

UNIVERSITY OF HAWAII
COMMUNITY COLLEGES POLICY

UHCCP # 5.202 Review of Established Programs

October 2005

I. 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.

II. Related University Policies

- A. Board of Regents Policy, Section 5-1.b Review of Established Programs
www.hawaii.edu/offices/bor/policy/borpch5.pdf
- B. University of Hawai'i Systemwide Executive Policy, E5.202 Review of Established Programs
www.hawaii.edu/apis/ep/e5/e5202.pdf

III. Policy Objective

This policy establishes a coordinated program review process within each College and across the Community College System that meets the requirements of the University Board of Regents and Executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional accrediting bodies.

IV. Required Elements of the Program Review

All Colleges shall develop program review policies and processes that comply with the following principles:

- A. Each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.
- B. Program reviews shall result in improvement plans that are linked to the College strategic plan.

- C. There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.
- D. There shall be an overarching commitment to continuous quality improvement.
- E. The program review process shall be collegial.
- F. Program review information shall be publicly available.
- G. Comparable measures shall be used consistently across Colleges.
- H. Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the College and System level.

V. 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 educational and administrative support programs.
- D. Any cross-curricular emphases or special programs that have been designated by the College as a significant component of the general education or strategic direction of the College.

VI. Frequency of Program Reviews

All programs shall prepare annual reports documenting performance on agreed-upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the College. 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 comprehensive program review.

VII. Content of Program Review

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 period of the review, 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.

VIII. Dissemination of Program Reviews

The Office of the Associate Vice President for Academic Affairs shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Vice President for Community Colleges will report the results of the program reviews to the Community College Committee of the Board of Regents.

The program reviews and the annual summary shall be made available to the Community Colleges' community and the general public through a public web site.

IX. Assessment of the Program Review Process

Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the established Community College System deans and/or directors groups are responsible for assessing the effectiveness of the system Program Review Process and to recommend changes to improve the outcomes of the process.

At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

X. Annual Program Review Procedures

Within the principles outlined in Section III, each College shall establish and operate its own program review process, each College is free to supplement the Community Colleges System agreed-upon common set of program review data elements, and each College shall make available to the Community College System, summary data and analysis in a timely manner to facilitate the annual report to the Board of Regents.

Details regarding the common data elements, summary reporting formats, and timetables will be established separately for instructional programs, academic support programs, student services programs, and institutional support programs. The procedures and common measures for each may be found at the following web sites:

Instructional Programs (Attachments 1-A & 1-B)

Annual

http://www.hawaii.edu/offices/cc/docs/policies/Instructional_Programs_Attachment_1-A.pdf

Comprehensive Review

http://www.hawaii.edu/offices/cc/docs/policies/Instructional_Programs_Attachment_1-B.pdf

Academic Support Programs (Attachment 2)

http://www.hawaii.edu/offices/cc/docs/policies/Academic_Support_Programs_Attachment_2.pdf

Student Services Programs (Attachment 3)

http://www.hawaii.edu/offices/cc/docs/policies/Student_Services_Programs_Attachment_3.pdf

Administrative Services Programs (Attachment 4)

http://www.hawaii.edu/offices/cc/docs/policies/Administrative_Services_Programs_Attachment_4.pdf

HAWAII COMMUNITY COLLEGES

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 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

Demand/Efficiency

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 all program classes.
7. FTE program enrollment
8. Number of classes taught
9. Average class size
10. Class fill rate
11. FTE of BOR appointed program faculty

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

Outcomes

1. Attainment of student educational goals
2. Persistence of majors fall to spring
3. Graduation rate
4. Transfer rates
5. Success at another UH campus (based on GPA)
6. Licensure information where applicable
7. Perkins core indicators for CTE programs
8. Determination of program's health based on outcomes (Healthy, Cautionary, Unhealthy)

Part IV. Assessment Results Chart for Program SLOs (3-5 year trend)

Changes made as a result of findings

Part V. Curriculum Revision and Review

(Minimum of 20% of existing courses is to be reviewed each year.)

Part VI. Survey results

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

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. Budget implications

HAWAII COMMUNITY COLLEGES
ANNUAL INSTRUCTIONAL
ASSESSMENT PROCEDURES AND MEASURES

Associate in XXXX Degree

College Mission Statement:

Program Mission Statement:

Part I. Quantitative Indicators for Program Review

Demand/Efficiency

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 all program classes.
7. FTE program enrollment
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Outcomes

1. Attainment of student educational goals
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6. Licensure information where applicable
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8. 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 IV. Analysis of data

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 V. Action plan

Part VI. Budget implications

HAWAII COMMUNITY COLLEGES
ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW PROCEDURES AND MEASURES

(IN PROGRESS)

HAWAII COMMUNITY COLLEGES

STUDENT SUPPORT SERVICES
PROGRAM REVIEW PROCEDURES AND MEASURES

College Mission Statement

Program Mission Statement

Part I. Summary of Student Services with emphasis on particular program being reviewed

Part II. Mission, Purpose and Goals of the Sub-Programs

- Admissions and Orientation
- Registration and Records
- Counseling and Academic Advising
- Financial Aid
- Student Life
- Student Health Services
- Job Preparation Services

Part III. Quantitative Indicators for Program Review

Goal: Matriculation Services/Student Access

Measures:

1. Percentage of gender/ethnicity distribution compared to the population of the State
2. Number and percent of degree/certificate seekers based on intent
3. Percent of resident/non-resident breakdown
4. Percent of students receiving financial aid
5. Annual headcount trends
6. Percent of Applicants who enroll within one year

Goal: Retention Services/Student Progress

Measures:

1. Number and percent of students who report that Counselors helped them achieve or make progress toward their goal (CCSSE)
2. Average time for a student to complete degree
3. The percentage of first time students receiving orientation services (content to be defined)

Goal: Transition Services/Student Success

Measures:

1. The number and percentage of students who transfer to a four year institution having earned a degree
2. The number and percentage of students who transfer to a four year institution without a degree
3. The number and percentage of students who receive a degree or certificate

Goal: Quality Resources and Services/Student Experience

Measures:

1. Number of counselors per FTE student by demand/need
2. Number of enrollment services staff per FTE student
3. Average processing time per student request for service transactions
4. Number and percentage of students who are active in Registered Independent Organizations (RIOs) and Chartered Student Organizations (CSOs)

Part IV. Assessment Results – establish benchmarks

1. COMPASS placement scores distribution
2. Quantitative indicators
3. Qualitative indicators
4. Survey and other data sources
5. Student Satisfaction Surveys (use national survey and compare average rates)

Part V. Analysis of Program

Part VI. Plan for Improvement

Part VII. Budget Implications

HAWAI'I COMMUNITY COLLEGES

ADMINISTRATIVE SERVICES **PROGRAM REVIEW PROCEDURES AND MEASURES**

I. Administrative Services Mission Statement

Administrative support services at each campus provide campus-wide executive leadership, budgetary and financial management, personnel administration, procurement and property management, facilities and grounds maintenance, security, physical facilities planning of both repairs and maintenance and capital improvement projects, and auxiliary services. Under the direction of the Vice President for Community Colleges, the University of Hawai'i Community College system-wide administrative affairs unit directly coordinates, supports, and assists the community college campuses in policy formulation; budgeting, planning and coordination; budget execution and the effective use of available resources; organizational management and position control; human resources; facilities planning; and other administrative, logistical and technical services.

The campus and system-wide administrative services units support the primary program objectives of the Community Colleges, which are to develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees, or in preparation for the baccalaureate; and by offering adult continuing education for both personal and vocational purposes. The administrative services units directly support the academic mission of providing quality educational and related services to the students and the communities.

II. Strategic Plan Goals and Objectives & Campus Program Review Relationships

III. Program Review of Individual Administrative Services Units

- Description
 - Analysis:
Measurements/Outcomes/Surveys
Workload/Efficiency
 - Future Direction - Plan of Action
- A. Budget & Planning measurements (Standard, comparable measures across campuses – CCBPO collection and distribution of data):
1. Fall and Spring Credit Headcount Enrollment
 2. Fall and Spring Credit FTE Enrollment

3. General Fund + Tuition and Fee Special Fund (TFSF) Expenditure & Encumbrances (E&E)
 4. Ratio of General Fund + TFSF E&E (fiscal year) per Credit Headcount Enrollment (Fall)
 5. Ratio of General Fund + TFSF E&E (fiscal year) per Credit FTE Enrollment (Fall)
 6. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit Headcount Enrollment (Fall)
 7. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit FTE enrollment (Fall)
 8. Expenditure & Encumbrances (E&E) (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
 9. Legislative Appropriations (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
 10. Tuition and Fee Special Fund (TFSF) Revenue (fiscal year)
 11. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit FTE Enrollment (Fall)
 12. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Student Semester Hours (fiscal year)
 13. Quarterly BLS Reports
 14. BLS Reports – 3 year Comparisons
 15. BLS Reserve Status Report
- B. Business Office measurements (Standard, comparable measures across campuses):
1. Number of UH Purchase Orders issued (fiscal year)
 2. Average number of work days required to issue UH Purchase Order
 3. Average number of work days required to submit PO payment documents to UH Disbursing Office
 4. Number of RCUH Purchase Orders issued (fiscal year)
 5. Number of UH P-Card transactions processed (fiscal year)
 6. Number of UH FMIS AFP documents issued (fiscal year)
 7. Number of RCUH Direct Payment documents issued (fiscal year)
 8. Number of UH Departmental Checks issued (fiscal year)
 9. Average number of work days required to issue UH Dept Checks
 10. Number of UH Payroll Journal Vouchers processed (fiscal year)
 11. Number of RCUH Payroll Journal Vouchers (fiscal year)
 12. Number of UH Non-Payroll Journal Vouchers processed (fiscal year)
 13. Number of RCUH Non-Payroll Journal Vouchers processed (fiscal year)
 14. Number of UH Inter-Island Travel Completion Reports processed (fiscal year)
 15. Number of RCUH Inter-Island Travel Completion Reports processed (fiscal year)

16. Number of UH Out-of-State Travel Completion Reports processed (fiscal year)
 17. Number of RCUH Out-of-State Travel Completion Reports processed (fiscal year)
 18. Number of UH invoices outstanding and total dollar value of UH Accounts Receivables at fiscal year end
 19. Business Office staff FTE (Civil Service, APT)
- C. Operations and Maintenance measurements (Standard, comparable measures across campuses):
1. Number of work orders completed (fiscal year)
 2. Janitor FTE
 3. Ratio of Building gross square feet per Janitor FTE
 4. Groundskeeper/Laborer FTE
 5. Ratio of Campus acres of land per Groundskeeper/Laborer FTE
 6. Building Maintenance FTE
 7. Security FTE
- D. Human Resources measurements (Standard, comparable measures across campuses):
1. Number of PNF Transactions processed (fiscal year)
 2. Number of New Appointments processed (fiscal year)
 3. Number of Lecturer PNF documents processed (fiscal year)
 4. Number of Form 6 Transactions processed (fiscal year)
 5. Number of Leave Cards processed (calendar year)
 6. Average number of work days required to establish APT positions
 7. Average number of work days to fill faculty/APT positions
 8. Number of Grievances/Investigations filed (fiscal year)
 9. Human Resources FTE
 10. Faculty/Staff Headcount
- E. EEO/AA measurements (Standard, comparable measures across campuses):
1. Number of Training and workshops presented on campus (fiscal year)
 2. Number of EEO related Training and workshop sessions attended (fiscal year)
 3. Utilization analysis and numeric hiring goals
 4. Number of EEO complaints formally filed (fiscal year)
 5. Number of campus EEO investigations, including campus initiated investigations (fiscal year)
- F. Surveys – Campus determined structure and content
- IV. Summary of Issues and Direction for Administrative Services**