Program Review Handbook
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Introduction

Program review is a process intended to help both degree programs and the college identify gaps and strengths in student learning. Once identified, the strengths and gaps provide the grounding for degree program curriculum, policy and planning changes, and budgetary requests. Furthermore, the program review process identifies potential emerging best practices or how established best practices are being incorporated to improve degree program performance.

The program review process was established by the Institutional Assessment and Effectiveness Committee (IAEC) which is comprised of faculty, staff, and administration, as well as a member from the community and student body. Toward the end of developing the program review process, the IAEC held forums with groups from throughout the campus as well as the Chancellor’s advisory committee. The result of this IAEC driven process was the development of a Rubric for Assessing Degree Programs that is included with this Handbook. This rubric includes the following six essential elements:

- Environment for Achievement: Retention, Persistence and Graduation Rates
- Outcome and Goal Achievement
- Engaged Community
- Recognize and Support Best Practices
- Planning and Policy Considerations
- Budgetary Considerations

Each element is assessed by the IAEC using the following four point scale:

- Awareness
- Developing
- Proficient
- Sustainable Continuous Improvement

Using the four point scale the IAEC assigns a score for each degree program based upon the assessment of each essential element. With strong input from the campus community, IAEC developed a weighted scale that reflects the level of importance the campus places on each essential element. In alignment with the college’s mission to “Inspire Learners through Learning” the greatest weight was given to the element “Outcome and Goal Achievement,” which is the element that reviews the Assessment of Institutional Learning Outcomes. The following lists the weighting for each essential element:

- Environment for Achievement: Retention, Persistence and Graduation Rates (15%)
- Outcome and Goal Achievement (40%)
- Engaged Community (10%)
- Recognize and Support Best Practices (10%)
- Planning and Policy Considerations (15%)
- Budgetary Considerations (10%)

Along with this numerical representation, the IAEC provides written comments for each essential element. Even though this process may appear to be numerically driven the real purpose is to establish a framework for an ongoing, structured and comprehensive discussion supporting continuous degree program improvement. UH Maui College places the greatest emphasis on participation and believes that through participation in this guided process degree programs will continually improve. Furthermore, the results of the program review process are essential to the college planning, development and resource allocation processes.

The following three pages display the Program Review Rubric, examples of evidence for each essential element, and the score sheet used to assess degree program performance.
## UH Maui College Degree Program Review Assessment Rubric

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Awareness</th>
<th>Developing</th>
<th>Proficient</th>
<th>Sustainable Continuous Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment for Achievement: Retention, Persistence and Graduation Rates</td>
<td>There have been discussions about Retention, Persistence and Graduation Rates</td>
<td>Qualitative and quantitative data are collected to measure achievement.</td>
<td>Results of program review are clearly and consistently linked to achievement; college can demonstrate or provide specific examples</td>
<td></td>
</tr>
<tr>
<td>Outcome and Goal Achievement</td>
<td>There have been discussions about Outcomes and Goals</td>
<td>Qualitative and quantitative data are collected to measure achievement.</td>
<td>Results of program review are clearly and consistently linked to outcome and goal achievement; college can demonstrate or provide specific examples.</td>
<td>Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</td>
</tr>
<tr>
<td>Engaged Community</td>
<td>There have been discussions with Communities of Interest.</td>
<td>Qualitative and quantitative data are collected to measure engagement.</td>
<td>Results of program review are clearly and consistently linked to evidence of community engagement; college can demonstrate or provide specific examples.</td>
<td></td>
</tr>
<tr>
<td>Recognize and Support Best Practices</td>
<td>The program has held discussions about recognizing and supporting best practices emerging from program review process.</td>
<td>Qualitative and quantitative data support emerging best practices.</td>
<td>Results of program review are clearly and consistently linked to institutional policy decisions; college can demonstrate or provide specific examples.</td>
<td>The institution reviews and refines its program review processes to improve institutional effectiveness.</td>
</tr>
<tr>
<td>Planning and Policy Considerations</td>
<td>The program has held discussions about planning and policy considerations emerging from program review process.</td>
<td>Qualitative and quantitative data support planning and policy considerations.</td>
<td>Results of program review are clearly and consistently linked to institutional planning and policy; college can demonstrate or provide specific examples.</td>
<td>The results of program review are used to continually refine and improve program resulting in appropriate improvements in student achievement and learning.</td>
</tr>
<tr>
<td>Budgetary Consideration and Impact</td>
<td>The program has held discussions about budgetary considerations emerging from program review process.</td>
<td>Qualitative and quantitative data support budgetary considerations.</td>
<td>Results of program review are clearly and consistently linked to institutional budgetary decisions; college can demonstrate or provide specific examples.</td>
<td></td>
</tr>
</tbody>
</table>
# UH Maui College Degree Program Review Examples of Evidence

<table>
<thead>
<tr>
<th>Element</th>
<th>Weight</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment for Achievement: Retention, Persistence and Graduation Rates</td>
<td>15%</td>
<td>System Data; Perkins Data; Evidence student completed course for specific non degree completion purpose: pre-majors; completing course or courses for professional development and external certification.</td>
</tr>
<tr>
<td>Outcome and Goal Achievement</td>
<td>40%</td>
<td>Evidence from Student Learning Outcome assessment, Program Learning Outcome Assessment, and Institutional Learning Outcome Assessment; students pass external industry exams; evidence of contribution within field to the larger community; evidence that classroom learning has added value to life experiences beyond college; evidence that student and peer assessments are influencing course and program improvements; and, evidence that program instructors are current in their field.</td>
</tr>
<tr>
<td>Engaged Community</td>
<td>10%</td>
<td>Active community Advisory Committee; community member classroom presentations; site visits with local businesses that hire graduates; service learning, internships, and/or cooperative education; fund raising and other support activities; provide program specific support to campus and/or community (for example, health center, automotive repair, IT support, etc.); partnerships with other colleges, states and/or countries; partnerships with a wide range of businesses and organizations; and, outreach to public schools.</td>
</tr>
<tr>
<td>Recognize and Support Best Practices</td>
<td>10%</td>
<td>Innovative teaching technique(s); innovative use of technology; incorporating recognized “best practices” into pedagogy; program has received campus, system or community awards and/or recognition for quality or accomplishments; regular activities that support continuous improvement, facilitating leaders from the field to share expertise with program, campus and/or community.</td>
</tr>
<tr>
<td>Planning and Policy Considerations</td>
<td>15%</td>
<td>Curricular changes align with community need, based upon current evidence emerging from assessment activities; aligned with College mission and goals; grounded in serving the learning needs of our students and community while demonstrating an awareness of emerging local, national and international trends; change in program requirements or program information that influences college and/or University of Hawaii policy or practice.</td>
</tr>
<tr>
<td>Budgetary Consideration and Impact</td>
<td>10%</td>
<td>Capital, operational and supply budget requests are in line with community need, and based upon current evidence emerging from assessment activities; capital, operational and supply budget requests are grounded in serving the learning needs of our students and community while demonstrating an awareness of emerging local, national and international trends; demonstrates efficient use of current resources.</td>
</tr>
<tr>
<td>Total Score</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
# Degree Program Review Score Sheet

**Degree Program:**

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>1 Awareness</th>
<th>2. Development</th>
<th>3 Proficiency</th>
<th>4 Sustainable Continuous Quality Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment for Achievement: Retention, Persistence and Graduation Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome and Goal Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Planning and Policy Considerations</td>
<td></td>
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<td>Recognize and Support Best Practices</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Budgetary Consideration and Impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Institution Learning Outcome Assessment

Each program has an advisory board or committee consisting of industry or business leaders within the field of the discipline. One of the roles of the advisory committee is to review the program curriculum to insure the students are being taught the skills, concepts and knowledge that are required to enter the workforce. Maui is a relatively small community, and many of our advisory committee members have either hired our graduates or hired our students as interns. The programs receive feedback from these employers as to how well our students and graduates have been prepared for the work, and how well they have performed on the job.

The program faculty and advisory committee review the annual program reviews and results of assessment evidence. The programs have taken the initiative to make changes within their programs as result of their findings. These changes have included revising the program learning outcomes, revising curriculum to add or modify courses to better align course student learning to program learning outcomes, improving assessment rubrics, developing better assessment tools or assignments, and changing teaching pedagogy to improve student learning. Dialog concerning student learning, assessment, and rigor of degrees among faculty, within or across disciplines, has improved, and as a result there has been a greater focus on student learning and outcomes.

Institution Learning Outcomes (ILOs) have been developed that guide this process and also align with the college mission to “Inspire Learners through Learning.” These outcomes incorporate both the general education and program learning outcomes (PLOs) that are at the core of all UH Maui College degree programs. The ILOs state that “To qualify for graduation, students demonstrate the following abilities at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems.
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations.
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts.
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes.
- Apply creativity and analytical thinking to convey ideas, address challenges, and solve problems.
- Solve problems utilizing mathematical models, methods, and effective quantitative reasoning.
- Find, evaluate, and share information effectively and responsibly.”

An earnest assessment of the college-wide academic student learning outcomes (Core Competencies) has been initiated to focus on one general education learning outcome each year. This year the college has focused on written communication. Similarly, each year degree programs focus on one or two Program Learning Outcomes. This comprehensive approach to assessment encourages a deep examination of learning outcomes and that every five years all Core Competencies and PLOs are assessed at least once.

Page number eight displays the Rubric for evaluating degree program learning outcome and goal achievement. This rubric guides the assessment process in regard to the Degree Program Review essential element for outcome and goal achievement.
# Rubric for Evaluating Program Outcome and Goal Achievement

<table>
<thead>
<tr>
<th>Report Elements</th>
<th>Weak</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program learning outcomes</strong></td>
<td>Fewer than two, or more than eight outcomes; not stated in terms of measurable knowledge, skills, attitudes or behaviors.</td>
<td>Two to eight outcomes, mostly stated in terms of measurable knowledge, skills, attitudes or behaviors relevant to field.</td>
<td>Two to eight over-arching outcomes, consistently stated in terms of measurable knowledge, skills, attitudes or behaviors relevant to field. Or outcomes meet external standards in industry.</td>
</tr>
<tr>
<td>Faculty expectation of their graduates</td>
<td>Measures were inadequate or not implemented.</td>
<td>At least one measure was described and implemented for each learning outcome.</td>
<td>Two or more appropriate measures were described and implemented for each learning outcome. Or measures meet external accreditation requirements.</td>
</tr>
<tr>
<td><strong>Assessment methods</strong>*</td>
<td><strong>How faculty will collect evidence to determine how well students meet their expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria for success</strong></td>
<td>Criteria for achievement was not included or inappropriate.</td>
<td>Desired level of achievement was not clearly described for all outcomes.</td>
<td>Clearly describes the desired level of achievement using appropriate indicators.</td>
</tr>
<tr>
<td>The level of performance that meets program standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>Reported only overall findings or omitted the findings.</td>
<td>Provided evidence of some analysis of students’ learning beyond overall findings.</td>
<td>Reported and analyzed findings to indicate areas where students excelled, met standards, and fell short.</td>
</tr>
<tr>
<td>The degree to which students met the program standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Use of results was nonspecific or not based on evidence.</td>
<td>Gave specific and logical actions taken for most of the assessed outcomes.</td>
<td>Gave specific and logical actions taken based on the findings for each of the assessed outcomes and reported efficacy of the actions.</td>
</tr>
<tr>
<td>The changes made to address issues identified in the findings and the efficacy of the changes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Using final course grades is not an appropriate assessment method.*
Program Mission Statement

I. Quantitative Indicators
   Respond to system quantitative indicators, including any additional data for support.

II. Outcome and Goal Achievement
   A. Program Learning Outcomes (SLO)
      • List program learning outcomes
      • Program map (course alignment grid).
      • Assessment plan (Grid showing plan for assessment, which focuses on different program learning outcome(s) each year. Each PLO should be assessed twice during the five –year comprehensive review cycle.)

   B. Analysis of Student Outcome and Goal Achievement
      • Which PLO is being assessed, and which course(s) is being used to assess the PLO?
      • Describe the assessment methods used to analyze the outcome.
      • Describe criteria for success (desired level of achievement).
      • Discuss your findings based on the evidence.
         o Describe summative evidence (attach rubric)
         o What have you discovered about student learning?

   C. Action Plan
      • Discuss the planned change in curriculum or pedagogy to improve student learning.
      • Discuss the results of changes that have been made based on earlier assessment.
      • Describe how your assessment supports your current program goals and/or influence future planning.
      • List your programs strengths and weaknesses

III. Engaged Community
   • Discuss evidence of community engagement.
   • Provide evidence that results of student learning has been discussed with Program Advisory Board.
VII. Recognize and Support Best Practices
• Discuss how program uses innovative teaching techniques, innovative use of technology, or incorporates “best practices” into pedagogy.
• List awards or recognition for quality or achievements.

VIII. Planning and Policy Considerations
• Curriculum changes align with community needs, college mission and goals.

IX. Budgetary Consideration and Impact
• Capital, operational and supply budget is based upon evidence of assessment.
Appendix II
Mission, Vision, Core Values and Institutional Learning Outcomes

Mission Statement

*Inspiring Learners Through Learning* The University of Hawai‘i Maui College inspires students to apply skills and knowledge in pursuit of personal, academic and career goals in a life-long-learning environment that emphasizes community engagement, sustainable living, Native Hawaiian culture, and global perspectives.

Vision Statement

We envision a college where inspired learning develops knowledgeable, skilled, and compassionate students, prepared to take on the emerging challenges of their communities and the world through leadership, problem-solving, and innovation.

Core Values

The faculty and staff of UH Maui College aspire to embody the following Core Values through their work serving the educational needs of students:

- **Malama** – To take care of, tend, attend, care for, preserve, protect, beware, save, maintain: care, preservation, support, loyalty: custodian, care taker, keeper.
- **Mana’olana** – Hope, confidence, expectation; to hope.
- **Lokahi** – Unity, agreement, accord, unison, harmony; agreed, in unity.
- **Aloha** – Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity.
- **Kuleana** – Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification.
- **Pono** – Goodness, uprightness, morality, moral qualities, correct or proper procedures, excellence, well-being, prosperity, welfare, benefit, behalf, equity, sake, true condition or nature, duty; moral, fitting, proper, righteous, right, just, virtuous, fair, beneficial, correct; should, ought, necessary.

Institutional Learning Outcomes

To qualify for graduation, students demonstrate the following abilities at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems.
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations.
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts.
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes.
- Apply creativity and analytical thinking to convey ideas, address challenges, and solve problems.
- Solve problems utilizing mathematical models, methods, and effective quantitative reasoning.
- Find, evaluate, and share information effectively and responsibly.

Updated 1/4/13
Appendix III: Institutional Learning Outcomes Correlation with Lumina Foundation’s Degree Qualification Profile

**ILO1:** Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems.

Correlating DQP category: Specialized Knowledge.
Independent of the vocabularies, theories and skills of particular fields, what students in any specialization should demonstrate with respect to the specialization itself.

**ILO2:** Engage in social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations.

Correlating DQP category: Civic Learning.
Integration of knowledge and skills in applications that facilitate student articulation and response to social, environmental and economic challenges at local, national and global levels.

**ILO3:** Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts.

Correlating DQP category: Broad, Integrative Knowledge.
Something that transcends typical distribution requirements bounded by the first two years of higher education. This category of competencies is about bringing together learning from broad fields of study throughout the three degree levels covered in the Degree Profile.

**ILOs 1-7:** Apply acquired skills and knowledge to solve problems and meet challenges through appropriately rigorous coursework and assessments that exemplify real-world situations.

What students can do with what they know, demonstrated by innovation and fluency in addressing unscripted problems at work and in other non-classroom settings.

**ILOs 4-7:**
CASLOs: Intellectual skills with broad application in the following areas: critical thinking, creativity, oral communication, written communication, analytical reasoning and information literacy.

Correlating DQP category: Intellectual Skills.
Both traditional and nontraditional cognitive operations are brought together and in some times new formulations: communications fluencies, quantitative fluencies, analytic operations, use of information resources, and the capacity to perceive from different points of reference.

**Note:** Points along the spider web strand represent demonstration of ILOs at a level of rigor appropriate for the degree.