

Policy Number: L5.202
Approved Date:
Review Date:

Leeward Community College Policy on Annual Program Review

Introduction:

The overall focus of annual program review (APR) is the collection, analysis, presentation, and use of evidence to ensure that a high quality of education is being provided to students and that the mission of the college is being achieved. The evidence gathered in program reviews is used in the decision-making process for planning and resource allocations for all divisions, programs, academic areas, and support areas.

The essential purposes and elements of program review--including the contents, scheduling, and process of review--have been laid out in University of Hawai'i Community Colleges Policy 5.202. The purpose of this policy is to implement the guidelines provided by UHCCP 5.202, specifically delineating the subject, contents, participants and procedure of program review, adapting the general guidelines to fit the organizational structure, culture, and programs of Leeward Community College.

Related Policies:

Board of Regents, Section 5-1.e Review of Established Programs
<http://www.hawaii.edu/offices/bor/policy/borpch5.pdf>

University of Hawaii Executive Policy E5.202 Review of Established Programs
<http://www.hawaii.edu/svpa/ep/e5/e5202.pdf>

University of Hawaii Community Colleges Policy #5.202 Review of Established Programs
<http://www.hawaii.edu/offices/cc/docs/policies/5.202.pdf>

Policy Objectives:

The objectives of this policy are to:

1. Coordinate the planning, implementation, and assessment cycle
(See Attachment 1 – Leeward Community College planning process diagram)
2. Integrate data, assessment, and analysis in decision-making
3. Ensure effective allocation of resources
4. Maximize student learning and success
5. Measure achievement of the college mission and strategic plan goals

Programs and Areas to be Reviewed:

Program reviews are required of all divisions, administrative areas, and support areas. These would include:

Academic Services	Dean of Academic Services
Administrative Services.....	Vice-Chancellor of Administrative Services
Institutional Support Services	
Marketing	Chancellor
Office of Planning, Policy and Assessment.	Vice-Chancellor of Academic Affairs
Student Services.....	Dean of Student Services
Instructional/Support Areas.....	Coordinator
International Programs	
Leeward Community College, Waianae	
Native Hawaiian Student Programs	
Office of Continuing Education and Workforce Development	
Instructional Divisions	Division Chair
Arts and Humanities	
Business	
Professional Arts and Technology	
Language Arts	
Math/Sciences	
Social Sciences	
Liberal Arts Instructional Program.....	Shared Responsibility

Some divisions contain instructional programs. Such a program is defined as “a group of related courses, personnel, and other resources whose intended outcome is student learning, which leads to students earning degrees (AA, AAS, AAT, AS) and/or related certificates (CA, CC, CO, ASC). For example, the Accounting, Automotive Technology, Business Technology, and Management Programs are part of the Professional Arts and Technology Division. The Information and Computer Science Program is part of Math/Sciences. Such programs do not directly complete APRs.

Instructional program so defined must complete the Annual Report of Program Data (ARPD), which is a University of Hawaii CC System requirement. The results of these ARPDs, which include data on, as well as analysis and assessment of Student Learning Outcomes, student achievement, and program performance related to demand, efficiency, and effectiveness, all become part of the APRs for the various divisions. In this way, the instructional programs participate in the APR process.

One instructional program is unique—Liberal Arts. It is not a discrete program with its own courses, personnel, and resources. Courses, personnel, and resources from four Divisions—Arts and Humanities, Language Arts, Math/Sciences, and

Social Sciences—constitute the program. Because of its size, scope, complexity, and broad impact, it is required to perform its own APR.

The list also identifies the persons charged with making sure reviews are carried out and the results of the review reported.

Program Review Requirements and Responsibilities:

Program review is an on-going process of assessing what is happening in the various divisions and areas of the college. Those charged with overseeing and coordinating activities in the divisions and areas should be continually engaged in some aspect of program review year-round.

The formal annual program review carried out by divisions, administrative services, and academic support areas under the direction of administrators, division chairs, and area coordinators is a culmination of that process.

The annual program review should follow the current template (see Attachment 2 Current annual program review template) and may include:

- A description of the division or area, its mission, and how it aligns with the college mission and strategic plan.

- For divisions and areas with instructional components, a review of Student Learning Outcome assessment: what has been assessed, the results of those assessments, and subsequent actions planned for the coming year.

- For non-instructional areas, a review of outcome measures, answering questions similar to those posed by divisions and areas with instructional components.

- A discussion of the factors affecting outcomes: curriculum; faculty; external factors; division or area strengths, weaknesses, threats, opportunities;

- A review of plans and tactics from the previous year: what was planned and why, how were those plans implemented and to what degree, how successful were the plans and tactics in terms of student learning and success and institutional effectiveness.

- A projection of plans and tactics for the coming year: what is being planned and why, how those plans will be implemented, how will they be assessed.

- Student achievement and outcome data, as well as institutional effectiveness data to support the analyses and assessments of plans and tactics.

- Prioritized planning lists that specify the resources needed—personnel, funds, equipment and supplies, facilities, space, support—to implement the plans and tactics.

- The relationship of plans, tactics, and planning list items to the mission and strategic plan.

Attachment 3 provides the current annual program review procedures and a sample timeline for submission and review.

Attachment 4 provides a glossary of terms often used with the annual program review process.

Attachments:

Attachment 1 Leeward Community College planning process diagram *LINK TO BE ADDED*

Attachment 2 Current annual program review template(s) containing links to supporting documents. <http://intranet.leeward.hawaii.edu/page/506>

Attachment 3 Current annual program review procedures with a sample timeline for submission and review *LINK TO BE ADDED*

Attachment 4 Glossary of Terms *LINK TO BE ADDED*

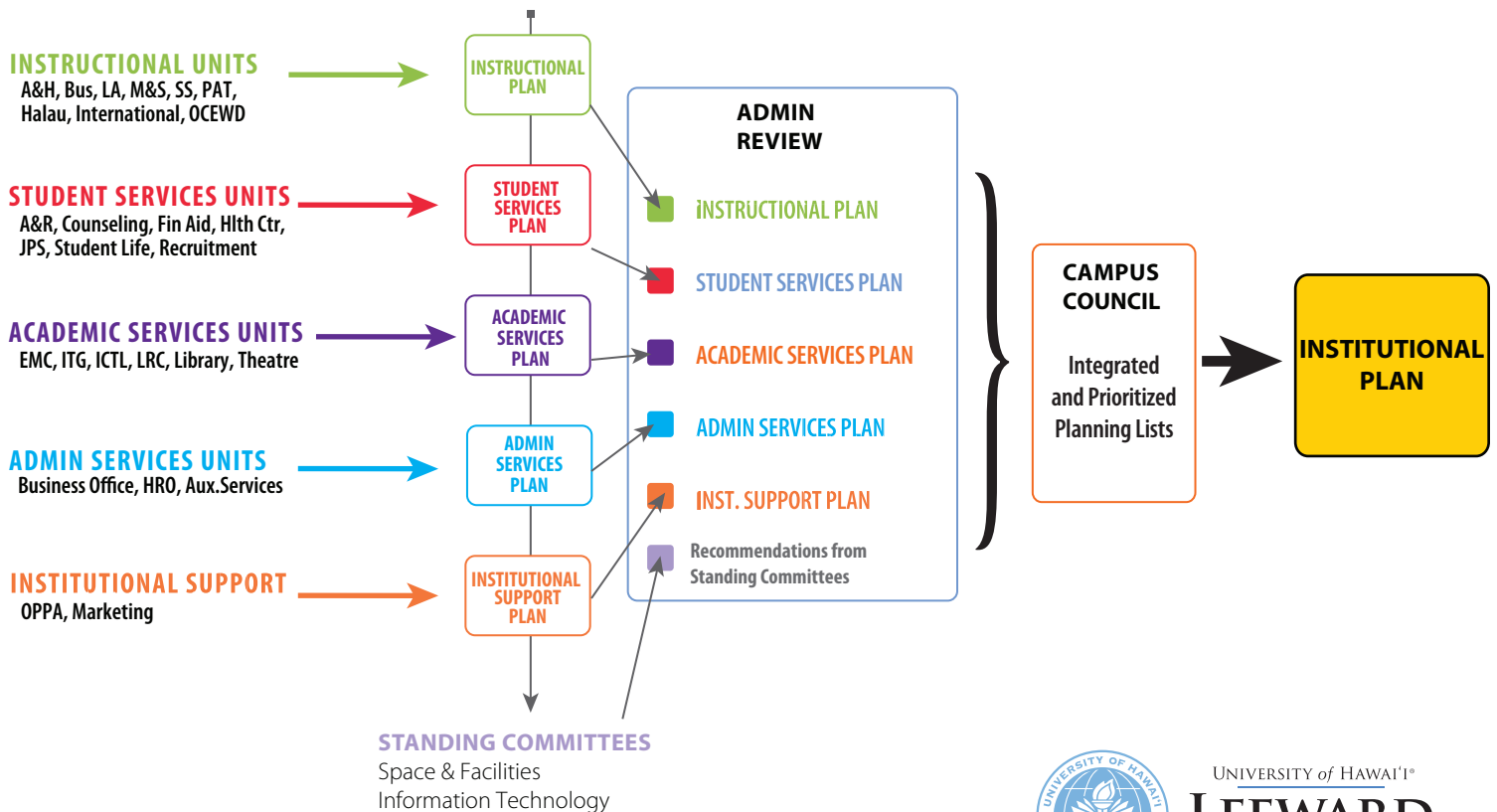
Approvals:

Leeward Community College Planning Process



Annual Program Reviews

Assessments and IR Data
SWOT Analysis, SLOs/OMs, Tactical Plans, Planning Lists



Annual Program Review Procedures

1. The formal APR procedure begins with the Director of the Office of Policy, Planning, and Assessment (OPPA) issuing a timeline that governs the process. That timeline is developed in consultation with the Vice Chancellor of Academic Affairs/Chief Academic Officer (VCAA/CAO), the Institutional Effectiveness Officer, a representative from the Faculty Senate, and others who may be selected by the VCAA/CAO.
2. Along with the timeline an APR template and other supporting documents are distributed to division chair and area coordinators or directors. Many supporting documents have been available earlier in or throughout the year, but they are now explicitly linked to the APR document.
3. Division chairs and area coordinators and directors then draft the overall APRs. They also prepare their division or area planning lists. The drafting of the APRs and the development of the planning lists should involve faculty and staff within the division or area, especially those who are charged with coordinating disciplines within academic areas and units within support areas.
4. APR drafts are submitted to OPPA. The OPPA director and institutional effectiveness officer review the drafts to make sure they include necessary information and related data. The drafts are also available to the entire campus so that program and area heads, coordinators, division chairs, deans, and VCAs may review the APRs and discuss the contents. Again, while instructional programs and academic areas should have been discussing their needs with support areas throughout the year, this period provides a venue for them to formalize their discussions. Revised APRs are submitted to OPPA for posting. In addition, the Program Review, Institutional Research, and Assessment Committee, a subcommittee of the Faculty Senate, may also review the APRs and make recommendations concerning their acceptance or modification.
5. After the campus review period, OPPA will have combined the instructional planning lists into one document, ready for review and reprioritization by division chairs, area coordinators and directors.

The planning lists from the instructional programs, academic areas, and support areas then move forward for administrative review and result in the overall institutional plan.

Approximate Timeline:

Steps 1 through 3 of the procedure occur in the first three months of the timeline. For example, if the procedure were initiated in September, the drafts would be submitted to OPPA by the end of November.

Steps 4 and 5 would take place in the next two months. Continuing with our example, the campus-wide review would take place in December and January. The planning lists for instructional programs and areas and for support areas would be ready for administrative review in February.

Glossary of Terms

Annual Program Review (APR): An ongoing data-driven evaluation. Annual program reviews (APRs) involve collecting, presenting, reviewing and analyzing evidence to ensure that a high quality of education is being provided to students and that the mission of the college is being achieved. APRs are conducted periodically by all instructional divisions, programs (see **Program**), academic and support areas of the college. The evidence gathered and analyses performed in them are used in decision-making, planning, resource allocation, and communicating the mission of the college and quality of performance to various constituencies. APRs include analyses of assessments, institutional research data, and strengths, weaknesses, opportunities, and threats (see **SWOT Analysis**). Instructional APRs focus on student learning and achievement, curriculum, faculty and staff, support requirements, and environmental factors affecting learners and the institution. Two key outcomes of the APR process are tactical plans (see **Tactical Plan**) and planning lists (see **Planning List**).

Annual Report of Program Data (ARPD): The ARPD is required by the University of Hawaii Community College System (UHCC). In particular the results of the ARPD—analyses of demand and performance data, action plans, and resource implications—are reviewed, collected, and summarized by the Office of the Vice President of Community Colleges (OVPC) for presentation to the Board of Regents and the Federal Department of Education as part of UHCC’s accountability for Perkins funding. The ARPDs—data, analyses, action plans, and resource needs assessment—flow into the APRs (see **Annual Program Review**) of the college.

At Leeward, instructional programs (see **Program**) complete ARPDs. The ARPDs come to the campus with demand, efficiency, and effectiveness data for each program, along with “health calls” (Healthy, Cautionary, Unhealthy) for each area of data and an overall health call for the program. The program head and faculty analyze the data in the ARPD and formulate an action plan and an assessment of resource needs. They also provide a summary analysis of progress in PLOs (see **Program Learning Outcome**).

Assessment: An ongoing process that leads to a better understanding of what is happening with and how to improve student learning. Assessment includes the establishment of appropriate student learning outcomes (see **Student Learning Outcome (SLO)**) and outcome measures (see **Outcome Measures**), development and administration of assessment tools, analyses of results, and the application of analyses to inform and improve instructional practices and institutional effectiveness. Assessment results are integrated into APRs (see Annual Program Review), and so into the decision-making, planning and resource allocation processes of the college. We have found Thomas D’Angelo’s characterization helpful:

Assessment involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within large institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.” (AAHE Bulletin, November 1995)

Assessment Form: Form used to document the assessment of student learning outcomes or outcomes measures for courses, programs, or support areas.

Biennium Budget Process: The biennial budget process of the Hawaii State Legislature shapes the system-wide University of Hawaii budget process, which in turn guides the development of the biennium budget for the college. Biennium budget plans (see **Planning List**) for the campus are articulated in odd-numbered years through the APR process (see **Annual Program Review**), translated by the Council of Chancellors and the Biennium Budget Advisory committee into recommendations to the University Executive Budget Committee, which submits a system-wide biennium budget proposal to the University President, who, if approving the proposal, sends it to the Board of Regents. Items in the campus Planning List articulated in one odd year may eventually find their way into the budget proposed by the University President in the subsequent (even-numbered) year, then in the system-wide requests submitted in the next (odd-numbered) year. In other words, the Institutional Plan submitted in 2009 will move through the University System process in 2010, and items in the system-wide budget proposal will be approved by the State Legislature in 2011 as parts of the 2011-2013 biennial budget.

Campus Council: An advisory body to the Chancellor of the College, its twenty-six members represent the various constituencies of the college. It makes recommendations to the Chancellor particularly on matters of planning and budget. The Campus Council is also charged with communicating college concerns through the Chancellor to the Vice President of Community Colleges, the President of the University, and the Board of Regents. However, its role in the review process is particularly germane since it is also charged with “[conducting] an on-going assessment, review and evaluation of a data-driven planning process and recommends changes that are mission-aligned and appropriately substantiated” (Article 1, Section 4 of the Campus Council Revised Constitution and By-Laws).

Curriculum Committee: A standing committee of the Faculty Senate serving as a voice of the Faculty on matters relating to the curriculum. It reviews and recommends the approval, revision, or rejection of proposals for new courses and modifications or deletions of existing courses and new certificate and degree programs and modifications or deletions of existing programs. It also reviews and recommends approval of course and program SLOs. The Committee Chair and appointed faculty members who represent each of the instructional divisions and academic support areas are voting members.

Executive Planning Council: See **Campus Council**. The Executive Planning Council has been replaced by the Campus Council, effective Fall 2009.

Faculty Senate: The Faculty Senate is chartered by the Board of Regents as the primary voice of faculty in the academic governance of the College. The Senate comprises 22 senators elected at-large from among the full-time faculty, with approximately half elected each year for two-year terms, as well as one lecturer. The Senate elects its own chair. Membership on Senate committees is also open to faculty who are not Senate members.

Standing Committees of the Faculty Senate play integral roles in the APR process. The Program Review, Institutional Research, and Assessment Committee is charged with reviewing program reviews, and recommend their acceptance, revision, or rejection. The Curriculum Committee has a powerful role in shaping the programs and courses offered at the College (see **Curriculum Committee**).

Institutional Learning Outcome (ILO): A broad, overarching statement that indicates what students will be able to do when they graduate from Leeward CC with a degree. ILOs are aligned with the College Mission and drive Program Learning Outcomes (PLOs). (See **Program Learning Outcome (PLO)** or **Student Learning Outcomes (SLO)**.)

Institutional Plan: The highest level planning list for the College. It integrates the items in the Instructional, Student Services, Academic Services, Administrative Services, and Institutional Support Plans. The Institutional Plan informs the Biennium Budget request. (See **Planning List** and **Biennium Budget Process**)

Laulima: *Laulima* (Hawaiian: “working together”) is the name for the University of Hawaii’s online Learning and Collaboration Server. It is, first, a course management system providing students with access to course content and communication tools to interact with instructors and other students. A course offered through *Laulima* can be accessed twenty-four hours a day, seven days a week via the Internet. *Laulima* has also been used as a communication tool for other campus groups, committees, and projects.

Office of Planning, Policy and Assessment (OPPA): The Office of Planning, Policy and Assessment (OPPA) was established in Fall 2007. Its original mission was to serve as the information liaison between the campus and the University of Hawai’i Community College System (UHCC). But its goals give it considerable scope: to provide the college with accurate data reports, assist in the planning and assessment process, and assist with the development, maintenance and publication of campus policies. OPPA oversees the APR process.

Planning List: In Leeward Community College’s APR (see **Annual Program Review**) planning and budgeting process, the expression “planning list” or “plan” has a specialized meaning: a prioritized list of resource allocation requests generated through the APR process. Such a list will include requests for funding (new initiatives), personnel, supplies, equipment, training, travel, capital improvement projects, repair and maintenance, facility space/use, and other resources needed to carry on the activities in divisions, programs, areas, or the institution as a whole.

Planning lists are generated at all levels of the institution during the APR process. As division chairs, area coordinators, administrators, standing committees, and the Campus Council review the planning lists, the items in those lists are reprioritized based upon an agreed-upon set of criteria, then integrated into higher level planning lists. The criteria for prioritization is reviewed annually and communicated campus-wide at the onset of the APR process.

So, for example, each instructional division develops a planning list. The lists from all the divisions are evaluated by division chairs, deans, a representative from the AA degree program,

and the Vice Chancellor of Academic Affairs. The items in the divisional planning lists are evaluated on the basis of their relevance to the Strategic Plan and College mission, the scope of impact on the institution, justification for the request and evidence for anticipated success, and means of assessment. From the several divisional planning lists a higher level planning list—the **Instructional Plan**—emerges.

Similarly, among the academic and support areas, planning lists are developed, evaluated, and merged into higher level planning lists: the Student Services Plan, the Academic Services Plan, and the Institutional Support Plan.

Eventually the instructional and support plans are evaluated and combined in an **Institutional Plan** for the entire College. That highest level planning list provides institutional direction, prioritizes budget requests, and Strategic Plan updates.

Program: For the purposes of our APR process (see **Annual Program Review**), Leeward Community College considers the following units of the college “programs,” which must conduct APRs:

Division

A group of courses, services, personnel, and other resources whose activities are designed with a common purpose and related set of outcomes but not degrees or certificates. A division commonly understood comprises a variety of related academic fields and courses in those fields. Its primary mission is instruction, but as a division, it does not offer a degree or a certificate.

The various fields of instruction within a division are referred to as “disciplines.” For example, in the Language Arts Division, Reading and Writing are two disciplines. Within Arts and Humanities, History and Art would be considered examples of disciplines. Within Math/Sciences, Math, of course, and Biology would be disciplines. Within Social Sciences, Psychology and Social Science.

The Office of Continuing Education and Workforce Development (OCEWD) is also considered a division. Its mission is primarily instructional; however, the instructional content is not primarily academic, and certain paths of training lead to certification or licensure.

Instructional Program

A group of related courses, personnel, and other resources whose intended outcome is student learning, which leads to students earning degrees (AA, AAS, AAT, AS) and/or related certificates. The Liberal Arts Program is the prime and only example of an instructional program so defined that is subject to the APR process. Its courses, personnel, and resources come from several divisions.

Other programs—Accounting, Automotive Technology, Business Technology, Digital Media, Information and Computer Science, Management, Substance Abuse Counseling, Teaching, or Television Production—DO NOT complete the Leeward APR template and process. Such programs DO complete the Annual Report of Program Data (see **Annual Report of Program Data**), which is a University of Hawaii CC System requirement. However, since each of these programs are parts of various divisions, the results of their ARPDs become part of the Leeward APRs.

Support Areas

A group of services and activities designed with a common purpose, clients served and related set of outcomes, which do not include degrees or certificates and whose primary mission is not instructional are commonly called “areas.” Their main purpose is to support instructional and administrative functions, so they are often called support areas. At Leeward, these would be Student Services, Academic Services, and Institutional Support.

Hybrid Areas

A few areas, like the International Program and the Native Hawaiian Program, are literally called programs, but they are hybrid areas where instruction and support are major components of the mission. They also do not award degrees or certificates.

Outcome Measure: Non-instructional and support areas do not usually have SLOs (see **Student Learning Outcome**). To assess how well such areas are accomplishing their missions and goals, they will have identified outcome measures. These are descriptions of outcomes which are identified for support areas and assessed through the on-going assessment process. We have found Terri Manning’s definition helpful. Such outcomes may be thought of as

Benefits for students, faculty/staff, or the college as a whole. Things such as changes or improvements in efficiency, skill-level of faculty/staff, opportunities for the college, life circumstances for students and potential for the future. (“Identifying and Measuring Outcomes,” a seminar at Leeward Community College, September 15-16, 2011, conducted by Dr. Terri Manning, Director of Applied Research, Central Piedmont Community College)

Program Learning Outcome (PLO): A description of what students will be able to do when they complete a program or course of instruction. PLOs should be aligned with the College Mission and Course SLOs (see **Student Learning Outcome (SLO)**). Like SLOs, the description should center on an active verb specifying what the student will be able to do, focus on student performance, represent abilities that can be transferred outside of the classroom, and be measurable

Strategic Plan: A coordinated set of goals, objectives, and outcomes designed to focus on critical issues affecting the colleges and the State, to integrate assessment, planning, and budgeting processes, to guide the actions of the institutions, and to provide a framework for assessment.

Standing Committees: Committees formed as part of the Annual Program Review process to ensure broad participation and informed decision-making in the planning and resource allocation process. Two standing committees currently respond to the findings of the Annual Reviews: Space Management and Facilities Planning and Information Technology. The two committees also serve, advising faculty and administration on space utilization and IT operations and policies.

Student Achievement: Evidence of how students are moving through the institution. Examples of data include student preparedness for college (including placement), student training needs, retention and persistence, graduation and transfer rates, job placement, etc.

Student Learning Outcome (SLO): A description of what students will be able to do outside the classroom as a result of what they have learned (Stiehl/Lewchuk). SLOs begin with an active verb specifying what the student will be able to do, focus on student performance, represent abilities that can be transferred outside of the classroom, and are measurable. SLOs are approved by the Curriculum Committee (see **Curriculum Committee**) and communicated to students on course syllabi.

SWOT Analysis: A description of the strengths and weaknesses that a program, division, or area possesses and an evaluation of how those strengths and weaknesses may be used or overcome to effectively take advantage of opportunities or deal with threats that it perceives in its environment. Strengths and weaknesses may be described in terms of capabilities; knowledge and expertise; personnel; physical, emotional, and/or spiritual resources; attitudes and inclinations; organizational characteristics; environmental conditions among other considerations. A SWOT analysis is required of every unit doing an APR (see **Annual Program Review**).

Tactical Plan: The Tactical Plan is one of the documents resulting from the APR process. It is an ordered list of actions that will be taken to achieve the more general strategic outcomes and objectives of the program, division, or area. A tactic should specify who will be performing what action(s) during what period of time and also describe what the expected outcomes will be and how those outcomes will be assessed to determine if the tactic was successful.

The concepts of strategy and tactic are relative. The strategy is the more general concept. The tactic is the more specific embodiment of the strategy.

To improve graduation rates (a strategic outcome), we might attempt a counseling strategy to make students more aware of the advantages of earning a degree and more aware of how close they are to graduating. A more specific strategy might be to do this through aggressive intervention. The tactic we might employ is to generate reports on students and their progress, require students completing 90% or more of their coursework to meet with a counselor, who informs the student about the advantages. Another tactic, less aggressive, might be to provide students who have completed 50% or more of their coursework with literature (or other informative materials—even online resources) about the advantages of earning a degree and train them to use STAR and the Academic Voyage so that students counsel themselves.

In formulating these tactics, we would have to specify who would be doing these things, when they would occur, where the resources (including time) would come from and how we would know if the tactic was successful.

The same strategic outcome could be approached through an instructional strategy, like improving success rates in certain key courses. Or a financial aid strategy, like targeting students more likely to get degrees with additional financial aid. These would result in a variety of very different tactics.