Program Review – Notes/FAQs

The following notes were taken during the two training sessions offered on 1/23/2015, and later updated on 2/6/2015 based upon the newly revised template.

# Resources and Information about the Annual Review Process:

* Institutional Effectiveness webpage on our College Website (<http://hawaii.hawaii.edu/ieap>/)
  + Under “Planning”
    - Information about the Annual Review (and Budget) Process
    - Academic Master Plan (and appendix)
    - Technology Master Plan (and appendix)
  + Under “Program and Unit Review”
    - The Comprehensive Review schedule (under resources)
    - Previous reports (under archives)
* Annual Report of Program Data (ARPD)  
  (<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>)
  + General and Pre‐Professional Education (Liberal Arts) Program Data Glossary  
    <http://www.hawaii.edu/offices/cc/arpd/docs/2014_Annual_Report_of_GPP_Program_Data_Glossary.pdf>
  + CTE Program Data Glossary (<http://www.hawaii.edu/offices/cc/arpd/docs/2014_Annual_Report_of_CTE_Program_Data_Glossary.pdf>)
* UH System Initiatives   
  (<http://uhcc.hawaii.edu/OVPCC/index.php>)

# Program Review Template

*Due to number of changes made to the template:*

1. A new WORD template (dated 2/6/2015) has been distributed.
2. If you received a pre-populated template from your DCs, it is no longer the correct version. You may use for reference, but you will need to complete and submit the new blank template.
3. PATH will NOT be used for submission this year. Complete this template and submit to DCs by March 2.

## Introduction

Program Description

* Make sure to start your response with the description found in the Catalog; then you can elaborate. Do not assume all readers will know about your program.

3yr Review Report Summary

* List MAJOR changes regardless of when your last Comprehensive Report was done. This includes, but not limited to, any grants received, exterior funding of some sort, any curriculum changes, etc. It could include retirements (not loss of personnel but loss of experience could impact program). So this three year period would be for: 2013-2014, 2012-2013, & 2011-2012.
* If your program is scheduled for Comprehensive Review you should be very descriptive here. Reminder: You will not create a separate Comprehensive report. This will be the report given to CERC.

## Part I: Quantitative/Qualitative Indicators

I.A: Annual Report of Program Data (ARPD) Data Grid

* + Question: Will there be any more changes to the ARPD?
    - We do not believe so…at least not for this reporting cycle.

I.B: ARPD Data Analysis

* + If your program is scheduled for Comprehensive Review your analyses for all sections in I.B should cover the last 3 years.
  + Health fields:
    - Analyze ARPD data (\*\*Key factors to analyze are: Number of Majors, Low Enrollment, Persistence, and Successful Completion). Even if your program is healthy, you still need to address it as well.
  + For the Perkins IV Core Indicators field:
    - All programs EXCEPT AA Liberal Arts, AA HWST, and ASNS need to address.

I.C: Trends & Other Factors

* Use this section to discuss other data, information, trends that have had an impact on your program. This can include other available national data, survey results, or anything trending that you see, things learned from conferences, etc.

## Part II: Analysis of the Program

II.A: Alignment with Institutional Mission & Learning Outcomes (ILOs)

* For each alignment field, you can copy over the descriptions from last year’s review. You may also make changes if you want to. Whatever is written in those boxes will be entered into PATH for future reports.

II.C: Strengths and Weaknesses

* There is a NEW column for “Proposed solution” under Weaknesses. This is where you will propose your solution, some examples are: “I will request funding for….” or “I will modify…” Make sure if you will be submitting a request for resources in the Resource Implications section to target weaknesses that you also refer to it in these fields.

## Part III: Course/Program Assessment

III.A: Courses Assessed – List the course(s) (Alpha/#) assessed during this reporting period.

* Keep in mind that this review is for Year 2013-2014.

III.D: Results of Course Assessment

* In the second table, use the second column “Evaluation of the changes that were implemented,” to report the evaluation and results if the course was re-evaluated during the reporting period. If it was not re-assessed in 2013-14, it should be noted.

III.F: Next Steps

* Report future actions that will be taken based on course assessments performed, including changes to the assessment process, to the course, or to the program.

## Part IV: Action Plan

IV.A: 20% Course Review

Course Review is *NOT* the same thing as Assessment. HawaiiCC’s 5 year course review cycle (HawaiiCC policy 5.250) is based on the University Council on Articulation (UCA) policy requires that all of our previously articulated general education core courses be reviewed over a five-year period. More about the policy/process and the form can be found:  
<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>

IV.A.a: Courses Reviewed

* List courses that were reviewed in the reporting year (13-14)

IV.A.b: 20% Course Review Schedule

* Report the 20% course review scheduled for the next 5 years. DCs may have a copy. If you are unable to locate a current schedule, create one and enter it into the table.

IV.B: Previous Goals (Program Actions) & Planning

* All previous goals have been added to the AMP. Therefore, instructions in the new template direct you to go to the AMP Appendix and copy over all program actions listed for your program (not including those that have been ~~crossed out~~).
* Question: If a program review has never been completed for my program, what should I write in the box regarding goals?
  + Recommend noting something to the effect of “N/A – first program review”

IV.C: New Goals (Action Strategies) and Alignment

* Keep in mind, that these would be new goals for 2014-2015.
* You can list *up to* three new goals.
* Goals do not necessarily need to align with all ILO’s or Strategic Plan Strategy, but should align with AMP priorities. These documents can be found on the Institutional Effectiveness and Planning webpage (see Resources at top of this document for link)
* If there is no clear alignment to a Strategic Plan **Strategy**, indicate the Strategic Plan **Performance Measure** it aligns to, and a new strategy will be created and added to the Strategic Plan. Carefully write a “Proposed New SP Action Strategy” in general terms so that other programs/units can align their goals to them in the future.
* If any goals aligns with the UH system initiatives or involves UH System Collaboration, be sure to talk about it here. (See Resources at top of this document for link to a list of system initiatives)

## Part V: Resources Implications

V.A: Cost Item 1 (same for Cost Items 2 & 3)

* 4 Types: Personnel, Facilities, Equipment, Health & Safety.
* Can identify more than one type. Health and Safety requests will be given a higher priority.
* Be sure to adequately align your requests with the Strategic Plan, Academic Master Plan, Program Strengths, and Program Weaknesses. (Helps reviewers establish the priority of your request.)

## Part VI: Justification for Program Existence

Use any and all evidence to justify why your program is needed. Board of Regents is “cracking down” on low enrolled and duplicated programs. All programs (even if “healthy”) should use this field to provide justification for your program, but even more important for programs that have unhealthy calls or have low stats (enrollment, persistence, graduation job placement, etc.).

Example: ARPD may not reflect an accurate “picture” of a program, some scores/calls are based on the CIP codes that were assigned to your program. Use this area to explain the difference between the ARPD picture and what you feel is the reality of your program. (Check the ARPD site and Glossaries or ask your DC if you would like more information or definitions about CIPs and the ARPD data).