UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES POLICY

Replaces UHCCP #5.202 dated October 2005

UHCCP # 5.202 Review of Established Programs

May 2012

1. Purpose

Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed-upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

II. Related University Policies

a. Board of Regents Policy, Section 5-1.b Review of Established Programs www.hawaii.edu/offices/bor/policy/borpch5.pdf

b. University of Hawai`i Systemwide Executive Policy, E5.202 Review of Established Programs www.hawaii.edu/apis/ep/e5/e5202.pdf

III. Policy Objective

This policy establishes a coordinated program review process within each College and across the Community College System that meets the requirements of the University Board of Regents and Executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional accrediting bodies.

IV. Required Elements of the Program Review

All Colleges shall develop program review policies and processes that comply with the following principles:

A. Each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.

B. Program reviews shall result in improvement plans that are linked to the College strategic plan.
C. There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.

D. There shall be an overarching commitment to continuous quality improvement.

E. The program review process shall be collegial.

F. Program review information shall be publicly available.

G. Comparable measures shall be used consistently across Colleges.

H. Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the College and System level.

V. Programs Subject to Review

The following programs are subject to the program review policy:

A. All Board of Regents approved credit degree and certificate granting programs. Program reviews for degree-granting programs should incorporate reviews of all related certificates and non-credit programs, and student service support.

B. All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.

c. All educational and administrative support programs.

d. Any cross-curricular emphases or special programs that have been designated by the College as a significant component of the general education or strategic direction of the College.

VI. Frequency of Program Reviews

All programs shall prepare annual reports documenting performance on agreed-upon outcomes, key benchmarks, critical external factors, and planning improvements. All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the College. If a program has completed a comprehensive self-assessment for the purposes of program accreditation within two years of the program review cycle, the results of the accreditation self-study may substitute for the comprehensive program review.

VII. Content of Program Review

Program reviews shall include the following components:

A. Statement on the mission or purpose of the program, including the target student population;

B. Information on external factors affecting the program;

C. Historical trend data on key measures;

D. Program health indicators with benchmarks to provide a quick view on the overall condition of the program;

E. Required external measures;

F. Analysis of the outcomes over the period of the review, including an assessment related to progress in achieving planned improvements;

G. Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

VIII. Dissemination of Program Reviews

The Office of the Associate Vice President for Academic Affairs shall compile an annual report of program reviews summarizing the reports completed and significant actions or issues identified in the reports. The Vice President for Community Colleges will report the results of the program reviews to the Community College Committee of the Board of Regents.

The program reviews and the annual summary shall be made available to the Community Colleges' community and the general public through a public web site.

IX. Assessment of the Program Review Process

Under the management of the Community Colleges' Director of Academic Planning, Assessment, and Policy Analysis, the established Community College System deans and/or directors groups are responsible for assessing the effectiveness of the system Program Review Process and to recommend changes to improve the outcomes of the process.

At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

At the conclusion of each program review cycle, each established system vice chancellors/deans and/or directors group will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary.

X. Annual Program Review Procedures

Within the principles outlined in Section III, each College shall establish and operate its own program review process, each College is free to supplement the Community Colleges System agreed-upon common set of program review data elements, and each College shall make available to the Community College System, summary data and analysis in a timely manner to facilitate the annual report to the Board of Regents.

Details regarding the common data elements, summary reporting formats, and timetables will be established as separate attachments:

A. Attachment 1-A: Instructional Annual Report Program Data
B. Attachment 1-B: Instructional Programs Comprehensive Program Review
C. Attachment 2: Academic Support Services
D. Attachment 3: Student Support Services
E. Attachment 4: Administrative Services Program Review

Attachment 1-A
(Annual)

UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

INSTRUCTIONAL ANNUAL REPORT PROGRAM DATA (ARPD)
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 Report of Program Data in the college planning and resource allocation/reallocation processes:

I. 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;
II. 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;
III. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
IV. Colleges will complete the Annual Report of Program Data by the end of the fall semester and;
V. Program Health in the categories of overall, demand, efficiency, and effectiveness will be calculated according to the systemwide program health scoring rubric and;
VI. Completed Annual Reports of Program Data shall be posted on the college web site and;
VII. Colleges will complete/submit an electronic file (including an overall summary of all instructional programs) to 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's Annual Report of Program Data shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

Program Mission: Statement and brief description of the program including a listing of program level Student Learning Outcomes (SLOs).

Part I. Quantitative Indicators for Annual Report of Program Data

Overall Program Health (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

Demand Indicators

1. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
2. Annual New and Replacement Positions – County prorated (for CTE programs)
3. Number of majors
    a. Percent Change Majors from Prior Year for General Pre-Professional (GPP) programs
4. Student Semester Hours (SSH) Program Majors in Program Classes
5. Student Semester Hours (SSH) Non-Majors in program Classes
6. Student Semester Hours (SSH) in all Program Classes
7. FTE Enrollment in Program Classes
8. Total Number of Classes Taught
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

Efficiency Indicators

1. Average class size
2. Fill rate
3. FTE BOR Appointed Faculty
4. Majors to FTE BOR Appointed Faculty
5. Majors to Analytic FTE Faculty
6. Overall Program Budget Allocation
    a. General Funded Budget Allocation
    b. Special/Federal Funded Budget Allocation
7. Cost per Student Semester Hour (SSH)
8. Number of Low-Enrolled (less than 10 students) Classes Taught
9. Percent of Classes Taught by Lecturers
10. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

Effectiveness Indicators

1. Successful Completion (Equivalent C or higher)
2. Withdrawals (Grade = W)
3. Persistence (Fall to Spring)
4. Unduplicated Degrees/Certificates Awarded
    a. Degrees Awarded
    b. Certificates of Achievement Awarded
    c. Academic Subject Certificates awarded (Liberal Arts only)
    d. Other Certificates Awarded

   e. Difference between Unduplicated Award and Strategic Plan Goal (General Pre-Professional programs)
5. Transfers to UH 4-year institutions
   a. Transfers with Credential/Degree from Program
   b. Transfers without Credential/Degree from Program
   c. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
   d. Difference Between Transfers and Goal
6. External Qualifying Examinations and Licensing
7. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

Distance Education (Completely On-Line Classes)

1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

Perkins Core Indicators (CTE Programs Only)

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Student Learning Outcomes:

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
3. Assessment Results
4. Changes that have been made as a result of the assessments.

Part III. Action Plan – Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action

plans for any Perkins Core Indicator for which the program did not meet the performance level.

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

Attachment 1-B
(Comprehensive)

UNIVERSITY HAWAI`I COMMUNITY COLLEGES

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

I. PROCEDURES

All programs shall complete a comprehensive assessment at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website. 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 review in the college planning and resource allocation/reallocation processes:

II. COMPONENTS AND MEASURES

At a minimum, each college's Comprehensive Program Review shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

Program Name

Assessment Period: (e.g. 2006-2011)

College Mission Statement

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

Part I. Executive Summary of Program Status
Response to previous program review recommendations

Part II. Program Description
History
Program goals/Occupations for which this program prepares students
Program Student Learning Outcomes (SLO)
Admission requirements
Credentials, licensures offered
Faculty and staff
Resources
Articulation agreements

Community connections, advisory committees, Internships, Coops, DOE connections
Distance delivered/off campus programs, if applicable

Part III. Quantitative Indicators for Program Review

Overall Program Health (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

Demand Indicators

1. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
2. Annual New and Replacement Positions – County prorated (for CTE programs)
3. Number of majors
    a. Percent Change Majors from Prior Year (General Pre-Professional (GPP) programs
4. Student Semester Hours (SSH) Program Majors in Program Classes
5. Student Semester Hours (SSH) Non-Majors in program Classes
6. Student Semester Hours (SSH) in all Program Classes
7. FTE Enrollment in Program Classes
8. Total Number of Classes Taught
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

Efficiency Indicators

1. Average class size
2. Fill rate
3. FTE BOR Appointed Faculty
4. Majors to FTE BOR Appointed Faculty
5. Majors to Analytic FTE Faculty
6. Overall Program Budget Allocation
    a. General Funded Budget Allocation
    b. Special/Federal Funded Budget Allocation
7. Cost per Student Semester Hour (SSH)
8. Number of Low-Enrolled (10) Classes Taught
9. Percent of classes taught by lecturers
10. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

Effectiveness Indicators

1. Successful Completion (Equivalent C or higher)
2. Withdrawals (Grade = W)
3. Persistence (fall to Spring)
4. Unduplicated Degrees/Certificates Awarded

   a. Degrees Awarded
   b. Certificates of Achievement Awarded
   c. Academic Subject Certificates awarded (Liberal Arts only)
   d. Other Certificates Awarded
   e. Difference between Unduplicated award and Strategic Plan Goal (General Pre-Professional programs)
5. Transfers to UH 4-year institutions
   a. Transfers with credential/degree from program
   b. Transfers without credential/degree from program
   c. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
   d. Difference Between Transfers and Goal
6. External Qualifying Examinations and Licensing
7. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

<u>Distance Education (Completely On-Line Classes)</u>

1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

<u>Perkins Core Indicators (CTE Programs Only)</u>

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Assessment Results for Program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs will have been assessed.

1. List of the Program Student Learning Outcomes and the date assessed
2. Assessment findings
3. Changes that have been made as a result of the assessment findings

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate.

Part VI. Survey results

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver

Part VII. Analysis of Program

Alignment with mission
Strengths and weaknesses based on analysis of data
Evidence of quality
Evidence of student learning
Resource sufficiency
Recommendations for improving outcomes

Part VIII. Action Plan

Part IX. Resource and Budget Implications

Attachment 2

UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

ACADEMIC SUPPORT SERVICES

Academic Support Services shall complete a comprehensive program review at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website.

Academic Support Services shall complete an Annual Report of Program Data (ARPD).

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 Comprehensive Program Review and the ARPD in the college planning and resource allocation/reallocation processes.

A. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
B. For ARPD, Program Health in the categories of overall, demand, efficiency, and effectiveness will be calculated according to the systemwide program health scoring rubric and;
C. Completed Comprehensive Program Reviews and Annual Reports of Program Data shall be posted on the college web site and;
D. Colleges will complete their ARPD (including an overall summary) 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 shall report the following components and measures.

Colleges may use additional components and measures for their internal assessment

process.

Assessment Period (e.g. 2006 – 2011)

College Mission Statement

Program Mission: Statement and brief description of the program including a listing of program level Student Learning Outcomes (SLOs).

Part I. Executive Summary of Program Status
Response to previous recommendations

Part II. Program Description
History
Program Student Learning Outcomes (SLOs)
Faculty and Staff
Resources
Community connections, advisory committees, etc.

Part III. Quantitative Indicators

A. <u>Overall Academic Support Services Program Health</u>: A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for all Academic Support Services sub units.

B. Demand Indicators:

Library Demand

1. Number of informational and reference questions per student and faculty FTE
2. Number of Students Attending presentation sessions per student FTE
3. Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE
4. Number of web accessible computers per student FTE
5. Library Demand Health

Tutoring Demand

1. Number of students tutored per student FTE
2. Number of students who placed into Remedial/Developmental levels through COMPAS per student FTE
3. Tutoring Demand Health

Testing Services Demand

1. Number of placement tests administered per year per student FTE
2. Number of Distance Learning tests administered per year per student FTE
3. Local campus tests proctored per year per student FTE
4. Testing Services Demand Health

Technology Resources Demand

1. Number of on-line courses per year per total number of courses (live and online)
2. Number of student, faculty, and staff computers per IT desktop support staff
3. Number of technology workshops for faculty, staff, and students per faculty FTE, staff FTE, and student FTE
4. Testing Technology Resources Demand Health

Program Health Demand (Healthy, Cautionary, Unhealthy)

C. Efficiency Indicators:

Library Efficiency

1. Number of informational and reference questions answered by FTE librarian
2. Number of book volumes per student FTE
3. Total materials expenditures per student FTE
4. Total library expenditures per student and faculty FTE
5. Library Efficiency Health

Tutoring Efficiency

1. Tutor contact hours per tutor paid hours
2. Student contact hours per tutor paid hours
3. Number of sessions per tutor paid hours
4. Tutoring budget per student contact hours
5. Tutoring Efficiency Health

Testing Services Efficiency

1. Testing seats per student FTE
2. Testing seats per total number of tests
3. Total number of tests per Testing Services Budget
4. Testing Services Efficiency Health

Technology Resources Efficiency

1. Average response time for Help Desk calls
2. Average processing time for work orders
3. Total number of computers per Computer Services Budget
4. Technology Resources Efficiency Health

Program Health Efficiency (Healthy, Cautionary, Unhealthy)

D. <u>Effectiveness Indicators:</u>

Library Effectiveness

1. Student and faculty satisfaction measurements using common survey questions.
2. Common Student Learning Outcome: The student will evaluate information and its sources critically
3. Library Effectiveness Health

Tutoring Effectiveness

1. Common Student Learning Outcome: Students who received tutoring will pass their tutored course.
2. CCSSE Indicator 4.h Tutored or taught other students (paid or voluntary)
   a. Frequency
   b. Satisfaction
   c. Importance
3. CCSSE Indicator 13.d Peer or other tutoring frequency
   a. Frequency
   b. Satisfaction
   c. Importance

4. CCSSE Indicator 13.e Skills Labs (writing, math, etch)
   a. Frequency
   b. Satisfaction
   c. Importance
5. Tutoring Effectiveness Health

Testing Services Effectiveness

1. Satisfaction measurements using common survey questions
2. Testing Services Effectiveness Health

Technology Resources Effectiveness

1. Common Survey Questions
   a. I am satisfied with the customer service of the Help Desk/computer services staff
   b. I am satisfied with the response time of the Help Desk/computer services staff
   c. The computers on campus meet my needs
   d. I am satisfied with the quality of work of the instructional design faculty and staff
2. CCSSE Indicator 4.j Used the internet or instant messaging to work on an assignment
3. CCSSE Indicator 9.g Using computers in academic work
4. 12.g Using computing and information technology
5. 13.h Computer Lab
   a. Frequency
   b. Satisfaction
   c. Importance
6. Technology Resources Effectiveness Health

Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III. Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included.

Assessment results for program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs have been assessed.

Student Learning Outcomes:

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed

3. Assessment Results
4. Changes that have been made as a result of the assessments

Part V. Action Plan – Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

Part VI. Resource Implications (physical, human, financial) Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included.

Attachment 3

UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

STUDENT SUPPORT SERVICES

Student Support Services shall complete a comprehensive program review at least once each five years in accordance with the schedule established by the college. The college will make public the comprehensive review by posting to the college's website.

Student Support Services shall complete an Annual Report of Program Data (ARPD).

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 Comprehensive Program Review and the ARPD in the college planning and resource allocation/reallocation processes.

A. The Quantitative Measures will use data from UH system sources such as the Operational Data Store (ODS), and Management And Planning Support (MAPS) and;
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 and;
C. The data used shall come from the most recently completed academic year (summer, fall, spring). Quantitative measures for the two prior academic years shall be included with the Annual Report of Program Data (total of three years of data) and;
D. For ARPD, Program Health in the categories of Overall, Demand, Efficiency, and Effectiveness will be calculated according to the systemwide program health scoring rubric and;
E. Completed Comprehensive Program Reviews and Annual Reports of Program Data shall be posted on the college web site and;
F. Colleges will complete the ARPD (including an overall summary of Student Support Services programs) to 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 shall report the following components and measures. Colleges may use additional components and measures for their internal assessment process.

Assessment Period (e.g. 2006 – 2011)

College Mission Statement

Program Mission: Statement and brief description of the program including a listing of Program-Level Student Learning Outcomes (SLOs).

Part I. Executive Summary of Program Status
Response to previous recommendations

Part II. Program Description
History
Program Student Learning Outcomes (SLOs)
Faculty and Staff
Resources
Community connections, advisory committees, etc.

Part III. Quantitative Indicators

A. <u>Overall Student Support Services Program Health</u>: A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for Student Support Services.

B. <u>Demand Indicators</u>:

1. Annual Headcount All Students
2. Annual headcount Native Hawaiian Students
    a. Actual Percent Change from Prior Year All Students
    b. Actual Percent Change from Prior Year Native Hawaiian Students
3. Annual Headcount of Recent Hawaii High School Graduates
    a. Percent of Service Area's Recent High School Graduates
4. Annual Headcount of Students 25-49 Years Old
5. Annual Headcount from Underserved Regions
6. Annual Headcount In Science, Technology, Engineering, and Math (STEM) Programs
7. Fall Semester Registration Status:
    a. New Students
    b. Transfer Students
    c. Continuing Students
    d. Returning Students
    e. Home Campus Other
8. Spring Semester Registration Status:
    a. New Students
    b. Transfer Students
    c. Continuing Students
    d. Returning Students
    e. Home Campus Other

9. Program Health Demand (Healthy, Cautionary, Unhealthy)

C. Efficiency Indicators:

1. Pell Participation Rate All Students
2. Pell Participation Rate Native Hawaiian Students
3. Number All Students Receiving Pell
4. Number Native Hawaiian Students Receiving Pell
5. Total Pell Disbursed All Students
6. Total Pell Disbursed Native Hawaiian Students
7. Full Time All Students Achieving the Dream (AtD) Cohort completing 20 or more credits within the first year.
8. Full Time Native Hawaiian Students Achieving the Dream (AtD) completing 20 or more credits within the first year.
9. Part Time All Students Achieving the Dream (AtD) Cohort completing 12 or more credits within the first year.
10. Part Time Native Hawaiian Students Achieving the Dream (AtD) completing 12 or more credits within the first year.
11. Overall Student Support Services Budget Allocation
    a. General Funded Budget Allocation
    b. Special/Federal Budget Allocation
12. Cost per Student
13. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

D. Effectiveness Indicators:

1. Persistence Fall to Spring All Students
2. Persistence Fall to Spring Native Hawaiian Students
3. Degrees and Certificates Awarded All Students
4. Degrees and Certificates Awarded Native Hawaiian Students
5. Degrees and Certificates awarded in STEM All Students
6. Degrees and Certificates awarded in STEM Native Hawaiian Students
7. Transfers to UH 4-year institutions All Students
8. Transfers to UH 4-year institutions Native Hawaiian Students
9. CCSSE Support for Learners Benchmark (Percentile)
10. CCSE Survey Frequency, Satisfaction, and Importance for:
    a. Academic Advising
    b. Career Counseling
    c. Job Placement Assistance
    d. Financial Aid Advising
    e. Student Organizations
    f. Transfer Credit Assistance
    g. Services for People with Disabilities
11. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III.

Assessment results for program SLOs. The college will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs have been assessed.

Student Learning Outcomes:

1. List of the Program Student Learning Outcomes
2. Program Student Learning Outcomes that have been assessed
3. Assessment Results
4. Changes that have been made as a result of the assessments

Part V. Action Plan – Include how the actions within the plan support the college's mission.

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

Attachment 4

UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

ADMINISTRATIVE SERVICES PROGRAM REVIEW

I. Administrative Services Mission Statement

Administrative support services at each campus provide campus-wide executive leadership, budgetary and financial management, personnel administration, procurement and property management, facilities and grounds maintenance, security, physical facilities planning of both repairs and maintenance and capital improvement projects, and auxiliary services. Under the direction of the Vice President for Community Colleges, the University of Hawai‘i Community College systemwide administrative affairs unit directly coordinates, supports, and assists the community college campuses in policy formulation; budgeting, planning and coordination; budget execution and the effective use of available resources; organizational management and position control; human resources; facilities planning; and other administrative, logistical and technical services.

The campus and systemwide administrative services units support the primary program objectives of the Community Colleges, which are to develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees, or in preparation for the baccalaureate; and by offering adult continuing education for both personal and vocational purposes. The administrative services units directly support the academic mission of providing quality educational and related services to the students and the communities.

II. Strategic Plan Goals and Objectives & Campus Program Review Relationships

III. Program Review of Individual Administrative Services Units

- Description
- Analysis:
  Measurements/Outcomes/Surveys
  Workload/Efficiency
- Future Direction - Plan of Action

Data on the following comparable measures for the Administrative Services program review will be collected at the end of each fiscal year. These measures were selected to assist administrators in analyzing, monitoring, and improving the delivery of administrative services. It is not intended that each measure be individually analyzed as administrators will use their discretion in the collective use of the data,

in conjunction with data and findings gathered in surveys, to appropriately analyze performance and to provide direction for improvements in Administrative Services operations.

A. Budget & Planning measurements (Standard, comparable measures across campuses):

1. Fall and Spring Credit Headcount Enrollment
2. Fall and Spring Credit FTE Enrollment
3. Fall and Spring Credit Student Semester Hours (SSH)
4. General Fund + Tuition and Fee Special Fund (TFSF) Expenditure & Encumbrances (E&E) (fiscal year)
5. Ratio of General Fund + TFSF E&E (fiscal year) per Credit Headcount Enrollment (Fall)
6. Ratio of General Fund + TFSF E&E (fiscal year) per Credit FTE Enrollment (Fall)
7. Ratio of GF + TFSF E&E (fiscal year) per Credit Student Semester Hours (Fall and Spring)
8. General Fund Appropriation + Collective Bargaining and TFSF Revenue (fiscal year)
9. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit Headcount Enrollment (Fall)
10. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit FTE enrollment (Fall)
11. Ratio of General Fund Appropriation + Collective Bargaining (fiscal year) per Credit Student Semester Hours (Fall and Spring)
12. Expenditure & Encumbrances (E&E) (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
13. Legislative Appropriations (fiscal year) for all Appropriated funds (General, Federal, Special, Revolving)
14. Tuition and Fee Special Fund (TFSF) Revenue (fiscal year)
15. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit FTE Enrollment (Fall)
16. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit Student Semester Hours (Fall and Spring)
17. BLS Reports – 3 year Comparisons
18. Quarterly BLS Reports
19. BLS Reserve Status Report

B. Business Office measurements (Standard, comparable measures across campuses):

1. Number of UH Purchase Orders issued (fiscal year)
*2. Average number of work days required to issue UH Purchase Order

*3. Average number of work days required to submit PO payment documents to UH Disbursing Office
4. Number of RCUH Purchase Orders issued (fiscal year)
5. Number of UH P-Card transactions processed (fiscal year)
6. Number of UH FMIS AFP documents issued (fiscal year)
7. Number of RCUH Direct Payment documents issued (fiscal year)
8. Number of UH Departmental Checks issued (fiscal year)
*9. Average number of work days required to issue UH Dept Checks
10. Number of UH Payroll Journal Vouchers processed (fiscal year)
11. Number of RCUH Payroll Journal Vouchers processed (fiscal year)
12. Number of UH Non-Payroll Journal Vouchers processed (fiscal year)
13. Number of RCUH Non-Payroll Journal Vouchers processed (fiscal year)
14. Number of UH Inter-Island Travel Completion Reports processed (fiscal year)
15. Number of RCUH Inter-Island Travel Completion Reports processed (fiscal year)
16. Number of UH Out-of-State Travel Completion Reports processed (fiscal year)
17. Number of RCUH Out-of-State Travel Completion Reports processed (fiscal year)
18. Number of UH invoices outstanding and total dollar value of UH Accounts Receivables at fiscal year end
*19. Business Office staff FTE (Civil Service, APT)

* Campus compiled data

C. Operations and Maintenance measurements (Standard, comparable measures across campuses):

*1. Number of work orders completed (fiscal year)
*2. Janitor FTE
3. Ratio of Building gross square feet per Janitor FTE
*4. Groundskeeper/Laborer FTE
5. Ratio of Campus acres of land per Groundskeeper/Laborer FTE
*6. Building Maintenance FTE
*7. Security FTE

* Campus compiled data

D. Human Resources measurements (Standard, comparable measures across campuses):

1. Number of PNF Transactions processed (fiscal year)
2. Number of New Appointments processed (fiscal year)
3. Number of Lecturer PNF documents processed (fiscal year)
*4. Number of Form 6 Transactions processed (fiscal year)
5. Number of Leave Cards processed (fiscal year)
*6a. Average number of work days required for SF-1 to be approved (APT positions)
*6b. Average number of workdays for position description to be approved (APT positions)
*7. Average number of work days to recruit faculty/APT positions
*8. Number of Grievances/Investigations filed (fiscal year)
*9. Human Resources FTE
10. Faculty/Staff Headcount
*11a. Number of existing Workers' Compensation claims as of beginning of fiscal year
*11b. Number of new/reopened Workers' Compensation claims filed (fiscal year)
*12a. Number of existing Temporary Disability Benefits (TDB) claims as of beginning of fiscal year
*12b. Number of new Temporary Disability Benefits (TDB) claims filed (fiscal year)

* Campus compiled data

E. EEO/AA measurements (Standard, comparable measures across campuses):

*1. Number of Training and workshops presented on campus (fiscal year)
*2. Number of EEO related Training and workshop sessions attended (fiscal year)
3. Utilization analysis and numeric hiring goals
*4. Number of EEO complaints formally filed (fiscal year)
*5. Number of campus EEO investigations, including campus initiated investigations (fiscal year)
*6. Number of campus EEO officers

* Campus compiled data

F. Research, Training, Auxiliary Enterprises & Emergency Management (Standard, comparable measures across campuses):

*1. Yearly Number of Affiliation, Sponsored/Sheltered Class Agreements
*2. Number of “Agreements & Contracts” training classes conducted each year.
3. Ratio of the number of Affiliation, Sponsored/Sheltered Class agreements reviewed and found to be in compliance as part of the post-audit review process.
4. Number of Auxiliary Services/Enterprises related consultations for improvement of programs
5. Number of Commercial Enterprises consultations for the establishment of new ventures
6. Number of requests for assistance to create technical specifications for the procurement of services related to auxiliary and commercial enterprises
*7. Number of security training classes attended by Campus Security Officers and administrators (excluding Contract Guard Services)
*8. Number of campus administrators ICS/NIMS certified in emergency preparedness
*9. Number of campus exercises conducted to support campus emergency readiness efforts
*10. Number of workshops attended in developing and implementing policies and procedures for emergency preparedness/readiness
*11. Number of Cleary Act report revisions and improvements made to disseminate accurate and concise information related to security on campus
*12. Number of state vehicle registrations processed
*13. Number of state vehicles reported to DAGS as disposed/new/transferred/or changed in insurance coverage

* Campus reported and CCRTAEEM compiled data

G. Marketing and Communications

1. Fall Credit Headcount Enrollment
2. Fall Credit FTE Enrollment
3. Average Fall Credit Student Semester Hours (SSH) of full-time students
4. Average Fall Credit Student Semester Hours (SSH) of part-time students
5. Fall Going rates of high school students
6. Fall Credit Headcount of Entering Students
*7. Number of staff members in Marketing, Public Relations and Online Communications

*8. Number of online communication vehicles
*9. Total number of visitors to your website
*10. Number of the types of marketing and communications services provided

* Campus compiled data

H. Surveys – Campus determined structure and content

IV. Summary of Issues and Direction for Administrative Services