

CHANCELLOR FOR COMMUNITY COLLEGES MEMO

Revised
CCCM# 6002 October 11, 1985

SUBJECT: Review of Provisional and Established Academic Programs

A. REFERENCES:

1. Executive Policy 5.201, Approval of New Academic Programs and Review of Provisional Academic Programs.
2. Executive Policy 5.202, Review of Established Academic Programs.

B. PURPOSE:

This CCCM addresses that portion of Executive Policy E5-201 and 202 which concerns provisional and established program reviews.

C. DEFINITIONS:

1. Provisional program includes academic programs which are approved by the Board of Regents and placed on provisional status during their first cycle of operation. m at cycle is defined as two years for certificate and associate degree programs.
2. Established programs include academic programs which have received final approval by the Board of Regents following the provisional cycle, and those programs offered prior to 1974 and continuously thereafter.

D. RESPONSIBILITIES:

1. Chancellor for Community Colleges
 - a. Consults with Vice President for Academic Affairs to determine provisional program review due date and informs Provosts of same.
 - b. Prepares an annual update of program review schedule and sends copy to Vice President for Academic Affairs and to Provosts.
 - c. Transmits data profiles (as available) to the Provosts.
 - d. Submits to the Vice President for Academic Affairs a letter of findings including action taken on established programs. Also sends copy of letter to Provosts.

e. Submits to the Vice President for Academic Affairs action memorandum and review documents when recommending continuation or termination of provisional programs; for established programs submits action memorandum and review documents when recommending termination.

f. Informs Provosts of action taken by Vice President for Academic Affairs on provisional programs.

2. Provost

a. Establishes campus policies and procedures for preparation of program reviews.

b. Ensures provisional programs are reviewed during the year following completion of the provisional cycle and that established programs are reviewed the sixth year following the completion of the fifth year cycle.

c. Assures the Chancellor that no tenure appointments or tenure commitments are made in new programs until the Board of Regents has reviewed the provisional cycle and elected to continue the program.

d. Submits to the Chancellor provisional and established programs in accordance with the program review schedule.

e. Transmits to the Chancellor in a transmittal letter an assessment of the established program under review including responses to issues and future plans identified in the review.

f. Submits to the Chancellor an action memoranda on provisional programs and termination of established programs using action request memorandum found in Exhibit B of CCCM #6001.

E. GUIDELINES:

Program reviews of provisional and established programs are based upon a self-study performed by campus faculty and administration. Trends or problems revealed by the data reviewed as part of the self-study should be identified and their implications and/or possible solutions discussed. Data which is utilized should be included in the text of the review in the form of the attached tables.

Joyce S. Tsunoda
Chancellor for Community Colleges

PART I: ORGANIZATION OF THE PROGRAM REVIEW PROCESS

Briefly discuss how the Program Review process was organized, including the role played by the faculty of the program being reviewed, other faculty members or faculty committees, the College administration, students, and the program advisory committee.

Include the time-line for the review, major activities, and the names of the persons participating in the review.

PART II: DESCRIPTION AND HISTORY OF THE PROGRAM

Provide a concise description of the program, its history, and any special factors which affected the development of the program. (Include the statement of the program's objectives from the most recent program review, or in the case of a new program, the objectives from the approved program proposal. If the current program objectives have changed since the most recent program action, explain the reasons for that change.)

If the program is a continuing one, include recommendations from the most recent previous review, and actions taken in response to those recommendations.

Note:

It is not necessary to restate lengthy quotations from documents such as The University of Hawaii Strategic Plan, the New Directions for the 80s, etc.

PART III: ANALYSIS OF PROGRAM PERFORMANCE

The primary purpose of the program review is the description and analysis of the program in each of the following areas. In order to support that process a number of Tables have been laid out for the reviewers use. Where possible, data has been entered into these Tables prior to their being sent to the campus. For those Tables which are incomplete, the reviewer is expected to provide the data from sources available on the campus. If, in order to more fully explain a program's performance, additional data is needed, the reviewer should include that data to the extent it is available. Unless otherwise noted, all data is as of the end of the Fall semester.

Note:

Generalizations do not substitute for analysis of the data. If in the writers mind the data supports the program as it exists or points to a need for change - the "obvious" should be pointed out for the -reader; i.e., what factors and/or data lead to the reviewer's conclusion, and why? Furthermore, apparent discrepancies and for unusual fluctuations in the tabular data should be explained.

1. WHAT IS THE STATE AND COMMUNITY NEED FOR THE PROGRAM?

- A. Describe the relationship to the mission of the College and the University of Hawaii. Concisely describe and analyze the state and community need for the program (vocational programs should present data in Table 1 relating to the present and future employment market need for individuals trained in each of the occupational specialties for which the program is designed to prepare students).

Note:

It is not necessary to restate lengthy quotations from documents such as The University of Hawaii Strategic Plan, the New Directions for the 80s, etc.

- B. List all postsecondary programs in the State providing similar training using Table 2.

TABLE 1
EMPLOYMENT LEVEL

Job Title:	1980	1990	% Chg
TOTAL EMPLOYMENT			
TOTAL NEW DEMAND			
By Expansion			
By Replacement			

Note: Data from Department of Labor

TABLE 2
SIMILAR PROGRAMS STATEWIDE
(F 1984)

Program	College	Enrollment
1.		
2.		
3.		
4.		
5.		

Note: Data from Fall Semester of most recently completed academic year.

2. IS THE CURRICULUM APPROPRIATELY ORGANIZED TO MEET THE OBJECTIVES OF THE PROGRAM?

Describe and analyze the program curriculum to determine if it appropriately organized to meet the stated objectives of the program. Consider course and program content in relation to the performance expected of program graduates, the sequence of course offerings, and the time it takes the average student to complete the various program objectives (use Table 3 and Table 4 to display data).

TABLE 3
FREQUENCY OF COURSE OFFERINGS

Course Title	Required/ Elective	Frequency of Offering			
		F83	S84	F84	S85
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Note: Data from consecutive semesters of two most recently completed academic years.

TABLE 4
 DISTRIBUTION OF SSHs TAKEN
 BY PROGRAM MAJORS

Program Area	F1983		S1984		F1984		S1985	
	N	V%	N	V%	N	V%	N	V%
Major Field								
Natural Sciences								
Social Sciences								
Humanities								
Others								
TOTAL								

Note: Data from consecutive semesters of two most recently completed academic years.

3. IS THE PROGRAM APPROPRIATELY ORGANIZED TO MEET ITS OBJECTIVES?
- A. How is the program presently organized within the college (provide a table of organization)? What portion of the available personnel is assigned to program administration or coordination activities?
 - B. Describe the role of the program advisory committee (for vocational programs), and list the dates of the four most recent meetings. List the names of the advisory committee members, and their affiliation.
 - C. Analyze the effectiveness of the present program organization and the advisory committee (for vocational programs) in facilitating the accomplishment of the program's objectives.

4. IS THE LEVEL OF PROGRAM ACTIVITY APPROPRIATE, RELATIVE TO STUDENT DEMAND FOR THE PROGRAM, AND JOB MARKET DEMAND FOR THE PROGRAM'S GRADUATES?

Describe the various indicators of level of program activity - e.g. number of majors, SSH's taught, etc. (use Table 5 to display data) relative to market demand for the program graduates (refer to Table 1) and the number of applicants for admission to the program.

TABLE 5
PROGRAM ACTIVITY LEVEL

Category	F1980	F1981	F1982	F1983	F1984
Total Applicants					
Applicants Accepted					
Total Majors					
Freshmen					
Sophomores					
Total Credentials Sought					
Associate (A.A., A.S.)					
Certificate (C.A.)					
Student Semester Hours					
Total Planned (2)					
Total Taken					
Total Taken by Majors					
% Taken by Majors (3)					

- (1) Student semester hours taken by majors divided by 15.
(2) Total Planned = Total in Printed Schedule
(3) Total Taken/Total Taken by Majors

Note: Data from Fall semester of five most recently completed academic years.

5. ARE PROGRAM RESOURCES SUFFICIENT TO MEET PROGRAM OBJECTIVES?

- A. Describe and analyze the number and distribution of faculty positions assigned to the program, and their area of curriculum expertise, in order to determine whether the present faculty resources are appropriate relative to the demand for the program and its objectives (use Table 6 to display data).

- B. Describe and analyze the resources available for supplies and equipment in order to determine whether they are adequate to meet the program's objectives (use Table 7 to display data).

TABLE 6
INSTRUCTIONAL RESOURCES

Position Title	Status	Tenure	<u>Semester/or Contact Hours</u>			FTE	Curr. Expertise
			Taught	Assigned	Total	(3)	
<u>Instructors</u> (1)							(2)
1.			/	/	/		
2.			/	/	/		
3.			/	/	/		
4.			/	/	/		
5.			/	/	/		
6.			/	/	/		
7.			/	/	/		
SUB-TOTAL							
<u>Lecturers/Overload</u> (1)							(2)
1.			/	/	/		
2.			/	/	/		
3.			/	/	/		
4.			/	/	/		
5.			/	/	/		
6.			/	/	/		
7.			/	/	/		
TOTAL							

- (1) List each position by title - e.g. Instructor III, Lecturer II.
(2) List specific areas or subjects each individual position is qualified to teach.
(3) FTE for each instructor is that instructor's contracted (SF-5B) FTE. FTE for Lecturers is based upon total credit hours taught.

Note: Data from most recently completed academic year.

TABLE 7
RESOURCE UTILIZATION

Category	1980	1981	1982	1983	1984
FTE Faculty					
<u>Expenditures</u>					
A. Personnel					
B. Supplies					
C. Equipment					
Total Expenditures					
<u>Percent General Funds</u>					

Note: Campus based data from five most recently completed academic years - Fall and Spring combined - do not use the unit cost study as the source for this data.

6. HOW EFFICIENTLY DOES THE PROGRAM UTILIZE AVAILABLE RESOURCES?
 - A. Describe and analyze the various indicators of program efficiency - e.g. average class size, SSH per faculty, etc. - in relation to program objectives (use Table 8 to display data).
 - B. To the extent that comparative data is available, describe and analyze the various indicators of program efficiency relative to similar programs either within the college or at other community colleges (use Table 9 to display data).
 - C. List classes taught during the past two years which enrolled fewer than 10 students, and describe the reasons for allowing these classes to proceed with low enrollments, as well as any corrective measures being undertaken. If corrective measures are not contemplated, explain why not.

TABLE 8
PROGRAM EFFICIENCY LEVEL

Category	1980	1981	1982	1983	1984
SSH/FTE Faculty					
Ave. Class Size					
Cost/SSH (1)					
Cost/FTE Major (2)					
Cost/Graduate (3)					

- (1) $1/2 \times$ Total expenditures (Table 7) / total SSH taken (Table 5).
 (2) $1/2 \times$ Total expenditures (Table 7) / total FTE majors (Table 5).
 (3) Total expenditures (Table 7) / total graduates (Table 10).

Note: Data form Fall semester of five most recently completed academic years.

TABLE 9
COMPARATIVE EFFICIENCY

Category	Program	Division	College	Other College
SSH/FTE Faculty				
Ave. Class Size				
Cost/SSH				
Cost/FTE Major				
Cost/Graduate				

Note: Data for Fall semester of most recently completed academic year.

7. HOW EFFECTIVE IS THE PROGRAM IN MEETING ITS OBJECTIVES?

- A. Describe and analyze the various indicators of program effectiveness in relation to program objectives (use Table 10 to display data). This analysis should include data from program data on student and employer satisfaction, assessment by the program advisory committee, and awards made to either students, faculty or program, to the extent that such data is available.

- B. Describe the program admission requirements and analyze whether these requirements are consistent with the program's objectives.

TABLE 10
PROGRAM OUTCOMES

Category	1980	1981	1982	1983	1984
Student Majors					
Full-time					
Part-time					
<u>Program Leavers</u>					
Total Graduates					
Associate Degree					
Certificate					
Total Non-Graduates					
Course Completion Rates (average for program courses)					
			Grad/	Non-grad	
Total Employed	/	/	/	/	/
In Related Field	/	/	/	/	/
Ave. Starting Sal	/	/	/	/	/
Total in School	/	/	/	/	/
Total Not Employed	/	/	/	/	/
<u>Status Unknown</u>					

Note: ...Student Majors data from Fall Semester of five recently completed academic years.
 ...Program Leavers data from five most recently completed academic years (including summer if necessary)
 ...Total Non-Graduates should be taken from the VEDS data

8. ARE THE ACADEMIC SUPPORT SERVICES, STUDENT SUPPORT SERVICES, AND PHYSICAL FACILITIES ADEQUATELY MEETING THE PROGRAM'S REQUIREMENTS?

Describe and analyze the academic and student support services (E.g. advising, counseling, library, media, learning assistance, clerical services, etc.), and physical facilities in terms of their accessibility, the level of services available, and the services' effectiveness in facilitating the faculty and students in the program in meeting their objectives.

PART IV: CONTINUING NEED FOR THE PROGRAM, PLANNED PROGRAM CHANGES, AND PROJECTED PROGRAM PERFORMANCE.

The purpose of this part of the program review is to determine the continued need for the program, and, on the basis of the analysis conducted in Part III, describe the changes to be made in the program, if any.

1. IS THERE A CONTINUING NEED FOR THE PROGRAM, AND IF THERE IS SUCH A NEED, ARE THE OBJECTIVES STILL APPROPRIATE FOR THE PROGRAM AND COLLEGE?

- A. Describe and analyze the community and state need for graduates from the program (vocational programs should present employment projections for each of the occupational titles for which the program is designed to prepare students using Table 1).
- B. Analyze the program objectives and describe their appropriateness for the program and college.

2. WHAT ARE THE PLANNED PROGRAM CHANGES, AND WHAT IS THE ANTICIPATED PROGRAM PERFORMANCE AS A RESULT OF THESE CHANGES?

- A. Based upon the analyses conducted in Part III, summarize the strengths and weaknesses of the program, highlighting any problems which will require future.
- B. Based upon the previous analyses, list specific recommendations for program changes, and detail a plan of action to implement the proposed changes.
- C. Based upon the proposed changes in the program, project program data indicating:

The planned activity level (Table 5a)

The planned resource requirements (Table 7a)

The planned efficiency level (Table 8a)

The planned program outcomes (Table 10a)

TABLE 5a
PLANNED ACTIVITY LEVEL

Category	1985	1986	1987	1988	1989
Total Applicants					
Applicants Accepted					
Total Majors					
Freshmen					
Sophomores					
Total FTE Majors (1)					
Total Credentials Sought					
Associates (A.A., A.S.)					
Certificate (C.A.)					
Student Semester Hrs					
Total Planned (2)					
Total Taken					
Total Taken by Majors					
% Taken by Majors					

- (1) Student semester hours taken by majors divided by 15.
- (2) Total student semester hours for printed (anticipated) schedule.

Note: Data for next five academic years (Fall) beginning with the present academic year.

TABLE 7a
PLANNED RESOURCE REQUIREMENTS

Category	1985	1986	1987	1988	1989
FTE Faculty					
<u>Budget</u>					
A. Personnel					
B. Supplies					
C. Equipment					
Total Budget					
<u>Percent General Funds</u>					

Note: Data for the next five academic year beginning with the current academic years.

TABLE 8a
PLANNED EFFICIENCY LEVEL

Category	1985	1986	1987	1988	1989
SSH/FTE Faculty					
Ave. Class Size					
Cost/SSH (1)					
Cost/FTE Major (2)					
Cost/Graduate (3)					

- (1) $1/2 \times$ Total expenditures (Table 7a) / total SSH taken (Table 5a).
(2) $1/2 \times$ Total expenditures (Table 7a) / total FTE majors (Table 5a).
(3) Total expenditures (Table 7a) / total graduates (Table 10a).

Note: Data for the next five academic years (Fall) beginning with the current academic year.

TABLE 10a
PLANNED OUTCOMES

Category	1985	1986	1987	1988	1989
Student Majors					
<u>Program Leavers</u>					
Total Graduates					
Associate Degree (give totals by program specialty)					
Certificate (give totals by program specialty)					
Non-Graduates					
Course Completion Rates (Average for all program courses)					

Note: Data for the next five academic years, beginning with the current academic year.