<u>UNIVERSITY HAWAI`I COMMUNITY COLLEGES</u>

COMPREHENSIVE PROGRAM REVIEW

I.   PROCEDURES

All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website.

II.   COMPONENTS AND MEASURES

At a minimum, each college's Comprehensive Program Review shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

Program Name

Assessment Period: (e.g. 2006-2011)

College Mission Statement

Program Mission Statement: Statement and brief description of the program including a listing of program level student learning outcomes.

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 (SLO)
         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

Overall Program Health (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

Demand Indicators

1. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
2. Annual New and Replacement Positions – County prorated (for CTE programs)
3. Number of majors
    a. Percent Change Majors from Prior Year (General Pre-Professional (GPP) programs
4. Student Semester Hours (SSH) Program Majors in Program Classes
5. Student Semester Hours (SSH) Non-Majors in program Classes
6. Student Semester Hours (SSH) in all Program Classes
7. FTE Enrollment in Program Classes
8. Total Number of Classes Taught
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

Efficiency Indicators

1. Average class size
2. Fill rate
3. FTE BOR Appointed Faculty
4. Majors to FTE BOR Appointed Faculty
5. Majors to Analytic FTE Faculty
6. Overall Program Budget Allocation
    a. General Funded Budget Allocation
    b. Special/Federal Funded Budget Allocation
7. Cost per Student Semester Hour (SSH)
8. Number of Low-Enrolled (10) Classes Taught
9. Percent of classes taught by lecturers
10. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

Effectiveness Indicators

1. Successful Completion (Equivalent C or higher)
2. Withdrawals (Grade = W)
3. Persistence (fall to Spring)
4. Unduplicated Degrees/Certificates Awarded
    a. Degrees Awarded
    b. Certificates of Achievement Awarded

      c. Academic Subject Certificates awarded (Liberal Arts only)
      d. Other Certificates Awarded
      e. Difference between Unduplicated award and Strategic Plan Goal (General Pre-Professional programs)
5. Transfers to UH 4-year institutions
      a. Transfers with credential/degree from program
      b. Transfers without credential/degree from program
      c. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
      d. Difference Between Transfers and Goal
6. External Qualifying Examinations and Licensing
7. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

Distance Education (Completely On-Line Classes)

1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

Perkins Core Indicators (CTE Programs Only)

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Assessment Results for Program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs will have been assessed.

1. List of the Program Student Learning Outcomes and the date assessed
2. Assessment findings
3. Changes that have been made as a result of the assessment findings

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate.

Part VI. Survey results

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

Part VII. Analysis of Program

Alignment with mission
Strengths and weaknesses based on analysis of data
Evidence of quality
Evidence of student learning
Resource sufficiency
Recommendations for improving outcomes

Part VIII. Action Plan

Part IX. Resource and Budget Implications