I. Overview

Guiding WASC Standard: The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy. (Standard I)

Questions for Engagement

1. What is the mission of the department? How do the mission and objectives align with the College, UH Mānoa, and UH System strategic plans?

2. What is the vision for the next five years? Discuss how planned or pending academic program actions fit within the vision. How are academic program decisions made? Is communication regarding campus and college priorities adequate?

3. In what ways does the department foster a climate of respect for diversity of backgrounds, ideas, and perspectives among the faculty, staff and students?

4. What is the national/international reputation and/or ranking of the department? What are your areas of program distinction? Please include any program rankings, and the source of ranking (e.g., National Research Council). Is the department satisfied with the level of the ranking?

5. Please identify peer programs at other U.S. institutions. How does the general quality of your programs compare with those of other institutions? What data support these comparisons?

DATA PROVIDED:

- UH Mānoa and UH System Strategic Plans
- List of pending academic program actions (per OVCAA)

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1 Authorizations to Plan, degree or certificate proposals, name change proposals
Program Review Self-Study Outline
Academic Departments

II. Research and Faculty

Guiding WASC Standard: The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness. (Standard II)

Questions for Engagement
1. Outline the department’s research productivity relative to faculty size and identified peer programs.
2. Please discuss efforts to generate research support, including grants, fellowships, awards, contracts or commissions. Please explain the increase or decrease in the number of extramural grants over the last 5 years (per ORS report).
3. What is the average research workload of the current faculty? What is the average instructional and advising/mentoring work load of the current faculty?
4. To what extent are scholarship, research and creative activity linked to the improvement of teaching and learning? Are library resources sufficient to support research and instruction?
5. How effectively can the department balance appropriate expectations for faculty research and scholarship with teaching and mentoring of students?
6. To what extent are adjunct and part-time faculty used to provide core courses to support the academic programs? How are these faculty engaged in assessment, and oriented/integrated into academic life of the department?
7. Please discuss faculty recruitment and retention efforts over the last five years. How are recruitment efforts connected to changing needs of the discipline and academic program?
8. Please list any faculty awards and recognitions received between 2003-2008.
9. Attach a brief curriculum vitae for each faculty member and instructor (lecturer or graduate assistant).

DATA PROVIDED, 2003-2008 (unless otherwise noted):
- Faculty by rank, last 5 yrs (OHR and IRO Quantitative Indicators)
- Student-faculty ratio (per IRO Quantitative Indicators)
- Student Semester Hours (SSH) Taught (per IRO Quantitative Indicators)
- Research report for department, FY 2004 – FY 2008 (per ORS)
III. Academic Programs
(includes graduate and distance-delivered programs)

Guiding WASC Standard: The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness. (Standard II)

Questions for Engagement

Curricula
1. What actions were taken in response to previous program review recommendations? What has transpired in the unit since submission of your one-year progress report following the previous program review?
2. How are disciplines changing, and what research/data support these changes?
3. To what extent are scholarship, research and creative activity linked to the curricula?
4. In what ways have courses and programs been modified to reflect new knowledge and/or changes in the needs of society?
5. In what ways have resources been shifted to respond to these changes?

Assessment
6. What are the learning outcomes for each certificate, undergraduate and graduate program? How has the department ensured that its degree and certificate programs remain rigorous and aligned with educational objectives?
7. What indicators and sources of evidence do you use to assess whether students develop core learning abilities and competencies before they graduate? (Please summarize assessment findings.) How have these findings led to modifications in your curricula?
8. How would you assess the role general education plays in preparing your undergraduate students for the major(s)? In what areas are students well prepared? Where do you see deficiencies?
9. To what extent does the faculty regularly engage in discussing effective approaches to assessing teaching and learning within the department?

Graduation Rates
10. What factors prohibit students in your major(s) from graduating in 4 years? What data support these assumptions?
11. How does the department ensure that its programs can be completed within a timely manner? What is the rotation for required courses in your majors?
12. Assess the overall health of your academic programs.

DATA PROVIDED, 2003-2008 (unless otherwise noted):
- Previous COPR recommendations, and one-year progress report
- Annual departmental assessment reports, 2005-2008 (per OVCAA)
- Number of Degrees and Certificates Earned by Major (per IRO Quantitative Indicators)
- Program and Course Descriptions (per 2008-09 Mānoa Catalog)
IV. Students

Guiding WASC Standard: The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness. (Standard II)

Questions for Engagement
1. What is the department’s overall satisfaction with the quality of your current students?
2. To what extent is the department satisfied with enrollment trends and the number of degrees earned?
3. Describe briefly how the department markets its programs and recruits students. What percentage of applicants are accepted, and enrolled in your graduate programs?
4. What financial support does the department provide for graduate students?
5. In what ways does the department cultivate a research-oriented culture of inquiry at the undergraduate and graduate levels?

Advising and Mentoring
6. To what extent are instructional faculty engaged in the advising and mentoring of undergraduate students?
7. Has the department connected the major to co-curricular programs and services, such as development of field settings, service learning, or other similar opportunities for practical engagement? Which co-curricular activities within the college and across campus enhance learning opportunities and development for your students?
8. How effectively have advising and mentoring helped students to take advantage of and benefit from available educational opportunities and resources within the department and across campus?

Governance
9. How does the department define the role of students in departmental decision-making, and how is that role exercised?
10. What are the grievance procedures for students, and how are these communicated to them? How does the department ensure that grievances and complaints are addressed promptly, appropriately and equitably?
11. Please provide any student recognitions over last five years.

DATA PROVIDED, 2003-2008 (unless otherwise noted):
- Number of Degrees Earned by Major (per IRO Quantitative Indicators)
- Number of Majors (per IRO Quantitative Indicators)
- Student Semester Hours (SSH) taught (per IRO Quantitative Indicators)
- FTE Course Enrollment (per IRO Quantitative Indicators)
- Number of classes (sections) offered (per IRO Quantitative Indicators)
- Average Class Size (per IRO Quantitative Indicators)
- FTE Faculty, Student-Faculty Ratio (per IRO Quantitative Indicators)
- Number of applications, percentage accepted, percentage enrolled (per Graduate Division)
- Number of RA/TA/GAships (per Graduate Division)
Program Review Self-Study Outline
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V. Staff Support and Facilities

Guiding WASC Standard: The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning. (Standard III)

Questions for Engagement

1. Assess the continuing adequacy of physical and staff resources. Identify space and equipment managed by the department that support research and instruction.

2. In what ways does the department support and continue to develop non-academic staff (APT and civil service personnel) in a manner that encourages their effectiveness and actively furthers the mission of the department?

3. Is the ratio of APT and civil service staff in relation to faculty sufficient for the department to achieve its mission and goals?

4. Please provide a list of staff awards and recognitions, 2003-2008

DATA PROVIDED:

- Professional-Clerical Ratio for last 7 years (per IRO)
VI. Extension and Outreach Activities

Guiding WASC Standard: The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy. (Standard I)

Questions for Engagement
1. Please describe any relationships with organizations/individuals in the community. In what ways do these relationships contribute to the curriculum, student experience, development, faculty research, or budgetary resources in the department?
2. Attach copies of newsletters, relevant brochures.

DATA PROVIDED:
- None
VII. Concluding Statement

Questions for Engagement

1. What is your overall assessment of the department? What are the strengths, weaknesses, opportunities and threats? Are you poised to meet these challenges in the future?

2. What is your assessment of how the department fits within the College? What is your assessment of interdisciplinary collaboration and communication across the departments?

3. Please identify individuals or groups that you recommend the visiting team meet during the campus visit.

4. Please identify facilities that the team should tour during the visit.