

K5.202 Review of Established Programs

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

3. Programs Subject to Review

The following programs are subject to the program review policy

- a) All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.
- b) All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.
- c) All cross-curricular emphases that have been adopted by the College as a significant component of the general education or strategic direction of the College.
- d) All educational and administrative support programs.

Appendix A of this policy identifies all programs subject to this policy

4. Frequency of Program Reviews

All programs shall be provided annual reports documenting performance on agreed upon outcomes, key benchmarks, critical external factors, and planning improvements.

All programs shall complete a comprehensive assessment once each three years in conjunction with the revision of the related three-year unit plan. If a program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the program review cycle, the results of the accreditation self-study may substitute for the program review.

5. Content of Program Review

The program reviews shall include the following components:

- a. Statement on the mission or purpose of the program, including the target student population
- b. Information on external factors affecting the program
- c. Historical trend data on key measures
- d. Program health indicators with benchmarks to provide a quick view on the overall condition of the program
- e. Required external measures
- f. Analysis of the outcomes over the three years, including an assessment related to progress in achieving planned improvements
- g. Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

6. Responsibilities

The responsibilities for program review are as follows:

- a. The Office of Institutional Research shall be responsible for preparing and providing all data necessary for the program review. The Office of Institutional Research shall also be responsible for posting the results of the program review to the College website.
- b. The program head, in consultation with program faculty or staff and other appropriate individuals, shall be responsible for analyzing the assessment data and completing a written analysis with recommendations.
- c. The Dean or Director shall be responsible for ensuring completion of the program review in a timely fashion and for reviewing the assessment information and analysis as submitted by the program head. Where appropriate, the Dean or Director may direct further analysis or research for programs that are under-performing. The Dean or Director shall be responsible for using the results of the program review in decision-making related to program improvement and resource allocation. For academic programs, the Dean may also make recommendations to the Faculty Senate to modify, stop-out, or terminate a program.

- d. The Faculty Senate shall recommend to the Senior Academic Dean any program actions such as stopping out of a program, eliminating a program, or making major modifications to the program structure. The Faculty Senate shall use the results of the program review in its deliberations.
- e. The Chancellor, based on the program review assessment, the recommendation of the Faculty Senate, and recommendation of the Senior Academic Dean, shall make decisions on any program modifications, stop-outs, or terminations. Program terminations are subject to the approval of the Board of Regents.
- f. The Policy, Planning and Assessment Council shall be responsible for oversight of the program review process, including reviewing summaries of program reviews and related recommended actions, monitoring the overall College compliance with program reviews, and in reviewing and approving common outcomes definitions for use with program assessment.

7. Dissemination of Program Reviews

- a) The Office of Institutional Research shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Chancellor will transmit the report to Board of Regents through the Vice President for Academic Affairs and the President.
- b) The program reviews will be made available to the College community and the general public through the College website.

8. Assessment of the Program Review Process

At the conclusion of each program review cycle, each program head and related Dean or Director will review the measures and content of the program review to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, the PPAC will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

APPENDIX A

Programs Subject to the Program Review Policy

A. Board of Regents Approved Programs

Business Education

- Accounting
- eBusiness
- Information Technology
- Entrepreneurship
- Marketing

Arts & Sciences

- Biotechnician
- Exercise and Sport Science
- Educational Paraprofessionals
- Liberal Arts
- New Media Arts

Hospitality

- Culinary Arts
- Hotel/Restaurant Operations
- Patisserie
- School Food Service
- Travel & Tourism

Health

- Dental Assisting
- Emergency Medical Services
- Medical Assisting
- Medical Laboratory Technician
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Care

Legal

- Paralegal

B. Non-Degree Granting Academic Programs

- Diagnostic Medical Sonography
- Educational Interpreters

Holomua
Surgical Technician

C. Cross-Curricular Emphases and Initiatives

First Year Experience
International Education
Information Technology
Malama Hawai'i
Service-Learning
Teacher Preparation
Writing Across the Curriculum+

D. Educational and Administrative Support

Auxiliary Services
Business Office
College and Community Relations
Curriculum Management
Executive Administration (includes planning and assessment)
International Program
Human Resources
Information Media and Technology Services
Library and Learning Resources
Student Services

APPENDIX B

KCC WORKFLOW PLAN for ASSESSMENT & STUDENT LEARNING OUTCOMES (Draft)

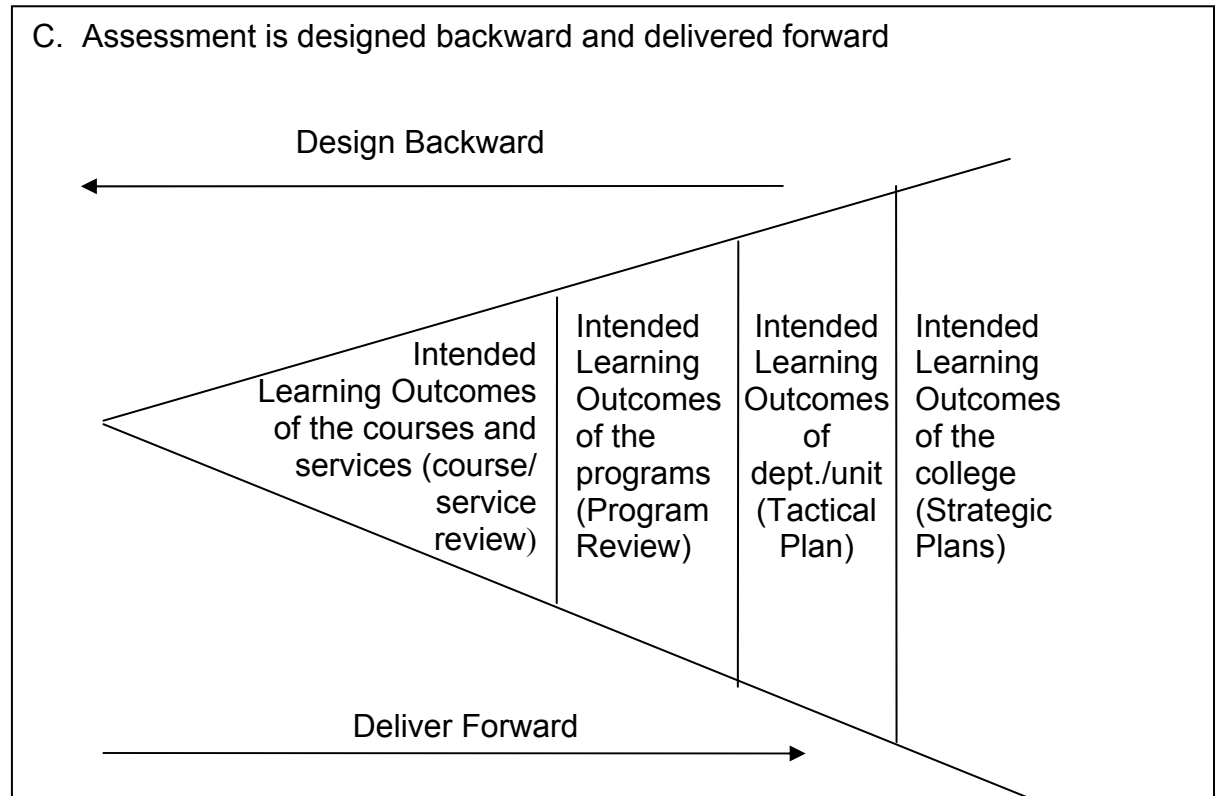
- I. Purpose: To outline the Workflow Plan for Assessment including Student Learning Outcomes (SLOs) and who, what, where, when and how of assessment.
- II. Assessment Caveats: 1) Assessment is an on-going process to monitor and improve learning and teaching; and 2) Good Assessment is faculty/staff-driven, administration-supported, SLO-based and technology enhanced.

A. Assessment Steps:

1. Define goals and objectives
2. Check for alignment between curriculum, services & activities, and objectives
3. Develop a meaningful, manageable and sustainable assessment plan
4. Collect assessment data
5. Close the loop – collective reflection and action
6. Routinely examine the assessment process

B. Elements of an Assessment Plan

1. How will each objective be assessed?
2. Who will collect and analyze the data?
3. Where will it be done?
4. How will data be collected?
5. When and how often will it be done?
6. Who will reflect on the results?
7. How will results (be used) and implications be documented?



III. Plan and Assessment Levels

A. Institution (Strategic Plan)

1. Elements of the Strategic Plan

- a. Introduction
- b. Functional Statement
- c. Planning Context
- d. Vision and Values
- e. Mission Statement
- f. Institutional Goals
- g. Institutional Objectives
- h. Institutional Effectiveness Measures/Outcomes*
- i. Means of Assessment*
- j. Summary of Results*
- k. Use of the Results in integrated Planning, Managing, Evaluating and Resource Allocation*
- l. Timeframe*
- m. Budget/Resource Allocation*

n. Who is Responsible*

* Need to be completed.

Realignment of Institutional Objectives with Effectiveness Measures, Means of Assessment and Use of Results

Institutional Objectives	Institutional Effectiveness Measures	Means of Assessment	Summary of Results	Use of Results
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Institutional Objectives</p> <p>1.1 Strengthen campus support for Holomua</p> <p>3.5 Provide timely and relevant high quality... (3.5 B...) continue to meet the needs of health care... Mortuary Science.</p>	<p>1.1 Increase the persistence of under-prepared students from _____ to _____.</p> <p>1.2 Increase the course completion rates a from _____ to _____ in math and from _____ to _____ in English.</p>	<p>1.1 Retention data on entering Holomua classroom Fall 2004 thru Spring 2005.</p> <p>1.2. Math and English course completion rates data for Fall 2004 and Spring 2005.</p>	<p>1.1 The retention rate of under-prepared students decline by 5 percent for the third year in a row.</p> <p>1.2 Math and English course completion rates decreased for the fourth year by 8%.</p>	<p>1.1 Initiates action to outsource the Holomua program.</p>
	<p>3.5 Educate, train and graduate at least 12 Mortuary Science technicians per year.</p>	<p>3.5 Number of AS degree graduates in Mortuary Science.</p>	<p>3.5 Over the past 3 years, the college has produced 8, 6 and 5 graduates respectively</p>	<p>3.5 Due to the use of high technology for embalming; increase in conversion to Buddhism and cremation and a new scientific discovery of freezing bodies for future restoration, the need for Mortuary Science technicians has declined, initiate procedure to stop-out this program</p>

B. Department/Unit (Revenue and non-Revenue-generating unit Tactical Plan)

A tactical plan is a rolling 3-year plan which is based on the strategic plan and delineates specific and general directions for the department or unit. Please refer to functional statements 9/18/03 – 2003 Annual Update of Organizational Charts and Functional Statements for a list of units and their functions.

1. .Mission – Clear statement of purpose, department or unit mission should be tied to the overall college mission
2. Goals – Broad statements, general directions, links to institutional goals.
3. Objectives – Observable, measurable tasks
4. Activities – Things done to achieve objectives
5. Outcomes – Contains both baseline and benchmark data which may be quantitative or qualitative. These indicators should be supported by evidence such as evidence of structure, resources, process, student progress, and/or evidence of student learning.
6. Means of Outcome Assessment – Indicators used to measure how well we have met our goals and objectives.
7. Connections with other Programs – Explicit statements outlining how you will collaborate and cooperate with other programs to support their goals and activities.
8. Timeline – When will the tactical plan objectives be accomplished/achieved within the 3-year plan?
9. Resources – What will it take to accomplish the goals, objectives and activities?
10. Responsibility – Names of individuals and/or office responsible for accomplishing the activities.

Realignment of Tactical Plan Goals with the Institutional Goals

Honda International Center/IIEG Tactical Plan						
Mission	Institutional Goals	Dept/Unit Intended Goals/Objectives	Dept/Unit Intended Outcomes	Dept/Unit Intended Means of Outcomes Assessment	Summary of Results	Use of the Results
KCC Mission	Goal 4 – To champion diversity...	Goal 1 – some as institutional goal	Obj. 1 – To increase by 10 percent the number of int'l students enrolled in the Intensive ESOL Program	1. Headcount of int'l students enrolled from 2003 to 2004.	1. The number of int'l students increased by only 6 percent. There was a moderate decline in number of students from Japan.	1. To review and if necessary to revise recruitment and marketing strategies focusing on Japan.
Dept/Unit Mission						

C. Big “P” Programs (Academic Programs)

Academic Program development, outline, elements and Review and Evaluation need to be reviewed and if necessary changed to better answer expected ACCJC 2002 Accreditation Standards' source of evidence.

Program Health Indicator Report Format

1. Mission – Clear statement of program purposes links to Tactical and Strategic Plans.
2. Program goals – Include the skills that graduates will have and the occupations for which they are prepared.
3. Program description – Learning and student support services offered, credit and non-credit courses offered in the most recent academic year and course enrollment, credentials offered, faculty and program advisory committee, admission requirements, academic proficiency requirements.

4. Program health indicators and measures (for each measure indicate a minimum standard, a satisfactory standard, and the actual standard) including the following categories:
 - a. Program Demand
 - 1) *External* Demand, such as, current and projected positions in the occupation.
 - 2) *Internal* Demand, such as, applicants, student majors and registrations
 - b. Program Efficiency – relationship of resources committed to a program and the efficiency use of those resources, as indicated by such measures as:
 - 1) Average class size
 - 2) Cost per student semester hour
 - 3) Ratio of students to faculty
 - c. Program Outcome – such as:
 - 1) Retention rate
 - 2) Transfer rate
 - 3) Graduate rate
 - 4) Degrees/certificates awarded
 - 5) Student and/or employer satisfaction
 - 6) External licensing and certification rates
 - d. Career Programs... Please use also the Perkins III Program Core Indicators and before deciding on the General Education courses for your career programs, please delineate the G.E. and workforce core skills needed by your program majors. For example, some students may need a foundation skills course in math followed by an applied quantitative reasoning skills course. The quantitative reasoning skills should be reinforced throughout the program especially in the program required courses.
5. Program Student Learning Outcomes
6. Analyses and Summary of Results – Determine overall program health and health on each of the PHI indicator categories and do an analysis and summary of the results.
7. Use of the Results – How the results will be used for integrated planning managing, evaluating and resource allocation.

Realignment of Program Student Learning Outcomes x Courses,
Student Support and Learning Support Services

Mortuary Science A.S. Degree Program													
Program Student Learning Outcomes	Program	Program Required Courses			General Education Skill Standard Courses			Elective Courses		Student Support Services	Learning Support Services	Means of Assessment	Use of Results
		100	110	200									
	SLO #1	I											
	SLO #2		D										
	SLO #3												
	SLO #4		P										
SLO #5	I		D										

I = Introduced

P = Practiced

D = Demonstrated

Some very good industry-based needs assessment instruments for developing and realigning SLOs, program objectives, Courses and student services and learning support services are the DACUM PROCESS and SKILLSNET/WORKKEYS.

D. Small “p” Programs (non-Revenue generating support programs)

1. Mission – Clear statement of program purposes links to Tactical and Strategic Plans.
2. Program goals – Broad statements, general and specific directions, links to Tactical and Strategic Plan goals
3. Program description – Detailed description of the functions, objectives, services and activities offered in support of faculty, staff, student learning and mission and institutional goals of KCC.
4. Program health indicators and measures with a focus on services and activities
 - a. Program demand for services

- b. Program efficiency of services and activities
 - c. Program outcome and impact of the service and/or activity
5. Program student, faculty and/or staff learning outcomes
 6. Analysis and summary of results – Determine overall program health and health on each of the PHI indicator categories and do an analysis and a summary of the results.
 7. Use of the results for integrated planning, managing/implementing, evaluating and resource allocation.

Realignment of Program Goals/Objectives /Outcomes x Program
Services, Activities and Means of Assessment

Honda International Center Program Evaluation						
Program goals/objectives/outcomes	Goal 4; Objective 3: Action strategy F: Support a study abroad program	1) Developing a marketing recruitment and scholarship programs for study abroad students		1) Develop a concept paper on study abroad abroad	1) Adoption of the concept paper 2) Operations of study abroad office w/in HIC 3)Number of study abroad students "enrolled."	Since this is the first semester of the program, too early for trend data.
	Program objective/outcome #2					
	Program objective/outcome #3					
	Program objective/outcome #7					

E. Courses

The course development, outline and elements such as grading, delivery, SLOs , etc., need to be reviewed and if necessarily changed to better answer expected ACCJC 2002 Accreditation Standards' source of evidence.

1. Course Title
2. Course description
3. Course objectives/competencies
4. General education and relationships to other courses
 - a. College competency areas
 - b. Associate degree competencies
 - 1) Critical thinking
 - 2) Information retrieval and technology
 - 3) Oral communication

- 4) Quantitative reasoning
- 5) Written communication
- 6) Understanding self and community
- c. Departmental competencies
- 5. Course content
- 6. Possible texts
- 7. Reference materials
- 8. Auxiliary materials and contents
- 9. Methods of instruction
- 10. Methods of evaluation
 - a. Grading
- 11. Justification
- 12. Resource requirements
- 13. Articulation

Course Designed Aligned With Student Learning Outcomes

IS 105 Course Design and Evaluation

Course Student Learning Outcomes	Classes and Lessons				Activities		Assignments		Means of Assessment	Summary and Use of Results
	#1	#2	#3	#4	#1	#2	#1	#2		
1	I									
2		P								
3			P							
4										
10				D						

I = Introduced

P = Practiced

D = Demonstrated

Student Learning Outcomes

IV. Timeline and Responsibilities

Assessment Level	What's included:	Timeframe	Responsibility
1. Institution (Strategic Plan)	KCC (including college, associate degree and certificate levels)		<u>Chancellor</u>
2. Department/Unit (Tactical Plan) College-wide Emphasis & Initiatives	Arts & Sciences, Business Education, Culinary Arts, Hospitality, EMS, Nursing, Health Sciences, Holomua, Legal, Auxiliary Services, Business Office, Human Resources, International Programs (HIC/IIEG), Curriculum Management, College & Community Relations, Student Services, Library & Learning Resources, IMTS, Executive Administration IIEG, KITE, WAC, SL, FYE, Mālama Hawai'i, Learning Communities, Teacher Prep		<u>Deans,</u> <u>Directors,</u> <u>Supervisors,</u> <u>Dept.</u> <u>Chairs</u>
3. Programs	Liberal Arts, NMA, Biotech, ESS, EPP, Accounting, IT MKT, eBus, CIP, HOPER, T & T, EMS, Nursing, PT, OTA, RESP, RAD, Dental, MEDAS, MLT (including non-credit, CA, CC, student services, learning support services, etc.)		Deans, D.C., Faculty
4. Courses	All credit courses		D.C., Faculty