
UH - Hilo Academic Affairs

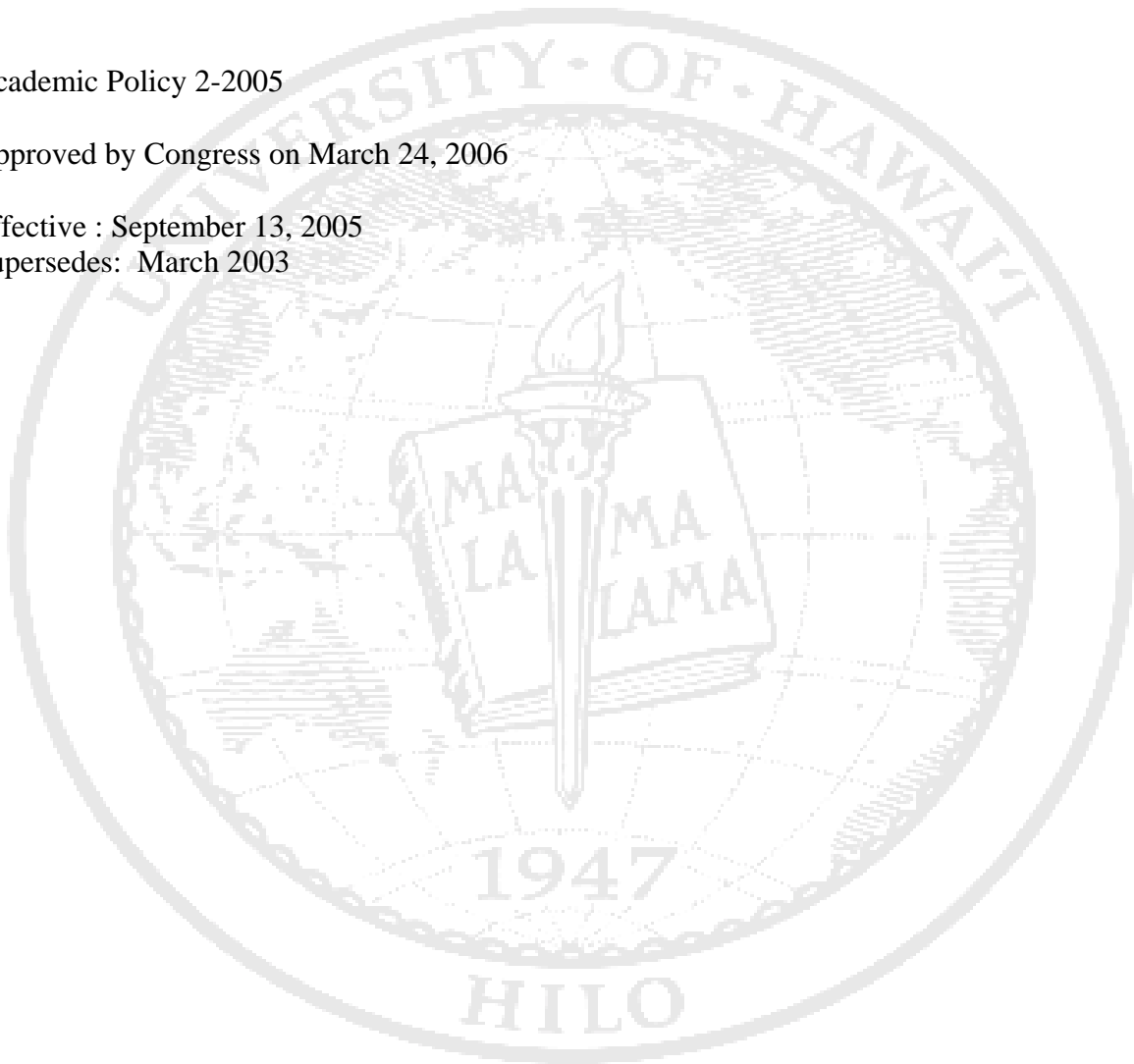
Guidelines for Academic Program Seven-Year Review

Academic Policy 2-2005

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Academic Program Seven-Year Review

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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:

- 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, 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, and tracks program review outcomes.

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 at http://www.hawaii.edu/ovcaa/academics/pdf/prog_rev_e5202.pdf]

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>]. Attachment B of these guidelines provides a copy of the table. The UH Hilo Institutional Analyst will work with the department to select and compile these and other useful data.

See Appendix A below for suggestions as to other information and discussion that the department may use to build its case.

- 4) Student Learning (2 pages):

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

What distinctive and effective teaching approaches are 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 activity reports.

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 page): 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. 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.

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.

8) Appendices containing a photocopy of the program's catalog copy, the CVs of all tenured and tenure track faculty, and the report of the external reviewer. Other attachments should be included that support the assertions of the report.

Schedule and Key Steps of the Program Review Process

1. Spring Semester preceding the Fall external site review: The department and chair begin to review the program, with the assistance of the UH Hilo Institutional Analyst for data and data analyst, draft the program self study and submit a ranked list of at least three potential external reviewers with CVs to the VCAA. The VCAA will inform the program chair of the selection and the program chair will invite and schedule the external reviewer's visit. (See Appendix C below.)
2. Completed by **December 1**: A complete draft of the Program self study and report is sent to the selected external reviewer by department chair. The UH System Office of Institutional Research provides required data for Table 1.
3. Before **March 1**: 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.
4. **April 1**: Program review report is submitted to the Dean. The Dean will prepare written comments and forward these comments to the VCAA by **May 1**. The Dean shall meet with the program chair and division chair to discuss the review.
5. By **November 1** of the following year: The VCAA will meet with the faculty of the program and formulate an action plan if needed. The action plan will be detailed in a memorandum of understanding (MOU) to be signed by the tenured and tenure track members of the program and the VCAA. The MOU will be published on the VCAA website and forwarded to the Congress.
6. 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.
7. 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 reimbursed to the department by the VCAA's office. A copy of the letter of invitation to the consultant is attached to these guidelines.

The consultant will study the draft 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.

See Appendix C below, "Recommended Best Practices for External Reviewer Visit."

Appendix A.

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 suggestions.

History and Mission (Background Section)

- Brief history of department and its programs.
- Department mission statement, and how, when and by whom was the current mission statement developed?
- How does the department mission statement support and how does it differ from the College and University mission statements?

Goals and Objectives (Background Section)

- Major goals of the departmental programs, in particular, what the program expects students to have learned in terms of skills, knowledge, and attitudes.
- Specific student learning objectives for the program.
- 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 Performance (Program Organization and Performance Narrative Section)

Consider these issues:

- 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 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 with Ph.D. programs?
- Is the department serving non-majors to the satisfaction of the students and faculty across the campus?

Department Roles in the College and University (Program Organization and Performance Narrative Section)

- Describe how curriculum development and long-range planning are 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-focused) 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 (Student Learning Section)

Assessment Methods:

- What are the departmental 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 which involve guided demonstration (gaining technical expertise)?
- Does the department support collaborative research between student and faculty?

Advising (Student Learning Section)

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 (Performance Narrative and Student Learning Sections)

- 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 versus non-tenure-track full-time instructors versus 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 (Current Resources Section)

- Are library resources adequate for research and instruction? Describe specific lacks 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-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.
- 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?

Strategic Planning (Chair's Evaluation)

- 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.
- Results of 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.
- Provide each unique course syllabus for each course
- Summary of assessment data collected by alumni office, college, or by the department.

Appendix B.

Table 1 – Required Data

	2000-01	2001-02	2002-03	2003-04	2004-05
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					

The UH Hilo Institutional Analyst will assist programs with the required data and other useful statistical information.

Appendix C.

Recommended Best Practices for External Reviewer Visit

(Academic Program 7-year review)

Developed by the Congress Assessment Committee in March 2006

Endorsed by Congress March 24, 2006

1. Suggested materials to send to the reviewer in advance of the visit. These can be mailed on a CD or posted on the department website. Asterisks mark the essential elements, in terms of how helpful they would be in preparing the reviewer for the visit.
 - *Complete draft of the report on the self study (excluding chair's response to external review report)
 - *Department mission statement and learning goals (if not presented in report)
 - *Catalog descriptions of the department/program and courses
 - *Syllabi for current semester and previous semester
 - *Curriculum vitae of all fulltime faculty
 - Current university catalog (online version at <http://www.uhh.hawaii.edu/catalog>)
 - Matrix showing teaching responsibilities, grants, and service and research contributions of each fulltime faculty member [if not discussed in report]
 - Matrix showing how department/program goals are promoted throughout the curriculum (if not presented in report)
 - Reports on any student learning assessment activities
 - Representative or outstanding student work (if posted, requires permission of each student)
 - University criteria for assistant professor, associate professor, full professor (online UH Hilo personnel review handbook at VCAA's webpage <http://www.uhh.hawaii.edu/uhh/vcaa>)

2. Suggested activities and events for the visit. Priority items are asterisked. Reviewer might request additional or other activities.
 - *Meeting with Chair
 - *One-hour meeting with Dean
 - *Interviews with individual fulltime faculty
 - *Meeting with student majors
 - *Debriefing meeting at end of visit which all fulltime faculty are invited to attend; reviewer gives a preliminary report of findings and accepts comments from faculty. Department Chair will act as liaison for reviewer if he/she needs more data/information
 - Visits to classes, lower-division/GE, labs and higher-division/major
 - Half-hour meeting with VCAA
 - Informal reception

3. Draft “thank-you-but-no” letter to the two potential reviewers who were not selected by the VCAA
4. Draft invitation letter to the selected reviewer
5. Responsibilities for arrangements for visit are shown in the table below. These are separate from the self study and self-study report.

Task	Responsibility	Time Frame
Identification of three possible reviewers and confirming that they would be available for a visit in January-February of the next year	Department	Spring semester prior to visit
Memo to VCAA listing three possible reviewers, with CVs	Department chair	End of prior spring semester
Memo from VCAA to department identifying the reviewer to be invited	VCAA	End of prior spring semester
“Thank you but no” letter to candidates not selected	Department chair	End of prior spring semester
Invitation letter to selected reviewer	Department chair	End of prior spring semester
Discussion with reviewer regarding dates of visit, process for covering costs of travel, meals and incidentals, honorarium	Department	Summer/August/September
Purchase orders and other paperwork related to travel, per diem, and honorarium	Division/College secretary with department chair	August/September
Compiling materials to send to reviewer in advance of visit	Department	Fall semester
Arrangements for the two visit days On campus schedule for the visit Schedule for VCAA/Dean Equipment arrangements if requested (e.g., computer, printer)	Department	November/December
Complete first draft, materials sent to reviewer	Department chair	December or at least one month before scheduled visit
Visit	Department, Dean, VCAA, Students	January/February/March
Airport pickup and drop-off Transportation to and from campus	Department. Per diem (\$130) includes	Visit

Meals with reviewer	hotel and meals. Department may host meals or not. If not, reviewer may submit meal receipts as part of per diem/incidentals documentation.	
Post visit Follow up with external reviewer regarding report, including providing additional information from Institutional Analyst and others Receive and distribute report Ensure that the honorarium and per diem are sent to reviewer	Department chair report should be submitted within 30 days of end of visit.	Month following visit
Post program review process Meet with Assessment Support Committee to advise how process could be improved	Department chair	Following submission of report and external reviewer report to Dean (for CAS departments) or VCAA (for colleges)

Letter of Invitation to External Reviewer

This is in effect a contract, specifying exactly what the university will provide.

Date

Dear @@@

The University of Hawai`i at Hilo invites you to conduct an external review of the @@@ Department and to submit a report of your findings to the department and the Dean. You will be compensated \$500 for providing this service.

In addition to this monetary compensation, the @@@ Department will coordinate and process documents through the University of Hawai`i system for your travel arrangements.

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 for the duration of your site visit;
- hotel accommodations in Hilo for the duration of your site visit;
- ground transportation for the duration of your site visit. You will be met at the Hilo International Airport upon your arrival.

The university will pay for airfare and hotel room directly. The honorarium and applicable miscellaneous and incidental expenses will be paid to you directly after the report as been submitted.

Enclosed is a tentative site visit schedule for your review. We will be sending you a copy of our internal self study electronically no later than _____, 200@.

We look forward to your visit.

Sincerely,

Department Chair

Enclosure

c: Chancellor
Vice Chancellor for Academic Affairs
Dean
Division Chair

“Thank You But No” Letter to Those Not Selected by VCAA

This is a bare-bones letter; chairs should feel free to modify.

Date

Dear @@@,

The University of Hawaii at Hilo Department of @@@ deeply appreciates your willingness to serve as external reviewer for our 200*-200* self study.

The Vice Chancellor for Academic Affairs has selected another person to conduct our external review. It was a difficult decision, for each nominee whose name we submitted for his consideration was well qualified to assist us in our efforts to strengthen our program.

It has been a pleasure to communicate with you, and I hope that our professional paths will cross again.

Sincerely yours,

Chair
Department of @@@