

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES
ANNUAL INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES, COMPONENTS, AND MEASURES

I. PROCEDURES

The following procedures have been developed to assure more consistent data collection practices in the compilation, analysis, and reporting of the minimum measures, and to use the Annual Instructional Program Review in the college and UHCC budget development processes:

- A. The Quantitative Measures will use data from UH system sources such as the Operational Data Store (ODS), Management And Planning Support (MAPS), and system designated occupational outlook sources;
- B. The Office of the Vice President for Community Colleges (OVPCC) shall by August 15th compile and distribute data to the colleges for the system required minimum set of Quantitative Measures;
- C. The data used shall come from the fall semester of the prior academic year, except for the Program Budget Allocation, Graduation/Completion, Transfers, and Perkins Core Indicators which will be based on prior year annual end-of-academic-year reports. Quantitative measures for the two prior academic years shall be included with the Annual Instructional Program Review (total of three years of data) and;
- D. Colleges will complete the Annual Instructional Program review by the end of the fall semester;
- E. Completed Annual Instructional Program Reviews shall be posted on the college web site; and
- F. Colleges will submit an electronic file to the Office of the OVPCC by December 15th, in the form and format requested by the Associate Vice President for Academic Affairs.

II. COMPONENTS AND MEASURES

At a minimum, each college Annual Instructional Program Review shall consist of the following components and measures. Colleges are free to use additional components and measures for their internal assessment process.

(Program Name)

Introduction:

Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.

Part I. Quantitative Indicators for Program Review

Demand

Occupational Demand (Career Technical Education Programs)

1. Annual new and replacement positions in the State
2. Annual new and replacement positions in the County
3. Number of majors
4. Student semester hours for program majors in all program classes
5. Student semester hours for non-program majors in all program classes
6. Student Semester Hours for all program classes.
7. FTE program enrollment
8. Number of classes taught
9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)

Efficiency

10. Average class size
11. Class fill rate
12. FTE of BOR appointed program faculty
13. Student/Faculty Ratio
14. Number of Majors per FTE faculty
15. Program Budget Allocation (Personnel, supplies and services, equipment)
16. Cost per Student Semester Hour
17. Number of classes that enroll less than ten students
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)

Effectiveness

19. Persistence of majors fall to spring
20. Number of degrees and certificates earned (annual)
21. Number of students transferred (enrolled) to a four-year institution
Perkins core indicators (*Career Technical Education programs only)
22. Academic Attainment (1P1)
23. Technical Skill Attainment (1P2) *
24. Completion Rate (2P1)
25. Placement in Employment, Education, and Military (3P1)
26. Retention in Employment (3P2)
27. Non Traditional Participation (4P1) *
28. Non Traditional Completion (4P2) *
29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)

Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

30. Determination of program's overall health (Healthy, Cautionary, Unhealthy)

Part III. Action plan

Part IV. Resource Implications (physical, human, financial)