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About this Webinar

1. We will send the PowerPoint and an evaluation via email afterwards using the email address you just registered with.
2. The lines will be muted for the presentation to eliminate ambient noise.
3. Please feel free to chat in questions throughout the presentation.
4. We will stop for questions throughout the session. When we do so, please raise your hand or chat in your question.



Perspectives on Program Review

Annemieke Rice
Director, Campus Success



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THE ELEMENTS OF CAMPUS SUCCESS

Ca

Compliance Assist

B

Baseline

Be

Beacon

C

CollegiateLink

Ce

Course Evaluations

Program Review



Home

Program Review

Section I: Mission

- ✓ I.A. -
- ✓ I.B. -

Section II: Core

- ✓ II.A. -
- ✓ II.B. -
- ✓ II.C. -
- ✓ II.D. -

Section III: Outcomes

- III.A. -
- ✓ III.B. -

Section IV: Student

- ✓ IV.A. -
- ✓ IV.B. -
- ✓ IV.C. -
- ✓ IV.D. -
- IV.E. -

Section V: Faculty

- ✓ II.A. -
- ✓ II.B. -
- ✓ II.C. -

Section VI: Financial

- ✓ V.A. -
- ✓ V.B. -

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 Fair
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 student 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 outcomes 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 resources available to them, and to make data-driven decisions about workshop offerings and locations. I am excited about the future plans for workshop 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

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?

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*

Scheduling time for

REFLECTION

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

Program Review is a tool that allows you to be

STRATEGIC

about the direction of your organization.

Self-study allows you to

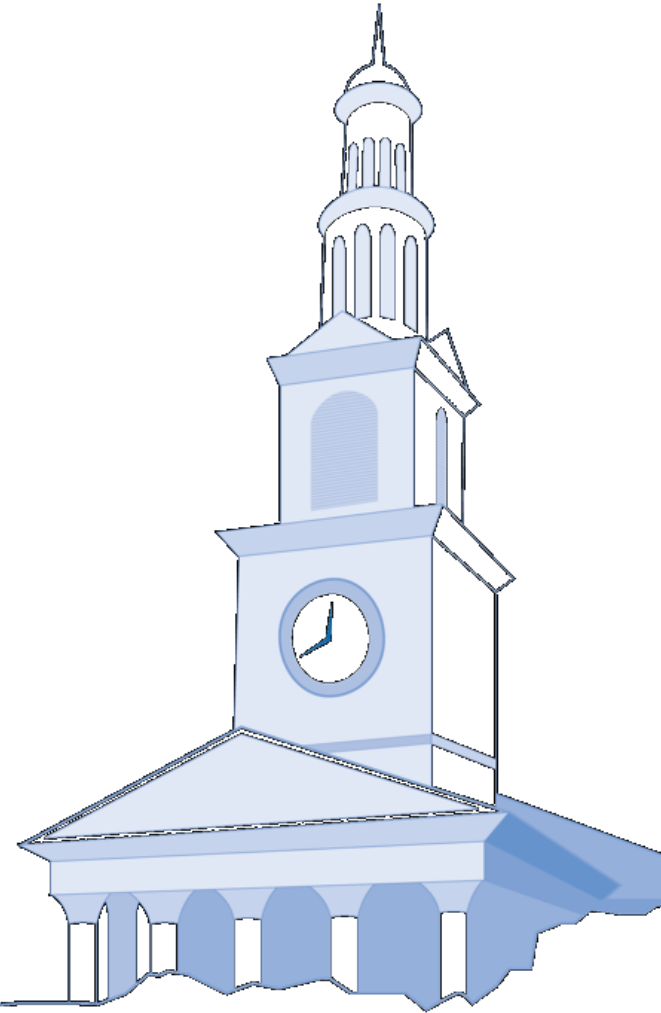
CELEBRATE

your accomplishments and tell your story.

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.

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

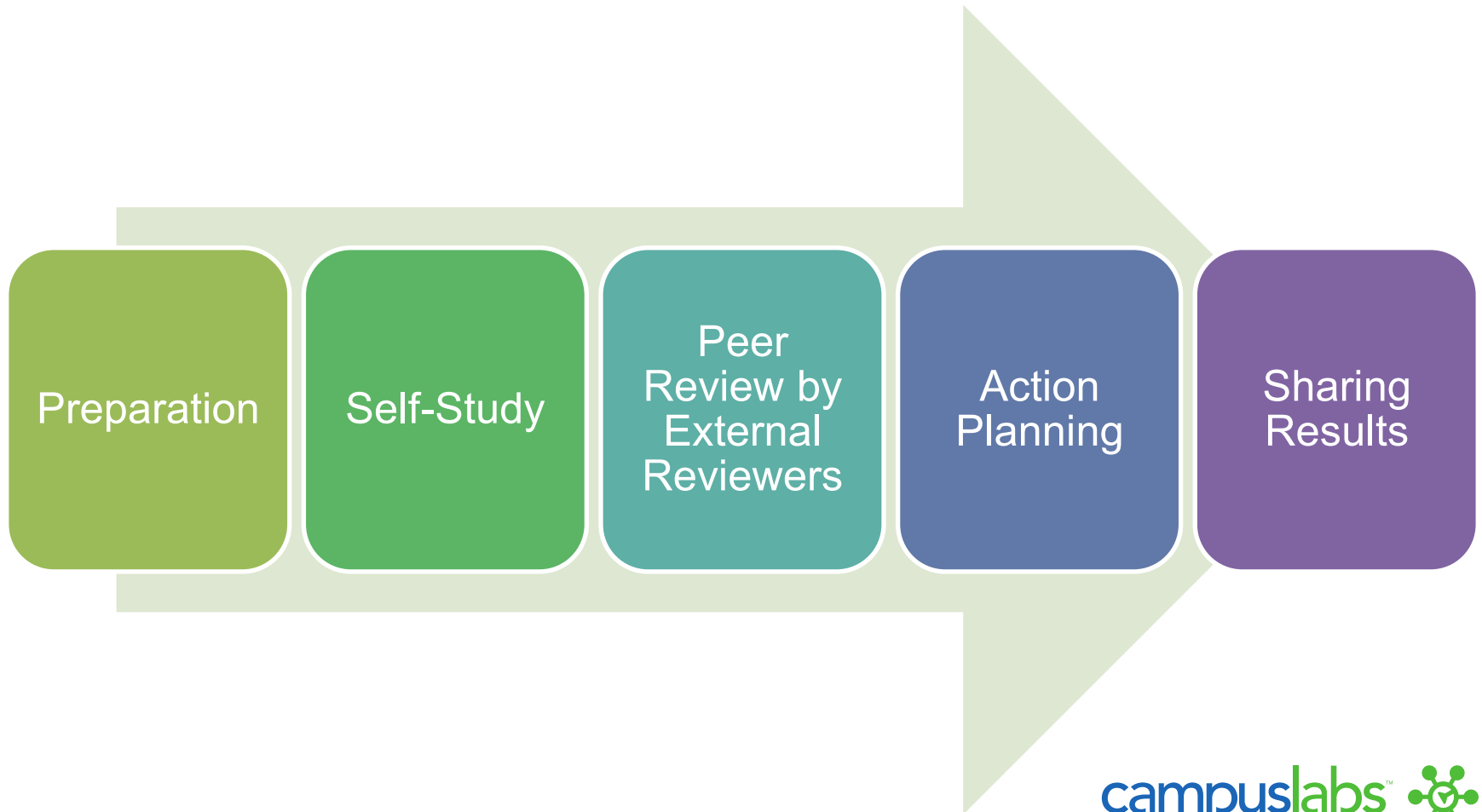
- Integrated with Strategic Plan: 5 – 7 year cycle for non-accredited departments
- Budget approximately \$5000 for each review as part of strategic planning resources
- Use CAS Standards
- The resulting self-study forms the **action plan for change and improvement.**

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.

WMU Process



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

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.

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.

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?

Document, Document, Document

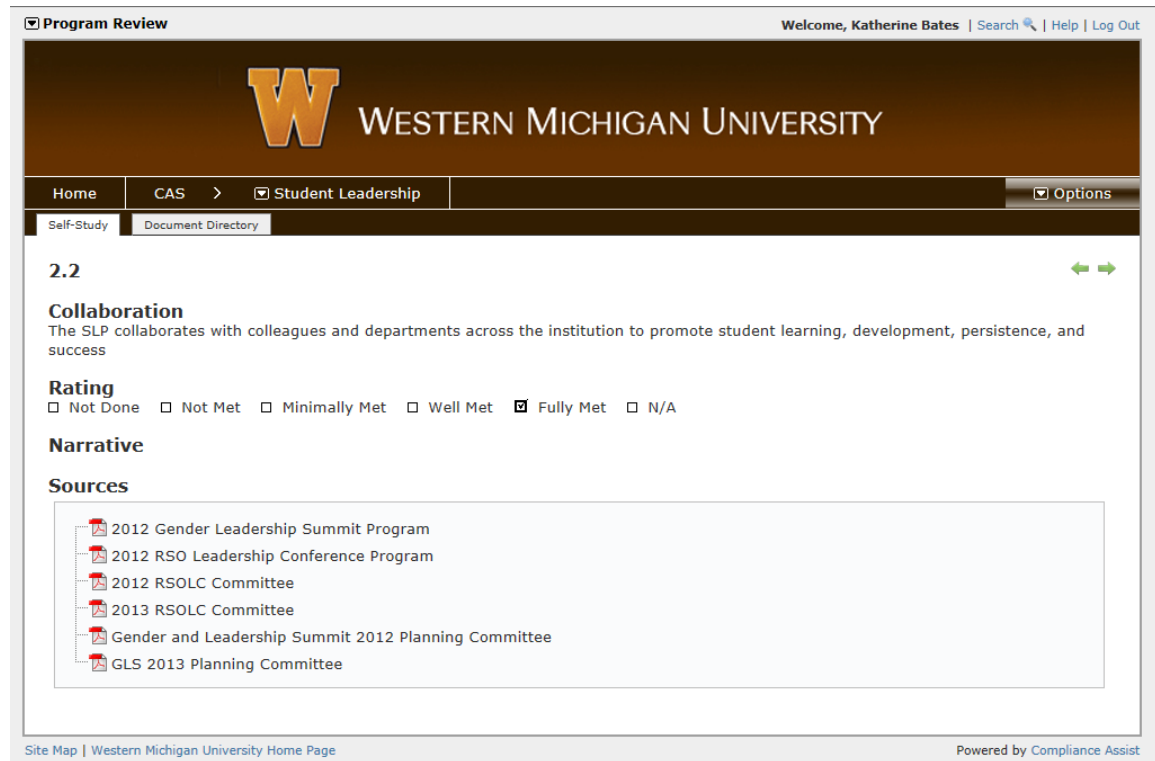


Home CAS > Student Leadership


Self-Study Document Directory

Document Directory

- Assessment Tools
 - Blank Evaluations
 - Raw Data
- Executive Summaries
 - 2012 RSO Conference Wrap Up Meeting
 - Conference Eval Snapshot
 - Emerging Leaders Wrap Up 2012
 - Executive Summary FLR 2012
 - Gender and Leadership Summit Wrap Up Report 2012
 - Spring Leadership Retreat Report 2012
- Learning Outcomes
 - Emerging Leaders @ FW Rubric
 - Emerging Leaders Certificate Rubric
 - Fall Leadership Retreat 12 Rubric
 - Gender and Leadership Summit Rubric
 - LEAD Series 11-12 Rubric
 - LeadCorp Rubric
 - Leaders in Action Certificate Rubric
 - Leaders Unplugged Rubric
 - Master Learning Outcomes Rubric
 - Social Justice Leadership Certificate Rubric
 - Spring Leadership Retreat 13 Rubric
- Other University Entities
 - 2012 Gender Leadership Summit Program
 - 2012 RSO Conference Wrap Up Meeting
 - 2012 RSO Leadership Conference Program
 - 2012 RSOLC Committee



Program Review Welcome, Katherine Bates | Search | Help | Log Out



Home CAS > Student Leadership Options

Self-Study Document Directory

2.2

Collaboration
The SLP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success

Rating
 Not Done Not Met Minimally Met Well Met Fully Met N/A

Narrative

Sources

- 2012 Gender Leadership Summit Program
- 2012 RSO Leadership Conference Program
- 2012 RSOLC Committee
- 2013 RSOLC Committee
- Gender and Leadership Summit 2012 Planning Committee
- GLS 2013 Planning Committee

Site Map | Western Michigan University Home Page Powered by Compliance Assist

Ratings, Discussion, Discussion

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

The screenshot displays the Western Michigan University Self-Study Document Directory. The page features a navigation bar with 'Home', 'CAS', 'Campus Activities', and 'Options'. Below the navigation bar, there are tabs for 'Self-Study' and 'Document Directory'. The main content area is titled 'Executive Summary' and is organized into four parts: Part I: Mission, Part II: Program, Part III: Organization and Leadership, and Part IV: Human Resources. Each part contains a list of items with corresponding ratings. A 'Ratings' legend is located on the right side of the page, defining the symbols used for each rating level.

WESTERN MICHIGAN UNIVERSITY

Home CAS > Campus Activities Options

Self-Study Document Directory

Executive Summary

Part I: Mission

- ✓ 1.1 - The Purpose
- ✓ 1.2 - Mission Development
- ✓ 1.3 - Supports Institution Mission

Part II: Program

- ✓ 2.1 - Promotes Student Learning and Development Outcomes
- ✓ 2.2 - Collaboration
- ✓ 2.3 - Student Learning and Development Assessment
- ✓ 2.4 - Design
- ✓ 2.5 - Distance Education
- ✓ 2.6 - Promotes Diversity of Student Interests
- ✓ 2.7 - Fundamental Functions
- ✓ 2.8 - CAP Sponsored Programs
- ✓ 2.9 - Contracts
- ✓ 2.10 - Administrative Support
- ✓ 2.11 - Student Governance Groups
- ✓ 2.12 - Operate in Accordance
- ✓ 2.13 - Policies and Procedures
- ✓ 2.14 - Opportunities for Students
- 2.15 - CAP Opportunities

Part III: Organization and Leadership

- ✓ 3.1 - Clearly Stated Goals
- ✓ 3.2 - Strategic Planning
- ✓ 3.3 - Provide Supervisions
- ✓ 3.4 - Provide Management
- ✓ 3.5 - Advance the Organization
- ✓ 3.6 - Maintain Integrity

Part IV: Human Resources

- ✓ 4.1 - Adequately Staffed
- ✓ 4.2 - Staff Recruitment and Selection
- ✓ 4.3 - Position Descriptions
- ✓ 4.4 - Professional Staff
- ✓ 4.5 - Degree- or Credential-Seeking Interns or Graduate Assistants
- ✓ 4.6 - Supervisors of Interns or Graduate Students

Ratings

- — Not Done
- ✗ Not Met
- ✓ Minimally Met
- ✓ Well Met
- ✓ Fully Met
- ✗ N/A

Next steps...

- Narrative Writing
- Reviewers
- New initiatives

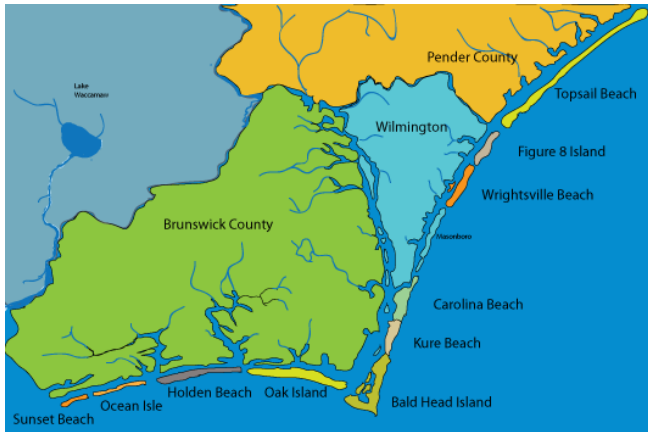


WMU Lessons Learned

- 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

Brunswick Community College



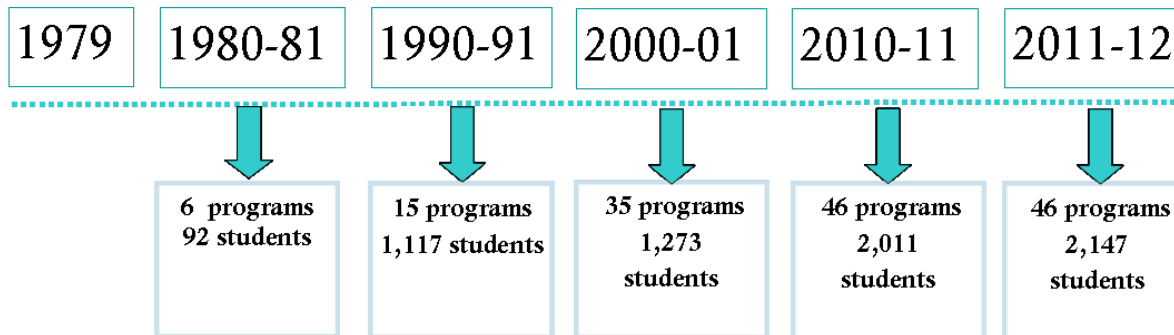


Southeastern most
county in
North Carolina
and youngest
community college



Enrollment and Program Growth

College
chartered



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.

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.


Program Review Home - Bruns... +

brunswickcc.compliance-assist.com/program-review/


Google

Program Review

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Mission
To provide opportunities for individuals to be successful through accessible, high quality programs and services that meet the educational, cultural and workforce development needs of the community.



BRUNSWICK
COMMUNITY COLLEGE

Home Program Review > Template Options

Program Review Information

- [College Background and History](#)
- [Calendar](#)
- [Leadership Team](#)
- [Program Review Instructions](#)

Site Information

- [Navigating This Site](#)
- [Technical Requirements](#)
- [Technical Support](#)

Welcome

Introduction:

Five Year Program reviews are conducted to ensure that all programs at Brunswick Community College (BCC) are viable, productive, meet student needs, and demonstrate student success. It is a reflective assessment on the efficacy and value of the program in meeting the mission and goals of the college.

Purpose of Program Review:

Program review is a process that allows faculty to look at a program and assess the strengths and weaknesses. It is a process for collection, analysis and interpretation of data concerning a program and its curriculum. Recommendations for each program will be used to strengthen development of division or unit plans for both Annual Plan of Work and Outcomes Assessment objectives. Reviews should also assist in: supporting course scheduling decisions; prioritizing budget requests faculty (new and unfilled positions) and requests for instructional supplies and equipment; supporting program development and improvement (i.e., to determine how relevant the curriculum is to labor market needs); assessing the impact of and interrelationship of programs in the College; and, improving use of College resources.

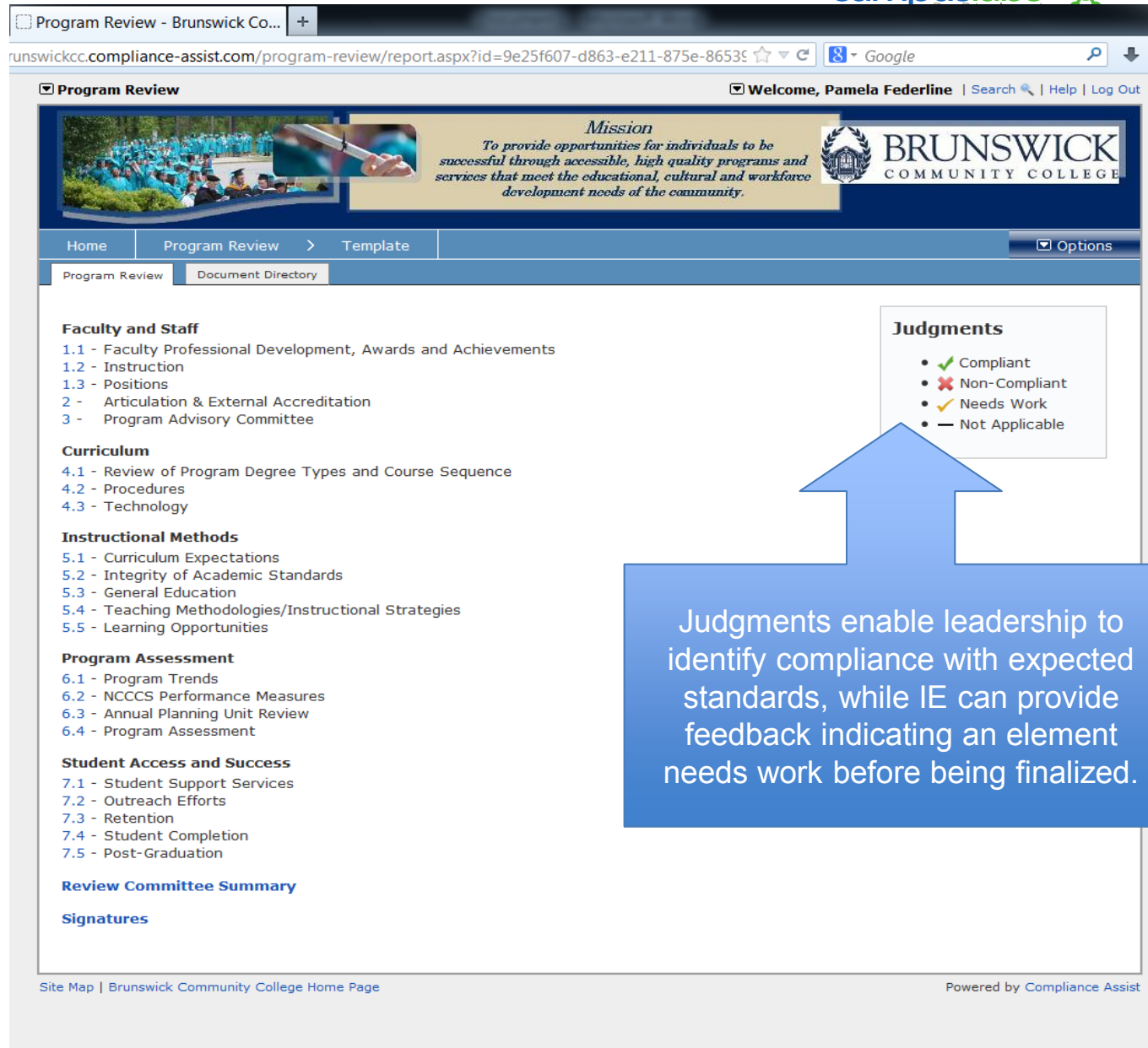
Finally, program review, at a minimum of every five years is a requirement in meeting North Carolina Community College System policy (Title 23 NCAC 02E.0205), and in meeting standards of BCC's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges.

Site Map | Brunswick Community College Home Page

Powered by Compliance Assist

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**.



Program Review - Brunswick Co... +

runswickcc.compliance-assist.com/program-review/report.aspx?id=9e25f607-d863-e211-875e-8653e

Program Review | Welcome, Pamela Federline | Search | Help | Log Out

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BRUNSWICK COMMUNITY COLLEGE

Home | Program Review > Template | Options

Program Review | Document Directory

Faculty and Staff

- 1.1 - Faculty Professional Development, Awards and Achievements
- 1.2 - Instruction
- 1.3 - Positions
- 2 - Articulation & External Accreditation
- 3 - Program Advisory Committee

Curriculum

- 4.1 - Review of Program Degree Types and Course Sequence
- 4.2 - Procedures
- 4.3 - Technology

Instructional Methods

- 5.1 - Curriculum Expectations
- 5.2 - Integrity of Academic Standards
- 5.3 - General Education
- 5.4 - Teaching Methodologies/Instructional Strategies
- 5.5 - Learning Opportunities

Program Assessment

- 6.1 - Program Trends
- 6.2 - NCCCS Performance Measures
- 6.3 - Annual Planning Unit Review
- 6.4 - Program Assessment

Student Access and Success

- 7.1 - Student Support Services
- 7.2 - Outreach Efforts
- 7.3 - Retention
- 7.4 - Student Completion
- 7.5 - Post-Graduation

Review Committee Summary

Signatures

Judgments

- ✓ Compliant
- ✗ Non-Compliant
- ✓ Needs Work
- — Not Applicable


Judgments enable leadership to identify compliance with expected standards, while IE can provide feedback indicating an element needs work before being finalized.


Site Map | Brunswick Community College Home Page | Powered by Compliance Assist

Program Review - Brunswick Co... +

wickcc.compliance-assist.com/program-review/requirement.aspx?id=784b0c7f-d863-e211-875e- ☆ ▾ ↻ 8 - Google ↻ ↓


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Mission

To provide opportunities for individuals to be successful through accessible, high quality programs and services that meet the educational, cultural and workforce development needs of the community.



Home Program Review > Template Options

Program Review Document Directory

1.1 ➔

Faculty Professional Development, Awards and Achievements

- Professional development reporting for the last five years for all faculty/staff is up to date and on file with Human Resources. (NOTE: Sample completed Professional Development reports submitted with Annual Evaluations are available as sources in the Gallery).
- In the table below, please provide requested information as appropriate for new credentials a faculty member has achieved since the last program review, awards received, professional memberships and publications/grants for all faculty/staff in the program.

Judgment

Compliant Non-Compliant Needs Work Not Applicable

Narrative

Name of Faculty Member	Prof. Dev Up-to-Date	Status: FT or PT	% Online Teaching	New Credentials since last Program Review	Awards, Memberships, publications, grants

Site Map | Brunswick Community College Home Page Powered by Compliance Assist

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.

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.

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.

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.

QUESTIONS?

Annemieke Rice

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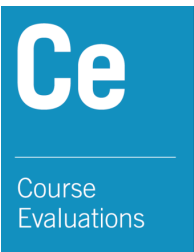
How Campus Labs Can Help



- 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

THANK YOU!

Please remember to fill out our survey!



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