Systemwide Academic Planning
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Vice President for Academic Affairs
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Academic Planning

- Mission differentiation among campuses
- Higher education goals and priorities
- Current process for academic planning
- How to develop a High Performance Mission Driven Academic Plan
Basic Unit Mission (BORP 4.201)  
UH Mānoa

- Doctoral/research university with selective admissions
- Baccalaureate, master’s and doctoral degrees in the full array of liberal arts.
- Professional fields, degrees in law and medicine
- Organized research activity
Basic Unit Mission (BORP 4.201)
UH Hilo

- Comprehensive university
  - primarily baccalaureate institution with a regional mission
- Degrees granted in the core liberal arts majors, agriculture, nursing, education and business
- Select masters and doctoral degrees
Basic Unit Mission (BORP 4.201)  
UH West O‘ahu

- Baccalaureate institution founded in liberal arts, serving professional, career-related and applied fields, based on state and regional needs.

- Provides access through partnerships and distance delivery
Basic Unit Mission (BORP 4.201)  
UH Community Colleges

- Open-door, low-tuition institutions
- 2-year and college transfer and general education
- 2- and 4-year career/technical education programs
- Semi-professional, continuing education programs, and other educational programs and services appropriate to community colleges
Public Agenda for Higher Education

- Increase the educational capital of the state
- Expand workforce development initiatives
- Provide education for underserved regions and populations
- Diversify the economy
- Research, innovation, and knowledge production
- Exercise responsible stewardship
## Degrees & Certificates Offered

<table>
<thead>
<tr>
<th>Degree</th>
<th>Description</th>
</tr>
</thead>
</table>
| Doctoral | • Philosophy (PhD), Education (EdD), Public Health (DrPH)  
           • Professional Practice (MD, JD, PharmD, DArch) |
| Master’s | • Arts (MA), Science (MS), Business Administration (MBA), Fine Arts (MFA), Education (MEd), Social Work (MSW), etc. |
| Bachelor’s| • Arts (BA), Science (BS), Applied Science (BAS), Business Administration (BBA), Fine Arts (BFA), Education (BEd), Social Work (BSW), etc. |
| Associate| • Arts (AA), Science (AS), Applied Science (AAS), Technical Studies (ATS) |
| Certificates| • Graduate Certificates (GCERT)  
              • Undergraduate Certificates (UCERT)  
              • Certificate of Achievement (24-51 credits) (CA)  
              • Advanced Professional Certificate (upper division, 18-30 credits) (APC)  
              • Certificate of Competence (4-24 credits, CTE related) (CO) |
## Number of Unique Undergraduate Programs Offered, Fall 2014

<table>
<thead>
<tr>
<th>Program Type</th>
<th>UH Mānoa</th>
<th>UH Hilo</th>
<th>UH West O‘ahu</th>
<th>UHCC*</th>
<th>Total</th>
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<tbody>
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<td>Baccalaureate</td>
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<td>Associate in Technical Studies</td>
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<tr>
<td>Advanced Professional Certificate</td>
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* Represents the number of unique degrees offered across all 7 UHCC campuses.
### Graduate Programs Offered, Fall 2014

<table>
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<th></th>
<th>UH Mānoa</th>
<th>UH Hilo</th>
<th>Total</th>
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<tbody>
<tr>
<td>Doctoral</td>
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<td>Professional Practice</td>
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<tr>
<td>Graduate (Other)</td>
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<td><strong>Total</strong></td>
<td><strong>305</strong></td>
<td><strong>78</strong></td>
<td><strong>383</strong></td>
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</table>
Current BOR Role in New Program Proposals

- BOR approves the establishment of all new instructional programs granting academic credit leading to a degree or credential upon recommendation of the President (BORP 5-1)

- New doctorate, master’s, bachelor’s or associate degree

- Certificate of achievement that is not part of an associate degree (e.g., Agripharmatech)
Criteria for New Program Proposals (E5.201)

- What are the program objectives?
- Are they appropriate functions of the college and University?
- How is the program organized to meet its objectives?
- Who will enroll in the program?
- What resources are required for program implementation and first cycle operations?
- How efficient will the program be?
- How will the effectiveness of the program be demonstrated?
Current New Program Process Timeline

Authorization to plan

Provisional status (1.5 x length of degree)

Established program’s comprehensive program review

Up to 2 Years

3 Years – Associates
6 Years – Bachelor’s

CCAO Approves

BOR Approves

BOR Approves

5 Years
Current Authorization to Plan (ATP) Process

ATP prepared by campus and approved through campus review process

Reviewed by Council of Chief Academic Officers
Current ATP to Provisional Program Status

Proposal developed by faculty

Approved by curriculum committee, campus Faculty Senate, campus administration

Reviewed by Council of Chief Academic Officers

Reviewed by BOR Academic Affairs Committee

Upon recommendation, to full Board

Approved as a provisional program
Current Provisional to Established Process

Program review and approval via campus curricular process*

Reviewed by Council of Chief Academic Officers

Reviewed by BOR Academic Affairs Committee

*Includes data collected during provisional process

Upon recommendation, to full Board

Approved as an established program
Current Review of Established Programs

- **Periodic review** to determine whether programs are:
  - Meeting stated objectives
  - Still appropriate to campus, unit & University mission

- **Comprehensive program review** required every five years.
  - Program objectives
  - Assessment and summary of evidence
  - Identification of present and/or potential problems and plans to address them

*Note: Small program review policy in progress.*
Current Process for Termination of Programs

Campus identifies an out-of-date or nonproductive program

Campus requests President’s approval

Upon approval, new admissions to the program stops

Program closes within 2 years for Associate 4 years for Bachelor’s for students to finish

BOR receives annual report of all terminated programs
Current Academic Planning is a Process Control System

- Primary focus is on operational considerations
- Driven by individual program requests, not a strategic process linked to UH Strategic Directions
- Does not necessarily prioritize the needs of the state
- Limited consideration of duplication / overlap with other programs
- Does not formally address pathways or system opportunities
- Distance learning not integral to planning
- Lengthy process to set up and establish programs; Not agile
- Cost analysis of new programs is no longer satisfactory
Creating a System Level Strategic Academic Planning Process
Overarching Goals of an Academic Affairs Master Plan

How Do We…

- Provide transparent and accountable academic planning
- Ensure financial viability and sustainability of programs; Demonstrate responsible stewardship
- Ensure a systemwide and statewide perspective
- Address pathways, duplication issues, distance learning
- Create an agile process responsive to community and workforce needs
- And do all of this effectively and efficiently
Begins with the Question: What is the Mission of Each Campus?

- What is the role of each of the campuses in the UH System?
- How do we envision the future of that campus in the system and community?
- What are the state and community needs related to that campus?
- How do the campuses and units work together to ensure adequate balance and coverage across islands and avoid unnecessary duplication?
Key Elements of System Level Academic Planning

- Strategic but agile
- Linked to larger goals and priorities such as:
  - UH mission
  - UH Strategic Directions
  - Economic development / workforce goals
- Supports vision and directions consistent with system goals
- Coordinated among all academic units
What are Intermediate Steps We Might Take?

- Review unit / campus missions with particular attention to the opportunities created by our new campuses (West Oʻahu, Palamanui)

- Plan, evaluate and approve program actions based on systemwide / statewide priorities
  - Ensure appropriate coverage across islands without unnecessary duplication; leverage pathways, transfer and distance learning
  - Address priority areas such as underrepresented populations, underserved locations, workforce needs, economic development

- Align with models and modalities to maximize student success

- Use “just in time” data and analysis to anticipate workforce needs
What are Intermediate Steps We Might Take? (continued)

- Develop criteria for new program prioritization:
  - For instance: workforce needs, student demand, economic development, employment outcomes, innovation, strategic directions, financial viability

- Integrate criteria into ongoing reviews of existing programs

- Implement structural changes to program planning to address overarching goals

- Review / update BOR and executive policies around academic planning to align with system initiatives

- Focus on strategic development of distance learning
Strategic Development of Distance Learning

- What educational programs are needed in which regions and which campuses can deliver them at a distance?
- What models of distance learning can we invest in to maximize student success and affordability?
- Is our current University Center model optimized for this decade? Do we have Centers where the people of Hawai‘i need them?
Mahalo!

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