



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Comprehensive Review and Evaluation (CRE) Instructions 2016

UHCC policy (5.202) delineates the objectives, content, and overall procedure for conducting program reviews. That policy can be found at:

<http://www.hawaii.edu/offices/cc/docs/policies/5.202.pdf>

Separate attachments define the annual and the comprehensive reviews:

http://www.hawaii.edu/offices/cc/docs/policies/Instructional_Programs_Attachment_1-A.pdf

http://www.hawaii.edu/offices/cc/docs/policies/Instructional_Programs_Attachment_1-B.pdf

The Annual Report of Program Data (ARPD) now serves as our annual program review. At least once every five years a comprehensive program assessment must be completed. The schedule for that comprehensive review is left up to the college. This year, we continue trying out a comprehensive review that will cover three years of ARPD data. In other words, Leeward Comprehensive Review and Evaluation (CRE) will be a review and re-evaluation of what was laid out in the last three ARPDs. Instead of looking at the data, trends, and resource implications for a single year, you will be analyzing data from the previous three years and developing Action Plans and Resource Implications for the coming three years.

Who Needs to Do a CRE?

For the purposes of the CRE, the following definitions apply:

Program – All academic programs required to complete an ARPD

Educational unit – Includes Leeward CC Wai‘anae, International Programs, Native Hawaiian Support Services Program, OCEWD, and Theater

Support area – Includes all support areas such as Student Services, Academic Services, Administrative Services, and Institutional Support areas

If you completed a CRE in 2015, you do not complete one in 2016.

What Will the CRE Contain?

Much of the CRE follows the pattern of the ARPD.

The Data is already there on the website.

A space for Analysis already exists.

As does a space for Action Plan.

And a space for Resource Implications.

A place to list Program Level Student Learning Outcomes (PSLOs).

The difference is that in the Analysis, Action Plan, and Resource Implications, you will be discussing not just the previous year, but the past three years with a view of determining how your program will be functioning: its goals, challenges, opportunities, and resource and budget implications in the coming three years.

The CRE takes the place of the ARPD for the program, unit, area that does one.

So what needs to be included in a separate document that will be submitted to OPPA?

Leeward Community College
Comprehensive Review and Evaluation Template

Due Date: November 30, 2016

Program/Unit/Area Name: _____

Assessment Period: August 2013 to May 2016

College Mission:

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission:

Include a statement and brief description of the program.

- The program's **purpose** (i.e., why the program exists and what the program does that distinguishes it from other units or programs).
- The wording of the statement is **focused on learners** as the primary stakeholders and is clear to a **general audience**.
- The program's mission is **aligned** with the **College mission, vision, and values**.

Part I. Executive Summary of Program Status (1-2 pages)

Include a response to previous program review recommendations. This section can include the response to the previous year's ARPD. The section should be completed by the program Dean.

Part II.

A. Program Description (1-2 pages)

The Program description includes:

- Brief history
- Occupations for which this program prepares students (if instructional); credentials, licensures offered
- The program's key offerings (opportunities, experiences, areas of study that help program participants meet program goals).
- The target audience or stakeholders (types of individuals or groups that would benefit from the program).
- Faculty, staff, and resources

- Articulation agreements, community connections, advisory committees, internships and co-ops, K-12 connections

B. Program Level Outcomes (1 page)

Support Areas (ONLY FOR STUDENT SERVICES/ SUPPORT PROGRAMS):

- State a program performance goal (e.g., retention rates, service rates, satisfaction levels). If possible, these should be framed with a learner focus.
- Goals should be *SMART* (strategic, measurable, actionable, realistic, and timebound).
- 3-5 required

Instructional Programs (ONLY FOR INSTRUCTIONAL PROGRAMS):

- State what graduating or exiting learners should know, be able to do, believe, or value after participating in the program.
- 3-5 required

Remember that outcome statements must have the following characteristics:

- *Focus on the results of learning or participating in the program, not on the learning process, program activities, or teaching.*
- *Isolate one behavior or goal per outcome.*
- *Identify a measurable or observable behavior using an action verb.*
- *Are clearly derived from the mission statement.*
- *Are “related” or linked to at least one assessment in Tk20.*

Part III. Quantitative Indicators

- Identify 3-5 indicators for each of the following areas. These indicators should be measurable, useful data measures that will indicate how well your program, area, or unit is performing. Consult the IR staff if you need assistance identifying indicators.
- Each indicator should list three years’ worth of data, if available.

Indicators	2013-2014	2014-2015	2015-2016
DEMAND			
EFFICIENCY			
EFFECTIVENESS			

Part IV. Analysis

- Review each of the indicator categories above, and provide an explanation and analysis of the indicators. Review the trend in the data, unusual outlier data points, and compare results to other similar programs, areas, and units, if possible.
- This section should be a summary and should be no more than **3 pages of analysis**. Reference other documents as needed to remain within the page limit.

Part V.**A. Curriculum Revision and Review (if required) in Tk20**

Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate

- Lists each program learning outcome
- Individually lists all courses and relevant, required activities, or milestones (e.g., qualifying exams, prospectus, defense, mentored research) in the program.
- Identifies the relative attention given to each outcome in each course, activity, or milestone (e.g., on a scale of 1-3, or *introduction, development, mastery*)
- Includes Tk20 report as supporting evidence of course assessment.

B. PLO/SAO Assessment Plan (1-2 pages)

The 3-year assessment plan describes for each outcome:

- what the data source is
- how the data is gathered, by whom, and from whom
- how often/when the data will be gathered
- who evaluates it
- what criteria are used for scoring
- the criteria for acceptable performance
- who reviews the results and when they will be reviewed

Part VI. Analysis of Program (3-5 pages)

The analysis should include:

- Additional data files as necessary, including student satisfaction surveys, occupational placement in jobs, employer satisfaction surveys, graduate/leaver (exit) surveys
- A summary of the data, including any problems that arose.
- An explanation as to possible reasons why results may have failed to meet or may have exceeded expectations for each outcome assessed.
- Evidence of program quality
- Evidence of student learning
- Strengths and weaknesses of the program based on analysis of data

Part VII. Program Action Plan (1-2 pages)

An action plan:

- Identifies at least one area of the program that will be monitored, remediated, or enhanced.
- States at least one logical step the program will take in response to an item to improve the program.
- Identifies a person or group responsible for carrying out the steps of the action plan.
- Includes a time line that sets a schedule for implementing the action plan.

Part VIII. Resource Implications (1 page)

- Reporting includes a description of resources needed to implement action plan for personnel, equipment, facilities.
- Reporting includes a rationale based on data for why resources are needed to implement action plan.
- Resource requests and action plan are connected to college mission, vision, and strategic plan.
- The specific resource requests are reported on the Request for Resource template.