Appendix A

Self-Study Template

C. Components in the Self-Study Report (Page 7)

1. Introduction/Context (Page 8)
   a. Mission, goals, outcomes
   b. Division, degrees, certificates, concentrations
   c. Brief history of the division
   d. How is the division responsive to the needs of the region/area

2. Most Recent Memorandum of Understanding (MOU) Report (Page 8)
   a. MOU from last program review
   b. Compilation of annual MOU progress reports
   c. Reflections on MOU’s progress going forward

3. Analysis of Evidence About Program Quality: Data Gathering, Summary, and Analysis (Page 8)
   a. Guidelines for Assessment of Established Programs (Page 9, SPECIFIED by EP 5.202 Appendix A)
      - Evidence specified in EP 5.202 Appendix A as seen in UHWO Program Review Handbook to analyze mission, goals, outcomes (Data provided by IR office)
        o For each section, Data → Evidence (What it means, no analysis) → Analysis (analogous to Chapter 4 of a dissertation: Data and Results → Analysis)
      - Division/Concentration Organization to meet goals and outcomes
        o Curriculum map
        o Comparison to peer and aspirational institutions
        o Measures of teaching effectiveness
        o Other relevant learning experiences

Appendix A

Self-Study Template

- **Program Resources**
  - Faculty
  - Budget
  - Facilities and equipment

- **Productivity/Efficiency**
  - Comparison of quantitative measures: longitudinal, other UHWO programs, similar programs on other UH campuses

- **Student Learning and Success**
  - Annual results of student learning outcome assessments including analysis
  - Student retention and time-to-degree trends
  - Disaggregated by key demographic variables, including modality

- **Appropriate Program Objectives**
  - Clear relationship to UHWO mission and development
  - Evidence of continuing need for the program, relevance of the program to:
    - The professional, economic, social, occupational, and general educational needs of Hawai‘i
    - National and international needs where Hawai‘i and the University have unique or outstanding resources to respond with quality
    - Basic education needs for which there is a demand by Hawai‘i’s population
    - As a necessary supporting discipline for quality programs
  - Projections of employment opportunities for graduates

- **Relationship to Integrated Academic and Facilities Plan and UHWO Strategic Plan**
  - Collaboration, “academically nimble”

Self-Study Template

- Recruit and support non-traditional students, transfer students, and Early College
- Improve retention and persistence
- Monitor and anticipate workforce needs

b. UH System Integrated Academic and Facilities Plan (Page 10)
- Collaboration across all programs and activities, “academically nimble”
- Shared use of facilities
- Recruit and support non-traditional students
- Focus on transfer students and Early College
- Improving retention and persistence
- Monitoring and anticipating workforce needs

c. Data Gathering, Summary and Analysis (Page 11, SPECIFIED by EP 5.202 Appendix B)
- Provided by IR

4. Summary Reflections (Page 11)
- Conclusions
- Strengths
- Weaknesses (internal)
- Opportunities for improvement
- Threats (external)
- Specific items to be addressed by the external reviewer

5. Future Goals and Planning for Improvement (page 12)

- Future Goals
  - Near term (Next two years)
  - Mid-range (Two to six years)
  - Long term (Six to ten years)

- How Address Weaknesses

- How Build on Existing Strengths

- What is possible with existing resources

- What is only possible with additional resources

- What curricular changes need to be made