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Perspectives on Program Review

Annemieke Rice
Director, Campus Success

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THE ELEMENTS OF CAMPUS SUCCESS

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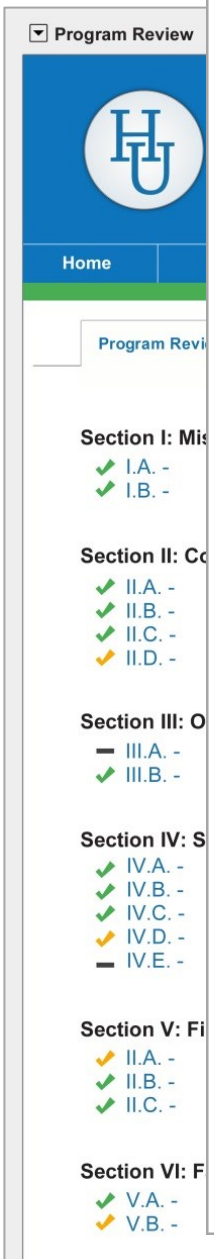
Compliance Assist



Narrative

List the number of students *(as of last day to add 16 week class)* enrolled by gender and ethnic origin.

	Walk In	Phone	IM	Appointment	Orientation Session	Workshop	Mock Interview	Job Fai
Fall 2009	123	80	210	201	560	42	61	101
Spring 2010	136	90	360	250	591	62	72	142
Fall 2010	111	93	300	307	542	149	89	103
Spring 2011	122	24	423	342	567	152	73	205

Student usage report (Page 4) data shows a significant increase in student usage of all career services. Based on an assessment of studen needs in 2008, an effort was made to increase the availability of career counselors to students during evening hours. Through collaboration with both Residence Life and Orientation, workshop offerings for first-year students were expanded, specifically tied to the learning outcome for that student population. The Career Fair was moved to a larger location to accommodate student demand, which is reflected in the 20% increase in attendance from 2008 to 2009. An assessment of student needs performed in 2011 (both survey and focus group) prompted the Center to adjust the topics of workshops offered, resulting in an adjustment of the types of students served. An assessment plan for 2012 has been drafted.

Review Team Comments

The Center may wish to further expand on their collaborations for the purpose of reaching more students through workshops. In addition, the Center should review options for improving their website, as students noted a lack of awareness of where to find appointment and workshop postings.

VP's Comments

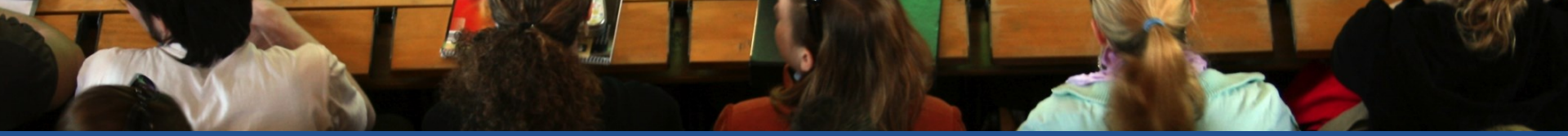
I am pleased with the past four years' usage numbers. The Career Center has worked diligently to increase usage within the existing resou available to them, and to make data-driven decisions about workshop offerings and locations. I am excited about the future plans for worksh expansion and connection to learning outcomes for our students.

Sources

- Career Services and Programs Listing (Website)
- Usage Report, 2007 – 2011
- Student Needs Survey Results, 2008
- First Year Student Learning Outcomes
- Career Services Workshop Listing
- 2011 Student Needs Survey & Focus Group Results
- Demographic breakdown of workshop attendance
- Plan for future assessment

Agenda

1. What is Program Review?
2. Case Study: Brunswick Community College
3. Case Study: Western Michigan University
4. Tips & Tricks
5. Questions and Discussion



Presenters

Anne Lundquist

Doctoral Associate

Division of Student Affairs

Western Michigan University

Kate Bates

Associate Director

Student Activities & Leadership

Western Michigan University

Pamela Federline

Institutional Effectiveness & Grants Coordinator

Brunswick Community College

What is program review?

My Definition of Program Review

Comprehensive and systematic process that involves the collection and analysis of in-depth information about a program or department.

- About being mission-driven
- Uses a set of standards/criteria
- Requires evidence to support claims
- Like accreditation in some ways

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Broad questions that Program Review answers:
(http://www.esp.msu.edu/APR.asp)

- What do we do?
- Why do we do it?
- How well do we do it? (and who thinks so?)
- What difference does it make whether we do it or not?
- Given where we are, how do we intend to change the way we do it?
- How will we evaluate our progress?

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THE PROCESS

Preparation	*1 – 2 months*
Author Self-study	*3-6 months*
Review & Rating	*2 months*
Action Plan Development	*2 months*
Follow-up	*1 year later*

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Scheduling time for

REFLECTION

is key to ensuring that your unit has a solid foundation.

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Program Review is a tool that allows you to be

STRATEGIC

about the direction of your organization.

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Self-study allows you to

CELEBRATE

your accomplishments and tell your story.

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Challenges

- Departmental resistance.
- Departments that are asked to do duplicate work whether that be documentation about learning outcomes or separate assessment plans.
- Streamlining the process, while still allowing for uniqueness of each program or department.
- Keeping the standards clear, concise, and at a manageable number.

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Western Michigan University

Context at WMU

Program Review is one component of the Strategic Planning and Assessment initiatives in Student Affairs.

WMU Program Review Purpose

Program Review is a collaborative process that allows the department to focus not only on the stated mission and goals, but also on how well we are accomplishing those goals by measuring efficiency, effectiveness, satisfaction, resource allocation, learning outcomes and other items.

- Program review:
  - assists us with continuous improvement of our programs and services,
  - demonstrates our department's effectiveness,
  - holds us accountable to our students and the university,
  - helps us better understand the satisfaction and learning outcomes of our students.

WMU Program Review

- Integrated with Strategic Plan: 5 – 7 year cycle for non-accredited departments
- Budget approximately $5000 for each review as part of strategic planning resources
- Use CAS Standards
- The resulting self-study forms the action plan for change and improvement.

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WMU Steps

- Reviewed other campus models*
- Determined our model/approach and got buy-in from VP and department directors
- Piloted with one department (residence life)
- Developed some common documents: training, timelines, external reviewer expectations and materials
- Purchased Program Review module

*The Ohio State University, Texas A&M, UCLA, Minnesota State University Mankato, Virginia Tech and UNCG.

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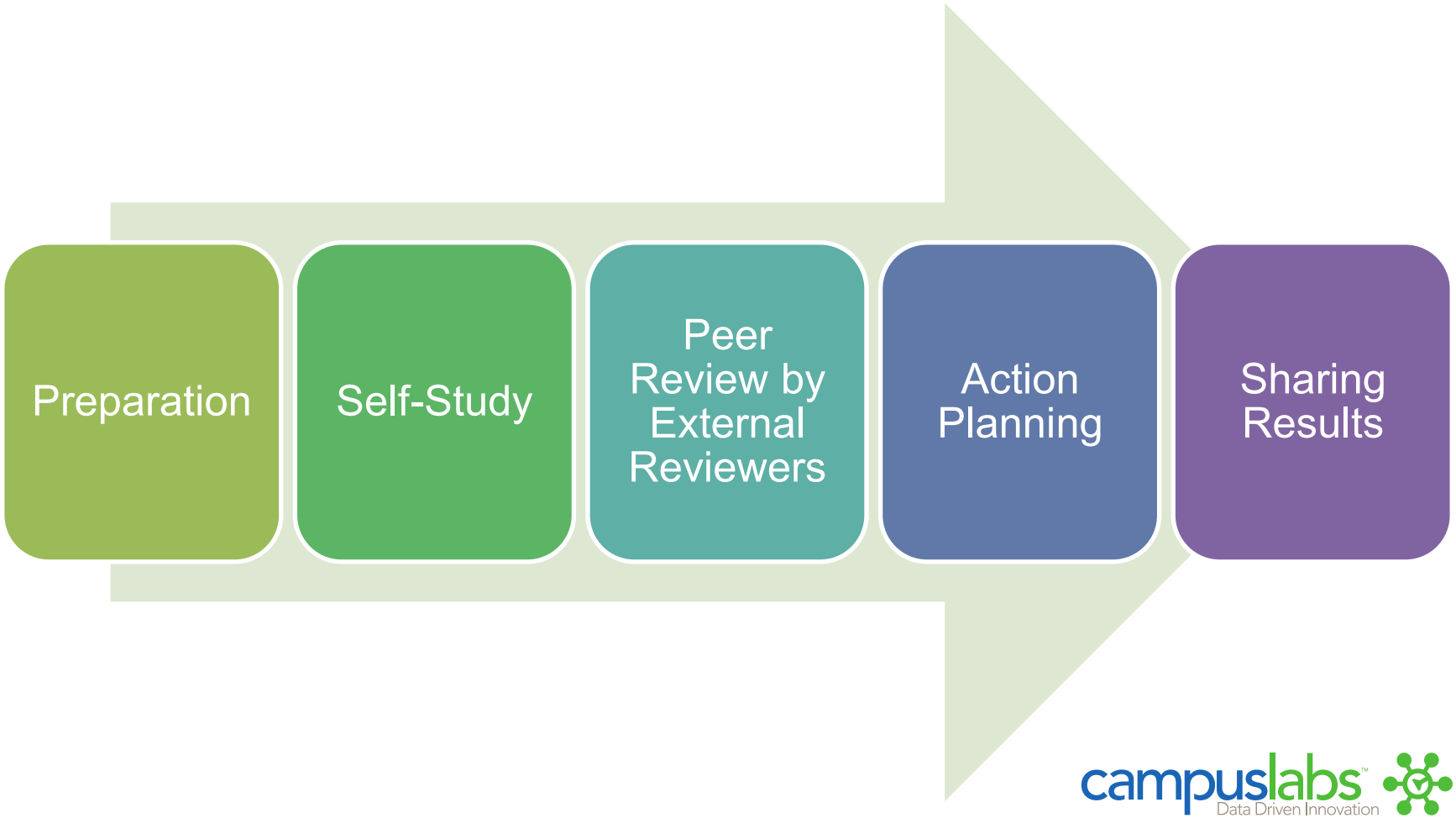
WMU Process



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Timeline

Date	Item	Responsibility
Spring/ Summer 2012	Clarify role and purpose of Program Review	SA Assessment and SALP Director
	Implement CampusLabs Program Review Module	SA Assessment and SALP Associate Director
Fall 2012	Select Self-Study Team	SALP Director and Associate Director
	Set up standards and reporting in Compliance Assist	SALP Associate Director
	Engage Self-Study Team in Self-Study Process	SALP Director and Associate Director
Spring 2013	Ratings of standards; focus groups	SALP Director, Associate Director and Self-Study Team
	Finalize Self-Study Report	SALP Associate Director
	Select External Review Team	SALP Director, Associate Director, SA Assessment (final decision, Associate VP and VP)
Summer 2013	Finalize schedule and details for External Reviewers	SALP Associate Director and SA Assessment
	External Review Visit	SALP
Fall 2013	External Reviewers submit final report	SA Assessment
	Engage in Action Planing	SALP
	Provide recommendations regarding the self-study and external review process	SALP to SA Assessment
	Share results	SALP and SA Assessment

External Reviewers

- Selection: coordinated by divisional staff in consultation with department.
- Invitation comes from VP
- Phone call to find out interest, followed by more formal letter and arrangements
- Schedule mutually developed
- 2 – 3 member team with a leader
- Report expectations outlined in advance
- Share information via Program Review module

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Elements of the Reviewers Report

A. Department mission and key goals: Briefly discuss insights and observations regarding the department's success in achieving its mission and strategic goals. Comment on the department's contribution to the broader Student Affairs organizational mission and strategic vision.

B. Strengths: Identify aspects of the department that advance its capacity for excellence.

C. Limitations: Identify aspects of the department that hinder its capacity for excellence.

D. Measuring performance results: Address how successful the department is in determining intended student learning and development outcomes, and/or specific operational outcomes, user satisfaction, financial performance, and other noteworthy performance results related to organizational effectiveness. Discuss the relevance of key performance measures the department uses to track results.

E. Organizational challenges: Discuss the key program/service, operational, resource, and campus environment challenges facing the department.

F. Opportunities for improvement: Provide recommendations for improving upon current strengths, addressing organizational limitations, and increasing the department's effectiveness and efficiency.

G. Additional insights: This section can be used to address any remaining questions or concerns raised in the self-study report or site visit that have not been discussed in other sections of the report.

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Program Review Outcomes

- The self-study team produces a written report using the provided template.
- That draft is reviewed and revised by the director and, subsequently, by the doctoral associate and VPSA.
- Once the external peer review team's report is received, the self-study team and the director work to develop a final report and set of recommendations for action and change.
- These items are incorporated into the Student Affairs Strategic Plan as well as the Departmental and Division Assessment Plans. Results are shared with the division and others as appropriate.
- The director and self-study team also complete an evaluation of the process and procedures for program review.

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Student Activities and Leadership Programs Program Review

First Steps

- Which CAS standards?
- Who will make up the team?
- What process is going to work best for your area?

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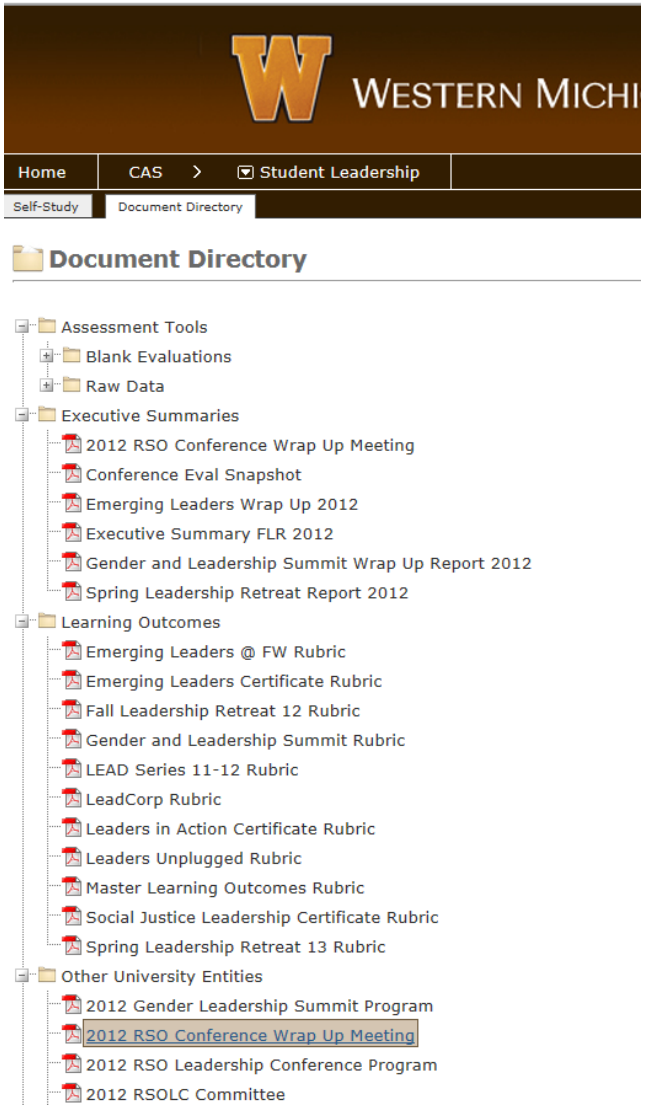
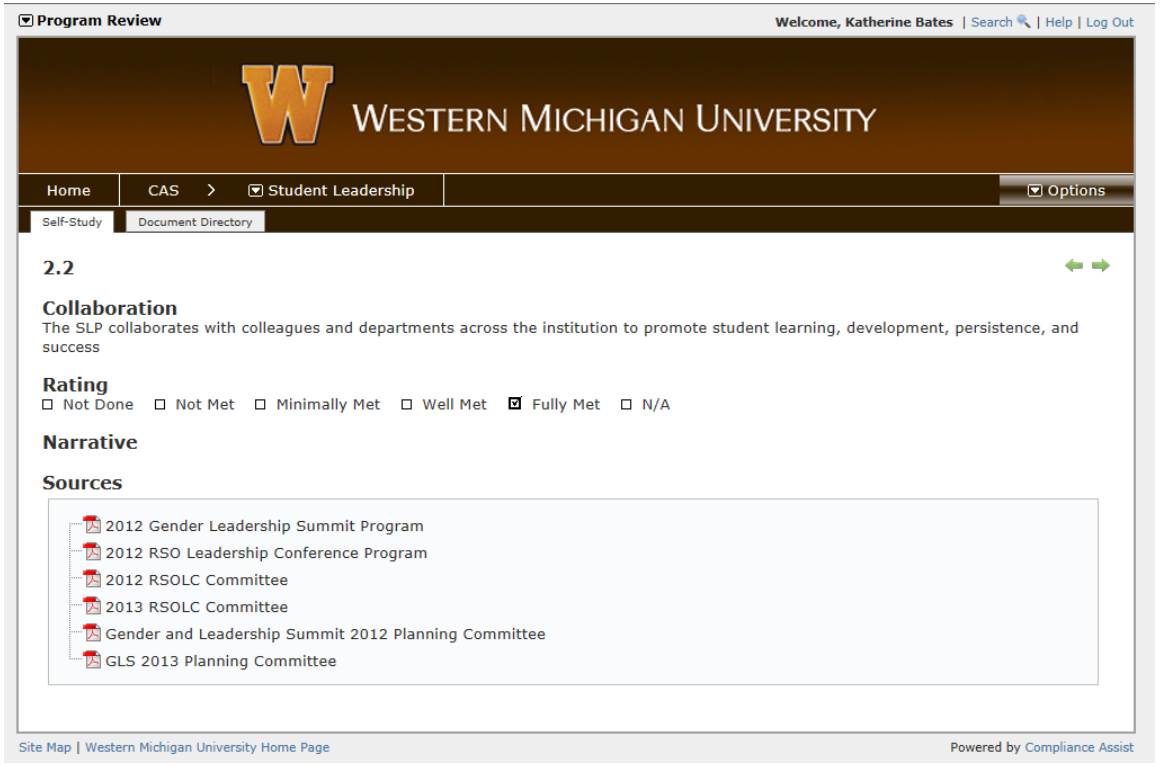
Document, Document, Document





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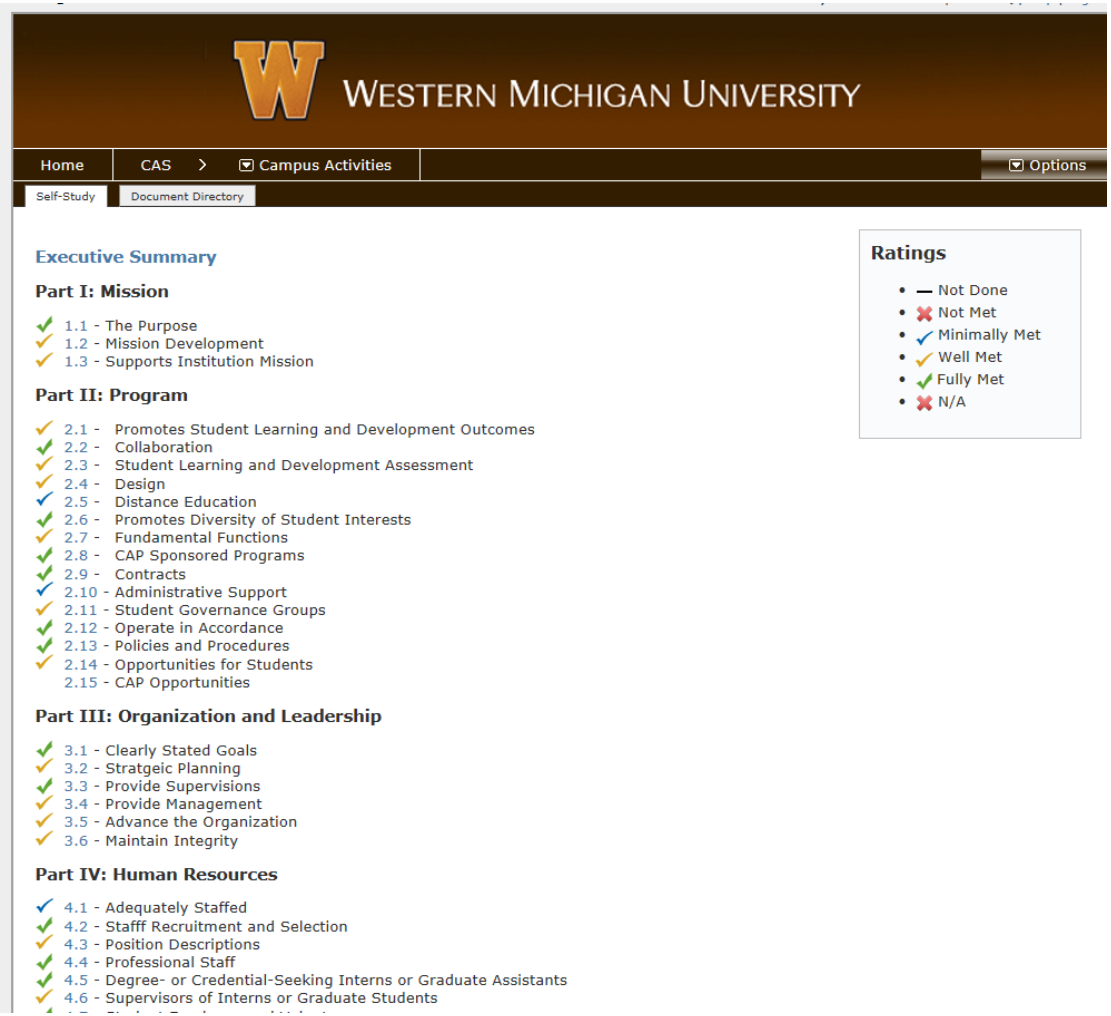
Ratings, Discussion, Discussion

- Time to dig in and be real
- Individual ratings
- Group Discussion
- Focus Groups
- Final Ratings



Next steps…

- Narrative Writing
- Reviewers
- New initiatives

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WMU Lessons Learned

- Upfront discussion about purpose is essential
- Give people enough time to conduct the review
- Need training on use of CAS standards as well as the technical aspects of Program Review module
- Provide opportunity to share results beyond the department

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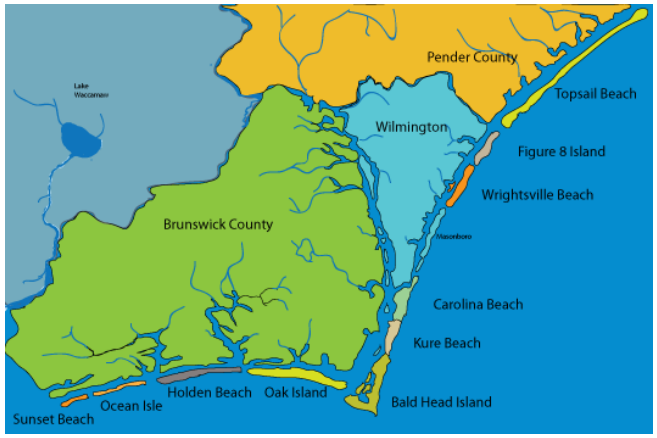
Brunswick Community College



Southeastern most county in North Carolina and youngest community college

BRUNSWICK COMMUNITY COLLEGE

Enrollment and Program Growth

College chartered

1979	1980-81	1990-91	2000-01	2010-11	2011-12
	6 programs 92 students	15 programs 1,117 students	35 programs 1,273 students	46 programs 2,011 students	46 programs 2,147 students

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Brunswick Community College

- BCC is transitioning from a ‘paper’ to ‘online’ program review for curriculum programs through use of Compliance Assist Program Review.

- The module is in final stages of development to be piloted in the next few weeks with two programs whose reviews are nearly complete.

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Program Review Design Process

- Other two-year campus program reviews were reviewed for standards of interest in preparation for inclusion in our decennial SACS review in 2007-08.
- The ‘base’ review was modified from a sister school - Central Piedmont CC - to meet our smaller campus needs.
- The review was (and continues to be) vetted by curriculum leadership.
- Modified most recently in Spring 2012 and tweaked for operationalization online.

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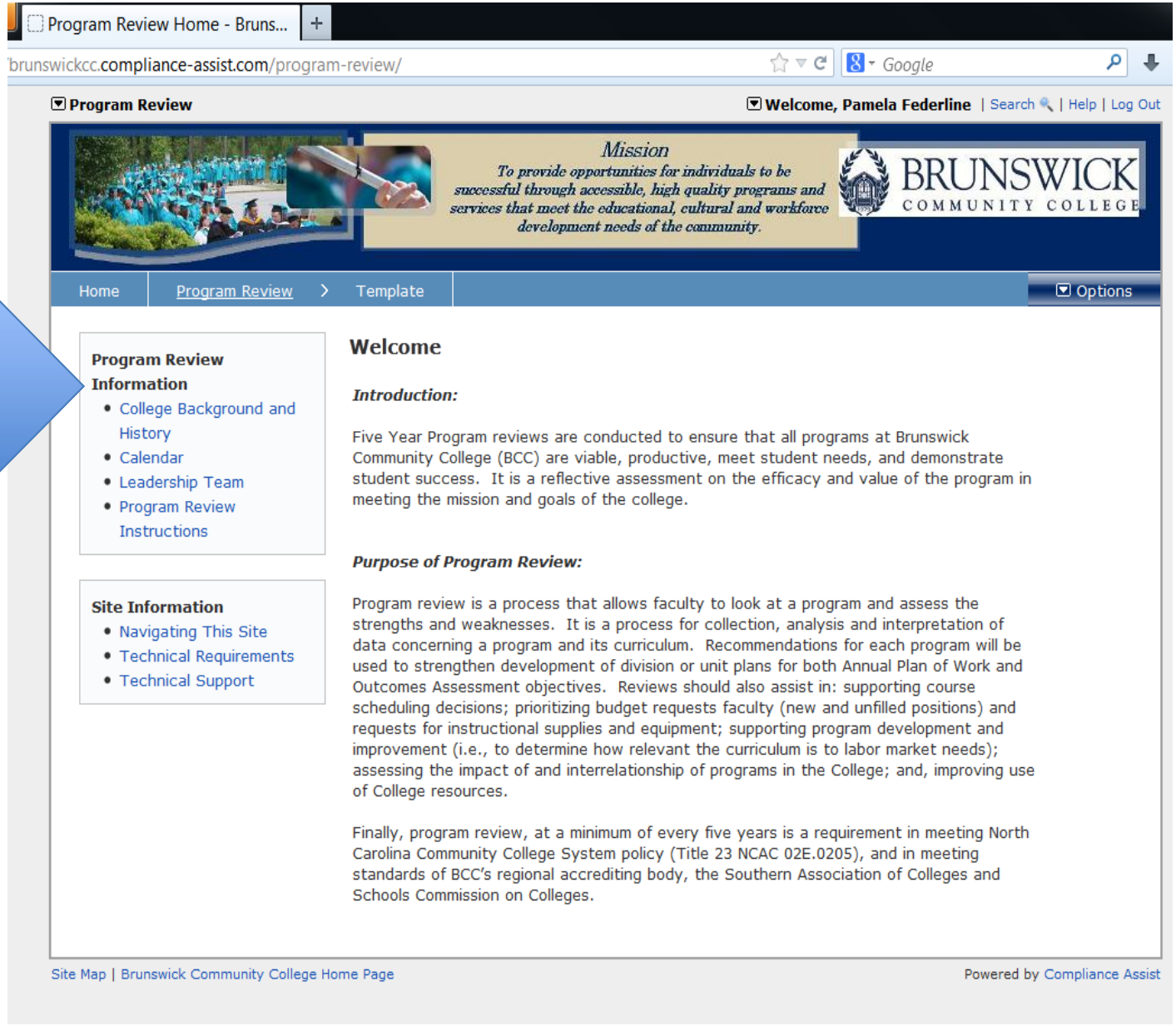
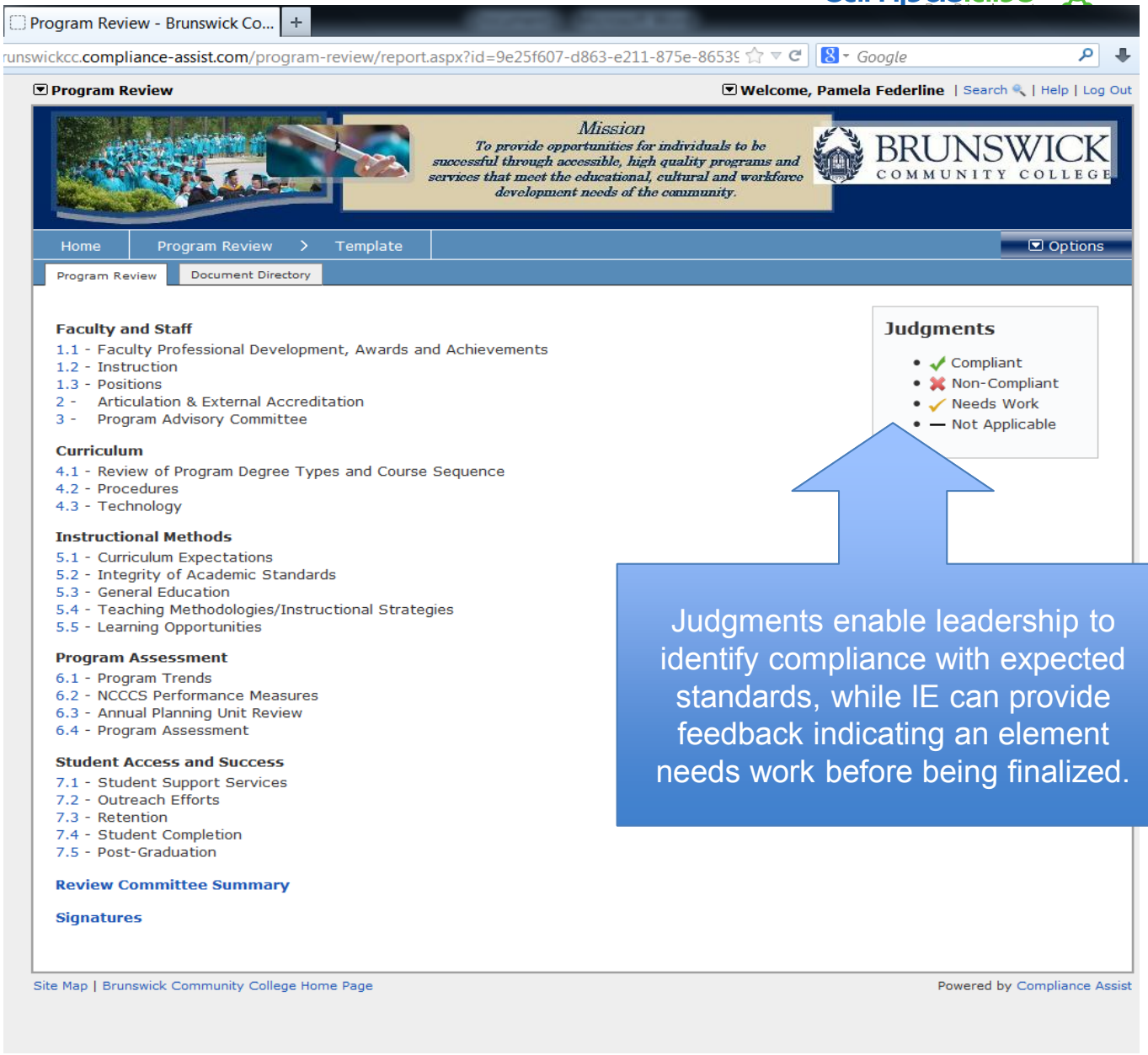
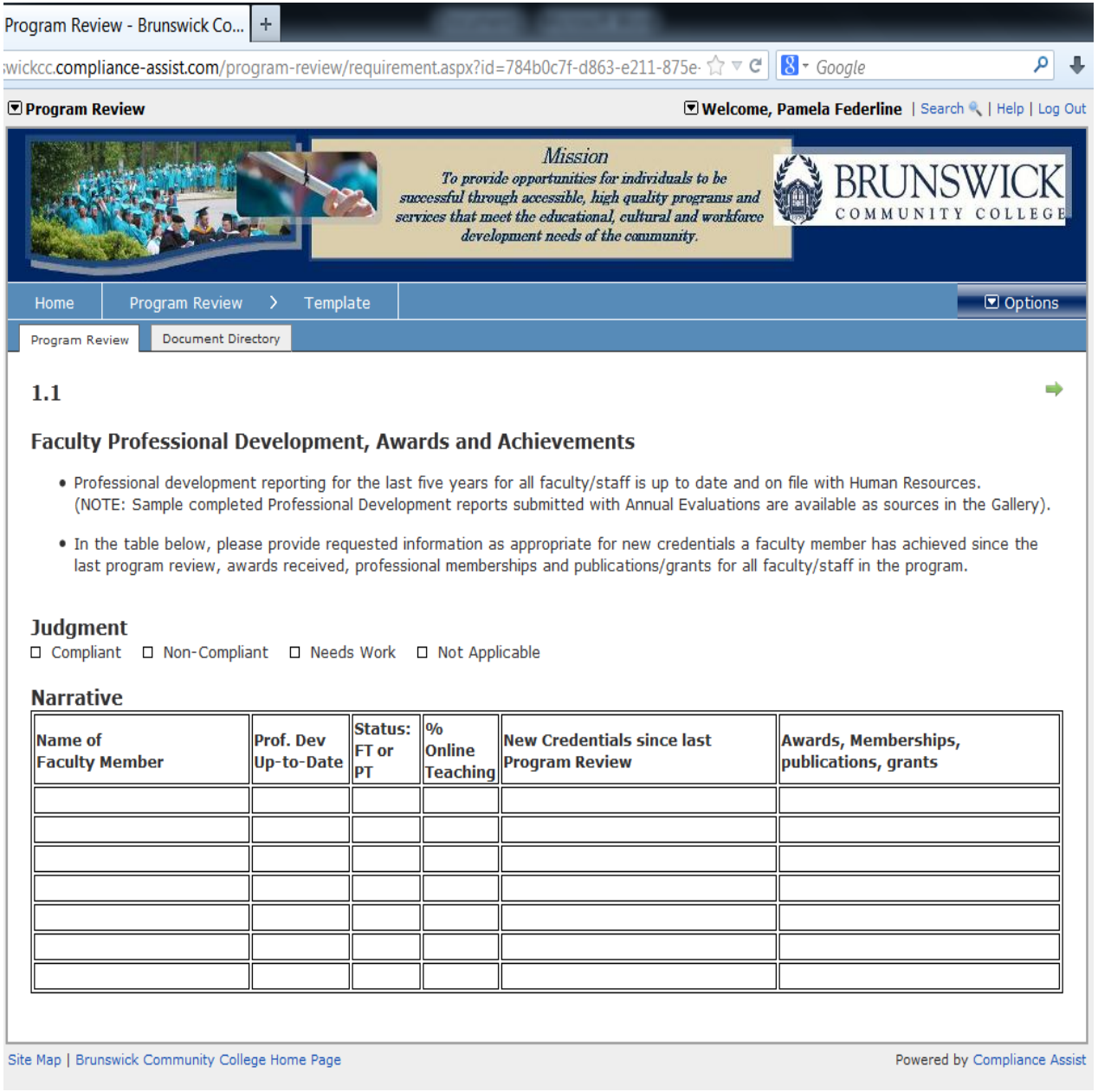
Format allows IE to provide consistent and transparent information



Designed similarly to our familiar paper process, standards can be linked to documenting evidence from the **Planning module** (such as the **Annual Planning Unit Review**), while providing evidence to support Fifth Year and decennial accreditation requirements in the **Compliance module.**





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Online review allows **concise synthesis** of more detailed information, while **samples** of completed standards offer **guidance** at your fingertips.

Once information is completed, evidence and or samples can be attached to each standard as supporting information. Using this standard, samples might include a published article or copy of a recent award. **This builds a College's successful accreditation response over time.**

Challenges at a small campus

- Lead faculty of small programs have major time constraints for process oriented college requirements such as program reviews, which is a challenge for buy-in and success.
- Nine-month faculty don't have the benefit of using summer months, and budget constrains us from providing extra hours for program review development and/or completion.
- Program Advisories may be small, not as involved, or offer suggestions for programs that are not feasible.
- A one-person Institutional Effectiveness Office managing planning, research and grants.

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Successes

- Curriculum leadership has been involved in development of Program Review at every step, so they are invested and support the process with their Program leadership.
- An Annual Planning Unit Review establishes an annual S.W.O.T. analysis that will support both Program Reviews and Budget Planning over time.
- The new online Planning module has been very well received and the Program Review module is getting good feedback during the design phase.

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Ideas for the Future

- Identification or development of a rubric to assess the quality of the Program Review for feedback to program leadership.

- Encourage program directors to engage with Program Review module annually to look at trends and document throughout ‘in-between’ review cycles.

- Build consensus for review of non-curriculum areas of the College.

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TIPS & TRICKS

Advice from the presenters

- Keep everything in one place so you don't have to spend your time hunting for data
- Create annual processes that lead up to your review so you are reflecting, not assessing
- Programs with an existing accreditation or authorizing body (e.g., Boards of Nursing) can use approval as meeting standards for most of the Program Review to prevent duplication of effort, with fewer local supplemental questions needed.
- Keep an open ear at meetings for successes or Program Review standard(s) being met and document it.

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QUESTIONS?

Annemieke Rice

Director, Campus Success

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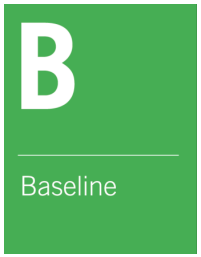
How Campus Labs Can Help

- Create a shared Program Review template and collect electronic submissions
- Attach evidence to support self-study



- Gather data via rubric, survey, and national benchmarking studies
- View example assessments from other campuses

- Evaluate course and faculty effectiveness

Other Webinars

- Building an Institutional Culture of Assessment
  - May 15, 1 – 2 pm EST
- Basic Statistics & Quantitative Analysis II
  - May 16, 1 – 2 pm EST
- Qualitative Data Analysis
  - May 20, 1 – 2 pm EST
- Writing Assessment Reports
  - May 24, 1 – 2 pm EST

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