Background

Honolulu Community College (HonCC), along with the six other Community Colleges within the University of Hawai‘i system, participates in the Carl D. Perkins Educational Act funding for career and technical education programs. In Hawai‘i, the Perkins funding flows through the State Director’s office. Currently, the funds are equally divided between the Department of Education (DOE) and the University of Hawai‘i Community College System (UHCC). The UHCC has a Director of CTE Programs who administers the funds, in conjunction with a team of Deans representing the seven Colleges.

Attached is a copy of the 2009-2010 Guidelines for the UH Community Colleges to follow in applying for Perkins Strategic Intervention funding. (Please note: A similar document is prepared for the Program Improvement and the Leadership Grant funding). This report will draw specific references to this document to illustrate how program review information, and various assessments, are utilized within the Perkins funding and administrative processes.

Program Reviews

The Perkins Act dictates six (6) Core Performance Indicators be compiled and assessed as part of the national grant program. These six performance indicators are found on page 3 of the attached guidelines. The UHCC system has also cross walked these indicators against the UHCC Strategic Plan Goals and the Achieving the Dream Goals. These six performance indicators are also included in the data set that the UHCC system compiles and reports for each of the CTE programs. Thus, the data set used in every program review contains the Perkins performance indicators.

When the narrative is developed for each Perkins proposal, the authors are encouraged to specifically draw upon qualitative and quantitative information contained within the program’s annual review (see page 4, section III, bullet points 2, 3, and 4).

In addition, the Deans of the two HonCC CTE divisions have emphasized the direct link and tie-in of program reviews with the Strategic Planning Process at HonCC as well as with the Perkins program. At the division meetings at the start of the fall semester, both Deans emphasized this point with the faculty. In addition, as the faculty were producing the program review reports in Fall 2008, constant reinforcement of this point was forthcoming via e-mails and in-person conversations (see attached e-mail as one example).

Assessment of Perkins Projects

A key component of the Perkins project proposals is the assessment section (see page 10, section 6 of the guidelines document). Specific effectiveness measures/outcomes must be outlined within the proposal, along with a description of the assessment approach that will be
utilized to measure the effectiveness of the project.

A second key element of the Perkins process is the mandatory Completion Report that must be filed for each project (see page 5, section VII of the guidelines document, and page 13 of the document for the Completion Report template). When the requests are submitted to the UHCC system office each April for the upcoming year’s Strategic Intervention Awards, the narratives must be accompanied by a review of the College’s performance against the State Perkins Performance Indicators. This review must include rationale for meeting, and not meeting the various indicators. In addition, as noted in bold on page 5 of the guidelines document, failure to file the required completion reports may jeopardize an individual college’s funding for future projects.

On-going Refinements

The current version of the Carl D. Perkins Act is the fourth iteration of the legislation. As the legislation has changed, so have the performance requirements and the assessment requirements. In addition, the UHCC system staff are enhancing the processes for awarding the funds and evaluating the success of the various projects. Efforts to further integrate program reviews and performance-related assessment will be on-going.

College End-of-Year Allocation and Linkage to Annual Program Review

Background

ACCJC Standards recommend that a community college of our size carry over a reserve of four percent of expenditures per annum in order to fund operational expenses under exigent conditions. Once the College determines that it has sufficient funds to cover expenses for the current fiscal year, as well as sustain the required carryover reserves, the College estimates unspent monies (i.e., commonly called “end-of-year” money) and accepts proposals and justifications for internal reallocation of those funds.

[Explain the whole process? (i.e., CLT review, etc.])

In response to the call for “end-of-year” proposals, the Career and Technology Education (CTE) Divisions solicit proposals from their various program Unit Heads by way of a “Funding Request Form.” (see e-mail from VCAA, minutes from the February 11, 2008 CLT meeting, and sample form attached). The Funding Request Form bears a footnote that reads “All requests must be linked to health and safety, mission, Strategic Plan, Achieving the Dream (AtD), American Diploma Project (ADP), program review, assessment, and how the funds will demonstrate program improvement and student learning outcomes.” In this manner, and as a part of the justification for end-of-year monies, program faculty are asked to show linkage between 1) program assessment and outcomes; 2) annual program review, needs and improvement; and 3) the University, College and program mission, strategic planning and priorities.

Evidence that this process is at the “proficiency” level of implementation can be found in the supporting documents that accompany this Mid-Term Report, as well as in the minutes of the Campus Leadership Team. (site minutes of CLT “end-of-year” meeting)
Career and Technical Education Submittal of New and Revised Action Plans to the Implementation Plan

Background

The HCC Implementation Plan is directly impacted by the University of Hawaii Strategic Plan. (see URL to UH SP).

In 2008, the Planning Council undertook the task of gathering input from the various departments on campus that required strategic funding requests be submitted to the University of Hawai`i, and ultimately to the Board of Regents. One the strategic priorities for the campus were selected, the Operating Budget Adjustment Request (form A) for the University of Hawai`i was completed for the Program Change Requests (PCR) (see examples for FIRE and ECE attached). In section IV of Form A, the author must demonstrate a clear linkage to the program review data and narrative as part of the justification of the PCR request.

Career and Technical Education Mapping of Program SLOs to Course SLOs

Background

On March 10, 2009, a memorandum was sent to all CTE faculty essentially echoing an earlier announcement made by HCC Accreditation Liaison Officer that said, “The special focus of our midterm report, as stated in the Action Letter from the Commission, is Recommendation #2 regarding the refinement and use of program review and SLOs at all levels (in short, program review and assessment activities and utilizing results for ongoing improvement and planning)."

In response to this recommendation, the Committee on Programs and Curricula (CPC) specifically requested that the Tech I, Tech II, PATC and [University College] programs map their Program SLOs against their course SLOs.

Additionally, by way of memorandum the Dean of Communication and Service Programs underscored the importance to responding to this Standard by citing the Perkins Funding Act, Section 113, Accountability, of the Carl D. Perkins Career and Technical Education Improvement Act of 2006:

“Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
(ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.
(iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
(v) Student participation in and completion of, career and technical education programs that lead to employment in non-traditional fields."

A meeting of the UHCC statewide, Program Coordinating Council (PCCs) convened on June 25, 2008 to discuss these requirements, specifically the issues revolving around items (i) and (ii). The key points of discussion were:

(i) How do the CTE courses and program SLOs align with industry standards?
(ii) What mechanisms do the CTE programs use to ensure this alignment and the attainment of skills?
(iii) How is this alignment made transparent?

In some states that receive Perkins funding, faculty are considering moving towards the use of summative examinations of their students by external organizations (at a hefty price to the students and/or the institutions). At the meeting of the PCCs, it was decided that there are various approaches that can be adopted to document “industry recognition and support for program and course SLOs”. These may include:

1. Programs and/or their faculty may be certified or licensed by national, local, and/or professional organizations such as:
   a) ASE – NATEF (may take the test with AAS + 1 yr. of experience)
   b) AWS (American Welding Society)
   c) Electrical Journeyman Licensing
   d) Autobody
   e) NLNAC – National League of Nursing Accrediting Commission
   f) Department of Health "approved program" (Nurse Aide, Home Care Operator)
   g) American Culinary Federation
   h) Certified Hospitality Educators

2. Advisory Committees have endorsed/approved the CTE program and/or course SLOs.

3. Professional/Workplace Skills Certification programs such as SKILLSNET have been used.

4. Validation/Approval of program and course SLOs may be obtained from Professional Trade meetings (e.g. Farm Bureau, USDA, etc.)

5. Recognition of UHCC Certificate or Degree in licensing regulations.

6. Recognition of UHCC Certificate or Degree as meeting employment requirements.

Thus, programs such as COSM, for example, will be deemed to have met this requirement of the Perkins Act as that program is geared specifically towards meeting the State of Hawaii licensing requirements (point # 5 above). However, all of the other CTE programs across the UHCC system are being directed to:

“By October 1, 2008, programs must be able to show (i.e., provide evidence) of how SLOs are (will be) “industry-recognized”. Such evidence shall be submitted to each
In response to these standards mentioned above, the deans of Career and Technical Education (CTE) developed a strategy to meet the requirements of both these issues in a way that provided the actionable documentation that is being asked of the programs, while minimizing the additional workload for the faculty involved. This strategy resulted in substantial progress in mapping CTE Program SLOs to Course SLOs. The result of the CTE Program SLOs to Course SLOs for the Communications and Service Division have been posted (http://home.honolulu.hawaii.edu/~sam/Mappings.html) and report a 100% completion rate for all programs within that Division. The Transportation and Trades Division reported a 50% completion rate of CTE Program SLOs to Course SLOs. Posting of the Transportation and Trades Division results are expected by the end of the spring 2009 semester.

The UHCC system CTE Deans' requirement in the abovementioned October 1, 2008 deadline has resulted in documentation of how all HCC CTE programs engender “industry recognition and support for program and course SLOs.” (see the draft HCC Summary of Evidence table attached).