Meeting notes from UHCC I-PRC September 22, 2006.

The group tried to honor the August agreement that we needed a smaller core of required measures. We worked from the minimal set required to meet both the UH Executive policy and the Federal Perkins CTE law.

The following attachment starts with the current procedures, strikes out the deleted language, and bolds the new language will be forwarded to the full I-PRC for discussion and revision. If there are questions or suggested changes, I-PRC members are requested to reply to all, so that the whole group is engaged.

This draft (or a modified one) will be shared with the CC academic deans who are scheduled to meet on Thursday, so send out your comments by Noon tomorrow. Following that meeting, we will send a revised version (if any changes are proposed) back to the IPC for discussion prior to distributing to the campuses for wider review and comments.
HAWAI‘I COMMUNITY COLLEGES

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES AND MEASURES

Associate in XXXX Degree

Assessment Period: (e.g. 2002-2005)

College Mission Statement

Program Mission Statement

Part I. Executive Summary of Program Status

Response to previous program review recommendations

Part II. Program Description

History
Program goals/Occupations for which this program prepares students
Program Student Learning Outcomes (SLOs)
Admission requirements
Credentials, licensures offered
Faculty and staff
Resources
Articulation agreements
Community connections, advisory committees, Internships, Coops, DOE connections
Distance delivered/off campus programs, if applicable

Part III. Quantitative Indicators for Program Review

Quantitative Measures

Demand

1. Educational Goals of majors (Not yet collected)
2. Current and projected positions in the occupation (for CTE programs)
3. Annual new positions in the State (for CTE programs)
4. Number of applicants
5. Number of majors
6. Student semester hours for program majors in all program classes
7. **Student semester hours for non-program majors in all program majors**
8. Student Semester Hours for all program classes.
9. FTE program enrollment
10. Number of classes taught
11. **Determination of program’s health based on demand (Healthy, Cautionary, Unhealthy)**

### Efficiency

12. Average class size
13. Class fill rate
14. FTE of BOR appointed program faculty
15. Semester credits taught by lecturers
16. Percent of classes taught by lecturers

17. **Student/Faculty Ratio**

18. FTE workload (Credits taught / full teaching load.)
   Note: Full teaching load is generally defined as 27 or 21 credits depending on program
19. Major per FTE faculty
20. Cost of program per student major
21. **Program Budget Allocation**
22. Cost per SSH
23. Determination of program’s health based on efficiency (Healthy, Cautionary, Unhealthy)

### Outcomes

24. Attainment of student educational goals(Not yet collected)
25. Persistence of majors fall to spring
26. Graduation/Completion rate (2P1)
27. **Number of degree/certificates awarded in previous years by majors**
28. Transfer rate
29. Success at another UH campus (based on GPA)
30. Licensure information where applicable
31. Perkins core indicators for CTE programs
   - Placement in Employment (3P1)
   - Retention in Employment (3P2)
   - Non Traditional Participation (4P1)
   - Non Traditional Completion (4P2)
   - Technical Skill Attainment (1P2)
   - Academic Attainment (1P1)
32. Determination of program’s health based on outcomes (Healthy, Cautionary, Unhealthy)

### Satisfaction/Engagement

33. Student satisfaction
34. Occupational placement in jobs (for CTE programs)
35. Employer satisfaction (for CTE programs)
36. Graduate/Leaver (for CTE programs)
Part IV. Attainment of Student Learning Outcomes (SLOs)
   Changes made as a result of findings

Part V. Curriculum Revision and Review since the Last Comprehensive Review
   (Minimum of 20% of existing courses is to be reviewed each year.)

Part VI. Analysis of Program
   Alignment with mission
   Strengths and weaknesses based on analysis of data (demand, efficiency, outcomes, and satisfaction/engagement)
   Evidence of quality
   Evidence of student learning
   Resource sufficiency
   Recommendations for improving outcomes
   Report on attainment of goals for previous review period
   Determination of program’s health (Healthy, Cautionary, Unhealthy)

Part VII. Action Plan

Part VIII. Resource Budget implications

Attachment 1 – B
9-22-06

HAWAI’I COMMUNITY COLLEGES

ANNUAL INSTRUCTIONAL ASSESSMENT
PROCEDURES AND MEASURES

Associate in XXXX Degree

College Mission Statement:

Introduction:

Program Mission Statement and brief description of the program

Part I. Quantitative Indicators for Program Review

Demand

1. Current and projected positions in the occupation (for CTE programs)
2. Annual new positions in the State (for CTE programs)
3. Number of applicants
4. Number of majors
5. Student semester hours for program majors in all program classes
6. Student semester hours for non-program majors in all program majors
7. Student Semester Hours for all program classes.
8. FTE program enrollment
9. Number of classes taught

**Efficiency**

10. Average class size
11. Class fill rate
12. FTE of BOR appointed program faculty
13. Semester credits taught by lecturers

**Student/Faculty Ratio**

14. Percent of classes taught by lecturers
15. FTE workload (Credits taught / full teaching load.)
   — Note: Full teaching load is generally defined as 27 or 21 credits depending on program
16. Majors per FTE faculty
17. Number of degree/certificates awarded in previous year by major
18. Cost of program per student major
19. **Program Budget Allocation**
20. Cost per Student Semester Hour
21. Determination of program’s health based on demand and efficiency (Healthy, Cautionary, or Unhealthy)

**Outcomes**

22. Attainment of student educational goals
23. Persistence of majors fall to spring
24. Graduation/Completion rate (2P1)
25. Transfer rate
26. Success at another UH campus (based on GPA)
27. Licensure information where applicable
28. Perkins core indicators for CTE programs
   - Placement in Employment (3P1)
   - Retention in Employment (3P2)
   - Non Traditional Participation (4P1)
   - Non Traditional Completion (4P2)
   - Technical Skill Attainment (1P2)
   - Academic Attainment (1P1)
29. Determination of program’s health based on outcomes (Healthy, Cautionary, Unhealthy)

**Part II. Assessment Results for Program Student Learning Outcomes (SLO)**

**Part III. Curriculum Revision**

— Courses reviewed/revised for currency, accuracy, integrity

**Part II. Analysis of data**

- Analysis of the Program
- Alignment with mission
Strengths and weaknesses based on analysis of data (demand, efficiency, and outcomes)
Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year’s action plan)
  Evidence of quality
  __________ Evidence of student learning
  __________ Resource sufficiency
  _______ Recommendations for improving outcomes

Part III. Action plan - Significant Program Actions

Part IV. Budget Resource Implications (physical, human, financial)