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

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

When possible, program review is scheduled to coincide with professional accreditation reviews provided the University requirements are addressed. Programs electing to submit an external self-study report should provide supplemental materials to address campus criteria not covered by accreditation standards and a concordance memorandum listing where in the document elements of this outline are addressed.

I. Overview of the Unit
   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(s) of program distinction. Include program’s rankings, source of ranking (e.g., National Research Council), and level of satisfaction with the ranking.
   C. Comparison of the quality of the academic program with similar programs at other universities. Provide a list of the programs you consider to be “peer” programs.
   D. Number of faculty by rank. Length of time of each at UHM. Faculty turnover during the past seven years. Appointments and attrition.
   E. Efforts to generate external funding and results.
   F. Ways in which the program interacts with community groups.
   G. Changes made in accord with recommendations of the previous program review. Recommendations not followed and why.
   H. 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 each degree or certificate program (congruent with Western Association of Schools and Colleges standards). Major curricular changes since last review and the rationale for the changes.

Four (4) copies of the self-study, including 4 copies of the attachments, are required.
B. Evidence that educational objectives are being met for each degree and/or certificate program. Summary of results from the assessment of the learning outcomes of students (in compliance with Western Association of Schools and Colleges requirement and Executive Policy E5.210) (See Attachment 1).

C. Process by which assessment results are used to continuously improve the program. Report on major program changes initiated as a result of assessment data.

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 and as part of tenure and promotion and post-tenure review decisions.

F. Participation in the general education core, learning communities, or multidisciplinary instruction; and any concerns related thereto.

G. Use of lecturers or graduate assistants to teach courses; concerns related thereto.

H. Training provided to TAs.

I. Average instructional and student advising workload of current faculty; any problems related thereto. Process used to determine instructional workload.

J. Efforts used to prepare students for employment. How does this differ by degree objective?

III. Students

A. Overall quality of current students. Use GPA and standardized test scores as appropriate.

B. Admissions process and recruitment success of all programs (undergraduate and graduate). Percentage of applicants accepted. Of those accepted, percentage enrolled.

C. Percentage of students supported financially by the program and/or college, by degree objective and kind of support.

D. Enrollment trends for each degree over the last seven years. Retention of students. For graduate students only, percent graduating and percent dropouts, by initial degree objective; when do student drop out?

E. Success in placing graduates and procedures in place to do so. Job market prospects. Provide evidence.
F. Student advising and the degree to which faculty participate in the mentoring of undergraduates, and the honors program.

G. Student involvement in organizations, clubs, and the governance of the unit.

H. Departmental procedures for responding to student complaints.

IV. Research and Intellectual Contributions

A. Scholarly productivity of program relative to its national and international peers, noting areas of focus and distinction. Which programs does the unit consider to be its research peers?

B. Extent to which faculty meet expectations for scholarly productivity. Average research workload of current faculty. In an appendix, provide curriculum vitae.

C. The process used to assess research productivity of faculty annually, and as part of tenure and promotion, and post-tenure review.

D. Research support generated including grants, fellowships, awards, contracts or commissions.

V. Staff Support and Facilities

A. Professional and clerical staff.

B. FTE count and brief description of duties.

C. Space and equipment for instruction.

D. Space and equipment for research.

VI. 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. 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).

VII. Strategic Plan

A. Mission statement. Vision for the next seven years. Contribution to the mission of UHM and the University-system.


C. How is the field changing, and how are resources being shifted to respond to changes. Scenarios including no additional resources, moderate additional resources, major additional resources.

VIII. 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.

IX. Centers or Institutes

A. Executive Policy E5.215 requires a review of all centers within the University of Hawai‘i at Mānoa. Describe and provide an evaluation of any center housed within the program.

B. Mission and objectives of the Center. Relation to the two University strategic planning documents. Evidence that objectives are being met.
Four (4) copies of the self-study, including 4 copies of the attachments, are required.

C. Constituents served by each Center.

D. Recommend whether or not to renew each Center.

X. Required Appendices

A. Supporting Evidence of Research.

1. List the research output of the department for the past seven years on a yearly basis. Provide citations and distinguish between refereed journals, books, other publications (non-refereed journals, working papers, compositions, etc.), performances (invited or commissioned), exhibitions (invited, juried), and grants/contracts/commissions.

2. Brief curriculum vitae for each faculty member and instructor (lecturer or graduate assistant).

3. All faculty should complete Attachment 2.

B. Other Supporting Evidence.

1. Attach the data provided by the Mānoa Chancellor’s Office and the Graduate Division.

2. Include other relevant information such as student surveys, annual reports, community service activities, etc.
What do we mean by assessment?

There are four fundamental questions guiding assessment:

1. What are the major learning objectives intended for students in the program?
2. How is the curriculum designed to assure that these objectives are being met?
3. For each objective, how is student learning assessed?
4. How do faculty use assessment results to improve the quality of their curriculum?

What assumptions underlie these fundamental questions?

1. The faculty are in the best position to develop ways of measuring learning outcomes.
2. These measurements must be feasible enough to use on a regular basis.
3. These measurements must provide faculty with information that can be used to diagnose any shortcomings in the program’s achievement of the objectives.

What policy governs assessment within program review?

Please see either Executive Policy E5.201 for provisional programs, Appendix D, paragraph 2 or E5.202 for established programs, Section III, paragraph 3b. (http://www.hawaii.edu/svpa/ep/e5/acaf.html)

What are learning objectives?

Learning objectives are the fundamental ideas, abilities, attitudes, or knowledge that students should receive from completing the degree or certificate program. Assessment should demonstrate whether or not students are meeting these objectives. That is, assessment measures show whether students can do X or understand Y.

Are we not doing this with grades and teaching evaluations and why can’t faculty use existing indicators or measures that have been used for program review?

No. Both of these measure individuals, or, at best a single unit of the curriculum, a class. A grade typically reflects a student’s performance relative to classmates or to external standards. Program assessment, on the other hand, provides more generalized data about what students are learning from the overall program’s curriculum.

How can a review team judge the quality of a program’s assessment?

The review team will critique efforts that have been made to date in developing and implementing an assessment plan. Have learning objectives been established and mapped to the curriculum? Have reasonable ways to assess the achievement of these learning objectives been implemented? Is assessment data used to improve the curriculum?
ATTACHMENT 2
Faculty Professional Activity (Previous Seven Years)
Revised April 2005

Name: __________________________________________________________

Books published or accepted for publication:

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<th>Excluding Textbooks</th>
<th>Textbooks</th>
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<td>as sole author?</td>
<td>as sole author?</td>
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<tr>
<td>as a co-author?</td>
<td>as a co-author?</td>
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<tr>
<td>as sole editor?</td>
<td>as sole editor?</td>
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<tr>
<td>as co-editor?</td>
<td>as co-editor?</td>
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Chapters in books (subject to editorial and peer review) published or accepted for publication:

<table>
<thead>
<tr>
<th>Excluding Textbooks</th>
<th>Textbooks</th>
</tr>
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<tr>
<td>as sole author?</td>
<td>as sole author?</td>
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<tr>
<td>as a co-author?</td>
<td>as a co-author?</td>
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</tbody>
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Performances given that were:
- invited or commissioned solo performances? _______
- invited or commissioned group performances? _______

Exhibitions given that were:
- invited or commissioned? _______ juried? _______

Compositions written that were:
- invited or commissioned? _______ published? _______

Journal Editing:
- editor of journal _______
- serve on editorial board _______
- number of manuscripts reviewed for journals _______
- number of book reviews written for journals _______

Articles:
- number of articles sole authored in refereed journals* _______
- number of articles co-authored in refereed journals* _______
- number of articles sole authored in books _______
- number of articles co-authored in books _______
- number of other publications (working papers, non-refereed journals, newspaper articles, etc.) _______

Grants, Contracts or Commissions:
- number of individual grants/contracts/commissions _______
- number of grants/contracts/commissions as part of a group _______
- number of intramural grants _______

*A refereed article is one where the acceptability of the paper is determined by a panel of professional peers and controlled by the editor of the journal.
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Attachment 2 (continued)

Other Professional Service:
- number of academic conferences organized
- number of offices held in national or international professional organizations
- number of offices held in regional professional organizations
- professional consultant to government commission

Technical Reports:
- number sole authored
- number co-authored

Professional Meetings:
- number of papers read, sole author
- number of papers read, co-author
- number of times served as invited discussant
- number of sessions organized

Graduate Instructional and Advising - During the past seven (7) years, how many:
1. Scheduled graduate classes have you taught? ________
2. 699s have you taught? ________
3. Dissertations have you chaired? ________
4. Dissertation committees do you currently chair? ________
5. Master’s theses have you chaired? ________
6. Master’s theses committees do you currently chair? ________
7. Plan B committees have you chaired? ________
8. Plan B committees do you currently chair? ________
9. Master’s/doctoral committees have you served on (other than as chair)? ________
10. Master’s/doctoral committees do you currently serve on (other than as chair)? ________

Comments/Explanation: