

University of Hawai‘i at Mānoa
Self-Study Outline For Program Review of Certificate Programs
June 2006

This outline should be used in preparing the self-study report of your certificate program. Feel free to provide additional data and comments as appropriate.

- I. Overview of the Program
 - A. Mission and objectives of the program. Relation to the two University strategic planning documents. Evidence that program objectives are being met.
 - B. National and international reputation for scholarly productivity. Area of program distinction.
 - C. Number of faculty by rank. Length of time of each at UHM.
 - D. Efforts to generate external funding and results.
 - E. Ways in which the program interacts with community groups.
 - F. Identify any present or potential problems that the program personnel believe warrant attention and a plan for addressing those problems that fall within the program’s jurisdiction.

- II. Curriculum
 - A. Educational objectives of the certificate program (congruent with Western Association of Schools and Colleges standards). Major curricular changes since last review.
 - B. Evidence that educational objectives are being met. Assessment of the learning outcomes of students (in compliance with Western Association of Schools and Colleges requirement and Executive Policy E5.210).
 - C. Process by which assessment results are used to continuously improve the program.
 - D. Teaching methods and processes to strengthen teaching. Include innovations in the curriculum or mode of delivery.
 - E. Procedures to assess teaching on an annual basis.
 - F. Use of lecturers or graduate assistants to teach courses; concerns related thereto.
 - G. Training provided to TAs.

Four (4) copies of the self-study, including 4 copies of the attachments are required.

III. Students

- A. Overall quality of current students. Use GPA and standardized test scores as appropriate.
- B. Admissions process and recruitment success. Percentage of applicants accepted. Of those accepted, percentage enrolled.
- C. Enrollment trends over the last seven years. Retention of students. Time to completion of program. Completion data.
- D. Student advising and the degree to which faculty participate in the mentoring of students.

III. Staff Support and Facilities

- A. Professional and clerical staff.
- B. FTE count and brief description of duties.
- C. Space and equipment for instruction.

IV. Distance Delivered or Off-Campus Programs

- A. Description of programs delivered off-campus or via distance delivery modes
- B. Faculty, student support, and facilities
 - 1. Number of faculty teaching in off-campus or distance delivered programs. Length of time of each at UHM.
 - 2. Student support services (academic advising, financial aid advising, student/faculty interaction, access to library materials/services).
 - 3. Space and equipment for instruction.
- C. Evidence that educational objectives of each program are being met.
- D. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction).

Four (4) copies of the self-study, including 4 copies of the attachments are required.

- V. Board of Regents Criteria for Graduate Programs
 - A. The direct relevance of the contribution of the field of study to the professional, economic, social, occupational and general educational needs of Hawai‘i.
 - B. A “national needs factor” that emphasizes the direct relevance of the contributions of the field of study to national needs and where Hawai‘i and the University have unique or outstanding resources to respond with quality.
 - C. An “international needs factor” that emphasizes the direct relevance of the contributions of the field of study to international needs and where Hawai‘i and the University have unique or outstanding resources to respond with quality.
 - D. An “educational needs factor” that indicates the direct relevance of a field of study to basic educational needs for which there is a demand by Hawai‘i’s population.
 - E. The relevance of a field of study as a necessary supporting discipline for quality programs identified by the above criteria.

- VI. Required Appendices (Supporting Evidence)
 - A. Brief curriculum vitae for each faculty member and instructor (lecturer or graduate assistant).
 - B. Attach the data provided by the Mānoa Chancellor’s Office.
 - C. Include other relevant information such as student surveys, annual reports, community service activities, etc.