Policy Number: K5.202
Revised Date: Spring 2012
Amended Date: Spring 2013
Revised Date: June 23, 2015
Revised Date: October 8, 2019
Review Date: October 8, 2024

Kapiʻolani Community College
K5.202 Review of Established Programs

1. **Purpose**

   Program reviews are intended to provide a regular assessment of the effectiveness of degree programs, of significant non-credit programs, and of major educational and administrative support units. Program reviews are conducted by the faculty and staff in the program, based on agreed upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

2. Related University Policies

   a. Board of Regents Policy, [Section 5-1.e Review of Established Programs](#)
   b. University of Hawaiʻi Systemwide Executive Policy, [E5.202 Review of Established Programs](#)
   c. University of Hawaiʻi Community Colleges Policy [UHCCP 5.202 Review of Established Programs](#)

3. Policy Objective

   a. This policy establishes a program review process aligned with the UHCC program review process that meets the requirements of the University Board of Regents and Executive policies, external mandates such as those required by the Federal Carl Perkins Act of 1998, and the standards of good practice established by program and regional accrediting bodies.
   b. Required Elements of the Program Review
      1. Each instructional and non-instructional program shall undergo a comprehensive review once every five years.
      2. Program reviews shall result in improvement plans that are linked to the College strategic plan.
      3. There shall be an annual report of program data which is analyzed, reviewed, and, where appropriate, reflected in updated action plans.
      4. There shall be an overarching commitment to continuous quality improvement.
      5. The program review process shall be collegial.

6. Program review information shall be publicly available.
    a. Comprehensive Program Reviews
       https://www.kapiolani.hawaii.edu/ofie/ofie-program-review/
    b. Annual Report of Program Data (ARPD) AY 2010-2018
       http://www.hawaii.edu/offices/cc/arpd/index.php
    c. Annual Report of Program Data (ARPD) AY 2019 –
       https://uhcc.hawaii.edu/varpd/index.php
7. Measures shall be consistent with UHCC measures.
8. Program reviews and resulting plans for improvement shall be used in decisions regarding resource allocation at the College.

4. Programs Subject to Review

a. All Board of Regents approved credit degree- and certificate-granting programs. Program reviews for degree-granting programs should incorporate all related certificates and non-credit programs, and student service support.

b. All non-credit programs where the scope of the program is comparable to a credit degree or certificate granting program and where the program is not otherwise incorporated in the review of a degree granting program.

c. All educational and administrative support units.

Attachment A identifies the specific programs subject to this policy. Attachments B-F describe the content and format of the comprehensive program review reports for these areas.

5. Frequency of Program Reviews

a. *Annual Report of Program Data (ARPD)*: All programs shall prepare annual reports documenting performance on agreed-upon outcomes, key benchmarks, critical external factors, and planning improvements. Instructional, student services, academic support, administrative services, and continuing education shall prepare reports annually.
b. *Comprehensive Program Review (CPR)*: All programs shall complete a comprehensive assessment every five years in accordance with the schedule established by the College. Pursuant to UHCCP #5.202, the College will develop a schedule for SLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all SLOs will have been assessed. If an instructional program has completed a comprehensive self-assessment for the purposes of program accreditation within three years of the comprehensive program review cycle, the results of the accreditation self-study may substitute for the program review.

6. Content of Program Reviews

a. Program reviews shall include the following components:
    i. Statement on the mission or purpose of the program, including the target student population;
    ii. Information on external factors affecting the program;
    iii. Historical trend data on key measures;

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iv.   Program health indicators with benchmarks to provide a quick view on the overall condition of the program;

v.   Required external measures;

vi.   Analysis of the outcomes over the period of the review, including an assessment related to progress in achieving planned improvements;

vii.   Recommendations for improvement or action to be incorporated into the unit plan or the College's next strategic plan.

b.   *Annual Report of Program Data*: See UHCCP 5.202
http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202

c.   *Comprehensive Program Review*: See Attachments B-F

7. Responsibilities

a.   ARPD data for instructional and student services programs are gathered centrally by the UHCC Office for Academic Policy and Planning. Where ARPD data gathered by UHCC Office for Academic Policy and Planning is incorrect, it shall be corrected before the ARPD is prepared and submitted. Other ARPD and some CPR data are gathered by individual programs.

b.   The program coordinator, in consultation with program faculty and staff and other appropriate individuals, shall be responsible for evaluating the assessment data and completing a report according to the established format.

c.   The program administrator (Dean or Vice Chancellor) shall be responsible for reviewing reports and ensuring completion of reports by established deadlines. Where appropriate, the program administrator may direct further analysis or research for programs that are under-performing. The program administrator shall be responsible for using the results of the program review in decision-making related to program improvement and resource allocation.

d.   The Chancellor's Advisory Council shall be responsible for oversight of the program review process, including reviewing summaries of program review reports and related recommended actions, monitoring overall College compliance with program review policies, and reviewing and approving common outcomes definitions for use with program assessment.

8. Dissemination of Program Reviews

a.   *ARPD*: shall be available to the public at UHCC website (www.hawaii.edu/offices/cc/arpd/index.php). Chancellor shall submit an executive summary to UHCC Office for Academic Affairs. UHCC Vice President shall present a summary to the University of Hawai'i Board of Regents.

b.   *CPR*: shall be available to the public at Office for Institutional Effectiveness website (ofie.kcc.hawaii.edu/).

9. **Assessment of the Program Review Process**

    a. *ARPD*: At the conclusion of each year, each established system vice chancellors/deans and/or directors group will review the measures and content of the program review in their respective area to ensure that the review provides the information necessary for program assessment and improvement.

    b. *CPR*: At the conclusion of each comprehensive program review cycle, the Office for Institutional Effectiveness will conduct an assessment of the overall program review policy and procedures to determine if improvements are necessary and present recommendations to CAC.

10. **Attachments**

    Attachment A. Programs Subject to K5.202

    Comprehensive Program Review Report Format:

    Attachment B. Instructional Programs
    Attachment C. Student Services
    Attachment D. Academic Support Programs
    Attachment E. Administrative Services
    Attachment F. Other Educational and Administrative Support Units

ATTACHMENT A.

Programs Subject to K5.202

BOARD OF REGENTS APPROVED INSTRUCTIONAL PROGRAMS

Culinary Arts, Hospitality, and Business, Legal, and Technology Education
 Business, Legal, and Technology Education
  Accounting
  Information Technology
  Marketing and Entrepreneurship
  Paralegal
 Culinary Arts
 Hospitality and Travel and Tourism Operations Management

Arts & Sciences
 Hawaiian Studies
 Liberal Arts
 New Media Arts
 Natural Science

Health Education
 Emergency Medical Services
  Emergency Medical Technician
  Mobile Intensive Care Technician
 Nursing
  Nursing
  Practical Nursing
 Health Sciences
  Dental Assisting
  Medical Assisting
  Medical Laboratory Technician
  Occupational Therapy Assistant
  Physical Therapist Assistant
  Radiologic Technology
  Respiratory Care

EDUCATIONAL AND ADMINISTRATIVE SUPPORT UNITS

Administration

Office for Institutional Effectiveness

Office for International Affairs

Administrative Services
- Auxiliary Services
- Business Office
- Human Resources
- Security

Academic Support
- CELTT
- Library and Learning Resources

Continuing and Community Education
- Continuing Education
- Community Relations

Student Services

ATTACHMENT B.

Instructional Programs
BOR-Approved Instructional Programs

College Mission Statement:

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Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Assessment Period:

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

- Part I. Executive Summary of Program Status
  Response to previous program review recommendations

- Part II. Program Description

    a. History
    b. Program goals/Occupations for which this program prepares students
    c. Program Student Learning Outcomes (SLO)
    d. Admission requirements, if applicable
    e. Credentials, licensures offered
    f. Faculty and staff
    g. Resources
    h. Articulation agreements
    i. Community connections, advisory committees, Internships, DOE connections
    j. Distance delivered/off campus programs, if applicable

- Part III. Quantitative Indicators for Program Review (from ARPD)

    a. Overall Program Health (calculated using the systemwide scoring rubric which includes scores for Demand, Efficiency, and Effectiveness categories)

b. Demand Indicators
   i. Annual New and Replacement Positions – State for Career Technical Education (CTE) programs
   ii. Annual New and Replacement Positions – County prorated (for CTE programs)
   iii. Number of majors
        a. Percent Change Majors from Prior Year (General Pre-Professional programs)
   iv. Student Semester Hours (SSH) Program Majors in Program Classes
   v. Student Semester Hours (SSH) Non-Majors in program Classes
   vi. Student Semester Hours (SSH) in all Program Classes
   vii. FTE Enrollment in Program Classes
   viii. Total Number of Classes Taught
   ix. Program Health Demand (Healthy, Cautionary, Unhealthy)

c. Efficiency Indicators
   i. Average class size
   ii. Fill rate
   iii. FTE BOR Appointed Faculty
   iv. Majors to FTE BOR Appointed Faculty
   v. Majors to Analytic FTE Faculty
   vi. Overall Program Budget Allocation
        1. General Funded Budget Allocation
        2. Special/Federal Funded Budget Allocation
   vii. Cost per Student Semester Hour (SSH)
   viii. Number of Low-Enrolled (10) Classes Taught
   ix. Percent of classes taught by lecturers
   x. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

d. Effectiveness Indicators
   i. Successful Completion (Equivalent C or higher)
   ii. Withdrawals (Grade = W)
   iii. Persistence (fall to Spring)
   iv. Unduplicated Degrees/Certificates Awarded
        1. Degrees Awarded
        2. Certificates of Achievement Awarded
        3. Academic Subject Certificates awarded (Liberal Arts only)
        4. Other Certificates Awarded
        5. Difference between Unduplicated award and Strategic Plan Goal (General Pre-Professional programs)

     v.   Transfers to UH 4-year institutions
1. Transfers with credential/degree from program
2. Transfers without credential/degree from program
3. Increase by 3% Annual Transfers to UH 4-year Strategic Plan Goal (General Pre Professional Programs)
4. Difference Between Transfers and Goal

    vi.   External Qualifying Examinations and Licensing
    vii.   Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

  e. Distance Education (Completely On-Line Classes)
1. Number of Distance Education Classes Taught
2. Enrollment Distance Education Classes
3. Fill Rate
4. Successful Completion (Equivalent C or higher)
5. Withdrawals (Grade = W)
6. Persistence (Fall to Spring Not limited to Distance Education Classes)

  f. Perkins Core Indicators (CTE Programs Only)

1. 1P1 Technical Skills Attainment
2. 2P1 Completion
3. 3P1 Student Retention or Transfer
4. 4P1 Student Placement
5. 5P1 Nontraditional Participation
6. 5P2 Nontraditional Completion

- Part IV. Analysis of the Data.
  - a. Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part III. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

  - b. Assessment Results for Program SLOs.
    1. List of the Program Student Learning Outcomes and the dates the courses mapping to each program outcome were assessed
    2. Assessment findings
    3. Changes that have been made to improve the program as a result of the assessment findings

- Part V. Curriculum Revision and Review. A 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.

- Part VI. Survey results

    a. Student satisfaction
    b. Occupational placement in jobs (for CTE programs)
    c. Employer satisfaction (for CTE programs)
    d. Graduate/Leaver

- Part VII. Analysis of Program

    a. Alignment with the College mission
    b. Strengths and weaknesses based on analysis of data
    c. Evidence of quality
    d. Evidence of student learning
    e. Resource sufficiency
    f. Recommendations for improving outcomes

- Part VIII. Action Plan
  The action plan outlines the steps that will be taken to improve or modify the program based on the analysis of the program's health and the attainment of program learning outcomes. The action plan will inform and drive the program's subsequent Student Success Plan and/or ARPD and will support the College's mission and Strategic Directions.

- Part IX. Resource and Budget Implications
  Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

Student Services

College Mission Statement:
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Assessment Period:

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

- Part I. Executive Summary of Program Status
  Response to previous program review recommendations

- Part II. Program Description

  a. History
  b. Program Student Learning Outcomes (SLOs)
  c. Faculty and Staff
  d. Resources
  e. Community connections, advisory committees, etc.

- Part III. Quantitative Indicators (from ARPD)
  a. Overall Student Support Services Program Health: A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for Student Support Services.

  b. Demand Indicators:

    1. Annual Headcount All Students

2. Annual headcount Native Hawaiian Students
    i. Actual Percent Change from Prior Year All Students
    ii. Actual Percent Change from Prior Year Native Hawaiian Students
3. Annual Headcount of Recent Hawaii High School Graduates
    i. Percent of Service Area's Recent High School Graduates
4. Annual Headcount of Students 25-49 Years Old
5. Annual Headcount from Underserved Regions
6. Annual Headcount In Science, Technology, Engineering, and Math (STEM) Programs
7. Fall Semester Registration Status:
    i. New Students
    ii. Transfer Students
    iii. Continuing Students
    iv. Returning Students
    v. Home Campus Other
8. Spring Semester Registration Status:
    i. New Students
    ii. Transfer Students
    iii. Continuing Students
    iv. Returning Students
    v. Home Campus Other
9. Program Health Demand (Healthy, Cautionary, Unhealthy)

b. Efficiency Indicators:
1. Pell Participation Rate All Students
2. Pell Participation Rate Native Hawaiian Students
3. Number All Students Receiving Pell
4. Number Native Hawaiian Students Receiving Pell
5. Total Pell Disbursed All Students
6. Total Pell Disbursed Native Hawaiian Students
7. Full Time All Students Achieving the Dream (AtD) Cohort completing 20 or more credits within the first year.
8. Full Time Native Hawaiian Students Achieving the Dream (AtD) completing 20 or more credits within the first year.
9. Part Time All Students Achieving the Dream (AtD) Cohort completing 12 or more credits within the first year.
10. Part Time Native Hawaiian Students Achieving the Dream (AtD) completing 12 or more credits within the first year.
11. Overall Student Support Services Budget Allocation
    i. General Funded Budget Allocation
    ii. Special/Federal Budget Allocation
12. Cost per Student
13. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

    c. Effectiveness Indicators:
1. Persistence Fall to Spring All Students
2. Persistence Fall to Spring Native Hawaiian Students
3. Degrees and Certificates Awarded All Students
4. Degrees and Certificates Awarded Native Hawaiian Students
5. Degrees and Certificates awarded in STEM All Students
6. Degrees and Certificates awarded in STEM Native Hawaiian Students
7. Transfers to UH 4-year institutions All Students
8. Transfers to UH 4-year institutions Native Hawaiian Students
9. CCSSE Support for Learners Benchmark (Percentile)
10. CCSE Survey Frequency, Satisfaction, and Importance for:
    i. Academic Advising
    ii. Career Counseling
    iii. Job Placement Assistance
    iv. Financial Aid Advising
    v. Student Organizations
    vi. Transfer Credit Assistance
    vii. Services for People with Disabilities
11. Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

- Part IV.
    a. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III.

    b. Assessment results for program SLOs.
    1. List of the Program Student Learning Outcomes
    2. Program Student Learning Outcomes that have been assessed
    3. Assessment Results
    4. Changes that have been made as a result of the assessments to improve the program

- Part V. Action Plan
    The action plan outlines the steps that will be taken to improve or modify the program based on the analysis of the program's health and the attainment of program learning outcomes. The action plan will inform and drive the program's subsequent Student Success Plan and/or ARPD and will support the College's mission and Strategic Directions.

- Part VI. Resource and Budget Implications
    Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

ATTACHMENT D.

Academic Support Programs

Library and Learning Resources and the Center for Excellence in Learning, Teaching, and Technology

College Mission Statement:
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Assessment Period:

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

- Part I. Executive Summary of Program Status
  Response to previous program review recommendations

- Part II. Program Description

  a. History
  b. Program Student Learning Outcomes (SLOs)
  c. Faculty and Staff
  d. Resources
  e. Community connections, advisory committees, etc.

- Part III. Quantitative Indicators (From ARPD)

  a. Overall Academic Support Services Program Health: A single, overall program health call based on Demand, Efficiency, and Effectiveness indicators for all Academic Support Services sub units.

b. Demand Indicators:
   i. Library Demand
      1. Number of informational and reference questions per student and faculty FTE
      2. Number of Students Attending presentation sessions per student FTE
      3. Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE
      4. Number of web accessible computers per student FTE
      5. Library Demand Health
   ii. Tutoring Demand
      1. Number of students tutored per student FTE
      2. Number of students who placed into Remedial/Developmental levels through COMPAS per student FTE
      3. Tutoring Demand Health
   iii. Testing Services Demand
      1. Number of placement tests administered per year per student FTE
      2. Number of Distance Learning tests administered per year per student FTE
      3. Local campus tests proctored per year per student FTE
      4. Testing Services Demand Health
   iv. Technology Resources Demand
      1. Number of on-line courses per year per total number of courses (live and online)
      2. Number of student, faculty, and staff computers per IT desktop support staff
      3. Number of technology workshops for faculty, staff, and students per faculty FTE, staff FTE, and student FTE
      4. Testing Technology Resources Demand Health
c. Program Health Demand (Healthy, Cautionary, Unhealthy)

d. Efficiency Indicators:
   i. Library Efficiency
      1. Number of informational and reference questions answered by FTE librarian
      2. Number of book volumes per student FTE
      3. Total materials expenditures per student FTE
      4. Total library expenditures per student and faculty FTE
      5. Library Efficiency Health
   ii. Tutoring Efficiency
      1. Tutor contact hours per tutor paid hours
      2. Student contact hours per tutor paid hours
      3. Number of sessions per tutor paid hours
      4. Tutoring budget per student contact hours
      5. Tutoring Efficiency Health

  iii. Testing Services Efficiency
    1. Testing seats per student FTE
    2. Testing seats per total number of tests
    3. Total number of tests per Testing Services Budget
    4. Testing Services Efficiency Health
  iv. Technology Resources Efficiency
    1. Average response time for Help Desk calls
    2. Average processing time for work orders
    3. Total number of computers per Computer Services Budget
    4. Technology Resources Efficiency Health

e. Program Health Efficiency (Healthy, Cautionary, Unhealthy)

f. Effectiveness Indicators:
  i. Library Effectiveness
    1. Student and faculty satisfaction measurements using common survey questions.
    2. Common Student Learning Outcome: The student will evaluate information and its sources critically
    3. Library Effectiveness Health
  ii. Tutoring Effectiveness
    1. Common Student Learning Outcome: Students who received tutoring will pass their tutored course.
    2. CCSSE Indicator 4.h Tutored or taught other students (paid or voluntary)
     a) Frequency
     b) Satisfaction
     c) Importance
    3. CCSSE Indicator 13.d Peer or other tutoring frequency
     a) Frequency
     b) Satisfaction
     c) Importance
    4. CCSSE Indicator 13.e Skills Labs (writing, math, etc)
     a) Frequency
     b) Satisfaction
     c) Importance
    5. Tutoring Effectiveness Health
  iii. Testing Services Effectiveness
    1. Satisfaction measurements using common survey questions
    2. Testing Services Effectiveness Health
  iv. Technology Resources Effectiveness
    1. Common Survey Questions
     a) I am satisfied with the customer service of the Help Desk/computer services staff
     b) I am satisfied with the response time of the Help Desk/computer services staff

c) The computers on campus meet my needs
　　　d) I am satisfied with the quality of work of the instructional design faculty and staff
　2. CCSSE Indicator 4.j Used the internet or instant messaging to work on an assignment
　3. CCSSE Indicator 9.g Using computers in academic work
　4. 12.g Using computing and information technology
　5. 13.h Computer Lab
　　　a) Frequency
　　　b) Satisfaction
　　　c) Importance
　6. Technology Resources Effectiveness Health

Program Health Effectiveness (Healthy, Cautionary, Unhealthy)

- Part IV.

　a. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys reported in Part III. Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included.
　b. Assessment results for program SLOs.
　　　i. List of the Program Student Learning Outcomes
　　　ii. Program Student Learning Outcomes that have been assessed
　　　iii. Assessment Results
　　　iv. Changes that have been made as a result of the assessments

- Part V. Action Plan
　Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included. The action plan outlines the steps that will be taken to improve or modify the program based on the analysis of the program's health and the attainment of program learning outcomes. The action plan will inform and drive the program's subsequent Student Success Plan and/or ARPD and will support the College's mission and Strategic Directions.

- Part VI. Resource and Budget Implications
　Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc. Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included

ATTACHMENT E.

Administrative Services

College Mission Statement:
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Assessment Period:

A. Description
B. Analysis:
    1. Measurements/Outcomes/Surveys
    2. Workload/Efficiency
C. Future Direction - Plan of Action
D. Data on the following comparable measures for the Administrative Services program review will be collected at the end of each fiscal year. These measures were selected to assist administrators in analyzing, monitoring, and improving the delivery of administrative services. It is not intended that each measure be individually analyzed as administrators will use their discretion in the collective use of the data, in conjunction with data and findings gathered in surveys, to appropriately analyze performance and to provide direction for improvements in Administrative Services operations.
E. Budget & Planning measurements (Standard, comparable measures across campuses):
    1. Fall and Spring Credit Headcount Enrollment
    2. Fall and Spring Credit FTE Enrollment
    3. Fall and Spring Credit Student Semester Hours (SSH)
    4. Ratio of General Fund + TFSF Expenditure (fiscal year) per Credit Headcount Enrollment (Fall)
    5. Ratio of General Fund + TFSF Expenditure (fiscal year) per Credit FTE Enrollment (Fall)
    6. Ratio of GF + TFSF Expenditure (fiscal year) per Credit Student Semester Hours (Fall and Spring)
    7. General Fund + Tuition and Fee Special Fund (TFSF) Expenditure

8. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit Headcount Enrollment (Fall)
9. Ratio of General Fund Appropriation + collective bargaining (fiscal year) per Credit FTE enrollment (Fall)
10. Ratio of General Fund Appropriation + Collective Bargaining (fiscal year) per Credit Student Semester Hours (Fall and Spring)
11. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit FTE Enrollment (Fall)
12. Ratio of Tuition and Fee Special Fund (TFSF) Revenue (fiscal year) per Credit Student Semester Hours (Fall and Spring)
13. General Fund Appropriation + Collective Bargaining and TFSF Revenue (fiscal year)

F. Business Office measurements (Standard, comparable measures across campuses):
1. Number of UH Purchase Orders issued (fiscal year)
2. Number of UH Purchase Order amendments (fiscal year)
3. Average number of work days required to issue UH Purchase Order[*]
4. Average number of work days required to submit PO payment documents to UH Disbursing Office[*]
5. Number of RCUH Purchase Orders issued (fiscal year)
6. Number of UH P-Card transactions processed (fiscal year)
7. Number of UH AFP documents issued (fiscal year)
8. Number of UH AFP payment requests (fiscal year)
9. Number of RCUH Direct Payment documents issued (fiscal year)
10. Number of UH Payroll Journal Vouchers processed (fiscal year)
11. Number of RCUH Payroll Journal Vouchers processed (fiscal year)
12. Number of UH Non-Payroll Journal Vouchers processed (fiscal year)
13. Number of RCUH Non-Payroll Journal Vouchers processed (fiscal year)
14. Number of UH Inter-Island Travel Completion Reports processed (fiscal year)
15. Number of RCUH Inter-Island Travel Completion Reports processed (fiscal year)
16. Number of UH Out-of-State Travel Completion Reports processed (fiscal year)
17. Number of RCUH Out-of-State Travel Completion Reports processed (fiscal year)
18. Number of UH invoices outstanding and total dollar value of UH Accounts Receivables at fiscal year end
19. Business Office staff FTE (Civil Service, APT)[*]

G. Operations and Maintenance measurements (Standard, comparable measures across campuses):
1. Number of work orders completed (fiscal year) [*]
2. Janitor FTE
3. Ratio of Building gross square feet per Janitor FTE [*]
4. Groundskeeper/Laborer FTE[*]
5. Ratio of Campus acres of land per Groundskeeper/Laborer FTE

6. Building Maintenance FTE[*]
7. Security FTE[*]
   [*] Campus compiled data
H. Human Resources measurements (Standard, comparable measures across campuses):
   1. Number of PNF Transactions processed (fiscal year)
   2. Number of New Appointments and Transfers on PNF processed (fiscal year)
   3. Number of Form 6 Transactions processed (fiscal year)
   4. Number of New Appointments on Form 6 (fiscal year)
   5. On-Line Leave System corrections processed (fiscal year)[*]
   6. Number of HireNet Postings[*]
   7. Number of WorkatUH Postings[*]
   8. Number of Grievances/Investigations filed[*]
      a. Number of new grievances/investigations filed[*]
      b. Number of existing grievances/investigations[*]
   9. Human Resources FTE[*]
   10. Total Employee Headcount
       a. Executive/Managerial
       b. Faculty
       c. APT
       d. Civil Service
       e. Lecturers
       f. Casual Hires
       g. Student Employee Headcount*
       h. Student Employee Transactions*
       i. Employees to HRO Staff Comparison
       j. Employee Ratio (Total Employee Headcount/Human Resources FTE)*
       k. Student Employee Ratio (Student Employee Headcount/ Human Resources FTE)*
       l. Employee & Student Employee Ratio (Total Employee Headcount + Student Employee Headcount/ Human Resources FTE)*

   11. Workers' Compensation Claims

       a. Number of new/reopened workers' compensation claims filed
       b. Number of existing workers' compensation claims*
       c. Temporary Disability Benefits (TDB) Claims
       d. Number of new TDB claims filed*
       e. Number of existing TDB claims*

   12. Professional Credentials*
   13. Personnel Evaluations – Executive/Managerial*
   14. Personnel Evaluations – Faculty Tenure and Promotion*
   15. Personnel Evaluations – Faculty Five Year Review*
   16. Percentage of APTs Evaluated

17. Percentage of Civil Service Employees Evaluated*
18. Staffing Sufficiency
I. EEO/AA measurements (Standard, comparable measures across campuses):
1. Number of Training and workshops presented on campus (fiscal year)**
2. [*8]Number of EEO related Training and workshop sessions attended (fiscal year)**
3. Utilization analysis and numeric hiring goals**
4. **Number of EEO complaints formally filed (fiscal year)**
5. **Number of campus EEO investigations, including campus initiated investigations (fiscal year)**
6. **Number of campus EEO officers**
J. Research, Training, Auxiliary Enterprises & Emergency Management (Standard, comparable measures across campuses):
1. *Yearly Number of Affiliation, Sponsored/Sheltered Class Agreements**
2. *Number of "Agreements & Contracts" training classes conducted each year.**
3. Ratio of the number of Affiliation, Sponsored/Sheltered Class agreements reviewed and found to be in compliance as part of the post-audit review process.
4. *Number of security training classes attended by Campus Security Officers and administrators (excluding Contract Guard Services)**
5. *Number of campus personnel NIMS/ICS certified in emergency preparedness**
6. Number of campus personnel required to be certified in NIMS/ICS.**
7. Number of campus personnel currently certified in NIMS/ICS.**
8. Number of campus exercises conducted to support campus emergency readiness efforts**
9. Number of workshops attended in developing and implementing policies and procedures for emergency preparedness/readiness**
10. Number of Cleary Act report revisions and improvements made to disseminate accurate and concise information related to security on campus**
11. Number of state vehicle registrations processed**
12. Number of state vehicles reported to DAGS as disposed/new/transferred/or changed in insurance coverage**
K. Surveys – Campus determined structure and content

IV. Summary of Issues and Direction for Administrative Services

*-Campus compiled data
**-Campus reported and CCRTAEEM complied data

ATTACHMENT F.

Other Educational and Administrative Support Units
Administration, Office for Institutional Effectiveness, Office for International Affairs, and Continuing & Community Education

College Mission Statement:
He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Assessment Period:

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

Part I. Executive Summary of CPR and Response to previous ARPD recommendations

Part II. Program Description
   a. History
   b. Program goals
   c. Program Student Learning Outcomes (SLO), as appropriate to the unit Faculty and Staff
   d. Resources, including student support services, as appropriate to the unit Community Connections

Part III. Quantitative Indicators for Program Review
   Listing of most recent three years of data, as appropriate to the unit.

Part IV. Analysis of the Program
   a. Alignment with the College mission
   b. Current Situation. *Internal*: Strengths and weaknesses based on an analysis of the data in Part III. *External*: Identify specific external factors influencing program planning.

Part V. Action Plan

The action plan outlines the steps that will be taken to improve or modify the program based on the analysis of the program's health and the attainment of program learning outcomes. The action plan will inform and drive the program's subsequent Student Success Plan and/or ARPD and will support the College's mission and Strategic Directions.

Part VI. Resource and Budget Implications

Identify the human, physical, fiscal, and technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.