

University of Hawai'i Community Colleges
Dole Street Conference Room
9:30 AM – 2:00 PM January 10, 2014
Instructional Program Review Council –
Subgroup Scoring Rubric
Record of Proceedings

PRESENT:

Facilitator: Cheryl Chappell-Long, OVPCC-APAPA

Attendees: Chancellors - Noreen Yamane (HAW); Vice Chancellors/Assistant Deans- Russell Uyeno (HON), Louise Pagotto (KAP), IR - Jon Kalk (KAU), Guy Nishimoto (LEE), Wilson Lau, OVPCC-APAPA.

A subgroup of the I-PRC met on January 10, 2014 to discuss Scoring Rubrics for the Instructional Annual Reports of Program Data (ARPD) – General Pre-Professional (GPP), Career Technical Education (CTE), and Remedial/Developmental Education (R/DE). Recommendations will be forwarded to full I-PRC and finalized by May 1, 2014 for ARPD August 2014 release.

General and PreProfessional (GPP)

Demand

Will be scored on three elements that reflect enrollment growth/maintenance of program relative to overall college enrollment growth/maintenance:

- Percent change Majors from Prior Year (currently included in ARPD)
- GPP majors as a percentage of all institutional home campus majors (difference (i.e. "percent change from prior year")
- All program SSH as a percentage of All SSH at college (difference - "percent change from prior year")

Discussion related to break-out of full time students (e.g. 15 or more, or 12, or 13 and 14). Would not be part of the scoring rubric.

Efficiency

Will be scored on two elements:

- Class Fill rate (currently included in ARPD)
- Remove Student/Faculty Ratio and Replace with FTE BOR Appointed Faculty (#10) over Analytic Faculty (#12a) which will reflect actual program staffing relative to analytic staffing. Discussion that we will need three years of data to review and set benchmark levels. Will ask the Liberal Arts subgroup to make recommendations for benchmark levels.

Discussion on the following Quantitative Indicators (not part of the scoring rubric):

- Persistence Fall to Spring (#18) Additional sub indicator of students who did not persist in the program but persisted in another college program (change of major). Clarify in glossary definition to exclude from denominator students whose majors were changed to another program from Fall to Spring.
- Persistence Fall to Fall (#18a). Additional sub indicator of students who did not persist in the program but persisted in another college program (change of major). Clarify in 18a glossary definition to exclude from denominator students whose majors were changed to another program from Fall to Fall.

Add 18b - LBART in Fall but in another program at the same college in Spring.

Add 18c - LBART in Fall but in another program at the same college in the subsequent Fall.

- #19d & #20d Element name change and use of + and - to denote increase and decrease respectively.
Use "% over/under Unduplicated Awarded goal" for 19d
Use "% over/under Transfer to UH 4-yr goal" for 20d

Career Technical Education (CTE)

Demand

Will continue to be scored on new and replacement positions with a revision to the scoring ranges. The result is that we will determine a program as cautionary/unhealthy based on whether there are too few jobs for graduates (no longer also based on whether there are too many jobs for graduates)

- Healthy – 1.5 or greater
- Cautionary - .5 – 1.49
- Unhealthy - <.5

Discussion of need for additional faculty/program training to understand validity of labor data.

Efficiency

Will be scored on two elements (similar to revision made in GPP efficiency regarding student/faculty ratio.

- Class Fill Rate (currently included in ARPD)
- Remove Student/Faculty Ratio and Replace with FTE BOR Appointed Faculty (#10) over Analytic Faculty (#12a) which will reflect actual program staffing relative to analytic staffing. Discussion that we will

need three years of data to review and set benchmark levels. Will ask the CTE Deans subgroup to make recommendations for benchmark levels.

Effectiveness

Will be scored on three elements:

- Unduplicated Degrees & Certificates Awarded (#20) divided by Number of Majors (#3)
- Perkins 4P1 Student Placement (#32) Scored as
 - Met – Healthy
 - Not Met – Cautionary
- Persistence Fall to Spring

Discussion on adding additional measure (not used for scoring) of Persistence Fall to Fall.

Remedial Developmental Education

Demand

Increase Percentage AtD (entering) Cohort enrolled in Remedial Developmental Level who placed into Remedial/Developmental Level. Will change calculation to exclude/count as successful those students who take a college-level course in same subject (e.g. student placed into English 22 and with special permission allowed to enroll in English 100)

Efficiency

Will be scored on two elements:

- Class fill Rate (currently included in ARPD)
- Remove Student/Faculty Ratio and Replace with FTE BOR Appointed Faculty over Analytic Faculty (or equivalent) which will reflect actual program staffing relative to analytic staffing. Will use same levels as recommended by Liberal Arts subgroup.

Effectiveness

Will be scored on the two elements currently included in ARPD

Discussion to add a new element – Fall to Fall still enrolled in college (not scored in rubric)

General Discussions

Discussions around common definitions and sources of data used for budget information. Budget Office Staff and some Vice Chancellors Administrative Services will be meeting with Vice Chancellors Academic Affairs to review how Kualu can support ARPD.

Discussion regarding availability of data for prior years when a new measure is introduced. APAPA noted that was a case by case and depending on whether supporting data is available to compute prior years. Most case, we would be able to. Will require APAPA to explore feasibility of restructuring how data are stored.