

Academic Program Seven-Year Review

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Purpose: “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

Principles: Program review

- Fosters a strong and positive sense of program identity and program contributions to the UH Hilo mission and to General Education.
- Promotes the practices of ongoing self-assessment and improvement of student learning consistent with national practices in the field.
- Encourages programs to manage faculty, fiscal and physical resources for maximum student benefit and faculty development.
- 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, and vice chancellor for academic affairs (VCAA).
- Is consistent with UH system policies, WASC standards, and the standards of external accrediting bodies.

Schedule: Set by vice chancellor for academic affairs (VCAA), overseen by dean’s offices, posted on UH Hilo calendar and website.

Costs: Early in the process, departments should request support for resources related to planned program review activities from the VCAA. Fees and travel expenses for external reviewers are paid by the VCAA’s office.

Assessment Support Committee (ASC): Campus assessment committee comprised of representatives of faculty and staff as defined in the UH Hilo Academic Assessment Plan. The committee works with the Office of Institutional Research and the UH Hilo Faculty Congress, oversees the annual assessment budget, coordinates assessment training for faculty, summarizes assessment activities, program review outcomes, annual program reviews, and reports on these to the UH Hilo community.

Program Self Study Report and Plan: (approx. 8 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 2001 Standards. Programs undergoing external accreditation may submit their accreditation self study reports in lieu of the report.

Self Study Preparation Guidelines

- 1) Executive Summary (1-2 paragraphs): abstract of important points from the program review self-study.
- 2) Background (1 page): department mission and curricular goals, its role in UH system and in UH Hilo mission and strategic plans.
- 3) Program Organization and Performance Narrative (2 pages): [See UH Executive Policy E5.202. Review of Established Programs, Appendix B and C] Please describe the following:
 - How the department organizes the curriculum to meet Major program requirements, provide service/General Education courses; achieve program efficiency:
 - description of seven-year trends in numbers of majors, enrollment patterns, student/faculty ratios.
 - Faculty achievements in research and creativity/scholarship
 - 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 to accomplish this goal, please describe what the changes should be.
 - Department's service to community
 - Lacunae in departmental expertise, if any. Are you currently pursuing new faculty lines. If so, what are they?

Required data will be reported in Table 1: UH Executive Policy E5.202, App. B
[<http://www.hawaii.edu/svpa/ep/e5/acaf.html>]

4) Student Learning (2 pages):

How effectively students learn in this program, in terms of learning objectives and criteria established by the program; also in terms of stakeholder expectations.

Distinctive and effective teaching approaches used.

Documentation may include:

- measures of student learning outcomes at program level: tracking learning over time, value-added measures (e.g. pre-testing, capstone courses, internships, standardized tests, performances, portfolios, graduate placement, etc.)
- department's use of assessment results to review and revise curriculum and teaching strategies
- student-faculty collaborative research projects; innovative teaching practices
- 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.)
- service learning.

5) Current Resources (1 page): Funding, facilities, equipment, technical and library support: descriptions of current status and current as well as expected needs in lecturer/instructional support; space and facilities (offices, laboratories, classrooms); equipment; library acquisitions, technological support.

6) Chair's Evaluation (1 pages): Department chair's assessment of how well the department is meeting its own mission and goals and a summary of the evidence used to reach this conclusion; what present and identifiable problems in the foreseeable future it needs to overcome, and ongoing or planned program changes to address these problems and rationale. Also discuss unusual features or trends in the quantitative program profile, if any. Respond to external reviewer's report and recommendations. Summary of additional resources (faculty, support personnel, funding) needed to improve student learning.

7) Broad Statement of Future Goals (1 page). Five to seven-year program development plan for student learning assessment, curriculum, and faculty. Please include realistic annual budget estimates.

See Attachment 1 for ideas that can be included in the self study.

Schedule and Key Steps of the Program Review Process

1. Ongoing Annual Program Reports: Submitted to the dean or director of the college by **May 15th** of each academic year and forwarded to the Assessment Support Committee and the VCAA by **June 1st**. Annual reporting promotes continuous program review, improvement, and planning; keeps dean and campus informed of departmental changes and plans; generates information appropriate for the UH Hilo annual report, accreditation, and other purposes; prepares the department for the seven-year reviews. The report template is in Attachment 2. There will be scheduled communication between departments, deans, Congress and the VCAA coordinated by the ASC. The results of the annual program and Academic Program Seven Year Review will be used to identify and fund assessment activities and training.
2. Spring Semester preceding the Fall external site review: The department and chair begin to draft the program self study and submit a list of potential external reviewers with CVs to the VCAA and the Assessment Support Committee by **May 15th**.
3. Completed by **October 15th**: Program self study and report finalized and forwarded to the selected external reviewer by department and chair. The UH System Office of Institutional Research provides required data for Table 1.
4. Before **December 1st**: External reviewer will conduct a site visit and submit findings and recommendations to the department and chair. They will review and incorporate viable recommendations of the external review into the program self study report and append a copy of external review recommendations to the final report.
5. **December 31**: Program review report is submitted to the Dean.
6. By **February 1** complete College Review: The appropriate dean consults with each program 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).
7. At CAS: The dean and dean’s council discuss all current program review reports, review program recommendations, and integrate the viable recommendations into the college’s long-range plans and Program Change Requests. The dean simultaneously provides program review reports to the CAS Senate, which makes recommendations it deems appropriate to the dean. Department chairs will participate in the council’s discussions and have the option of revising their report, resubmitting it to the dean and council, and conferring again with the dean and council.

8. By **March 15**, University Review: program review reports and college recommendations involving changes in faculty, resources, and program are submitted to the UH Hilo Congress for review and discussion. Department faculty will receive copies of college recommendations and will participate in the Congress's deliberations, with the opportunity to rebut college recommendations.
9. By **April 15**: Congress sends program review reports, college recommendations, and Congress recommendations to VCAA. Department faculty may consult with the VCAA on college and Congress recommendations.
10. By **May 15th** Implementation and Reporting: VCAA makes final decision on recommendations and prepares annual summary report to the system on campus program reviews. ASC summarizes and reports results of program reviews in annual UH Hilo assessment report.
11. Follow-Up: Recommended actions are integrated into UH Hilo planning and resource allocations. Departments are notified of any modifications in recommendations and of progress in implementation. Departmental annual reports include progress on recommendations.
12. All program review documents shall be housed in the Office of the Vice Chancellor for Academic Affairs and available for reference to the UHH community.

The Role of External Reviewers in the Program Review Process

External Reviewer/Consultant. 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.

One consultant may work with several departments within the division. The consultant is appointed by the VCAA from a list of qualified persons recommended by department(s). Consultant fees and travel expenses are paid by the VCAA's office.

The consultant will study the department self study report in advance of the visit. During the visit, he/she will consult with the faculty on curriculum and instructional resources, talk with students and the dean, and visit classes, physical facilities, the library, and other support units. She/he will help the department to clarify its goals, as needed, and suggest more efficient or more effective ways of achieving departmental goals and mission, including more efficient management of department resources; and suggest future initiatives.

He/she will submit a written report to the department before leaving the campus, and the department will respond to the consultant's findings and recommendations in its final self-study report. The consultant's report will be appended to the program review report.

Attachment 1
Ideas for Inclusion in the Self Study

Feel free to use this outline to assist you in writing your Self-Study. You need not address all of the suggestion.

History and Mission

- ✓ Brief history of Department and its programs.
- ✓ Dept mission statement; and how, when and by whom was the current mission statement developed?
- ✓ How does Department mission statement support and how does it differ from the College and University mission statements? Is it virtually the same as the mission statements of other science departments?

Goals and Objectives

- ✓ Major goals of the departmental programs.
- ✓ Specific objectives planned.
- ✓ Identify and describe major program activities that will enable goals and objectives to be reached.
- ✓ Identify what data will be used to measure (assess) whether objectives are achieved.
- ✓ State how the major goals and objectives were developed and how they and their outcomes are communicated to faculty, administrators, alumni, and students.

Departmental Program Structures and Reputation

Evaluate the Programs in each of the following areas:

- ✓ Are the Department's programs fulfilling state, regional, and national needs and expectations?
- ✓ Is the curriculum adequate to meet the needs of the diversity and abundance of students?
- ✓ 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 with PH.D. programs?
- ✓ Is the Department serving non-majors to the satisfaction of the students and faculty across the campus?
- ✓ What is your perception of the reputation of the Department among current students in the departmental programs, recent graduates of the programs, employers, and other faculty on and off campus?

Evaluating the Departmental roles in the College and University

- Describe how curriculum development and long-range planning is done.
- 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 focus) with what kinds of pedagogy?
- List, describe, and discuss the joint cooperative and combined interdisciplinary efforts with other academic units, departments, and programs.
- Discuss the Department's contribution to the University's general education program and to college-wide goals and objectives.
- Describe Departmental faculty involvement in college curriculum planning and governance.
- Discuss the commitment among faculty to diversity issues.

Student Learning in the Departmental Programs

- ✓ **Assessment Methods**
 - What are the academic standards of student competencies at the A, B, C, D, F levels?
 - What proportion of the students are at each academic achievement level in the non-majors courses and in the majors courses?
 - What are the prevalent **student products** in courses that are graded, and which courses are writing intensive, what do they do in writing intensive classes, and do science courses require full scientific format papers?
 - Which courses are lecture, lecture-and-inquiry-based guided discussions, and labs as:
 - (1) guided demonstration (gaining technical expertise),
 - (2) inquiry-based, guided learning,
 - (3) inquiry-based open ended learning, and
 - (4) collaborative research between student and faculty?
- ✓ **Advising**
 - What are the structures, policies and procedures for academic advising and pre-career advising and what are the student perceptions of advising and of course scheduling?

Assessing Faculty

- ✓ What levels of effort, commitment, and accomplishment do faculty show for teaching, research mentorship, scholarly activities, and professional service activities?
- ✓ What are the student perceptions of their learning and how well do their evaluations assess teaching effectiveness?
- ✓ How many and what proportion of the faculty are tenure-track v. non-tenure-track full-time instructors, v. part-time lecturers?

- ✓ Are there effective methods of evaluating and helping faculty improve their academic endeavors, thereby enabling them to succeed in tenure, promotion, and merit reviews?

Academic Support for Faculty

- ✓ Staff support relative to the departmental goals and objectives.
- ✓ What are the library resources available-list all relevant current journals, state number of books purchased per annum (state the materials budget for library and for biology-relevant materials) and state number of books in stacks. State how thorough are literature searches able to be versus permitted to be, and how easy is it for students and faculty to obtain the resources chosen from the searches?
- ✓ What is the departmental operating budget, and how does it compare with other departments?
- ✓ 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-release 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. That is, does the campus have two or three individuals that do not charge back services to the departments, and only require faculty to seek funds for the materials, then fabricate and modify everything from (wood, Plexiglas, metal) tables, bookshelves, terraria, and a variety of field and lab research and teaching apparatuses, including electronic meters?
- ✓ How adequate are the facilities:
 - 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, such as animal care rooms, greenhouses, aquaria rooms, walk-in environmental chambers, image analysis and microscopy labs, map library and GIS facilities, molecular biology facilities?
 - Campus computing hardware and software?

Strategic Planning

- ✓ What are the Departmental Goals and Major Priorities, and what is the rationale for each specific goal and priority?
- ✓ What are the recommendations to achieve these goals, and when and how will these achievements 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 material in courses within and among departments, reducing content and integrating content among courses, not teaching a course every semester of every year).
- Priority use of any newly available funds for what new courses and course development, and which instrumentation for research and teaching.

Other Information that may be Considered in the Self-Study

- ✓ Lists of the Requirements for each specialty track of each Degree
- ✓ Alumni Surveys
- ✓ Number and proportion of all non-majors on campus that are served in each of the 100-level, 200-level, 300-level, and 400-level courses taught by Department faculty in each of the last five years?
- ✓ Which courses, how many sections, and how many courses are taught by non-tenure track lecturers and instructors annually?
- ✓ What was the salaries budget over each of the last five years, and what have been the salary levels for assistant professors, associate professors and full professors in the Department and how do these salaries compare with similar faculty in similar departments elsewhere, and other faculty across campus?
- ✓ What were the non-salary budgets over each of the last five years, and what were the sources of the funds?
- ✓ What are the start-up funds for research?
- ✓ What funds and release time are available for new lab course development?
- ✓ How much of what funding resources, and to whom has been the external and internal support provided in each of the last five years?
- ✓ Provide specific curriculum vitas and research and teaching statements of each tenure track and non-in teaching, service, and research over each of the past five years.
- ✓ Describe the facilities; include square footage and numbers of offices, research labs, teaching labs, and teachings and research support-prep rooms, and lecture and discussion rooms, storage facilities, all major instrumentation and equipment.
- ✓ Provide each unique course syllabus for each course
- ✓ Summary of assessment data collected by alumni office, college, or by the department.

Attachment 2

Template for Annual Program Report

1. Highlights: Mission of the department, major program goals; notable faculty and student achievements, major changes in curriculum, update on implementing of program review recommendations.
2. Data: Notable changes or trends in numbers of majors, graduates, faculty, and other factors.
3. Student Achievement: Awards and honors, presentations and creative achievements, performance in standardized and/or departmental exams, learning portfolios, capstone courses, etc. may be included. Results of alumni surveys, graduating senior surveys, and graduates' achievements may also be included.
4. Curriculum: Curriculum changes and challenges, including distance learning and changes made in response to assessment results.
5. Faculty Achievement: Teaching innovations, new course development, juried exhibitions, performances and other creative activities, publications and grants, research and other professional achievements, notable community and university service.
6. Facilities: Changes, improvements, lacks and their impact on teaching and curriculum.

	1998-99	1999-2000	2000-01	2001-02	2002-03	
1. Number of Majors						
2. SSH Taught, Fall Semester						
3. FTE course enrollment (SSH divided by 15)						
4. Crossover data						
4a. % own majors						
4b. % within college						
4c. % all others						
5. Number classes/sections offered, Fall Semester						
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						

Table 1