

## **K5.202 Review of Established Programs (Revised Spring 2012)**

### **1. Purpose**

Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

### **2. Related University Policies**

- a. Board of Regents Policy, Section 5-1.b Review of Established Programs
- b. University of Hawai'i Systemwide Executive Policy, E5.202 Review of Established Programs
- c. University of Hawai'i Community Colleges Policy UHCCP 5.202 Review of Established Programs

### **3. Programs Subject to Review**

- a. All credit degree and certificate programs approved by the Board of Regents. Program reviews for degree programs should incorporate all related certificates and student service support, as appropriate.
- b. All continuing education programs where the scope of the program is comparable to a credit degree or certificate program and where the program is not otherwise incorporated in the review of a degree granting program.
- c. All educational and administrative support programs.

Appendix A identifies the specific programs subject to this policy.

### **4. Frequency of Program Reviews**

- a. *Annual Report of Program Data (ARPD)*: Instructional, student services, academic support, administrative services, and continuing education shall evaluate data annually.
- b. *Comprehensive Program Review (CPR)*: All programs shall complete a comprehensive assessment every three years. If an instructional program has completed a comprehensive self-assessment for the purposes of program

accreditation within two years of the comprehensive program review cycle, the results of the accreditation self-study may substitute for the program review.

## 5. Content of Program Reviews

- a. *Annual Report of Program Data*: See UHCCP 5.202 ([www.hawaii.edu/offices/cc/policies.html](http://www.hawaii.edu/offices/cc/policies.html)) and [www.hawaii.edu/offices/cc/arpd/index.php](http://www.hawaii.edu/offices/cc/arpd/index.php))
- b. *Comprehensive Program Review*: See Appendix B

## 6. Responsibilities

- a. ARPD data for instructional and student services programs are gathered centrally by the UHCC Office for Academic Policy and Planning in consultation with UHCC Institutional Program Review Council (<http://www.hawaii.edu/offices/cc/iprc.html>). Other ARPD and some CPR data are gathered by individual programs.
- b. The program head, in consultation with program faculty and staff and other appropriate individuals, shall be responsible for evaluating the assessment data and completing a report according to established format.
- c. The program administrator shall be responsible for reviewing reports and ensuring completion of reports by established deadlines. Where appropriate, the program administrator may direct further analysis or research for programs that are under-performing. The program administrator shall be responsible for using the results of the program review in decision-making related to program improvement and resource allocation.
- d. The Policy, Planning and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program review reports and related recommended actions, monitoring overall College compliance with program review policies, and reviewing and approving common outcomes definitions for use with program assessment.

## 7. Dissemination of Program Reviews

- a. *ARPD*: shall be available to the public at UHCC website ([www.hawaii.edu/offices/cc/arpd/index.php](http://www.hawaii.edu/offices/cc/arpd/index.php)). Chancellor shall submit an executive summary to UHCC Office for Academic Affairs. UHCC Vice President shall present a summary to the University of Hawai'i Board of Regents.
- b. *CPR*: shall be available to the public at Office for Institutional Effectiveness website ([ofie.kcc.hawaii.edu/](http://ofie.kcc.hawaii.edu/)).

## **8. Assessment of the Program Review Process**

- a. *ARPD*: review of ARPD process is the responsibility of the UHCC Institutional Program Review Council (<http://www.hawaii.edu/offices/cc/iprc.html>).
- b. *CPR*: At the conclusion of each comprehensive program review cycle, the OFIE will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary and present recommendations to PPAC.

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APPENDIX A. Programs Subject to K5.202

1. BOARD OF REGENTS APPROVED INSTRUCTIONAL PROGRAMS

**Culinary Arts, Hospitality, and Business, Legal, and Technology Education**

**Business, Legal, and Technology Education**

Accounting  
Information Technology  
Marketing and Entrepreneurship  
Management  
Paralegal

**Culinary Arts**

**Hospitality And Travel and Tourism Operations Management**

**Arts & Sciences**

Biotechnician  
Liberal Arts  
New Media Arts  
Natural Science

**Health Education**

**Emergency Medical Services**

Emergency Medical Technician  
Mobile Intensive Care Technician

**Nursing**

Nursing  
Practical Nursing

**Health Sciences**

Dental Assisting  
Exercise and Sport Science  
Medical Assisting  
Medical Laboratory Technician  
Occupational Therapy Assistant  
Physical Therapist Assistant  
Radiologic Technology  
Respiratory Care

2. NON-DEGREE GRANTING INSTRUCTIONAL PROGRAMS

**Kahikoluamea**

Reading  
Writing  
Math

### 3. EDUCATIONAL AND ADMINISTRATIVE SUPPORT UNITS

#### Administration

Office for Institutional Effectiveness

#### Administrative Services

Auxiliary Services

Business Office

Human Resources

#### Academic Support

CELTT

Library and Learning Resources

Curriculum Management

#### Continuing and Community Education

Continuing Education

Community Relations

#### Student Services

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APPENDIX B. Comprehensive Program Review Report Format

**1. Instructional Programs**

College Mission Statement (will be included in template)

Program Mission Statement: Clear statement of program purposes and links to Tactical Action Plan and the College's Strategic Plan.

**Part I.** Executive Summary of CPR and Response to previous program review recommendations

**Part II.** Program Description

History

Program goals/Occupations for which this program prepares students: Include the skills that graduates will have and the occupations for which they are prepared

Program Student Learning Outcomes (SLO)

Admission requirements

Credentials, licensures offered

Faculty and staff

Resources

Articulation Agreements

Community connections, advisory committees, Internships, Coops, DOE

Distance delivered/off campus programs, if applicable

**Part III.** Quantitative Indicators for Program Review

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

**Part IV.** Curriculum Revision and Review

Listing of courses reviewed during the previous three years. A minimum of 20% of existing courses are to be reviewed each year.

**Part V.** Survey results

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver

**Part VI.** Analysis of the Program

1. Alignment with mission
2. Current Situation. *Internal:* Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III. CTE programs must include analysis of the Perkins Core indicators for which the

program has not met the performance level. *External:* Review “Planning Shaped By External Context,” pages 1-6 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning

3. Assessment Results for Program SLOs. The program will develop a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:

- List of the Program Student Learning Outcomes and the dates assessed
- Assessment results

- Changes that have been made based an evaluation of the assessment results

#### **Part VII. Tactical Action Plan**

1. Program Action Plan (based on ARPD results)
2. Department Action Plan (where multiple programs are housed in a single department, the departmental-level plan is included in all program review reports)
  - a. Appropriate Strategic Outcomes: departmental tactical action plan outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix. Code outcomes to match the College’s outcomes (A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).
  - b. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).
  - c. Strategies: Develop strategies to address weaknesses identified in ARPD. Review the Potential Strategies and Campuswide Strategies identified in the Strategic Plan. Identify specific strategies.
  - d. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data
  - e. Position(s) Responsible
  - f. Synergies with other programs, units, emphases and initiatives
  - g. Key Community Partners (if any)

#### **Part VIII. Resource and Budget Implications**

Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

#### **Part IX. Evaluation of Data and Measurable Improvements (annually updated)**

- A. Evaluation of Data identified in Part VII-2-d
- B. Improvements in Last 12 months (list)
- C. Improvements to be made in the next 12 months (list)

## 2. Student Services & Academic Support Programs

College Mission Statement (will be included in template)

Program Mission Statement: Clear statement of program purposes and links to Tactical Action Plan and the College's Strategic Plan.

**Part I.** Executive Summary of CPR and Response to previous program review recommendations

**Part II.** Program Description

- History
- Program goals
- Program Student Learning Outcomes (SLO)
- Faculty and staff
- Resources

**Part III.** Quantitative Indicators for Program Review

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

**Part IV.** Analysis of the Program

1. Alignment with mission
2. Current Situation. *Internal:* Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III. *External:* Review "Planning Shaped By External Context," pages 1-6 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning.
3. Assessment Results for Program SLOs. The program will develop a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:
  - List of the Program Student Learning Outcomes and the dates assessed
  - Assessment results
  - Changes that have been made based an evaluation of the assessment results

**Part VI.** Tactical Action Plan

3. Program Action Plan (based on ARPD results)
4. Department Action Plan (where multiple programs are housed in a single department, the departmental-level plan is included in all program review reports)
  - a. Appropriate Strategic Outcomes: departmental tactical action plan outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix. Code outcomes to match the College's outcomes (A=Hawaiian Attainment, B=Educational



Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).

- b. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).
- c. Strategies: Develop strategies to address weaknesses identified in ARPD. Review the Potential Strategies and Campuswide Strategies identified in the Strategic Plan. Identify specific strategies.
- d. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data
- e. Position(s) Responsible
- f. Synergies with other programs, units, emphases and initiatives
- g. Key Community Partners (if any)

**Part VII. Resource and Budget Implications**

Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

**Part VII. Evaluation of Data and Measurable Improvements (annually updated)**

- D. Evaluation of Data identified in Part VII-2-d
- E. Improvements in Last 12 months (list)
- F. Improvements to be made in the next 12 months (list)

### **3. Administration, Administrative Services, OFIE, and Continuing & Community Education**

College Mission Statement (will be included in template)

Program Mission Statement: Clear statement of program purposes and links to Tactical Action Plan and the College's Strategic Plan.

**Part I.** Executive Summary of CPR and Response to previous program review recommendations

**Part II.** Program Description

History  
Program goals  
Staff  
Resources

**Part III.** Quantitative Indicators for Program Review  
Listing of most recent three years of data.

**Part IV.** Analysis of the Program

1. Alignment with mission
2. Current Situation. *Internal:* Strengths and weaknesses based on an analysis of the ARPD data in Part III. *External:* Review "Planning Shaped By External Context," pages 1-6 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning.

**Part VI.** Tactical Action Plan

1. Appropriate Strategic Outcomes: departmental tactical action plan outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix. Code outcomes to match the College's outcomes (A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).
2. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).
3. Strategies: Develop strategies to address weaknesses identified in ARPD. Review the Potential Strategies and Campuswide Strategies identified in the Strategic Plan. Identify specific strategies.
4. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data
5. Position(s) Responsible
6. Synergies with other programs, units, emphases and initiatives

7. Key Community Partners (if any)

**Part VII. Resource and Budget Implications**

Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

**Part VII. Evaluation of Data and Measurable Improvements (annually updated)**

- G. Evaluation of Data identified in Part VII-2-d
- H. Improvements in Last 12 months (list)
- I. Improvements to be made in the next 12 months (list)

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