Updated 10/16/15



**Student Affairs**

**Program Review Handbook**

*Adapted with permission and appreciation from the Program Review Handbook by*

*Student Affairs at Weber State University.*

**Table of Contents**

SLCC Mission Statement and Strategic Priorities……………………………………………………………..………..…….3

Student Affairs Purposes and Values …………………………………………………………………………..……………….3

SLCC Learning Outcomes ……….…………………….………………………….……………….………………………………..….4

Purpose and Goals of Program Review…………………………………………… …………………….……………………....5

Program Review Process………………………………………………………………………………………………………………….6

 Five-Year Cycle and Completion Timeline……………………………..……………………………………………….……6

 Program review coordinator ………………………………………………………………………………………………………6

 Budget………………………………………..……………………………………………………………………………………….…….7

Phase I: Departmental Self-study ……………………………………………………,,,……………………...…………..……...7

Self-study Team……………………………………………………………………………………………………………….…7

 Self-study Report ……………………………………………………………………………………………………………....8

 Self-study Components……..………………………………………………………………………………………… …...8

 Self-study Format …………………………………………………………………………………………………………….12

 Submission of Self-study Report……………………………………………………………………………….………13

Phase II: Site Review ……………………………………………………………………………………………………..…………..13

 Site Review Team…………………………………………………………….……………………………………………….13

 Site Visit Schedule……………………………………………………………………………………………….…………..14

 Site Visit Report ……….…………………………………………………………………….…………………………….....15

Phase III: Department Action Plan and Follow Up……………………………………………………………..………….16

Appendices

Appendix A: Student Affairs Five-Year Program Review Cycle……………………….…………..……………….18

Appendix B: Program Review Timeline and Checklist ………… ……………………………………………………….19

Appendix C: Self-study Deadlines ………………………………………..……………………………………….……………..20

Appendix D: Department Staff Profile Format……………………………………………………………………….……..21

Appendix E: Sample Budget Formats and Per Student Cost ….…………….………………………..…….……….22

Appendix F: Assessment History Format …..…………………………………………………………………………....…..24

Appendix G: Review Standards for Site Visit Report ….…….…..………..……………………………………………..25

Appendix H: Site Visit Sample Schedule ………………………………………….……………………………………..….….27

Appendix I: Plan of Action Format …………………..………………………………………………..……………………..…29

**Salt Lake Community College Mission Statement**

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

### **SLCC Strategic Priorities**

### Strategic Priority I:  Enhance Quality Education

### Strategic Priority II:  Improve Student Access and Success

### Strategic Priority III:  Advance a Culture of Evidence and Accountability

### Strategic Priority IV:  Strengthen Institutional Support

### Strategic Priority V:  Advance Partnerships/Relationships with the Community and Business

**Student Affairs Purposes and Values**

STUDENTS, FIRST AND ALWAYS, ARE OF UTMOST IMPORTANCE TO US.

* We provide, in a caring and ethical manner, service, support and personal growth for students.
* We are a personal bridge between the process of the College and the needs of our students.
* We assist students and each other with fairness, respect, integrity and care.
* We serve people without regard to race, ethnicity, personal belief, disability, age or sexual orientation.
* Our commitment to students directs the way we make decisions, create programs and hire staff.

We will maintain within Student Affairs an environment that nurtures our values: diversity community, honesty, people and service.

|  |
| --- |
| **Salt Lake Community College’s Learning Outcomes** |
| **College-wide Outcomes** | **General Education Outcomes** |
| 1. **Acquire substantive knowledge in major.**
 |  |
| 1. **Communicate effectively.**
 |
| 1. Develop critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts.
2. Organize and present ideas and information visually, orally and in writing according to standard usage.
3. Understand and use the elements of effective communication in interpersonal, small group, and mass settings.
 |
| 1. **Develop quantitative literacies necessary for their chosen field of study.**
 |
| 1. Approach practical problems by choosing and applying appropriate mathematical techniques.
2. Use and interpret information represented as data, graphs, tables, and schematics in a variety of disciplines.
3. Apply mathematical theory, concepts and methods of inquiry appropriate to program-specific problems.
4. Develop financial literacy.
 |
| 1. **Think Critically and Creatively.**
 |
| 1. Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.
2. Demonstrate effective problem solving.
3. Engage in creative thinking, expression, and application.
4. Engage in reflective thinking and expression.
5. Demonstrate higher-order skills such as analysis, synthesis, and evaluation.
6. Make connections across disciplines/departments or services.
7. Apply scientific methods to the inquiry process.
 |
| 1. **Develop the knowledge and skills to be a community engaged learner and scholar.**
 |
| 1. Understand the natural, political, historical, social and economic underpinnings of the local, national, and global communities to which they belong.
2. Integrate campus and community-based experiential learning.
3. Identify and articulate the assets, needs, and complexities of social issues faced by local, national, and global communities.
4. Evaluate personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities.
5. Draw upon campus and community-based learning to develop professional skills and socially responsible civic behaviors.
6. Engage in service-learning for community building and an enhanced academic experience.
 |
| 1. **Develop the knowledge and skills to work with others in a professional and constructive manner.**
 |
| 1. Engage with a diverse set of others to produce professional work.
2. Interact competently across cultures.
3. Understand and appreciate human differences.
4. Understand and act on standards of professionalism and civility, including the requirements of SLCC Student Code.
 |
| 1. **Develop computer and information literacy.**
 |
| 1. Use contemporary computer hardware and software to effectively complete college-level assignments and navigate student systems.
2. Gather and analyze information using technology, library resources, and other modalities.
 |
| 1. **Develop attitudes and skills for lifelong wellness. (For AA and AAS students only)**
 |

**Purpose and Goals of Program Review**

The purpose of a program review process is to provide a comprehensive evaluation of departments within Student Affairs on a five-year cycle. Program review is a reflective process that allows departments to describe and assess their functions and services and identify areas that are performing well and areas that need improvement; it includes an external review that provides outside perspectives and recommendations. Program review also serves to assist with departments’ strategic planning and goal setting. Program review complements Northwest Commission on College and Universities’ (NWCCU) new accreditation standards that emphasize the importance of implementing frameworks for continuous improvement through self-reflection and synthesis of data.

Due to the in-depth nature of a program review, the review will be the department’s only required assessment for the academic year.

*Goals of Program Review*

* To ensure that each department is providing high-quality, effective programs and services.
* To continually strive to improve SLCC Student Affairs programs and services.
* To demonstrate department alignment with the division and institutional mission statements through an evidence-based process.
* To create recommendations and action plans and to identify important initiatives to be used in strategic planning for the department, Student Affairs, and the institution as a whole.

Each department will go through the program review process on a five-year cycle (see Appendix A). As this is an intensive process, all members of the department should be aware of the process and as many as possible should play an integral part. Each department will complete a self-study document (see page seven) that addresses not only department data and statistics but also department strengths, needs, and areas for improvement.

**Program Review Process**

Program review is a reflective process that takes an in-depth look at individual departments within the Division of Student Affairs. Each department will be responsible for preparing a self-study document, selecting a site review team, and developing and implementing action items after consultation with the program review coordinator, the assistant vice president (AVP) or appropriate personnel, and the Vice President (VP) for Student Affairs.

*Completion Timeline*

The specific start and completion dates within the assigned year will be decided by the director in collaboration with the program review coordinator and AVP. During this initial meeting, the director will propose a timeline and deadlines for the program review process (see Appendix B) and will discuss the composition of the department’s self-study team. The entire program review process -- including the self-study, the site visit, and the plan of action -- should be completed within eight months or less. The department will not be required to conduct a separate assessment for the year that it is undergoing program review. In addition to the overall timeline (Appendix B), the director will develop deadlines for the completion of each section of the self-study (see format in Appendix C).

The program review coordinator and the AVP will meet with all the staff in the department to provide an overview of the process and to answer questions. The program review coordinator and AVP will serve as resources throughout the self-study preparation. Individuals from other departments or institutions who have completed similar program reviews may also serve as resources.

The program review coordinator will work closely with the director to support him/her and the department throughout the process. The coordinator will clarify and explain components of the self-study, help establish deadlines for self-study sections (see Appendix C), remind the director of upcoming deadlines, provide feedback and edit self-study drafts, help obtain needed materials or information, confirm site visit reviewers, and schedule interviews for the site visit.

*Budget*

 The VP for Student Affairs will cover reasonable costs associated with the site visit such as lunches during the two-day visit, a dinner, and travel for reviewers. To limit travel costs, it is strongly recommended that the out-of-state reviewer come from our region. Special requests will be considered by the VP. The VP for Student Affairs office will facilitate travel arrangements for the reviewers and process budget paperwork.

**Phase I: Departmental Self-study**

*Self-study Team*

The department’s self-study analysis serves as the basis for the program review process. The director should assemble a team to gather data and complete the self-study document. This is an opportunity to engage staff members in collaborative work with others and help them develop professionally. The self-study team may include one or more individuals from outside the department. It may be useful to ask someone who has recently participated in program review and who can help mentor the director through the process. Faculty, staff and/or student representatives with whom the department works closely could be included. Or, sub-sections of the self-study team may decide to include faculty, staff or student input. The composition of each self-study team will depend on the size of the department. Consult with the program review coordinator and AVP for ideas on how best to organize your self-study team.

*Self-study Report*

Each department designated for program review will prepare a self-study report examining the areas specified in the self-study outline below. This is an in-depth, reflective process that your department should complete over four to five months. Departments are encouraged to gather and continually update this information even during the years they are not scheduled for program review.

The purpose of the department self-study is to provide a comprehensive analysis of the department to the site review team. The self-study should address each of the following components:

*Self-study Components*

1. Department Mission, Goals and History
2. Core Programs and Services
3. Leadership and Staffing
4. Financial Resources and Budgets
5. Facilities, Equipment, and Technology
6. Ethical and Legal Responsibilities
7. Assessment and Evaluation
8. Summary of Self-study

When drafting the self-study, you can use any resources available, including *CAS Standards* and accreditation or professional association standards specific to your field. If you are currently accredited by an outside entity or if you want to use elements from your professional association guidelines, work with the program review coordinator to incorporate these elements or standards into Student Affairs’ self-study outline. You can use existing departmental manuals, handbooks, assessments, reports or brochures.

The self-study should be focused on analysis and assessment of different aspects of the department. While descriptions of what the department does are necessary, the most important part of the self-study process is the analysis and assessment of what works well, what needs changing or strengthening, and what new areas or directions need to be considered for the future. While brainstorming and writing the self-study, consider these three questions: What? So what? Now what? It is important to keep in mind the standards that the reviewers will use to assess the components outlined in the self-study (see Appendix G).

The following are issues and questions to address within each of the components. Not all questions may be relevant to every department; directors, in consultation with the coordinator and AVP, may need to tailor some of the questions and components to fit their context.

Preface or Introduction

You may include a preface or introduction that explains the purpose of program review and the process the department used to conduct the self-study. You could explain how staff was involved in writing parts and/or providing feedback.

1. Department Mission, Goals/Outcomes and History
* Include your department mission statement and any overarching goals or outcomes of the department. Overarching goals and outcomes are those that do not change on an annual basis.
* Describe how well your department mission and goals support the mission and priorities of the College and the values of Student Affairs. As a result of the self-study, do you recommend revisiting and revising your mission and goals? If so, explain.
* Describe the theories and/or philosophies that inform the programs and services you offer.
* Outline a brief (one or two paragraphs) history of the department; focus on the trends and changes that have characterized the department’s development.
1. Functions, Programs, and Services
* List the core functions, programs, and/or services that the department provides. As an introduction to this section and, if applicable, indicate the numbers of students (or number of contacts) involved or served through the various programs and/or services.
* Briefly explain the purpose of each of these functions, programs and/or services. Limit this to only the core functions, programs and/or services of your department with a brief (one or two paragraphs) description of each.
* Analyze the effectiveness/strengths and limitations/challenges of each function, program, or service. Is the department focused on the “right” or most important activities? Are there gaps that should be addressed? What areas need improvement or development? What recommendations or goals do you have for these areas? (Note: The analysis of your functions and services is one of the most critical sections of the self-study because it will inform the goals and plan of action that you develop.)
* Outreach/Marketing
	+ How do you outreach and advertise to inform students (and, if applicable, faculty, staff and/or the community) about these functions, programs and services?
	+ Analyze the strengths and challenges in how you reach out and educate students (and, if applicable, faculty, staff and/or the community) about your services.
	+ How inclusive are your services/programs? Are some students accessing/using the services more than others?  What activities do you use to proactively reach out to underserved groups?
* Campus/community relations and collaborations
	+ How do you communicate and collaborate with other departments within Student Affairs and with departments outside of Student Affairs (e.g., Academic Affairs, Marketing, Development, etc.) and/or in the community?
	+ How do you initiate collaborative projects?
	+ Analyze the effectiveness of your communication and collaborative efforts and how they can be improved.
* Describe any significant changes in your functions, programs, and/or services over the past five years (this could go in the beginning of the section if it fits better).
* Do you anticipate deleting or changing any existing functions, programs, and/or services and/or implementing new areas? Briefly detail the anticipated or recommended changes.
1. Leadership and Staffing
* Organizational Structure
	+ Outline the organizational and reporting structure for staff and student employees. Include an organizational chart (individual names are not typically included in the organizational chart).
	+ How are decisions made within the leadership and the department as a whole? How are decisions communicated within your department? How effective are these decision-making and communication strategies within the department? If needed, what recommendations do you have for improvement in this area?
* Staff and Responsibilities
	+ Analyze your staff profile; include basic aggregate demographic information regarding employees in your department (see Department Staff Profile in Appendix D).
	+ Include the following information on staff positions by category (student employees can be included in one category):
		- Job Responsibilities (be brief; only two to three sentences by job category)
		- Qualifications (required education and experience)
	+ Assess the turnover rate of your staff. Briefly explain staff recruiting methods including any challenges or successes you have experienced in recruiting and keeping qualified staff.
* Training and Professional Development
	+ How are new employees trained and oriented to their role within the department and institution?
	+ What on-going training occurs for staff throughout the year?
	+ What professional development opportunities are made available and how is staff approved for participation (and possible travel)?
	+ Describe any interdepartmental training in which your department is involved.
	+ Analyze the strengths, challenges and areas that need improvement in the department’s training and development of staff.
* Staff Evaluation
	+ Highlight evaluation methods for both staff and student employees.
	+ Explain feedback opportunities/processes and timeline for changes or improvements.
	+ Highlight any department rewards/recognition programs.
* Assess your organizational structure and staffing pattern; describe how you see it changing in the next five years to most effectively meet student needs. Do you have any needs involving the staffing of your department?
1. Financial Resources and Budgets
* Analyze the trends in your budget sources over the past three years. Include a graph of the department’s budget totals over the past three years (see Sample Budget Formats in Appendix E). Show base and other funding sources such as E&G, student fees, support from other departments/Student Affairs, outside grants/sponsors, and revenue.
* List the allocation at the beginning of the year and actual expenses of your major budget indexes by category (e.g., salary, hourly, benefits, current expense, travel) for the past three years (see Appendix E). Analyze the way your department expends its resources and comment on any trends you see. For example, what are the major expenditures? Are there items or activities that do not have enough funding or that fall short every year?
* Calculate the per student (or per student contact) cost for the most recent budget year that has been completed (see Appendix E). Divide total budget expenditures (do not include one-time equipment or remodel funds) by the total number of individual students served or the total number of student contacts.
* Briefly explain how you determine priorities for future requests within the informed budget process. How is staff informed about and involved in the budget process? How do you distribute funds within your department?
* Describe any major budgetary changes/trends within your department over the past three years. What strengths and limitations do you see in your budget resources? Do you anticipate or propose any changes over the next five years? Explain.
1. Facilities, Equipment, and Technology
* How effective is your current space and distribution of employees within that space in helping you to achieve your department’s mission and goals? Are there any challenges you are facing now or in the future in regard to physical space?
* Assess how adequate the equipment is in your department and how often it is updated.
* How do you incorporate technology within your department (e.g., shared drives/Share Point, databases, email, calendars, scheduling, training)?
* Describe how you maintain the department’s website and other online presence. How much are these resources used by students (and, if applicable, faculty, staff and/or the community)? Assess how effective, up-to-date and student-friendly these media are for students. What future directions do you see in expanding online information? What online processes can be developed or enhanced for students (e.g., online applications, calendars, appointments, etc.)?
* Describe the adequacy of technology support and skills for your department.
* What are your projected needs regarding facilities, equipment, and technology?
1. Ethical and Legal Responsibilities
* Detail regulations that your department must abide by related to department personnel, data, procedures, facilities and services.
* Assess how well your department and staff are aware of and comply with these regulations.
1. Assessment and Evaluation

Describe the kind of data you collect and the assessments you have conducted over the past three years. Briefly detail the type of assessment, the findings, and use of results for planning and improvement -- this can be succinctly summarized in a table format (see Appendix F). At the end, include a reflection on your department’s assessment process and future plans.

Include the following information (See Appendix F):

* Assessment title/subject and year (s)
* Nature (type) of assessment (see definitions in Appendix F )
	+ Quantitative (Benchmark/Dashboard)
	+ Student Learning Outcomes
	+ Program/Service Outcome
	+ Needs
	+ Satisfaction
	+ Targeted Student Information
* Findings
	+ What were the results of the assessment? What did the department learn?
* Use of Results
* How have you used the information in your findings to change or improve programs/services? Be specific.

Analyze the department’s assessment process and outcomes.

* Reflect on the department’s history and experience with assessments. How do you develop your assessment plan? How is the staff involved in developing the assessment plan? How do you want to improve your assessment process?
* What types of assessment do you want to continue and what types of assessment or information are missing that you want to address in the future? How have you defined and assessed student learning outcomes? If you haven’t, how might student learning outcomes be measured as a result of your services or programs?
* How do you disseminate the results to staff and other departments? What is your process for using the results with your staff?
1. Executive Self-Study Summary
* What are the major changes within your department over the past five years? (Note: if you addressed recent changes in Section 1 under history, or in Section 2 under Programs/Services, then do not repeat here; instead introduce this section with broad observations about the department’s directions.)
* Briefly highlight the major accomplishments and strengths of your department discovered through this reflection process. How do you intend to maintain and/or improve upon these strengths?
* Highlight the challenges and areas of improvement identified through this review process. What resources do you need in order to make these improvements?
* Articulate the goals and/or recommendations developed as a result of the self-study.
* What are the key issues or concerns you would like your site review team to address?

*Self-study Report Format*

The self-study report should contain a cover sheet, a table of contents, and, if needed, an appendix. The report should be paginated including a footer that includes a report title and the page numbers. Fonts and heading formats may vary by department but should be consistent within the report. The cover sheet may contain a note such as the following: “This report describes policies, procedures and practices as of the date completed. Department and institutional information in this report is subject to change.” Departments may include an introduction or preface explaining the purpose of program review and describing how the department involved staff in writing and/or discussing the self-study.

*Submission of Self-study Report*

The program review coordinator will email the final self-study report to the site review team, the AVP, and the VP three weeks prior to the site visit. The self-study will also be uploaded to the VP of Student Affairs website.

**Phase II: Site Review**

*Site Review Team*

By the second month of starting program review, the director must submit a list of potential names for the reviewers of the site review team along with reasons for their selection to the program review coordinator and AVP. The AVP and VP will discuss the options and make recommendations for the final selection. The site review team typically consists of one internal (SLCC ) administrator or faculty member and two external reviewers (see below). The site review team will use the program review standards to evaluate components of the self-study (see Appendix G). The site review team’s goals and guidelines are listed below.

 Goals of the Site Review Team

* To provide an objective evaluation of programs and services offered and their alignment with the departmental, division, and institutional mission.
* To identify areas of excellence in department programs and services.
* To provide recommendations for areas of potential improvement and for future directions of the department.

Reviewers

The internal, SLCC reviewer for the department’s site review team should have existing knowledge of the department and/or some background in your area. Potential members include administrators, faculty or staff members with whom you department collaborates.

The external reviewers should be seasoned professionals in your area and not affiliated with SLCC. These individuals should be well-versed in your field and, ideally, should be familiar with the demands of a large, public community college environment with multiple sites. You are encouraged to select one reviewer from outside the state and one reviewer from within the USHE system. To contain travel costs, the out-of-state reviewer should come from a state within our region. Some professional associations have consulting resources that can be useful in identifying potential reviewers.

 The director will prepare a list of possible internal and external reviewers (typically three suggestions for each category) with brief background information on each. Explain any relationship the department or staff has with the candidates and indicate your recommendations. The suggestions will be reviewed with the program review coordinator and AVP who will discuss the recommendations with the VP.

 Once the VP has approved the final list, the program review coordinator will be responsible for formally contacting the selected reviewers to confirm their participation. The coordinator will work with the VP’s office to schedule the reviewers’ visit and arrange for travel and lodging. A week or two before the site visit, the coordinator will conduct a conference call with the reviewers, the director and the AVP to prepare the team for the visit, to discuss the schedule, and to answer any preliminary questions about the self-study.

*Site Visit Schedule*

Four weeks before the site visit, the director will work with the program review coordinator and the AVP to develop a list of SLCC (and possibly community or other outside) people to be interviewed during the site visit. These will include department staff as well as administrators, staff, and faculty with whom the department interacts. Students will also be invited to participate in individual or group interviews. The list of stakeholders to be interviewed will be shared with the VP for approval.

The program review coordinator will develop a draft schedule with the director and will contact the stakeholders to schedule and confirm their interview times (see Appendix H). The coordinator, with input from the director and AVP, will email a few preliminary questions and topics to those being interviewed so they can prepare for their interviews. Because of the limited time, the reviewers are typically assigned to different interviews based on their backgrounds. The coordinator will arrange for rooms and will work with the VP of Student Affairs office to order lunches and snacks.

The site visit will be approximately two days. The reviewers are expected to have thoroughly read the self-study before the site visit. The program review coordinator will facilitate a conference call for the reviewers with the director and AVP to discuss the site visit schedule and any questions from the self-study.

On the first day, the review team will typically be welcomed the VP, AVP, director and program review coordinator in an overview meeting where the purpose of program review will be outlined by the VP. The next part of the visit will consist of interviews with the director, the AVP, members of the self-study team and possibly other department staff. The reviewers will then meet with administrators, faculty, staff and students and possibly community members, if applicable.

The reviewers will have time during lunches and at the end of the second day to discuss their observations and findings among themselves and to prepare preliminary recommendations. The team will present its preliminary recommendations to the director, AVP and VP at the conclusion of the site visit.

*Site Visit Report*

The site review team will provide a written report of findings and recommendations within three weeks of the site visit. The lead reviewer is responsible for preparing the report with input from the other two reviewers. The first draft will be submitted to the director and AVP for possible corrections to factual errors and/or for clarifications. This feedback should be reviewed by the three reviewers and responded to by the lead. The final report will be submitted to the program review coordinator for distribution to the director, AVP, and VP.

The site visit report should consist of observations from the department’s self-study and the site visit along with specific recommendations. The reviewers are guided to assess the department in terms of the Program Review Standards in Appendix F and to comment on themes they discovered in their site visit.

**Phase III: Department Action Plan**

Within three weeks after the site visit report has been received, the director, AVP, VP and program review coordinator will meet to discuss the recommendations from both the self-study and the reviewers’ report. The director is expected to come to that meeting with ideas for how the department will move forward with priorities that emerged from both of the reports. The director and the staff will then work on a written action plan of short-term and long-term goals in response to the priorities agreed upon with the AVP and VP. (See Plan of Action format in Appendix I.) The action plan should include strategies for reaching those goals. The goals will be incorporated into the department’s strategic plan to be addressed in the years to come. Progress on action plans will be reported on in the department’s yearly assessment report. The action plan will also be used for the subsequent program review in five years.

The meeting should also address how to share the results of the program review with other stakeholders on campus (and possibly off campus) and how to involve others in further discussions regarding the plan of action.

*Sharing Results and Process within Student Affairs*

The director will be invited to present the department’s program review and the action plan at a VP of Student Affairs extended staff meeting. The director will also have an opportunity provide feedback on the self-study process, the site visit and the logistics of program review so that the program review coordinator can make improvements.

*Follow-up*

A follow-up meeting will be scheduled by the program review coordinator and the AVP approximately six months after completion of the program review to discuss progress toward the action plan and any changes that have occurred as a result of the program review. Progress on the action plan will be reported in the department’s yearly assessment report.

**Appendix A**

|  |  |  |
| --- | --- | --- |
|  | **Student Affairs Program Review**  |  |
|  | **Five Year Cycle** |  |
|  |  |  |
| **Assistant VP/Dean** | **Tentative Five Year Cycle** | **Director** |
|   | **2011-2012** |   |
| *Eric Weber* | Testing Center | Diana Harvey |
| *Nancy Singer* | Disability Resources Center | Rod Romboy |
| *Marlin Clark* | Student Life and Leadership | Curt Larsen |
| *Marlin Clark* | International Student Services | Nancy Fillat |
|  | **2012-2013** |   |
| *Eric Weber* | Enrollment Services (Part 1) | MaryEtta Chase |
| *Nancy Singer* | Academic Advising | Sonia Parker |
| *Marlin Clark* | Thayne Center | Gail Jessen |
|  | **2013-2014** |   |
| *Nancy Singer* | School Relations | Jill Kemerer |
| *Eric Weber* | Veterans Services | Darlene Head |
| *Eric Weber* | Student Site Coordination Services - North & South | Carol Sandoval & |
|  |   | Shannon McWilliams |
|  | **2014-2015** |   |
|  |  |  |
| *Eric Weber* | Enrollment Services (Part 2) | MaryEtta Chase |
| *Eric Weber* | Financial Aid – NASFA Review(Part 1) | Cristi Millard |
| *Curt Larsen* | Career Services and Student Employment | Jack Hesleph |
| *Marlin Clark* | Health and Wellness Services | Lorri Castro-Zenoni |
|  | **2015-2016** |   |
| *Eric Weber* | Financial Aid (Part 2) | Cristi Millard |
| *Curt Larsen* | First Year Experience | Richard Diaz |
| *Curt Larsen* | TRiO Programs (SSS and ETS) | Gregory Roberts |
| *Marlin Clark* | Office of Diversity & Multicultural Affairs | Shellie Joe Enscoe |
|  | **2016-2017** |   |
| *Marlin Clark* | Childcare and Family Services | Holly Garcia |
|  |  |  |
| Suggested Completion | 1st Dept: June – early November |  |
|  | 2nd Dept: July – early December or mid-January |  |
|  | 3rd Dept: September – February |  |
|  | 4th Dept: October – March/April |  |
|  |  |  |
| 10.16.15 updated |  |  |

**Appendix B**: **Program Review Timeline and Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Director meets with Program Review Coordinator – develop timeline and site visit dates | Director and PR Coordinator | Month 1 |  |
| Program review overview “kick off” meeting with department staff, AVP, and PR Coordinator | Staff, Director, AVPPR Coordinator | Month 1 |  |
| Self-study writers defined and components delegated | Director | End of Month 1 |  |
| Submit timeline for each section to be drafted to PR Coordinator & AVP | Director | End of Month 1 |  |
| Recommendations for reviewers (and at least 1 alternate each) for Site Visit Team written up and presented to AVP and PR Coordinator | Director | Early month 2 |  |
| Selection of reviewers for Site Visit approved by VP | AVP and VP | End of Month 2 |  |
| Reviewers contacted by directorReviewers sent confirmation letters by PR Coordinator Logistics and travel arranged by VPSS | DirectorPR CoordinatorVPSS Admin | Early Month 3  |  |
| Work on self-study; submit rough draft of each section as it is completed to PR CoordinatorPR Coordinator returns draft with edits and comments within 1 week | Director and staffPR Coordinator | Month 2, 3, 4, 5On-going |  |
| Submit revised draft of completed section to AVPAVP returns draft with feedback within 1 week | Director and AVP | Month 2, 3, 4,5 On-going |  |
| Identify SLCC (and community, if applicable) stakeholders for interviewsSchedule interviews and rooms for site visit | Director and staffPR Coordinator | Month 4 1 mo before visit |  |
| Draft possible questions for interviewsSend questions to interviewees in reminder email | Director, AVP, PR Coordinator | 3 wks before visit1 wk before visit |  |
| Put revised sections together and submit “final” draft of complete self-study to AVP and PR CoordinatorAVP & PR Coordinator provide feedback within 1 week | Director AVP & PR Coordinator | 2 wks before report to be sent |  |
| Send final self-study report to Site Review Team | PR Coordinator | 3 wks before site visit |  |
| Schedule and hold conference call with team, director and AVP  | PR Coordinator | 2 wks before site visit |  |
| Site Review Visit  | All | End of month 6 |  |
| Lead reviewer works with team to write Site Visit Report Director w/ input from AVP requests clarifications if needed | Lead reviewerDirector, AVP | End of month 73 wks after visit |  |
| Director meets with VP, AVP and PR Coordinator to discuss recommendations in Site Visit Report and outline priorities for action plan | Director | Month 81-2 wks after site visit report received |  |
| Department action plan drafted with short and long-term goals and implementation strategies | Director w/ staff | End of month 8 |  |
| Plan of action presented to AVP, VP and PR Coordinator | Director | Month 9 |  |
| Present Program Review Process and Plan of Action to Extended Staff | Director | Month 9 |  |

This is a sample timeline; director will define dates appropriate for the department’s timeline.

**Appendix C: Self-study Deadline Form (by Section)**

|  |  |  |  |
| --- | --- | --- | --- |
| **SELF-STUDY SECTION** | **Writing****DEADLINE** | **Draft to PR Coordinator** | **Revised Draft to AVP** |
| Section 1: Mission, Goals & History |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator (3-4 day turnaround) |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Section 2: Functions, Programs and Services |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Section 3: Leadership and Staffing |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Section 4: Financial Resources and Budgets |  |  |  |
| Writing  |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Section 5: Facilities, Equipment, Technology |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions& send revised draft to AVP |  |  |  |
| Section 6: Ethical and Legal Responsibilities |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & & send revised draft to AVP |  |  |  |
| Section 7: Assessment and Evaluation |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Section 8: Summary of Self Study |  |  |  |
| Writing |  |  |  |
| Send draft to PR coordinator |  |  |  |
| Make revisions & send revised draft to AVP |  |  |  |
| Appendices, Table of Contents, Cover Page  |  |  |  |
| **Subm**it “final” draft to PR Coordinator, AVP |  |  |  |
| Work with Administrative AssistantFinal Report Completed and Formatted |  |  |  |
| Send report to Site Reviewers (PR coordinator 3 wks before site visit) |  |  |  |
| Site Visit Week |  |  |  |

**Appendix D: Staff Profile Format**

|  |
| --- |
| **Staff Profile** |
|  |
|  | **Director** | **Professional** | **Specialists****Clerks****Secretaries** | **Students** | **Other** |
|  |
| **Total** |  |  |  |  |  |
|  |
| **Gender** |
|  Female |  |  |  |  |  |
|  Male |  |  |  |  |  |
| **Ethnicity** |
|  African Amer/ Black |  |  |  |  |  |
| American Indian |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Caucasian |  |  |  |  |  |
| Hispanic/Latino/a |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |
| Other |  |  |  |  |  |
| **Years in Field** |
|  None |  |  |  |  |  |
|  < 5 |  |  |  |  |  |
|  5-10 |  |  |  |  |  |
|  11-15 |  |  |  |  |  |
|  16-20 |  |  |  |  |  |
|  >20 |  |  |  |  |  |
| **Status** |
|  Full-time |  |  |  |  |  |
|  Part-time |  |  |  |  |  |
|  |  |  |  |  |  |

Adapted from Northwest Commission on Colleges and Universities. (2008). *Forms.* Retrieved Sept. 19, 2010 from

http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Forms/Forms.htm

**Appendix E: Sample Budget Formats and Per Student Cost**

**Sample Graph of Budget Allocation Totals Comparing Five-Year Trends**



214540 Revenue 992550 Servicing 632203 Ed and General

**Sample Three-Year Budget Total Allocation Per Index**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Index/Title** | **Source****E&G, Student Fees, Grant, Revenue, etc.**  | **Year****Beginning total\*** | **Year****Beginning total\*** | **Year****Beginning total\*** |
| **XXXXXX** | **E& G** |  |  |  |
| **YYYYYY** | **Servicing** |  |  |  |
| **ZZZZZZ** | **Fees** |  |  |  |
|  |  |  |  |  |
| **Total (all budgets)** |  |  |  |  |

\*Include one-time funds separately that were transferred from Student Affairs or institution.

**Sample Three-Year Budget Expenditures (all indexes) by Category**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year****Expenditures** | **Year****Expenditures** | **Year****Expenditures** |
| **Salaries** |  |  |  |
| **Hourly**  |  |  |  |
| **Benefits** |  |  |  |
| **Current Expense** |  |  |  |
| **Travel** |  |  |  |
| **etc** |  |  |  |
|  |  |  |  |
| **Totals** |  |  |  |

**Sample Per Student Cost Per Year per Headcount**

|  |  |
| --- | --- |
|  | 2010-11 |
| Total Budget Expenditures (all indexes) | $ 250,000\* |
| Student Headcount (incl prospective) | 475 |
| Per Student Cost | $ 526 |

\*Exclude major remodeling and/or equipment expenses

**Sample Per Student Cost Per Year per Student Contacts**

|  |  |
| --- | --- |
|  | **2010-11** |
| **Total Budget Expenditures (all indexes)** | **$ 250,000\*** |
| **Student Contacts (incl prospective)\*** | **2000** |
| **Per Student Cost** | **$ 225** |

 \*Define how the department defines “counts”

**Appendix F: Assessment History (Three Years) - Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Title | Year(s) | Type\* | Findings  | Use of Results |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\*Definition of Types:

Quantitative – how many students were served or participated in the service or program

Targeted Student Information – which type of students (i.e., by major, gender, ethnicity, age, zip code, number of credits, gpa, etc.) are participating in the service, program or activity? Who is not participating?

Needs Assessment – what do students indicate they need and/or want in a service, program or activity? For example: what topics do you want addressed in future workshops? Rank the most important qualities of an advising session. What hours do you prefer to use this service?

Satisfaction – how satisfied are students with the service, program or activity? For example, how helpful was this program? How interesting was the presenter? How satisfied were you with your experience?

Student Learning Outcome (direct or indirect) – what did student learn as result of participation in the service or program?

 This can be a direct measure (e.g., what are the three types of degrees offered by SLCC? What courses require an ePortfolio? )

 Or indirect measure (e.g., rate how much you learned about applying for financial aid, self-reflection)

Program/Service Outcome – what is the effect/impact of the program or service? For example, what is the effect (or impact) of the Academic Standards workshop on student completion of the semester and persistence to next semester.

**Appendix G: Review Standards**

1. Department Mission, Goals, and Outcomes

The department has a mission and overarching goals/outcomes statements which are consistent

with and which support the College’s and Student Affairs’ mission statements and priorities.

2. Programs and Services

The department provides a set of core programs/services which are central to and consistent with

the department’s mission and goals. These programs/services are responsive to the needs of the

department’s constituents are cost-effective and, when appropriate, are supported by other departments or agencies both within and outside the College.

3. Leadership and Staffing

The department has a sufficient number of well-qualified employees (professional, support, student) to effectively provide the core programs/services offered by the department. Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

4. Financial Resources and Budget

The department has a well-defined and participatory budget planning process. This process results

in sufficient resources to meet the department’s core programs/services, staffing, facility, equipment, and technology needs.

5. Facilities, Equipment and Technology

The department has safe, accessible, and current physical facilities, equipment, and technological

resources to support its core programs/services and personnel. The department’s website and other online resources are comprehensive, up-to-date and student friendly.

6. Ethical and Legal Responsibilities

The department is aware of and compliant with statutory and professional ethical and legal

standards which apply to the department’s core programs/services, personnel, facilities, equipment,

and technology.

7. Assessment and Evaluation

The department has implemented a variety of assessments using different measures and methods to assess its programs and services. The results are shared with appropriate constituents and used for decision-making and planning. The department has defined program/service and student learning outcomes which are assessed.

**Appendix H: Site Visit Sample Schedule**

Before Site Visit

2-3 weeks Receive and read self-study report, review department’s website

1 -2 weeks Participate in conference call with other reviewers, program review coordinator and director to review site visit schedule and define areas of focus and interview assignments

First Day

\_\_\_\_\_\_\_ Out-of-state reviewer picked up at airport day of visit or at hotel if arriving night before

8:30 Site team welcomed by VPSS (if available), director and AVP; overview of Program Review

9:30 Site team meets with program review coordinator, director and AVP to review schedule, logistics and questions/areas of focus for interviews

10:00 Site team meets with director and AVP for overview of self-study; may meet with department staff as a whole

11:30 or 12 Lunch

12:30-4:00 Interviews (TBD- composition, order, length and reviewer assignment will vary)

 Department staff Administrators

 Faculty SS Departments

 Community Students

4:00-4:30 Site team meets to discuss observations and plan for next day interviews

6:00 Dinner with out-of-state reviewer and others (TBD)

Second Day

8:30 – 12:00 Interviews (TBD – composition, order, length and reviewer assignment will vary)

 May include visit to another campus

12:00 Lunch

1:00 – 2:30 Interviews (TBD – see above)

2:30-3:30 Site team meets to discuss findings and identify preliminary recommendations

3:30 – 4:00 Site team presents findings and preliminary recommendations to director, AVP, VP, and program review coordinator

4:00-4:30 Exit meeting with AVP and VP

5:00 Leave for airport (or take to hotel, depending on travel arrangements)

After Visit

1 -2 weeks Lead reviewer coordinates compilation of findings, recommendations and edits site team report with input and notes from other reviewers

3rd week Lead reviewer finalizes site team report and submits to program review coordinator

4th week Director and AVP respond to report with any questions and suggestions for clarifications

5th week Lead reviewer gets input from other reviewers regarding suggested edits, makes changes if necessary, and submits final report

**Appendix I: Program Review Plan of Action (*sample format with hypothetical goals*)**

List short and long-term goals your department developed as a result of the self-study process and from the recommendations made by the site review team, the AVP, and the VP of Student Affairs. Progress toward these goals should be reported on within six months of Program Review and then every year as part of your annual assessment and highlights reports.

Department Name

Program Review Plan of Action – Date

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | ST-LT\* | Action | Timeline | Progress |
| *Develop a procedures manual* | *ST* | *-Staff will be assigned to draft procedures for each of their areas**-Procedures will be reviewed & revised by other staff & director**-Finalized procedures will be posted to the I Drive**-Create systematic review sessions and update procedure with staff* | *-October 2012**-December 2012**-January 2013**-on-going* |  |
| *Hire a part-time secretary* | *ST* | *-Realign budget plan**-Write & post job description; screen, interview & hire**-Create orientation and training schedule* | *-July 2012**-August 2012**-September 2012* |  |
| *Increase collaboration across institutions; include faculty and academic administrators when planning major programs/events*  | *LT* | *-Brainstorm strategies w/ staff**-Meet with key faculty and administrators for input and advice; explore interest in an advisory committee**-Create a directory of key stakeholders to involve when planning events; approach targeted departments for next year’s programming**-Evaluate collaboration efforts used in spring**-Create new collaborative plan for fall and spring programs, 2013-14* | *-August 2012**-October 2012**-December 2012**-April/May 2013**-Fall 13-Spring 14* |  |

\*ST: short-term (up to 6 months to complete) LT: long-term (one year or more to complete)