

## APPENDIX C

### REVIEW AND APPROVAL OF PROVISIONAL PROGRAMS

#### A. Guidelines for **Provisional to Established Programs**

Maximum length is 15-pages (not including appendix or figures).

1. Executive Summary

2. Alignment of program with mission and strategic planning of the Campus and University System

(Relationship to University mission and development plans, evidence of continuing need for the program, projections of employment opportunities for graduates, etc.)

3. Program enrollment and graduation of students using anticipated and actual enrollment figures. In other words, did the program meet its proposed targets?

(Analysis of numbers of majors, graduates, service to non-majors, employment of graduates, enrollment in graduate programs, etc.)

4. The instructional resources required for the program and how they were utilized compared with anticipated resources.

(Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment.)

5. How the program is organized to meet its outcomes

(Identify any differences in the program from what was approved by the Board of Regents including any changes in curriculum requirements from what was proposed. An assessment of productivity and cost/benefit considerations within the overall context of campus and University "mission" and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with other programs in the college, on the campus and, as appropriate, similar programs on other UH campuses.)

6. Evidence of student learning and student and program success.

(Summarize the assessment of whether or not students meet the program outcomes and the evidence used to reach this conclusion. Data on time to degree trends, retention and actions to increase retention and on time graduation. Indicators of program quality, e.g. accreditation or other external evaluation, student performance on external exams, student employer satisfaction, alignment with Hawai'i economic demand, employment/graduate school trends of graduates, awards to faculty and students, etc.)

#### B. Quantitative Indicators for Provisional and Established Programs

The following data for the period of review specified in 5.201 are used in the program review process for both provisional and established programs. The data are provided by the campus administration to the program. Wherever possible, data are broken down by the level of instruction (e.g., lower division, upper division, certificates, minors, graduate or C.O., C.A., A.S.) and disaggregated in meaningful ways. Campus may add additional data points to this list.

Where possible, data from the program review should be integrated into the narrative of your proposal. Your proposal for established status should summarize and reflect on the review and self-study of the provisional program.

1. Number of majors
2. Student semester hours (SSH) taught, by major demographic groups.
3. FTE course enrollment (SSH divided by 15 for undergraduate-level and by 12 for graduate-level courses)
4. Percent SSH/FTE of own majors, of majors within college and all others
5. Number of classes (sections) offered,
6. Average class size (total student registrations divided by number of classes offered) and average fill rates (student registrations divided by course max) for all courses, including face-to-face courses and distance delivered courses
7. FTE faculty (SH taught/12) by tenure/tenure track and other faculty (temporary, 12s and lecturers)
8. Student-faculty ratio (FTE course enrollment divided by FTE faculty) for tenure/tenure track and other faculty
9. Number of degrees earned by majors (annual)
10. Retention rates
11. Graduation rate (100 and 150%)
12. Time to degree
13. Average credits earned at graduation by major
14. Budget allocation
15. Review to assure program continues to align with Classification of Instructional Programs (CIP) code.
16. Cost per SSH

C. Action memo for Provisional to Established (From the Chancellor/Provost):

- Summarize the program's role and its evolution since inception
- Why will this continue as a priority for the campus/college?
- Will it continue to meet needs and generate demand?
- Does the program integrate well with programs on this and other campuses? How will developments at other campuses affect this program in the future?
- Assess how well the program met proposed enrollments, completions operating and instructional resource and facility needs?
- What unexpected developments enhanced or challenged the program in its evolution?
- Defend the recommendation to make the program permanent