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## UH - Hilo Academic Affairs

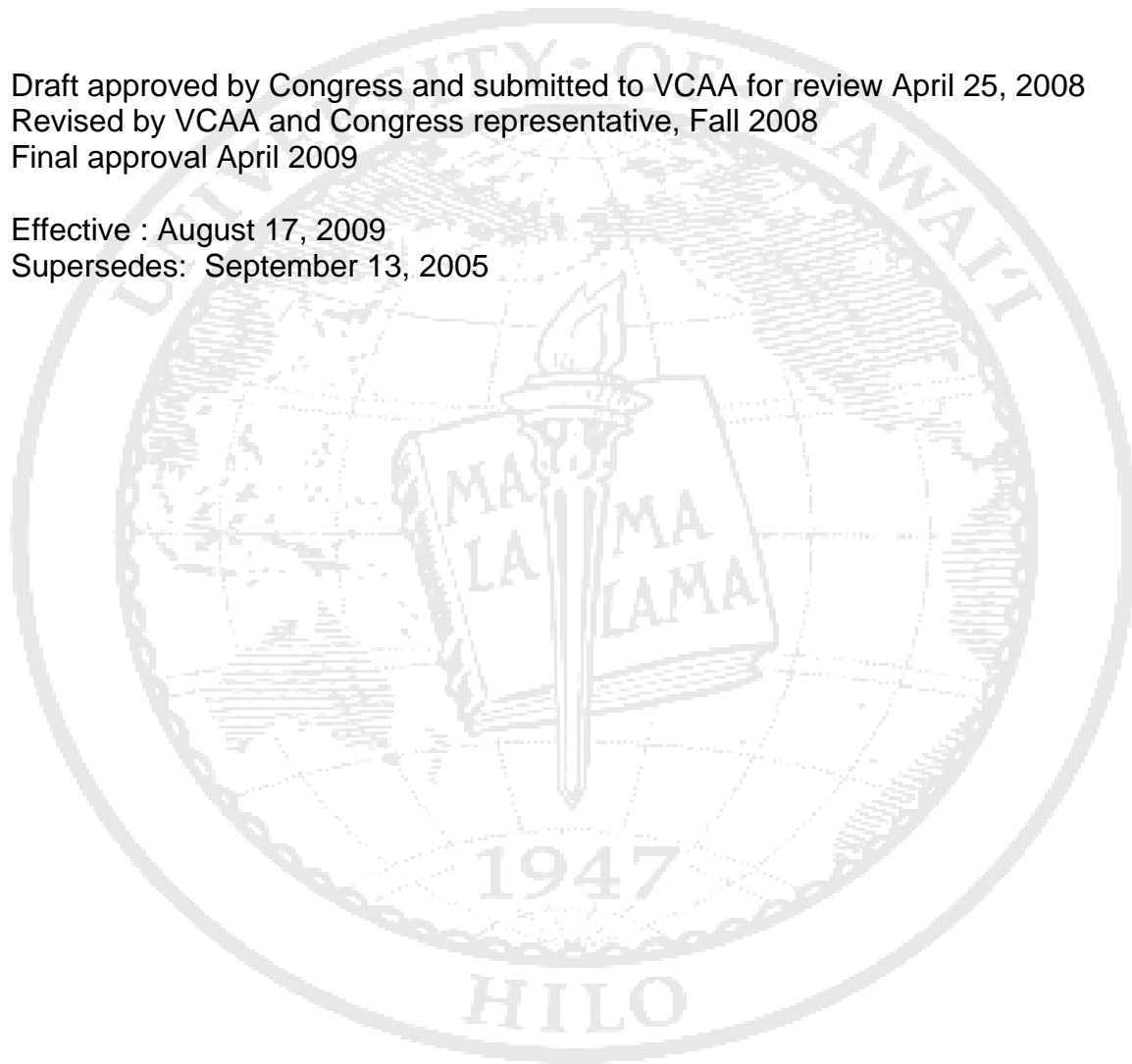
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### Guidelines for Academic Program Seven-Year Review

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# Academic Program Seven-Year Review

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# Academic Program Review Purposes and Principles

“To provide for a periodic examination by faculty and administration of the extent to which established academic programs are meeting their stated objectives and the extent to which their program objectives are still appropriate to the campus, unit, and University missions.”  
University of Hawai‘i Executive Policy E5.202. Review of Established Programs

## A Program review

- Is consistent with UH system policies, WASC standards, and the standards of external accrediting bodies
- Fosters a strong sense of program identity and program contributions to the UH Hilo mission and General Education
- Promotes the practices of ongoing self-assessment and improvement of student learning outcomes consistent with national practices
- Encourages programs to use faculty resources for maximum student benefit and faculty development
- Encourages programs to manage efficiently all fiscal and physical resources
- Draws on many kinds of evidence gathered by the department and by the institution
- Involves active and productive communication, planning, and mutual commitment to program improvement among department faculty; and between the department and the dean, faculty governance, Office of Institutional Research, and Vice Chancellor for Academic Affairs (VCAA).

**Schedule:** The schedule is set by the Vice Chancellor for Academic Affairs (VCAA), overseen by Deans' offices, and posted on the UH Hilo website.

**Costs:** Early in the program review process, deans will request support from the VCAA for resources related to planned program review. Approved fees and travel expenses for external reviewers are supported by Academic Affairs.

**Program Self Study Report and Plan:** This report is approximately eight pages with attached tables and charts as appropriate. Sources: UH Exec. Policies E5.202 Review of Established Programs (June 1987), App. B and C; E5.210 Institutional Accountability and Performance (June 1999); UH BOR Policy Sec. 4.5 Institutional Accountability and Performance (Jan. 1999); WASC 2008 Standards. Programs undergoing external accreditation may submit their accreditation self study reports in lieu of the Program Self Study Report and Plan.

**MOU (Memorandum of Understanding):** The program review process will result in a memorandum of understanding between the administration and the department regarding the department's strengths, weaknesses, assessment status, and future course of action and interaction with the administration. Recommended actions are to be integrated into and prioritized with college and university planning and resource allocations.

## Storage and Modifications

- All program review documents (Self Study, External Review Report, Dean's Response, MOU) shall be submitted electronically and housed in the Library. Online access for authorized users (the department, accreditation members, and administrators involved with that review) will be provided in a password-protected website.

- Departments, division chairs where appropriate, and deans shall share information regularly regarding progress in implementation of the MOU.

### **External Reviewer/Consultant**

- External Reviewer/Consultant is a recognized expert in the field whose primary responsibilities are to identify strengths and weaknesses and show program faculty how they might develop the former and address the latter. The objective is primarily constructive guidance.
- To insure objectivity, the consultant should not be professionally or personally associated with any faculty in the program.
- The consultant is appointed by the VCAA from a list of qualified persons recommended by the department(s) or selected by a professional organization approved by the VCAA. In consultation with the dean, approved fees and travel expenses are supported by the VCAA's office.
- One consultant may work with several departments within the division.
- The consultant will review the department self-study report sent by the department chair in advance of the visit. During the visit, he/she will consult with the faculty on curriculum, instruction, assessment, and resources; talk with students, the division chair, the dean, and the VCAA; and visit classes, physical facilities, the library, and other support units.
- She/he will help the department to clarify its learning goals; suggest more efficient and more effective ways of achieving departmental goals, including more efficient management of department resources and implementation of assessment measures; and suggest future initiatives.
- She/he will submit a written report to the department and dean within two weeks of leaving the campus, and the department may respond to the consultant's findings and recommendations in its final self-study report. The consultant's report will be part of the program review report housed in the Library.

## **Program Review Timeline**

### SPRING/SUMMER PRECEDING FALL REVIEW

By these dates the department and chair begin to draft the program self study. Department chair submits the names and CVs of 3 potential external reviewers through the dean to the VCAA for approval. Early in the process, departments should request support from the dean for resources related to planned program review activities (i.e. cost of alumni surveys, other assessment activities, etc.)

### SEPTEMBER 15

By this date the Office of Institutional Research prepares data packages and schedules an orientation workshop about the data and report production process.

### OCTOBER 1

By this date, after consultation with the dean, the VCAA Office has decided on and responded to the external reviewer proposal and requests for resources. Approved arrangements are being made for external reviewer's stipend and travel compensation.

### NOVEMBER 1

By this date, Program Self Study Report is drafted and forwarded to Office of Institutional Research for standard checks on data integrity.

### NOVEMBER 15

By this date Office of Institutional Research has reviewed draft report and noted for departments any issues related to data that need to be addressed before final report submission.

### DECEMBER 1

By this date any issues noted by Office of Institutional Research review have been addressed in the report document. The finished report is forwarded by the dean to the External Reviewer.

### MARCH 1

By this date external reviewer will have completed a site visit and submitted findings and recommendations to the VCAA, dean, chair, and department.

### MARCH 15

By this date a copy of external review recommendations is appended to the final report, and department and chair will have commented on recommendations of the external reviewer.

### APRIL 1

By this date the final report is submitted to dean. Acceptance of the final report leads to timely scheduling by the dean of an MOU meeting. This meeting should occur during the remainder of the spring term or the fall term that follows.

### MAY 1

By this date the dean's written response to department program review and external reviewer's recommendations have been forwarded to the VCAA, the Faculty Congress, and the department.

### PRIOR TO MOU MEETING (ANY TIME BEFORE DECEMBER 1)

By this time the dean consults with department chair about the report, with particular attention to whether the program is "meeting its stated objectives and the extent to which [its] program objectives are still appropriate to the campus and unit missions" (UH E5.202).

### DECEMBER 1

By this date the dean will have conducted the MOU meeting with the department faculty, division chair, and the VCAA in attendance to resolve any outstanding issues of concern and to formulate an action plan. Action plans are to be detailed in a Memorandum of Understanding (MOU) that, when approved, is signed by the Dean, Division Chair, VCAA, and tenured/tenure track faculty in the department.

# Self Study Preparation Guidelines

## Table of Contents for Self Study

Part 1. Executive Summary (1-2 pages)

Part 2. Background (1 page)

Part 3. Program Organization and Performance

Narrative (2+ pages)

Tables (6 required)

(Note: Institutional Officer will provide much of these data)

Part 4. Student Learning and Assessment Outcomes

Narrative (2 pages)

Tables (2 required)

Part 5. Current Resources (1 page)

Part 6. Chair's Evaluation (1 page)

Part 7. Broad Statement of Future Learning Goals (1 page)

Part 8. Appendices

### **Part 1. Executive Summary (1- 2 pages)**

What To Include: Abstract of important points from the program review self study.

### **Part 2. Background (1 page)**

What To Include: the department's goals, its role in fulfilling UH Hilo mission and strategic plan.

Other Ideas for Inclusion: History and Mission

- Brief history of department and its programs.
- Brief discussion of the results of the previous program review and responses to it.

### **Part 3. Program Organization and Performance**

**Narrative (2+ pages)**

**6 Tables (all required)**

What To Include: [based on UH Executive Policy E5.202 Review of Established Programs, Appendix B and C]

- How the department organizes the curriculum to meet program requirements for majors, provide service/General Education courses, and achieve program efficiency.

- Description of seven-year trends in numbers of majors, enrollment, student/faculty ratios, and retention data. (Data provided by Institutional Research Officer.)
- Faculty productivity in instruction, creativity/scholarship/research, and service.
- Special accreditation or other external evaluation.
- Curricular changes over the last 7 years or, if changes have not and do not need to be made, describe how the curriculum is relevant to current and emerging developments and careers within your field. If changes should be made, please describe what they should be.
- Department's service to community.
- Gaps in departmental expertise, if any. Are you currently recruiting or seeking new faculty lines? What are they?

#### Other Ideas for Inclusion

- Departmental Program Structures and Performance
  - Are the department's programs fulfilling state, regional, and national needs and expectations? Are workforce needs being met?
  - Is the curriculum adequate to meet the needs of the diversity and number of student majors and students in service courses?
  - How up-to-date is the curriculum for current and future students seeking careers inside and outside of academia?
  - How does the quality of the curriculum (e.g. comprehensive and integrated among courses from 100-level through 400-level, within its stated goals) compare to those recognized as highly-effective curricula by regional and national scientific and educational societies?
  - How does the curriculum compare with similar departments at 4-year liberal arts colleges, comprehensive regional universities, and major Tier 1 universities?
  - Is the department serving non-majors to the satisfaction of students and faculty across the campus?
- Department and Faculty Roles in the College and University
  - Describe how curriculum development and long-range planning are done.
  - List, describe, and discuss the joint cooperative and combined interdisciplinary efforts with other academic units, departments, and programs.
  - Discuss the department's contribution to college-wide goals and objectives.
  - Describe departmental faculty involvement in college curriculum planning and governance.
  - Discuss the commitment among faculty to diversity issues.
  - How many and what proportion of the faculty are tenure-track versus non-tenure-track full-time instructors versus part-time lecturers?
  - Are there effective methods of mentoring and assisting faculty to improve their academic development?

#### **Part 3. Data Tables (6 required)**

Relevant information able to be provided by Institutional Researcher

- Most data required for Table 3.1
- Fall/Spring/Summer primary and secondary majors, minors
- Majors and minors by class level
- Majors by gender/ethnicity
- Major's total SSH in Dept Alpha and all Dept/Subject alpha
- Fall/Spring/Summer Dept Subject/alpha schedule of class headcount enrollment and registrations, by course, by course level, by gender/ethnicity, by student class level

- Majors and minors subject/alpha enrollment and registrations by class level & course level;
- Subject/alpha schedule efficiency calculations by course level...class fill %, average class size, CRN count by size range
- Dept Subject/alpha FTE student to faculty ratio by course level
- Dept subject/alpha CRN count, semester hours taught, and student semester hours generated by instructor PT/FT status

**Table 3.1. Department Majors/Courses/Ratio/Costs**

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
1. Number of Majors							
1a. % of Campus MJRs							
1b. % of College MJRs							
1c. % of Division MJRs							
2. SSH Generated, Fall Semester							
2a. % of Campus SSH							
2b. % of College SSH							
2c. % of Division SSH							
3. FTE course enrollment (SSH divided by 15 for UG/ (SSH divided by 12 for GR)							
4. SSH generated by							
4a. % own majors							
4b. % all others							
5. Number classes/sections offered, Fall Semester							
5a. % of Campus CRN							
5b. % of College CRN							
5c. % of Division CRN							
6. Avg. class size (Total student registrations divided by no. classes offered)							
7. FTE faculty							
8. Student-faculty ratio (FTE course enrollment divided by FTE faculty)							
9. Number degrees earned by major or number of graduates (annual)							
10. Budget allocation							

11. Cost per student hour						
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**Table 3.2. Four-Year Course Sequence for Majors**

Show a sequence of courses that would enable a freshman to graduate with your major in four years. See <http://cs.uhh.hawaii.edu> for samples.

Four-Year Course Sequence for Majors							
Year 1		Year 2		Year 3		Year 4	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

**Table 3.3. Instructional Productivity**

Instructional Productivity – Current Year					
Faculty Rank	#	SSH Yearly	Total # Courses Taught Yearly	#Courses Per Faculty	Comments (e.g. Upper Division, Lower Division, Graduate Level, Comments if this is not a typical year)
Full					
Assoc					
Assist					
Inst					

**Table 3.4. Degrees, Tracks, Options, Specializations, Certificates, Minor**

List degrees (include tracks, options, and areas of specialization), minors, certificates, etc. offered by your program in Table 4. (Please asterisk core courses that every major must take in to meet major requirements in the program.)

Degrees, Tracks, Options, Specializations, Certificates, Minor			
Specific Courses Required in the Major	Tracks / Options / Areas of Specialization	Certificate Courses	Minor Course Requirements

**Table 3.5. General Education Courses Provided By Your Program**

(See <http://www.uhh.hawaii.edu/uhh/genedfac/courseproposalreview.php> for information about the UH Hilo GE program.)

GE Courses Provided By Your Program									
Course (Alpha #)	*Frequency	Yearly Sections	**Yearly Enrollment						
			1	2	3	4	5	6	7

\*Frequency: sem - every semester, yr – once a year, infreq – infrequently

\*\* Yearly Enrollment: Total yearly enrollment for the GE course for the past 7 years.

**Table 3.6. Service Courses**

For example, the English program provides Eng 225 Writing for Science and Technology for science majors. Include cross-listed courses for which your program provides the course for the cross-listed program.

Service Courses										
Service Course Alpha #	For What Program?	Frequency	Yearly Sections	Yearly Enrollment						
				1	2	3	4	5	6	7

## **Part 4. Student Learning**

### **Narrative (2 pages)**

### **2 Tables (Both Required)**

What To Include: How effectively do students learn in this program? Response should be based on the learning objectives established by the program, on stakeholders' expectations, on student outcomes, and on assessment data collected and analyzed by the faculty and chair.

Ideas for Inclusion:

#### Goals and Assessment

- Major goals of departmental programs; in particular, what the program expects students to have learned in terms of knowledge, skills, abilities, and attitudes
- Specific student learning objectives for the program
- Data used to assess how students are changing/improving as a result of going through the curriculum and whether specific student learning objectives are being achieved
- Measures of student learning outcomes at program level: tracking student learning over time, identifying key assessable performances for students, implementing value-added measures (e.g. pre-testing, capstone courses, internships, standardized tests, performances, portfolios, post-testing, graduate/professional placement, etc.) to show student improvement
- Department's use of assessment results to review and revise curriculum and teaching strategies
- Description of how the major goals and objectives are developed and how they and their outcomes are communicated to faculty, administrators, alumni, and students.
- Feedback from alumni.
- Feedback from stakeholders (employers, practitioners, community) and how program will use feedback to improve. (May include data from UH Hilo surveys of alumni and graduating seniors.)
- Feedback from students. What are student perceptions of their learning and how well do their perceptions accord with department goals and objectives?
- Description of major student support activities provided by the department that will enable learning goals and objectives to be reached
- Service learning activity reports
- What are the structures, policies and procedures for departmental advising and pre-career advising, and what are the student perceptions of advisement, course scheduling, and academic support in the department?
- What are the grade distributions at the A, B, C, D, F levels? Are they consistent with program assessment findings?
- What are the student academic achievement levels in both non-majors courses and majors courses?

#### Methods of Instruction

- What distinctive and effective teaching approaches are used (e.g. electronic media, field study, other ways of fostering experiential learning)?
- How are the programmatic objectives implemented by faculty; in which ways, by which kinds of courses (e.g. state which courses are methods-oriented, inquiry-based research oriented, factual knowledge content-focused, theory content-focused) with what kinds of pedagogy?
- Which courses are lecture, lecture-and-inquiry-based guided discussions, online (in part or whole), and labs which involve guided demonstration (gaining technical expertise)?
- Does the department support collaborative research between student and faculty?
- Directed Studies
- Work-based Instruction
- Student-faculty research projects



**Table 4.2. Assessment Plan for Program Outcomes**

Assessment Plan for Program Outcomes		
Program Outcome (same outcomes in Matrix above)	Assessment Plan	Status / Progress / Results
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Describe how assessment results have been used to improve the program?		

**Part 5. Current Resources (1 page)**

What To Include: Descriptions of current status plus current and expected needs in:

- lecturer/instructional support
- space and facilities (offices, laboratories, classrooms)
- equipment
- library support
- technological support
- extramural support

Other Ideas for Inclusion: Academic Support for Faculty

- Are library resources adequate for research and instruction? Describe specific needs and specific strengths.
- What is the departmental operating budget, and what constraints does it put on the department's operations and service to students?
- What level (how frequent and in what amounts?) of departmental funding for instrumentation comes from alumni giving, research overhead, and other resources?
- What support for student technicians, faculty teaching-released time, professional leaves, and other research and teaching development exists?
- Describe the extent of teaching and research support from campus personnel as equipment fabrication and maintenance, and instrumentation maintenance.
- How adequate are the facilities available to the department for instruction and research use?

- Lecture halls, discussion and seminar rooms, teaching laboratories, other instructional facilities; administrative offices and staff offices?
- Faculty office space, research space, and other research facilities?
- Campus computing hardware and software?

## **Part 6. Department Chair's Evaluation (1 page)**

What to Include:

- Department chair's assessment of how well the department is defining its student learning outcomes, meeting its goals, and making adjustments to courses and programs
- Summary of the evidence used to reach this conclusion
- Review of assessment data and actions taken as a result
- Problems to be overcome, and ongoing or planned program changes to address these problems
- Unusual features or trends in the quantitative program profile, if any
- Response to external reviewer's report and recommendations. *The department may respond briefly to the external reviewer's comments in this section, or may address them in the meetings with the dean and VCAA*
- Summary of additional resources (faculty, support personnel, space resources, funding) requested to improve student learning.

## **Part 7. Broad Statement of Future Goals (1 page)**

What to Include: Five- to seven-year program plan for addressing student learning outcomes/assessment, curriculum revision, and faculty development. Please include realistic annual budget estimates for allocation/reallocation.

Other Ideas for Inclusion: Strategic Planning

- What are the evolving departmental goals and major priorities?
- How will progress toward meeting these goals be assessed?
- What plans are to be implemented for:
  - Faculty replacements, new faculty lines, changes in the form of faculty responsibilities and effort?
  - Increases in curriculum efficiency (e.g., reduce duplication of courses within and among departments, integrate content among courses, develop/update efficient two-year course schedules every year).
  - Priority use of any newly available funds (e.g., what new courses should be developed to meet new state needs, what new equipment is needed for research and teaching?).

## **Part 8. Appendices**

What to Include:

- Photocopy of the program's catalog copy
- Updated CVs of all full-time faculty
- Report of the External Reviewer
- Other attachments that support the assertions of the report and demonstrate student success.

# Sample Letter of Invitation to External Reviewer

**(Note: External Reviewer's Schedule to be Developed by Department Chair and Dean. Selection of External Reviewer and projected costs to be approved by the VCAA before invitation is extended)**

(Date)

Dear :

The University of Hawai'i at Hilo invites you to conduct an external review of our @@@ Program. You will be compensated \$500 for providing this service, upon receipt of the evaluation report, which is due two weeks after the visit.

In addition to the monetary compensation, the @@@ Department will coordinate and process documents through the UH System for your travel arrangements, including air fare, miscellaneous and incidental expenses (M&IE), hotel accommodations, and ground transportation. You will be provided with the following:

- the most economical roundtrip, coach class airfare between your home and Hilo, Hawai'i;
- applicable miscellaneous and incidental expenses (M&IE) for the duration of your visit;
- hotel accommodations for the duration of your visit;
- ground transportation for the duration of your visit. You will be met at the Hilo International Airport upon your arrival.

Enclosed is a tentative site visit schedule for your review. We will be forwarding a copy of our internal self study electronically no later than December 1, 20xx.

We look forward to your visit.

Sincerely,

(VCAA)

Enclosure

C: Department Chair  
Chancellor  
Dean  
Division Chair (for CAS only)  
Congress Chair