverse learner characteristics include gender, ethnicity, online learners, other)</p>	<p>The use of ARPD data is strongly tied to decision-making.</p> <p>Discussions include a review of previous year, and previous 3-year trends.</p> <p>Data from other sources are effectively integrated included in the review.</p> <p>Data inquiry includes disaggregation based on characteristics of diverse learners.</p> <p>Links between findings and planning are strong.</p> <p>Analysis leads to thorough identification of program improvements.</p>	<p>The use of ARPD data makes some ties to decision-making.</p> <p>Discussions only include previous year data.</p> <p>Data from other sources are minimally integrated included in the review.</p> <p>Data inquiry minimally disaggregates diverse learner characteristics.</p> <p>Links between findings and planning are weak.</p> <p>Analysis leads to some identification of program improvements</p>	<p>The use of ARPD data makes weak ties to decision-making.</p> <p>Discussion only includes previous year data,</p> <p>Data from other sources is not integrated included in the review.</p> <p>No disaggregation of diverse learner characteristics.</p> <p>Links between findings and planning are weak.</p> <p>No identification of program Improvements.</p>
Criterion B	Exemplary	Acceptable	Developing
<p>Student Achievement</p>	<p>Program clearly identifies weaknesses in program effectiveness and student achievement.</p> <p>Program has clearly identified strategies and practices to improve program effectiveness and student engagement and achievement.</p> <p>Budget requests to implement strategies and practice are specified.</p>	<p>Program minimally identifies weaknesses in program effectiveness and student achievement.</p> <p>Program considers strategies and practices to program effectiveness and student engagement and achievement.</p> <p>Budget requests to implement strategies and practices are not specified.</p>	<p>Program does not identify weaknesses in program effectiveness in student achievement.</p> <p>No new practices to improve program effectiveness and student engagement and achievement are identified.</p> <p>No student-focused budget requests are specified.</p>

Criterion C	Exemplary	Acceptable	Developing
<p>Student Learning Outcomes Assessment (Program and Courses)</p>	<p>Program learning outcomes and the year(s) of their assessments are specified. Outcomes needing assessment in current year are targeted.</p> <p>Strategies to improve program learning outcomes are specified, implemented, and assessed.</p> <p>Mission Statement Alignment: Program learning prepares students for their productive futures.</p> <p>Progress on course learning outcomes assessment and next steps are clearly summarized.</p>	<p>Program learning outcomes and the year(s) of their assessments are specified. Outcomes needing assessment in current year are not targeted</p> <p>Strategies to improve program learning outcomes are specified but not implemented.</p> <p>Mission Statement Alignment: Program learning prepares students for their productive futures</p> <p>Progress on course learning outcomes assessment and next steps are not clearly summarized.</p>	<p>Program learning outcomes and the year(s) of their assessments are specified. Some outcomes have not been assessed within 5 year period, and they are not targeted.</p> <p>Strategies to improve program learning outcomes are not identified.</p> <p>Mission Statement Alignment: Program learning prepares students for their productive futures</p> <p>Progress on course learning outcomes assessment and next steps is not discussed.</p>
Criterion D	Exemplary	Acceptable	Developing
<p>Action Plans</p>	<p>Plan identifies priority actions to address weaknesses and support improvements identified in Criteria A, B, C..</p> <p>Plan identifies actions that also support the Strategic Plan and Student Success Pathway.</p> <p>The plan includes a timeline and criteria for success.</p> <p>The plan robustly demonstrates innovation, attention to best practices, and creativity to substantiate budget requests.</p>	<p>Plan identifies but does not prioritize actions to address weaknesses and support improvements identified in Criteria A, B, C.</p> <p>Plan identifies actions that also support the Strategic Plan and Student Success Pathway</p> <p>The plan lacks a timeline or criteria for success.</p> <p>The plan weakly demonstrates innovation, attention to best practices, and creativity to substantiate budget requests.</p>	<p>Plan does not identify nor prioritize actions to address weaknesses and support improvements identified in Criteria A, B, C.</p> <p>Plan does not identify actions that also support the Strategic Plan and Student Success Pathway.</p> <p>The plan lacks a timeline and criteria for success.</p> <p>The plan does not demonstrate innovation, attention to best practices, and creativity to substantiate budget requests</p>