

Statement for 2.7

UH Hilo is part of the University of Hawai'i System and is thus bound by [Executive Policy 5.202](#) that requires "All established programs are subject to review at a minimum of every seventh year for four-year institutions and every fifth year at the community colleges." The reviews are mandated to address: (1) student learning and success, (2) analysis of quantitative and qualitative data, and (3) provide evidence of student learning via direct and indirect assessments as appropriate to the program (including employment and licensure pass rates). These same measures have been required in our [program review guidelines](#), which are currently under revision once more to replace tables of data with [visual graphs](#) that show the relationship between different elements. Programs beginning in AY 2018-2019 started using the tables and providing analysis of the data (e.x. [Linguistics](#), pages 16 through 22). Programs have also been required to show annual assessments. In the case of Linguistics, their assessments started with their Student Outcomes at the program level (page 23) and their strong emphasis on student research that then dovetailed to their assessment of written communication, information literacy, and other core competency skills as related to their program (see pages 27 through 31).

However, to better help us link long-term planning and resource management, all programs going forward with program review as of AY 2020-2021 will be asked to also reflect on fiscal efficiency per our system guidelines (Executive Policy 5.202, [Appendix A](#)). Thus what will also be required is what is known as the "[KFS Program Expenditures Summary Report](#)," which is a spreadsheet of the expenditures of general funds (legislative monies) and TFSF (Tuition & Fees) generated for the unit. This tracking of expenditures includes full-time and part-time positions. As we discussed with our WSCUC liaison on September 16th, we are moving in the direction of making the connection between program review and long-term fiscal planning and resource allocation clearer; we hope to achieve this by asking for **both** student learning assessment and the assessment of productivity and cost/benefit considerations within the overall context of the University's mission and planning priorities. Both of these should serve as the framework for data-driven programmatic narratives, and these faculty-developed narratives are going to be important going forward given this new era of increased scrutiny of programs as announced by the [UH System Committee on Budget and Finance](#) (October 1, 2020), which is stressing the need for cost reductions and efficiencies that must take into account programs' "size/impact, efficiency, [and] excellence" (page 9). Program review ensures that the faculty have an active role in shaping the future of programs while preserving the central importance of student learning and achievement.

Starting in AY 2017-2018, academic programs at UH Hilo started falling behind in the [published schedule](#) and/or key elements (such as student learning assessment) were missing from self-studies. UH Hilo has since created a more robust, [public webpage](#) that lists the link to WSCUC Criteria for Review 2.7, all colleges have their own tables of programs (with past documentation and future review dates) posted under college statements about the meaning of the degree. We have also undertaken another round of revisions to the program review handbook to incorporate the KFS financial reports as well as writing prompts for deans and the vice chancellor of academic affairs to ensure administrative responses to self-studies are undertaken. These new elements will be further discussed in [Section Six](#), the essay on Academic Program Review.

Co-curricular programs fall under the Division of Student Services; that unit has also developed [guidelines for review](#); however, no formal self-studies have been published at this time.

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September 2020