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Ho 'okahi Ka 'Ilaui Like Ana: Wield the Paddles Together

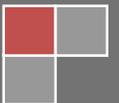
Academic Program Review

This document constitutes a 2020 revision of the Program Review Policy and Guidelines housed within the Office of the Vice Chancellor of Academic Affairs. This revision was developed as a response to faculty concerns about the efficacy and the lack of purpose in the process.

This simplified and reorganized text was developed through extensive research of existing “best practices” and under direct mentorship from WASC at the 2012 Program Review Retreat.

In the spirit of our mission: *A 'ohe pau ka 'ike i ka hālau ho 'okahi/One learns from many sources*, this document helps us build our university community by encouraging programmatic self reflection on the meaning, quality, and integrity of the degrees we offer.

Adopted by Faculty Congress
University of Hawai'i at Hilo
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Ho‘okahi Ka ‘Ilau Like Ana: Wield the Paddles Together

Academic Program Review

Preamble: Why Do Program Review?

The program review process is where accreditation standards meet the day-to-day operations of academic programs. Through this process, units and their faculty collectively examine how they uphold educational quality and rigor while contributing to the larger mission of the University.

The title of this document is taken from Mary Kawena Pukui’s *‘Ōlelo No‘eau: Hawaiian Proverbs & Poetical Sayings*. The term is used to describe the mandate of working together for a common, collective purpose.

WASC Accreditation Standards

Program review remains a priority for WASC. It is a natural nexus and point of integration for the collection of data and findings about the meaning of the degree, the quality of learning, core competencies, standards of student performance, retention, graduation, and overall student success. ([2013 Handbook of Accreditation](#), p. 32)

[Criteria for Review \(CFR\) 2.7](#): “All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program’s learning outcomes, retention and graduation rates, and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.”

Academic Program Review Schedule

The academic program review schedule is set by the Vice Chancellor of Academic Affairs (VCAA) with the intent that the cycle repeats every five to seven years. Please refer to [UH Hilo’s WSCUC Institutional Accreditation webpage](#), which houses the main page for [Program Review](#), which are separated by Colleges. Past reviews, dates for the next review, as well as current self-studies, external reviewers’ reports, ALO review for WSCUC compliance, deans’ evaluations, and VCAA evaluations are housed on this site.

What are the Major Components of a Program Review Self-Study?

Please note that the order of the following sections is not prescriptive—colleges, departments, and programs are encouraged to arrange the components as best fit their narrative.

I. Meaning of the Degree

A short statement that encapsulates what a degree from the program means in terms of the collective experiences to be undertaken and skills to be attained by the students graduating from this unit. This should explain how this degree from UH Hilo is different from similar degrees elsewhere.

II. Mission Statement and Goals of the College, Department, or Program

A mission statement is a general explanation of a program's aims and values vis-à-vis those of the larger Institution. The goals of a program should be tied to this mission and that of the larger purpose set forth for the University.

Questions that may help in developing Sections I and II are:

- What are the functions that the college/department/program serves for students, for the larger institution, and/or for the community?
- What are the distinct values of UH Hilo that are embedded in the unit's core functioning—from general education offerings to its certificates and/or degrees.
- How are the credentials offered by the college/department/program *more than just a sum* of courses, credits, and grades?

III. Executive Summary by Dean, Department Chair, or Program Chair

An executive summary typically explains the history of the program, including challenges and recommendations made in previous reviews.

Questions to consider:

- Previous self-study and past recommendations—what was noted at that time?
- Has the history of secondary accreditation been successful? (if applicable)
- How successful has the college/department/program been in following its past academic action plan?
- How has the college/department/program and/or its mission changed since the last self-study?
- Have there been new challenges not anticipated in previous self-studies?
- What has been done by the college/department/program since the review?
- More suggestions for the executive summary can be found in **Appendix A**.

IV. Program Organization/Faculty List—include rank, specializations, degrees and dates of conferral.

V. Program Components, including curriculum, student learning outcomes, course sequencing, four-year maps, etc. For more information, see **Appendix B**.

VI. Programmatic Data

This section is a narrative analysis of the institutional data, including KFS financials reports that track expenditures for the unit. Program review represents an opportunity for colleges/departments/programs to review this data and to explore ways to increase quantitative metrics and to increase fiscal efficacy. For more information and for sample tables run by Hilo's IRO, please see **Appendix C**. Tables may be downloaded directly from Hilo IRO [Data Sets for Program Review](#).

VII. Programmatic Resourcing

This section reviews the KFS financials and other data related to fiscal efficiency and sustainability. For a sample KFS report and questions for review can be found in **Appendix C**. As of AY 2020-2021, new metrics have been developed for the campus—please check with the office of the VCAA for more information.

VIII. Evidence of Program Quality (Assessment)

This section presents an opportunity for colleges/departments/programs to demonstrate how faculty set academic expectations for their students and engage in periodic assessment to ensure students are meeting those expectations. This section also presents an opportunity for faculty to showcase their productivity in research and/or creative endeavors. This section contains:

- student-learning outcomes which are posted on the UH Hilo catalog;
- a curriculum matrix that visualizes increasing levels of student learning outcomes vis-à-vis increasing course alpha;
- a compilation of core competency assessment. For more information on this, refer to **Appendix D** and the rubrics in **Appendix E**. Data for core competency assessments for [undergraduate](#) and [graduate programs](#) are housed in UH Hilo's WSCUC institutional accreditation webpage;
- a compilation of department direct and/or indirect student assessment data vis-a-vis program-specific SLOs;
- other evidence of student success (See **Appendix E**);
- evidence of faculty productivity (See **Appendix J**).

IX. Future Program Goals and Resource Requirements

- Immediate and future goals for teaching, curriculum development or reform, recruitment, fund-raising, etc.
- Immediate and future goals for research and/or community outreach.
- Current and future resource requirements. (e.g. academic support for faculty; operating budget, space and facilities for teaching and research; new hires; lecturer/instructional support; assessment needs; library acquisitions; membership to professional associations; secondary accreditation; technology and equipment, tutoring resources, etc.)
- Current and future assessment needs (e.g. standardized tests, software for enhanced learning, etc.)

X. Response to External Review

Colleges/departments/programs may also choose to include within this section an optional short response to the external reviews. In addition to the report received from the external reviewer, the college/department/program can also expect written feedback from the following:

- A. Accreditation Liaison Officer: The ALO reviews the self-study for compliance with WSCUC standards of accreditation, namely that programs are undertaking regular (yearly) assessment of both core competencies and programmatic learning objectives. The ALO should review past self-studies and compare them against the most recent program review for progress. In particular,

attention is needed to ensure SLOs, PLOs, curriculum matrices, and other elements of ideal practice in assessment are acted upon and that the data is used to “close the loop” in terms of improving student learning.

B. The Dean of the College: The dean (of designee) of the college which houses the program or unit in review looks at the self-study per the mission and the larger operations of the college. The following are questions meant to help deans evaluate self-studies:

- How well the college/department/program support student learning? Do assessment activities support quality learning? If not, what strategies or initiatives can or should be undertaken?
- How good are they at tracking student success, especially in terms of system performance goals?
- Does the data support on-time completion? Does the data exist to show their 4-year course map works?
- How effective is the program’s efforts to mentor and usher students through the major?
- Effective scheduling: how well does the unit do in terms of maximizing SSH for the major? For GE? How effective is the scheduling of lower division versus upper division courses?
- Faculty service and productivity—are they doing a good job in maintaining their research and does this research have any impact/bearing on instruction? Are their publications and conferences of sound quality?
- Cost per SSH, is this realistic? Are there ways to be more fiscally efficient?
- How fiscally efficient are they in using full-time hires versus lecturers?

C. Vice Chancellor for Academic Affairs: The VCAA (or designee) reviews the self-study from the larger perspective of the goals and operations of Academic Affairs as a larger unit. The following questions are meant to help the VCAA evaluate the self-study:

- What new initiatives to support learning can be undertaken with the minimal investment? Per the evaluations and recommendations of the ALO and the Dean—how can “closing the loop” be further undertaken by the unit?
- How do their priorities align with serving the maximum number of students possible?
- How well does the program align with the larger goals and mission of the university?
- How well do they compare to other units across the university in setting priorities (course scheduling, course assignments, etc.) as resources become scarcer?
- Cost per SSH, is this realistic? Are there ways to be more fiscally efficient given that they are asking for additional hires? Is the historic cost of SSH sustainable over the long term? Does the program provide pragmatic insight into how it will continue to operate going forward in a climate of what declining enrollments and resources.
- Is there truthfulness in the reporting of resource needs? Does the objective data support their priorities?
- Do they position themselves well for a future that will probably include declining state funding and tuition revenue?

XI. Academic Action Plan

The academic action plan is the culmination of the program review process by which feedback from multiple reviewers leads to recommendations are used by the college/department/program to improve over the next five to seven years, forming a guide for the next cycle of review.

Upon completion, the ALO shall post the self-study and all accompanying evaluations to the UH Hilo WSCUC Institutional Accreditation webpage.

Academic Program Review Timeline

This timeline reflects a roughly five-year process that begins the first year subsequent to the submission of the academic action plan and thus serves as a guide for the future course of the college, department, or program.

Post review, AY 1-4: Annual core competency assessment, selected direct assessment of student work per program-specific SLOs, and indirect assessment (surveys, focus groups, etc.).

Year of review:

- Summer preceding and fall term:
 - Start work on self-study;
 - Notify curriculum specialist in the VCAA office for GE fill rates list;
 - Notify Business Office to release KFS report; notify IRO for updates tables.
- Fall term:
 - Dean/department chair/program chair submits prospective names (CVs) to VCAA for external reviewer;
 - Letter of invitation issued by the VCAA and visit is scheduled (See **Appendix K** for sample letter);
 - Organizer checks with business office to ensure proper paperwork is in place for honorarium and travel expenses;
 - Dates for visit by external reviewer are set.
- Spring term (may extend through summer):
 - Completion of self-study and accompanying appendices; ALO uploads to program review website and sets the next review cycle;
 - ALO, dean, and VCAA submit their reviews of the self-study (these should be given to the external reviewer prior to the external reviewer's visit);
 - External reviewer conducts interviews with faculty, students (majors), ALO, and various administrative leadership; visits to facilities may be conducted as needed;
 - External reviewer submits report;
 - Faculty review materials and an academic action plan is drafted.