KAUA`I COMMUNITY COLLEGE

Review of Established Programs

1. Purpose

This policy addresses that portion of the University of Hawaii Systemwide Executive Policy E5.202 which concerns established program reviews and delineates the relationship among annual and periodic reviews of institutional effectiveness to operational decision making and resource allocation.

1. Policy

Kauai Community College’s academic programs and non-instructional shall undergo an Annual Program Review and a Comprehensive Program Review on a regular basis to assess effectiveness so as to incorporate improvements or to inform other decisions related to the program.

1. Related University Policies
   1. Board of Regents Policy, Section 5-1.b Review of Established Programs
   2. University of Hawaii Systemwide Executive Policy E5.202, Review of Established Programs
   3. University of Hawaii Community Colleges Policy 5.202 Review of Established Programs
   4. Kaua`i Community College Policy 1-8 Procedures for New or Revised Mission Statement and for Integrated Planning

1. Definitions

A. Established programs include academic programs which have received final approval by the Board of Regents following the provisional cycle, and those programs offered prior to 1974 and continuously thereafter.

B. Any coherent set of services or courses may also be defined as a program for review purposes by the appropriate Dean or Director upon review of the College Council and approval of the Chancellor. See *Comprehensive Program Review Schedule* (Appendix A) for currently defined programs.

C. Comprehensive Program Review (CPR) cycle for established programs is a five-year cycle with annual updates of action plans and an analysis of program health indicator data.

D. Annual Program Review Updates are annual reviews of program health indicators and progress on action plans from full program reviews, which provide feedback directly into budgeting, staffing and other resource allocation decisions.

5. Responsibilities

# Chancellor

# Maintains the program review and sends a copy to the Board of Regents via the Vice President for Academic Affairs.

# Through the Institutional Researcher transmits appropriate annual program health indicator data to the Vice Chancellors, Directors and Division Chairs/unit heads.

# Through the Institutional Researcher provides appropriate longitudinal data for program reviews.

# Submits to the Board of Regents via the Vice President for Academic Affairs an annual report on the program review process including action memorandum and review documents when recommending termination.

* + 1. Ensures that program review data and action plans are incorporated into campus budget, staffing, facilities and other resource allocation decisions.
    2. Read all CPRs and together with VCAAs and Directors present *Findings and Recommendation* report on CPRs to the College Council ensuring that all areas of the college are aware of the impact of the program’s plans on that area of the college.
    3. Initiates the evaluation of local program review processes.

* 1. Vice Chancellors and Directors

# Ensure that programs and units complete the comprehensive program review and the annual program review on schedule.

# Submit an annual summary report of program(s) progress toward program goals and identified action steps.

# Review all comprehensive program reviews within two months of submission and meet with programs to ensure that goals and action plans are in alignment with the college.

# Read all CPRs and together with other VCAAs, Directors, and Chancellor present *Findings and Recommendation* report on CPRs to the College Council ensuring that all areas of the college are aware of the impact of the program’s plans on that area of the college.

# Participates in the evaluation of the program review processes.

* 1. College Council
     1. Reviews the action plans of all Comprehensive Program Reviews and Annual Program Review Updates for consistency with college mission and strategic goals.
     2. Prioritizes program review action plans and accompanying resource requests in accordance with college priority goals and recommends allocations to the Chancellor for approval using the guidelines set forth in *Guidelines for Program Review Action Plans and Resource Allocation* (Appendix B).
     3. Participates in the evaluation of the program review processes.
     4. Updates the Program Review Calendar to reflect new programs and other changes as directed by the Chancellor.
  2. Division Chairs
     1. Ensure all Comprehensive Program Reviews (CPRs). and Annual Program Review Updates accurately reflect the programs and program needs of the division.
     2. Participate in the evaluation of the program review processes with the College Council for APRU and Chancellor’s Cabinet for CPRs.
     3. Ensure that all action items from program reviews are addressed.

6. GUIDELINES

The process of on-going program review for established programs and services should be:

* Objective and data driven
* Collegial, inclusive, collaborative
* Focused on improvement of outcomes
* Consistent and openly communicated to both internal and external audiences
* Closely tied to operational and strategic planning and decision making
  1. Comprehensive Program Review

Comprehensive Program Reviews should address not only program data and analysis to establish the state of the program currently but also a vision of the future linked to college goals and an action plan that implements that vision. The general format for instructional programs is located in UHCCP #5.202 Attachment 1-B. Programs will address all applicable program criteria questions (Appendix C) as an aid to addressing Part IV of UHCCP #5.202 Attachment 1-B.The general format for non-instructional programs and services is located UHCCP#5.202 Attachment 2, 3, or 4.

* 1. Annual Program Review Update

The annual program review update for established programs and services will include

an update on the progress made on action plans (from the full program review), a review and analysis of program health indicators and a resource and allocations priorities list. The general format for the annual program review update for instructional programs is located in UHCCP #5.202 Attachment 1-A or on the UHCC Annual Report of Program Data (ARPD) website. The general format for the annual program review update for non-instructional programs and services will be the same as that of the comprehensive program review or can be found on the ARPD website.

* 1. Prioritizing, Integrating, and Quality Assurance

Programs will use the *APRU Status Report and Resource Request Form* (Appendix D) to report on the status of their action plans and resource allocations from the previous year(s) and to also present the current years’ resource request. The APRU or ARPD process will be reviewed annually by the UHCC Instructional Program Review Council and changes are implemented in August. The CPR process will be reviewed every two years, on the even years and be implemented the following year.

# The college council will prioritize the current years’ resource requests according to the *Guidelines for* *Program Review Action Plans and Resource Allocation Decisions* (Appendix B). The prioritizing and decision-making process will be reviewed by the College Council annually every spring and improvements implemented in the following year.

# Annually in the fall semester, the college will assess the status of college goals and priorities through the measurement of performance indicators, program and institutional student learning outcomes, and other data (e.g. CCSSE, surveys, etc.). Progress towards program goals as detailed in APRUs and CPRs are an integral part of this review. Identified changes will be incorporated into the goals and strategic priorities once the college discussion is completed.

**APPENDIX A.** **COMPREHENSIVE PROGRAM REVIEW CALENDAR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PROGRAM | DATE OF  PROGRAM REVIEW | DATE OF  PROGRAM REVIEW | DATE OF  PROGRAM REVIEW | DATE OF  PROGRAM REVIEW | DATE OF  PROGRAM REVIEW |
| Administrative Services | Completed 2005 | Completed 2010 | October  2015 | October  2020 | October  2025 |
| Allied Health | NA | NA | October 2015 | October  2020 | October  2025 |
| Computer Services | Completed 2005 | Completed 2010 | October  2015 | October  2020 | October  2025 |
| Cooperative Education/Job Placement | Not Completed – no instructor  2009 | Completed 2010 | October  2015 | October  2020 | October  2025 |
| Hawaiian Studies ASC | Completed 2006 | Completed 2012 | October  2015 | October  2020 | October  2025 |
| Hawaiian Studies AA | NA | NA | October  2015 | October  2020 | October  2025 |
| Liberal Arts | Completed 2004 | Completed  2010 | October  2015 | October  2020 | October  2025 |
| Natural Sciences AS | NA | NA | October  2015 | October  2020 | October  2025 |
|  |  |  |  |  |  |
| Admissions and Records, Counseling,  Financial Aid, and  Student Life | Completed 2005 | Completed  2011 | October  2016 | October  2021 | October  2026 |
| Hospitality and Tourism | Completed 2005 | Completed 2011 | October  2016 | October  2021 | October  2026 |
| Instructional  Technology | Completed  2005 | Completed  2011 | October  2016 | October  2021 | October  2026 |
| Tutoring Center | September 2005 | December 2011 | October  2016 | October  2021 | October  2026 |
|  |  |  |  |  |  |
| Carpentry Technology | NA | NA | October  2017 | October  2024 | October  2029 |
| Continuing Education and Training | Completed 2006 | Completed  2012 | October  2017 | October  2022 | October  2027 |
| Electrical Installation and Maintenance Technology | NA | NA | October  2017 | October  2024 | October  2029 |
| Library | Completed 2006 | Completed 2012 | October  2017 | October  2022 | October  2027 |
| Media Services | Completed 2006 | Completed 2012 | October  2017 | October  2022 | October  2027 |
| University Center and Distance Learning | Completed 2006 | Completed  2012 | October  2017 | October  2022 | October  2027 |
|  |  |  |  |  |  |
| Accounting | Completed 2006 | October 2013 | October  2018 | October  2023 | October  2028 |
| Business Technology | Completed 2006 | October 2013 | October  2018 | October  2023 | October  2028 |
| Electronics Technology | Completed 2007 | October 2013 | October  2018 | October  2023 | October  2028 |
| Facilities Engineering Technology | Completed 2007 | October 2013 | October  2018 | October  2023 | October  2028 |
| Health and Physical Ed | Not Completed 2010 – no instructor | October 2013 | October  2018 | October  2020 | October  2025 |
| Professional Development | Completed 2007 | October 2013 | October  2018 | October  2023 | October  2028 |
|  |  |  |  |  |  |
| Auto Body Repair and Painting | Completed 2009 | October  2014 | October  2019 | October  2024 | October  2029 |
| College Success Center | Completed 2009 | October 2014 | October  2019 | October  2024 | October  2029 |
| Early Childhood Education | Not Completed – no instructor  2011 | October 2014 | October  2016 | October  2021 | October  2026 |
|  |  |  |  |  |  |
| Automotive Mechanics Technology | NATEF Accreditation: May 2013 | | | 2018 |  |
| Culinary Arts | ACF Accreditation: March 2010 | | | 2017 |  |
| Nursing | NLN Accreditation: February 2009 | | | 2017 |  |

# **APPENDIX B: GUIDELINES FOR PROGRAM REVIEW ACTION PLANS**

**AND RESOURCE ALLOCATION DECISIONS**

# CPR/APRU ACTION PLANS

The final step in the Program Review process that links data analysis and decision making to resource allocation is the review of the Comprehensive Program Review (CPR) and Annual Program Review Update (APRU) action plans and resource requests. The CPR cycle is 5-years with APRUs during the intervening years. Every program completes either a CPR or an APRU at the beginning of each fall semester. Based upon the analysis of data of such factors as enrollment, workforce needs, transfer rates, program efficiency, student achievement, and student learning outcomes, programs develop a set of action plans and associated resource requests in their Program Reviews. These action plans then become the basis of the annual status reports embodied in the APRUs.

This document describes the overall process and the specific procedure followed by the College Council in evaluating and recommending priorities among the various resource requests.

# Levels of Review

The Action Plans and requests for resources are reviewed and prioritized on four levels:

* Program
* Division/Unit
* College Council
* Chancellor, Vice Chancellors, and Directors
  1. Each **Program** will present or update its action plan and prioritize its requests as it prepares its CPR or APRU. Time is provided for a representative from each program (or the Division Chair) to make a presentation on the action plan items and the associated resource requests. The presentation should address the status of the prior year’s request (Attachment A herein), college priorities (Attachment B herein) using the *APRU Status Report and Resource Request Form* (Attachment A herein).
  2. Each **Division/Unit,** which contains two or more programs will review the resource requests contained in the CPR/APRU Action Plans and prioritize the list of items according to the Division/Unit process. If preferred, the Division Chair will present the APRU Status Report and Resource Request for a program.
  3. The **College Council** will review all CPR/APRU Action Plans and the itemized resource requests, using a set of priorities and criteria, that are reviewed each year. The Priorities are based on the College’s current Strategic Plan Goals (Attachment B herein). The criteria are reflective of the elements expected in the Program Review process, i.e., alignment with Strategic Plan and Goals, outcomes oriented, data-driven, focused on student learning.
  4. The **Chancellor, Vice Chancellors,and Directors** will review the recommendations of the College Council and assign the funding source for each request. Funding sources may include Biennium and Supplemental Budget requests, current service base reallocations, external grant proposals, private fundraising or revenue generating activities by the programs themselves.
  5. The **Chancellor** will make the final decisions on resource allocations based on the College Council, Vice Chancellors, and Directors recommendations and priorities set by the College, the UHCC system and the UH system.

# Review and Revision of the Action Plan and Resource Allocation Process

This process and the specific criteria and priorities will be reviewed and revised, as deemed appropriate by the College Council in each spring semester for implementation in the following fall semester. Any changes, especially in the priorities or criteria, will be communicated to the programs before the end of the spring semester, or as soon as the changes are approved.

4. Timeline

**August - September**

The UHCC Policy and Planning office together with the college’s institutional researcher and the assessment coordinator assemble performance indicators, student learning outcomes data, and other metrics that measure college goals in preparation for the APRUs, CPRs, and college discussions. The Chancellor conducts a College Conversation to discuss progress toward college goals and strategic priorities. The input from the conversation may result in changes to priorities.

**September – October**

The Annual Program Review Update (APRU) cycle begins in the fall semester. The APRU tracks and analyses enrollment, workforce needs, transfer rates, student learning outcomes, and other measurements that keep the college in alignment with the mission and goals. Programs that must complete a comprehensive program review begin this process in the Fall semester. Both reports are due at the end of October. The Vice President for Community Colleges visits the campus to report and discuss performance data which measures progress towards college goals.

**November-December**

All programs will report on the status of action plans from the previous year, to the college council.  The presentations address the priorities and criteria that the college defined in September. Following presentation of status of prior action plans, all programs identify action plans for the coming year and resource requests to implement action plans. All resource requests are ranked by College Council by criteria set in September and presented to the College Cabinet for discussion.

**January**

The Chancellor, in consultation with College Cabinet, approves the resource requests that are to be fulfilled and disseminates to College Council, programs, and units. APRU and CPR action plans are reviewed and readied for UH System budgetary process. The administrative reviews of the CPRs are completed and consultation with programs and divisions ensue. The CPRs are finalized by programs and forwarded to the College Council.

**February – May**

The budget process for the system occurs from February to May. The Biennium or Supplemental budget planning occurs in the spring semester. The Biennium Budget covers the following years, 2011-2013, 2013-2015, etc. The Supplemental Budget occurs if there is sufficient money in the state budget that will provide extra funding in the second year of the Biennium (2012-2013, 2014-2015).

**April**

VPCC visit with performance measure updates.

**ATTACHMENT A**

**APRU Status Report and Resource Request Form**

**Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this template for your APRU status and requests. You may delete Part A or Part B if it does not pertain to your program. You may use Part A or B more than once. **Please confine yourself to the boxes provided, a single side only for each Part A or Part B submission.** If you are submitting a resource request, please try to group items that deal with a particular action onto one sheet and use one single side per request**.** Your program APRU and health indicators will be made available at the meeting via a data projector. Do not submit page 3, it is a resources that describes the rubric that the College Council uses for ranking your requests.

**Part A. Status Report for the prior year requests**

|  |  |
| --- | --- |
|  | **APRU Resource Request Status Report** |
| **Action Plan and Goal** |  |
| **Resource Request** |  |
|  |  |
| **Outcome(s)** |  |
| **Outcome(s) Evaluation:** |  |
| **Action plan if outcome was not met** |  |

**Part B. Resource Request**

Resource requests are beyond your regular budget and not a request of an ongoing nature unless it is for new personnel. There is no need to include lecturers in your request nor overload that has to do with teaching extra courses.

|  |  |
| --- | --- |
|  | **APRU Resource Request** |
| **Action Plan and Goal** |  |
| **Resource Request** |  |
| **Analysis of Program SLO** |  |
| **Criteria** |  |
| **Alignment** |  |
| **Outcomes** |  |
| **Evidence** |  |
| **Impact** |  |
| **Collaboration** |  |

**Resource Request Criteria Ranking Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** |
| Alignment | The request is aligned to one of the Strategic Goals but not to one of the priority goals | The request is aligned to one priority goal | The request is aligned to more than one priority goal |
| Outcomes | The outcome is specific and measurable and aligned with one of the College’s measures or one of the UHCC measures. | The outcome statement describes how and when the outcome will be measured. | The outcome is relevant to meeting the priority goal(s). |
| Evidence | The program cites existing data to support its request. | The program gathers and analyzes at least one type of data to support its request. | The program gathers and analyzes more than one type of data to support its request. |
| Impact | The expected outcomes will affect some of the students on campus. | The expected outcomes will affect a large number of the students on campus. | The expected outcomes will affect most of the students on campus. |
| Collabora-tion | The request demonstrates collaboration with one other department within the same division. | The request demonstrates collaboration with one other division or college department outside of the division. | The request demonstrates collaboration with more than one other division or college department outside of the division. |

**ATTACHMENT B**

**2012 Priority Goals**

Priority Goals are underlined.

|  |
| --- |
| **UH System Goals, Kaua‘i Community College Goals, and Strategic Goals** |
| **UH Goal 1: Educational Effectiveness and Student Success**  **KCC Goal 1: Access &  KCC Goal 2: Learning and Teaching**  *Strategic Goals: Student Recruitment, Retention and Success of All Students and Particularly*   * + *Native Hawaiian students*   + *Increase success of Remedial/Developmental Students*   + *Non-traditional Students in Career and Technical Programs*   + *Increased Completion of Degrees, Certificates, and Licensure*   + Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides   *Relevant Curriculum Development*   * + *Sustainability/Green Jobs*   + *Health*   + *DOE-KCC English Alignment*   + *Increase and improve design and delivery of distance education offerings*   + *Increase transfer rates by strengthening four-year pathways, particularly in STEM fields*   *Completion of*   * *Course Student Learning Outcomes (CLOs)* * *Program Learning Outcomes (PLOs)* * *Institutional Learning Outcomes (ILOs)* * *Course Action Forms (CAFs)*   *Assessment Activities and Analysis* |
| **UH Goal 2: A Learning, Research and Service Network**  **KCC Goal 3: Workforce Development & KCC Goal 5: Community Development**  *Strategic Goals: Increased Job Placement and/or Performance through*   * + *Revised or New Curriculum*   + *Better Coordination with Business and Industry* |
| **UH Goal 3: A Model Local, Regional and Global University**  **KCC Goal 6 Diversity**  *Strategic Goals:*   * + *Fostering Global Understanding and Intercultural Competence*   + *Increased Enrollment and Success of International Students* |
| **UH Goal 4: Investment in Faculty, Staff, Students and Their Environment**  **KCC Goal 4: Personal Development**  *Strategic Goals:*   * + *Professional Development Directed to Any of the Above Goals*   + *Enriching Student Experience, Particularly Directed to Any of the Above Goals*   + *Increasing the Efficiency, Effectiveness and Sustainability of the KCC Environment* |
| **UH Goal 5: Resources and Stewardship**  **KCC Goal 5 Community Development**  *Strategic Goals:*   * + *Reduce Deferred Maintenance*   + *Address Health and Safety Issues*   + *Promote Sustainability* |

**APPENDIX C: PROGRAM REVIEW CRITERIA QUESTIONS, BY GOAL**

* Address each of the following Campus Goals using the suggested criteria questions as guidelines.
* When answering criteria questions, use descriptive data, internal program data, program level-data and college-level data as appropriate and analyze/interpret the data (what does it mean and what are the future implications?)
* A program-level data set of common indicators will be provided by the Office of Institutional Research. It is recommended that programs consult the Office of Institutional Research for further assistance and/or additional data available related to the program.

**1. Access: To provide open access to educational excellence for a diverse student population.**

* 1. Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities.
* Comment on your program's marketing and recruitment efforts. How do students and the community at large learn about the program? (e.g. print publications, electronic publications, community activities...). Are the results of your efforts satisfactory? What improvements will you make in this area in the next 2 years?

1.2 Enrollment: Enhance educational success through retention initiatives.

* Comment on your program's retention efforts over the past 2 years. How have these efforts affected enrollment and graduation rates? Indicate program plans as a result of the analysis. Identify institutional research data needed to effectively plan student retention strategies.

1.3 Placement & Scheduling: Enhance utilization of placement testing and course scheduling processes.

* Is enrollment in any required program course dependent upon student performance on assessment/placement tests or prerequisites/co-requisites? Have results of these assessment/placement tests or prerequisites/co-requisites been demonstrated to be related to student success in the program. What strategies will your program use to improve the effectiveness of placement testing practices.
* Does the current scheduling method adequately support access and completion needs of students? Describe your scheduling method. What other data and/or approaches would help in improving the course scheduling procedure?
* Does your schedule meet the needs of special populations (Running Start, Early Admits, Workforce)?
* Have you surveyed employers and scheduled according to their needs?

1.4 Support services for access: Strengthen support services processes to better meet student needs.

* Comment on your program's level of collaboration with access services such as advising, admissions, registration, financial aid, and business office support services. How could this be enhanced?

**2. Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical education, remedial/developmental education and life-long learning.**

2.1 Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions.

* Comment on collaborative efforts with other program units. Assess successes and challenges and plans for future collaboration.
* What has the program done to ensure that it is in communication with high schools and transfer institutions regarding articulation issues and/or problems? Describe successes and challenges and near-term plans for improvement.

2.2 Curriculum: Ensure quality, relevancy and currency of curriculum to meet the needs of our diverse student population and community.

* How is program curriculum reviewed for currency and relevancy to institutional, community, and student needs? Include recent deletions, additions and revisions. What are your upcoming plans in this area?
* Are instructional methodologies appropriate for program content? Explain. Do instructional methodologies utilize available, current technology? Explain. Indicate recently implemented innovations in instructional methodology or use of technology as well as changes your program is considering within the next two years?
* What steps are taken to develop and ensure consistent application of academic standards? (e.g. grading standards, course objectives...etc). Comment on plans you have to improve this process.
* Comment on how your program addresses the learning needs of under-performing students. Are there strategies you are considering to strengthen this process? If so, describe them. Are there other programs and services currently not available that would help in this area?
* What assessments are being used to determine if current teaching methods used in the program are adequately meeting student needs. How are the results of these assessments currently being used?
* DL: What distance learning options are available in your program. How is your program responding to student needs by using distance learning? Do you have a timeline?

2.3 Remedial/Developmental: Review the college's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs.

* How has your program addressed academic remediation for students? Has this been effective? What proposals for change in this area does your program have?

2.4 Student Learning Outcomes: Develop, implement and sustain an assessment process that fosters innovative and continuous improvement of student learning outcomes at the college, program, and course level.

* How does your program encourage and assess student growth in areas such as: communication, cognition, information competency, social interaction, and personal development and responsibility? What are the results of the assessment and what plans do you have to improve SLO's in these areas?
* List the student learning outcomes that you have identified for the program. What is the minimal level of performance that you expect program completers to accomplish? How are student-learning outcomes monitored and evaluated?

2.5 Academic support: Support student success through accessible, reliable, and user-focused academic support services.

* Comment on program use of auxiliary resources- e.g. library, instructional media, laboratory resources, computer assets. How can you improve utilization of these resources?
* What tutoring, mentoring, and/or counseling services are available to support students in your program? Comment on ways that your program can work with these groups to improve service to students.

2.6 Faculty & staff: Create an environment that attracts, retains, and supports qualified personnel.

* Describe strengths and weaknesses of faculty/staff appropriate to the program's current status or future development. Comment on the adequacy of faculty to meet program outcomes. Indicate any immediate and projected future staffing needs.

2.7 Facilities: Maintain facilities, equipment, and technological infrastructure to support institutional and student needs.

* Comment on facilities that the program uses, their current adequacy and any immediate needs.
* Comment on the currency of equipment and technology for the program. Indicate immediate needs.

2.8 Financial Resources: Strengthen processes to develop and better utilize fiscal resources.

* What efforts has the program made to investigate entrepreneurial opportunities or alternative funding sources to support program goals? Describe your programs level of success in obtaining funds and future plans.

**3. Work Force Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.**

3.1 Program articulation with workforce needs: Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information.

* How does the program identify applicable workforce trends? What trends or projections in your discipline may affect your program in the next five years? How will you address this?
* How is the selection of courses reviewed for relevancy to community and workforce needs? What recent changes have resulted from this review? How has your program addressed professional development needs which have risen from the changes?
* What method is used to assess student and employer satisfaction with the program's offerings and operations. What are the results of this assessment and how have results changed over time? What changes did you make or are planning to make due to the results?
* What program initiatives have been implemented to improve course completion, and job preparation?
* What are the expected career/occupational outcomes for students? (e.g. transfer, employment)?
* Does the program have an Advisory Board Committee? How does the program work with the Advisory Board to assess effectiveness?

3.2 Certification/Licensure, Job Placement, Transfer: Meet workforce needs, increase students' rates of certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.

* What is the percentage of your graduates that receive licensure/certification? Is this satisfactory? How can this be improved?
* Comment on the level of job placement in the field of study. Is this satisfactory for your program?
* Do you have a percentage of program graduates that are expected to transfer to an appropriate upper division program? If so, what is this percentage and has your program met this benchmark? If not, would this be one appropriate index of your program's success. Please comment.

**4. Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.**

4.1 Faculty/Staff Development: Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities.

* Explain how faculty and staff maintain expertise in their discipline or area of responsibility.
* Describe the Professional Development plan, including availability of resources and the process of allocating these resources. Does this plan adequately meet Professional Development needs?

4.2 Student Development: Foster personal enrichment of students by providing opportunities that broaden their college experience.

* Describe program faculty involvement in providing opportunities for students' personal enrichment through co-curricular activities.
* Does the program support non-traditional approaches to education? If so describe these. What outcomes are expected from these approaches, and how have they affected student success across the curriculum?

**5. Community Development: To contribute to community development and enrichment through campus leadership and collaboration.**

5.1 Leadership:

* Comment on activities initiated and led by program faculty and staff that have positively impacted our community. List pertinent community services and activities. Discuss leadership roles in other community activities that you are interested in pursuing.

5.2 Collaboration: Establish active collaborative arrangements to support community goals and needs.

* What has the program done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in supporting their mission and goals? Discuss successes, challenges, lessons learned and how these findings will be applied in future plans.

**6. Diversity: To foster a global understanding and appreciation for diversity.**

6.1 Diversity: Support diversity and cultural awareness through campus programs.

* How does your program support diversity and cultural awareness? What are the desired outcomes? How have these outcomes been met?

6.2 International education: Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawai‘i.

* What academic relationships does your program have beyond Kaua‘i, Hawai‘i, the U.S.? Describe these and their impact on student learning experiences. If none, what areas of the program could benefit from such relationships? Describe plans ready for implementation and/or projects to be developed.