

Appendix A Program Review Template

- I. Background & Brief Overview of _____ (title of program)
 - A. List degree, specializations, and certificates
 - B. Describe mode(s) of delivery and locations
 - C. Give a brief history of program
 1. Origin of program
 2. Major changes from origin to last program review
 3. Synopsis of previous program review
 4. Major changes since previous program review

- II. Curriculum
 - A. Describe degree program or equivalent
 1. Divisional objectives
 - a. List objectives
 - b. Discuss relationship to institutional objectives
 - c. Evaluate objectives for:
 - (1) Measurability
 - (2) Clarity
 - (3) Conciseness
 - (4) Appropriate intellectual complexity
 - (5) Adequate student preparation for further educational and professional experiences
 2. Degree requirements
 3. General education
 4. Interdisciplinary emphasis
 5. Cross-cultural emphasis
 6. Table of course rotations for degree, required and elective
 - B. Describe programs for specializations
 1. Specialization 1 (list alphabetically)
 - a. Specialization objectives
 - (1) List objectives
 - (2) Discuss relationship to divisional objectives
 - (3) Evaluate objectives for:
 - (a) Measurability
 - (b) Clarity
 - (c) Conciseness
 - (d) Appropriate intellectual complexity
 - (e) Adequate student preparation for further educational and professional experiences
 - b. Specialization requirements
 - c. General education, if applicable
 - d. Interdisciplinary emphasis
 - e. Cross-cultural emphasis

- f. Curricular changes since inception
 - g. Table of course rotations for specialization, required and elective.
 - 2. Specialization 2, etc.
- C. Describe programs for certificates
 - 1. Certificate objectives
 - a. List objectives
 - b. Discuss relationship to division or specialization objectives
 - c. Evaluate objectives for:
 - (1) Measurability
 - (2) Clarity
 - (3) Conciseness
 - (4) Appropriate intellectual complexity
 - (5) Adequate student preparation for further educational and professional experiences
 - 2. Certificate requirements
 - 3. Interdisciplinary emphasis, if applicable
 - 4. Cross-cultural emphasis, if applicable
 - 5. Curricular changes since inception
 - 6. Table of course rotations for certificate
- D. Describe review process for:
 - 1. Objectives
 - 2. Requirements
 - 3. General Education
 - 4. Interdisciplinary emphasis
 - 5. Cross-cultural emphasis
- E. Evaluate curriculum
 - 1. Curricular coherence in relation to:
 - a. Program objectives
 - b. Requirements
 - c. General education
 - d. Interdisciplinary emphasis
 - e. Cross-cultural emphasis
 - 2. Delivery of Courses
 - a. Required or prerequisite courses that are:
 - (1) Adequately enrolled
 - (2) Under-enrolled
 - (3) Over-enrolled
 - b. Required or prerequisite courses that are:
 - (1) Not offered within graduation cycle
 - (2) Not adequately offered
 - (3) Offered too frequently for graduation cycle
 - c. Core courses that are:
 - (1) Adequately enrolled
 - (2) Under-enrolled
 - (3) Over-enrolled
 - d. Core courses that are:

- (1) Not offered within graduation cycle
- (2) Not adequately offered
- (3) Offered too frequently for graduation cycle
- e. Elective courses that are:
 - (1) Adequately enrolled
 - (2) Under-enrolled
 - (3) Over-enrolled
- f. Elective courses that are:
 - (1) Not offered within graduation cycle
 - (2) Not adequately offered
 - (3) Offered too frequently for graduation cycle
- g. Writing-intensive courses that are:
 - (1) Adequately enrolled
 - (2) Under-enrolled
 - (3) Overenrolled
- h. Writing-intensive courses that are:
 - (1) Not offered enough within a specialization or theme
 - (2) Offered too frequently within a specialization or theme
 - (3) Not offered at all within a specialization or theme
- i. Courses listed in catalog that have:
 - (1) Not been taught within a graduation cycle
 - (2) Been offered too infrequently within a graduation cycle
 - (3) Been offered too frequently within a graduation cycle

III. Faculty (full-time and part-time)

- A. Supply tables on faculty data for:
 - 1. Degrees and credentials earned
 - 2. Fields of specialization
 - 3. Rank
 - 4. Gender
 - 5. Ethnicity
 - 6. Age
 - 7. Workload matrix, by academic year
- B. Supply information on professional activities of faculty
 - 1. Scholarship and creative activity
 - 2. Service
 - 3. Administration
 - 4. Honors and awards
 - 5. Interdisciplinary activities
 - 6. Collaboration with other institutions
 - 7. Collaboration with community
- C. Evaluate teaching effectiveness of faculty
 - 1. Teaching awards and honors
 - 2. Processes used to evaluate teaching effectiveness
 - 3. Summary of student evaluations of the program
 - 4. Examples of teaching innovation

5. Analysis of syllabi, with attention to learning objectives
 - (a) Course objectives
 - (b) Assignments
 - (c) Exams

IV. Students

- A. Supply tables on program students:
 1. Gender
 2. Ethnicity
 3. Age
- B. Compare above data with data from:
 1. UHWO
 2. UH system
- C. Describe enrollment by:
 1. Degree program
 2. Specialization (if applicable)
 3. Retention
 4. Graduates
- D. Describe student extracurricular activities
 1. Participation in student government
 2. Participation in academic clubs
 3. Peer tutoring
 4. Research and teaching assistance
 5. Other service to UHWO
 6. Service to the community
- E. Evaluate:
 1. Overall student retention in program
 2. Student retention by gender, ethnicity, and age
 3. Overall student graduation in program
 4. Student graduation by gender, ethnicity, and age
 5. Mechanisms for ensuring retention and timely graduation
 - (a) Scheduling
 - (b) Advising
 - (c) Student support services
 - (d) Financial aid

V. Resources

- A. Describe and evaluate instructional support:
 1. Informational technology resources for program
 2. Learning support services and facilities
 3. Clerical and technical support
 4. External funding to support program
- B. Describe and evaluate resource management:
 1. Student/faculty ratio
 - (a) Table for SSH
 - (b) Table for FTE

2. Program governance

VI. Learning Outcomes

- A. Indirect measures of learning outcomes (student perception and satisfaction):
 - 1. Selected items from student evaluations
 - a. End of semester evaluations
 - b. Writing-intensive evaluations
 - c. Other
 - 2. Student surveys
 - a. CSEQ
 - b. Alumni surveys
 - c. NSSE surveys
 - d. Other
- D. Direct measures of student learning outcomes:
 - 1. Describe various indicators of learning outcomes
 - a. Exams
 - b. Papers
 - c. Oral presentations
 - d. Portfolios
 - e. Pre-tests and post-tests
 - f. Capstone experiences
 - 2. Evaluate effectiveness of learning outcomes
 - a. Grades (overall, exams, papers, oral presentations, etc.).
 - b. Pre-test and post-test scores.
 - c. Practicum supervisor evaluations.
 - d. External evaluations of capstone experiences.
 - 3. Describe student awards and honors received
 - 4. Describe post-degree activities
 - a. Graduate school
 - b. Employment
 - c. Professional activities
 - d. Post-graduate scholarships, awards, honors
 - 5. Evaluate overall success of post-degree activities for students in program

VII. Summary and Recommendations

- A. Curriculum
- B. Faculty
- C. Students
- D. Resources
- E. Learning Outcomes

Appendix B
Sources of Information for Program Review

Information	Source
Background Information	<ul style="list-style-type: none"> • Catalog • Program personnel and documents
Curriculum Course rotations, scheduling, and enrollment Program review process	<ul style="list-style-type: none"> • Catalog • Student Services • Program personnel and documents
Faculty Vita information (teaching, service, scholarship, and administration) Rank, gender, ethnicity, age Workload Summary of teaching evaluations Analysis of syllabi	<ul style="list-style-type: none"> • Program personnel and documents • Administrative Services • Student Services and Chancellor's Office • Assessment Office • Program personnel and documents
Students Gender, ethnicity, age Comparative data Enrollment data (including retention and graduation) Student support services Financial aid	<ul style="list-style-type: none"> • Student Services • Chancellor's Office (MAPS) • Student Services • Library, Writing and Learning Center, and Student Services • Student Services
Resources Information technology Learning support services Clerical and technical support External funding Student/faculty ratio Program governance	<ul style="list-style-type: none"> • Library and Media Center • Library and Writing and Learning Center • Chancellor's Office • Chancellor's Office • Student Services • Program personnel and documents
Learning Outcomes Evaluations and surveys Coursework Pre-test/Post-test Scores and results of external evaluations Student honors and awards Post-degree activities	<ul style="list-style-type: none"> • Assessment Office • Program personnel and documents • Assessment Office • Student Services • Program personnel and documents and Assessment Office

