|  |
| --- |
| **Program Review Resource Guide** |
|  |
|  |



**Table of Contents**

Program REview Overview: 3-6

Timeline 7-8

Program REview Components 9-10

Step By STep Guide 11-29

Prior to review 12-13

Internal Review 14-19

External REview 20-26

SAmple Letter 21

Review Guidelines 22-23

External REview Sample Schedule 24-25

EXternal REview Sample 26

ACtion Plan 27-28

Checklist 29-30

FAQs 31-32

Additional Resources 33-34

**Program Review Philosophy**

AT UNCG, the purpose of program review is to reflect on the implementation of our mission, vision, and values for each department. At its core, program review is a process of continuous improvement where research informs our practice. The guiding principles of this process are: reflective practice, data-informed decisions, continuous improvement, and collaboration. Collaboration occurs through our relationships with other departments on campus and also through our professional organizations and peers at other institutions and intentionally including their voices as part of our review process through the external review.

**Program Review Procedures**

This guide will describe the basic procedures behind the program review process. The guide is intended to be used throughout the review. The program review process is meant to provide a more focused approach to student learning and development and the assessment of each. It is essential that each committee member becomes familiar with the program review process and procedures.

The program review encompasses two phases with the first phase beginning by August 30. In the first phase, an internal review of program outcomes is conducted using program goals/learning outcomes and a survey developed based on department specific professional standards. The department under review will use those to develop a list of findings and considerations for the second phase of the review. The second phase involves an external review, which will be completed by a committee of subject matter experts in the region or a designated review committee through the department’s national organization.

In summary, phase one examines data connected to departmental objectives and priorities to develop recommendations regarding growth and best practices. The second phase provides departments the opportunity to consult with outside experts to identify ways to move their department “forward,” guided by findings from the internal review

**Program Review Committee**

The review committees must be formally approved by the Vice Chancellor and will assist in the design and oversight of the program review. The size and composition of the committee will depend on the needs of the department. The committee will consist of the director (or designee) and at least one-three additional members. The recommended composition is: a staff member or members internal to the department, a master’s or doctoral student affiliated with the department, and a faculty member or external staff member who has worked collaboratively or knows sufficient information about the department and its programs. The director will call the first meeting within 30 days after the committee composition is approved.

**It is the responsibility of the director to ensure that each internal committee member understands their role and the overall goals of the program review.** Also, it is necessary to ensure that the committee members have content expertise as it relates to the program’s goals/learning outcomes and an understanding of the program assessment plans.

**Student Affairs Program Review Process**

**Program Review Timeline Information**

All program reviews must be completed within an academic year. The following timeline gives some suggested times to complete the tasks necessary to fulfill the review. This is provided only to help the internal and external review committees for planning purposes. The Director should provide both committees and the Student Affairs Assessment Office with a completed copy of the template found on the next page outlining the review timeline.

**NOTE**:

Within 30 days of completing their internal review, the Director must submit the completed review along with the final report from prior review (including follow up report) to:

1. Associate Vice Chancellor for Student Affairs of their assigned area and
2. Director of Assessment for review, edits/revisions, and approval.
3. Once approved, the packet will be shared with the External Review Committee

Within 30 days of completing the external review, the external review committee must submit a report to:

1. Associate Vice Chancellor for Student Affairs
2. Director of Assessment
3. Internal Review Committee

Within 30 days of receiving the external review report, the Director must submit a self-study executive summary to:

1. Vice/Associate Vice Chancellor for Student Affairs
2. Director, Student Affairs Assessment

Based on the findings and recommendations identified in the executive summary, the Director must submit a status report regarding progress to:

1. Vice/Associate Vice Chancellor for Student Affairs
2. Director of Assessment

Figure 1. The Program Review Process and Outputs

**Sample Program Review Schedule**

|  |  |  |
| --- | --- | --- |
|  | **Month/Year** | **Activity (abbreviated)** |
| Internal Review | June-July | Identify individuals involved in the internal program review; Select external committee members; VC approves committees |
| August-October | Internal review committee compiles and organizes internal review document using an online file storage service (i.e. Box, Google Drive, or Dropbox); department completes self-study and shares accordingly |
| External Review | November 8-22 | Director meets with external review committee and reviews internal review findings. External review committee conducts a thorough review of program and/or department |
| December | External review committee summarizes the review visit’s recommendations in a report and shares accordingly |
| Self-Study  Summary  Report | January | Based on internal and external review, director completes a self-study executive summary including an action plan and shares accordingly |
| Action Plan  Follow-up | August | Director completes a *Status Report* as part of Annual Report*,* based on reporting deadlines, following the self-study to document progress toward addressing recommendations and shares accordingly |

**Program Review Report Components**

**Section I: Executive Summary**

The executive summary should contain the department’s mission, department goals, organizational chart (as Appendix 1). Please note updates to mission, vision, and departmental goals since last review (including the date of change). *(1-2 pages)*

**Section II: Continuous Improvement**

The next section will document the changes made through the action plan developed in the last program review. The documentation should include specific actions that the department has made to address the findings from the last program review (including mission, goals, programmatic changes, staffing, etc.). *(1-2 pages)*

**Section III: Demographics of Students Served by Department**

The next section will document students served through completion of the provided data tables for the three most recent three academic years (race, gender, and student classification). In addition, there should be a brief discussion of trends in students served and action steps to increase participation by underserved groups*. (1-2 page)*

**Section IV: CAS (or Professional Standards) Survey**

The Director of Assessment will provide all departments members with a link to score the department’s effectiveness using the CAS (or other identified) standards. In addition, a subset will be distributed to campus stakeholders for review. Once completed, the department will be provided with a summary table of results. Any standard where a department receives a do not meet score will be highlighted and noted as an opportunity. The department will develop an action plan to address the opportunity. *(2-3 pages)*

**Section V: Annual Report Data Analysis**

Departments should select four to six key departmental metrics from their annual reporting (with rationale for inclusion). The metrics should be summarized in a data table showing the impact from the most recent three academic years. In addition, departments should create a brief narrative showing how the use of these key metrics informed decisions. The decisions should demonstrate actionable steps taken to improve staffing, programming, and/or delivery of services. *(3-4 pages)*

**Section VI: Findings**

The final report should include a findings and recommendations summary report based on both the internal and external reviews.

***VIA: Internal review*** ***report:***the committee should propose four to six specific questions for the external reviewers to audit. These questions should be specific and measurable. They should further be questions regarding quality of programming and departmental structure. In addition, the committee should provide a two to four sentence rationale for the inclusion of each question. *(1-2 pages)*

***VIB: External review report:*** the external review committee will report its findings and recommendations based on their review of the department. The scope of the review will include interviews with staff and other stakeholders, review of internal program review report, and identified questions*. (2-3 pages)*

**Section VII: Action Plan**

The department will create an executive summary of the findings and recommendations from both the internal and external review. Using both reviews, departments will develop an action plan (including four to six action items) and two to four program outcomes that will guide the next program review. Program outcomes and action steps should include targets and deliverables. *(1-2 pages)*

***Entire review should not exceed 25 pages***

**Step by Step Guide**

**Prior to Review**

1. Select program review committee
   1. Membership should consist of director and three additional members
      1. ***Recommended membership: internal department member(s), masters/doctoral student, and at least one external member***
   2. Submit program review committee membership to Vice Chancellor for approval
      1. Once approved submit to Director of Assessment for documentation
2. External Review committee
   1. Identify funding source for external review process (guidelines available)
   2. Select two to three non UNCG affiliated personnel to serve as external reviewers
      1. Use professional organizations as available and cost effective
   3. Submit to supervisor for approval
      1. Once approved submit to Director of Assessment for documentation
3. Complete Program Review Timeline (sample below) and submit to supervisor for approval
   1. Once approved submit to Director of Assessment
4. Gather relevant documents
   1. Department Mission, Goals, and organizational chart
   2. Prior program review, action steps, and activity report
   3. Gather last three years of annual reports submitted to the division and Office of Assessment, Accreditation, and Academic Program Planning.
   4. Gather participant data for last three years (data from annual report)
   5. Compile department assessment data into charts for program review (sample below)

**Sample Department Assessment Data**

|  |  |  |
| --- | --- | --- |
| Goals/Objective | Measures/Target | Findings |
| Reduce stigma around mental health treatment among students | 90% of students participating in mental health month programming will believe mental health services are important | 96% of students believe mental and physical health are of equal importance… |
| Improve weekend programming for residential students | Establish a baseline for the type of students who remain on campus over the weekend and patterns of entering/existing buildings | Of students on campus, \*% were men, \*% were on campus all weekend, \*% were only on campus on Sunday |
| Ensure that the career coach program meets of students | 80% of students participating with a coach will report desire to continue in the future | 88% of students reported that they would be extremely likely to use coaching in the future. |

**Internal Review**

**Section I Executive Summary (*1-2 Pages*)**

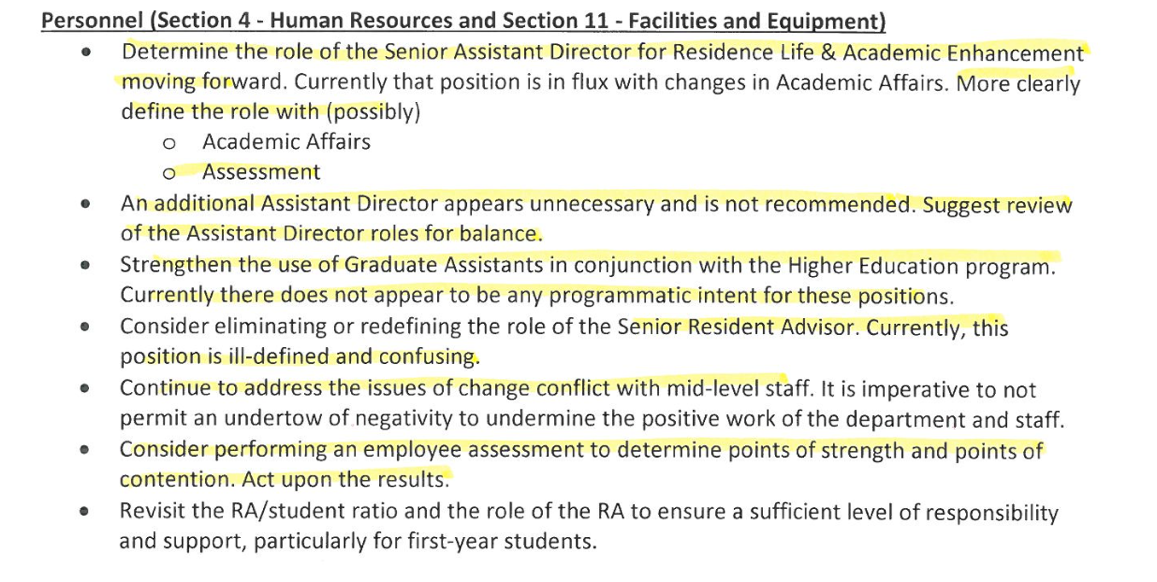
1. Department Summary: provide a brief summary of the department’s objectives, priorities, resources, programs, and achievements. In addition provide a list of review committee and all external sources used (standards, etc.) used for the review.
2. Mission: provide the current mission statement for the department highlighting the change.
   1. *Example: The mission of the Dean of Students Office is to ~~initiate~~ facilitate learner-centered programs and services that foster a culture of care conducive to academic and personal development.*
3. Department Goals: List department goals since the last program review noting any change. If goals are the same over the last five years, only list the goal once. If goals have changed, note which academic year the goals were updated.
   1. ***Example***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AY 13–14 | AY 14-15 | AY 15-16 | AY 16–17 | AY 17-18 |
| Empowering students, parents and families to navigate the University experience | Enter Goal | Enter Goal | Enter Goal | Enter Goal |
| Engaging and supporting students in acknowledging responsibility for their choices in preparation for meaningful lives and engaged citizenship in a global community | Enter Goal | Enter Goal | Enter Goal | Enter Goal |
| Educating and consulting with faculty, staff, and students | Enter Goal | Enter Goal | Educating with faculty, staff, and students | Enter Goal |
| Enter Goal | Enter Goal | Enter Goal | Consulting with faculty and staff | Enter Goal |
| Enter Goal | Enter Goal | Preventing distress and responding to crisis | Enter Goal | Enter Goal |

1. Updates to Department Policies and Procedures since last review: Note any updates to department process and procedures since the last review.
   1. *Example: In Fall 2016 a process was developed to note in Banner if students have a FERPA waiver on file in order to more easily know what can be discussed with family.*
2. Provide a current organizational chart

**Section II Continuous Improvement (*1-2 Pages*)**

1. Please note the changes made through the action plan developed in the last program review. The documentation should include specific actions that the department has made to address the findings from the last program review (including mission, goals, programmatic changes, staffing, etc.).
   1. Example: Excerpt from the last HRL review



Personnel Actions since last review:

1. The following updates were made to the responsibilities for the Senior Assistant Director…..
2. Even though the committee did not recommend hiring a new assistant director, HRL decided to make an additional hire because of the following three reasons…..
3. 3 new Graduate Assistants were added to the HRL program to cover the following areas….

**Section III Demographics of Students Served**

**Sample:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Race/Ethnicity | AY 15–16 | AY 16–17 | PY Change | AY 17–18 | PY Change |
| Black | 50 | 55 | +5 | 52 | -3 |
| Hispanic | 20 | 18 | -2 | 24 | +6 |
| Asian | 10 | 8 | -2 | 7 | -1 |
| Native American | N/A | N/A | N/A | N/A | N/A |
| Other | 30 | 35 | +5 | 33 | -2 |
| White | 100 | 110 | +10 | 125 | +15 |
| Total | 210 | 226 | +16 | 241 | +15 |

*Discussion: The increase in students participating in programs based on race was primarily through white students but does not deviate significantly from the overall student population and no changes are necessary at this time.*

**Section IV Professional Standard Survey**

The Director of Assessment will provide all departments members with a link to score the department’s effectiveness using the CAS (or other identified) standards. In addition, a subset will be distributed to campus stakeholders (at least three) for review. Once completed, the department will be provided with a summary table of results. Any standard where a department receives a do not meet score will be highlighted and noted as an opportunity. The department will develop an action plan to address the opportunity.

**Sample:**

|  |  |  |  |
| --- | --- | --- | --- |
| CAS Standard | Mean | Standard Deviation | Opportunity (Y / N) |
| 1.3 | 3.5 | .2 | N |
| 1.5 | 2.5 | .1 | No |
| 2.1 | 3.1 | .3 | No |
| 2.5 | 2.1 | .5 | Yes |

CAS Standard:

2.5

Response / Changes:

Based on the CAS review, standard 2.5 received one response of a 1 which indicated an opportunity for change. The following updates were made to the departmental policies based on feedback in the review….

# Section V. Annual Report Data

Provide a summary of student impact/learning data from your last three academic years (using both divisional and institutional reporting)

|  |  |  |
| --- | --- | --- |
| Goals/Objective | Measures/Target | Findings |
| Reduce stigma around mental health treatment among students | 90% of students participating in mental health month programming will believe mental health services are important | 96% of students believe mental and physical health are of equal importance… |
| Improve weekend programming for residential students | Establish a baseline for the type of students who remain on campus over the weekend and patterns of entering/existing buildings | Of students on campus, \*% were men, \*% were on campus all weekend, \*% were only on campus on Sunday |
| Ensure that the career coach program meets of students | 80% of students participating with a coach will report desire to continue in the future | 88% of students reported that they would be extremely likely to use coaching in the future. |
| Enter Objective | Enter Measure | Enter Use of Data |
| Enter Objective | Enter Measure | Enter Use of Data |
| Enter Objective | Enter Measure | Enter Use of Data |
| Enter Objective | Enter Measure | Enter Use of Data |

Use of data:

(Please describe how the data has been used in department decisions).

Based on the success of the coaching program, Career Services has expanded to coaching model for career fairs. Students are able to work with a coach as part of each career fair event….

Data-based decision making:

Please provide a summary of any additional actions taken or that will be taken as a result of data (not already mentioned).

Based on utilization data for CAP programs, it was noted low participation by commuting students. Focus groups are being designed to gather additional feedback.

# Section VI. Findings

# Internal Review Report (*1-2 pages*)

1. **Findings:** Summarize any findings from the annual report. Special focus should be given to annual report data, CAS survey, student served data, and continuous improvement.

*Example:*

*Based on the program review process, XXX department noted areas for improvement in the following areas: students served, program administrative structure (CAS survey), and problems with closing the loop on assessment findings. The program will make the following changes based on the internal review:*

*Students served: study how to better engage graduate students and commuter students;*

*Administrative structure: update staff responsibilities to reduce duplication of effort, establish clearly program outcomes attached to student learning outcomes, and update the program mission since the last formal changes were made eight years ago;*

*And develop a time table to follow up on assessment data that includes individuals responsible.*

1. **Questions for External Review:** Develop four to six specific questions for the external reviewers to audit. These questions should be specific and measurable. They should further be questions regarding quality of programming and departmental structure. In addition, the committee should provide a two to four sentence rationale for the inclusion of each question. (One to two pages / to be approved)

*Example:*

1. *Are there gaps in the marketing plan that limit how information is shared with graduate and commuter students? Based on the assessment data, this is an area for growth for the department which lends the question about what role marketing has had in who attends. An external set of eyes would be beneficial in auditing our marketing plan for gaps.*
2. *How does our administrative structure compare to expectations from the CAS standards? What recommendations do the external committee have in terms of updating structure? The administrative structure was an area noted for growth in the internal review and a deeper review from external stakeholders would be beneficial. In addition, learning how other campuses structure their department will help us as we make changes.*

# External Review Report

# The external review committee will report its findings and recommendations based on their review of the department. The scope of the review will include interviews with staff and other stakeholders, review of internal program review report, and identified questions. (*2-5 pages*)

Checklist for external review:

* Review mission, vision, goals for the department
* Review internal review report
* Conduct interview with staff, students, and campus stakeholders
  + Questions to consider
    - Do stakeholders understand the departments mission, vision, & goals?
      * How well does this align to professional standards identified by the department?
    - What do they see as strengths and opportunities for the department?
    - Does their assessment of the department align with the internal review report?
  + Departments should develop a few questions specific to their focus questions for the external review.
* Gather any additional data needed for responses to the four to six focus questions
* Meeting with program review committee
* Connect to national best practices
  + How does the program compare to regional/national programs of excellence?
  + Are there recommendations based on national best practices/new directions in field?

# Sample Letter to External Reviewer

8/2/2018

Dear ,

I am writing to ask your service as an external reviewer for the ( ) departmental review. We value the feedback providing from student affairs experts from other institutions and would appreciate your consideration.

As an external reviewer, you would review the internal report, review additional evidence provided specific to the questions for external review, conduct a 1-2 day review of facilities including staff interviews, and generate an 2-5 page external review report of findings and recommendations. The commitment is not expected to exceed 2 days of travel to campus, a few skype/phone conversations with the committee, and collaborating with the other 2-3 reviewers to complete the external report (Sample included).

We will compensate you for your travel to campus including meals. In addition, an honorarium is available. If you have any additional questions, do not hesitate to ask. We appreciate your consideration and look forward to hearing back from you.

Sincerely,

External Program Review Guidance

Identify reviewers and determine compensation:

Current position Stipend

Assistant Director $800

Director $1000

Associate Vice Chancellor $1,500

Vice Chancellor $2,000

North Carolina state employees who do not want stipend:

* Employee should have in writing approval from supervisor to use work time to assist UNCG with program review.
* Make lodging arrangements using the PCard
* Complete TRV-1 form for pre-approval (Attachment A)

North Carolina state employees who are interested in Stipend:

* **Required to take leave from home institution for compensation**
* Complete BANFIN-32 and three copies of Dual Employment Certification Form and include 7.65% Social Security benefit amount (Attachments B and C) and send to Accounts Payable. Use Employee on Loan account code #221190 for the payment and account code #181010 for matching Social Security
* Make lodging arrangements using the PCard
* Complete TRV-1 form for pre-approval
* Employee will receive the compensation in his/her regular paycheck at the home institution and will be subject to all payroll taxes

Non-state employees:

* Draft contract for review by Office of the Vice Chancellor and University Counsel. If possible, use UNCG’s Contract for Personal Services template (Attachment D). Once approved, obtain signatures from all parties.
* Have reviewer/consultant complete W-9 form (Attachment E) and send to Accounts Payable.
* Receive invoice from reviewer/consultant.
* Process confirming PO in eMarketplace, electronically attach the signed contract and invoice. Use account code #221323
* Make lodging and flight arrangements using PCard
* Complete TRV-1 form for pre-approval.

**Additional Considerations:**

1. **Do not employ non-resident aliens.**
2. **Any meals with staff should be built into the discretionary budget**
3. **Consider peak travel times for both destinations when booking travel. It is worth considering a few dates given variances in travel expenses.**
4. **Book travel at least 2 months in advance to reduce costs.**

**Program Review Schedule Sample**

Day 1: Arrive 2-5pm

6-7pm Dinner with Director and Direct Supervisor

Day 2: 9am Arrive on Campus

9:15am Meeting with Program Review Committee

10-11 am Stakeholder Meetings

11-12pm Stakeholder Meetings

12-2pm Working lunch

2-3pm Stakeholder Meetings

3-3:30pm Wrap Up with Committee

4:00pm Depart from campus

Proposed Stakeholder groups:

1. Students (could potentially be more than one group based on program delivery – reduce time as needed)
2. Departmental Staff
3. Campus faculty/staff stakeholder – strong knowledge of department’s mission and goals

**Stakeholder Meeting Topics:**

1. Meeting with Director and AVC
   1. Leadership style and vision for department
   2. Overview of process and any specifics about group dynamics they should know
   3. Data findings and current goals
   4. Overview of questions/focus for external review
   5. Review Schedule
2. Meeting with Committee
   1. Review of internal report
   2. Presentation of Questions for review
   3. Question and Answer
3. Meeting with Staff
   1. How is the office currently functioning
      1. How decisions are made? Who is involved?
      2. Relevance of policies and procedures? Are they followed?
      3. What is working well? What is not working?
   2. How do students typically interact with office?
   3. Strengths, Weaknesses, Opportunities
4. Meeting with Campus Stakeholders
   1. How do you interact with the office?
   2. What are ways you currently collaborate? What are some additional opportunities?
   3. What do you consider to be biggest opportunities and strengths?
   4. What are the barriers to success?
5. Meeting with Students
   1. How do students interact with office?
   2. What is working/not working
   3. Suggestions for improvement
   4. How are students included in decision-making?
   5. Policies and procedures
      1. Are they working?
      2. Consistent?
      3. Fair?
6. Meeting with VC
   1. Findings from the external review
   2. Strengths and Opportunities
   3. Any significant concerns
   4. Recommendations

**External Report Example**

1. **Findings**
   1. *Mission, Vision, and Goals: After review of documents provided by the department, it was discovered that the last time the mission went through a thorough review was 10 years ago. The mission statement should be reviewed based on CAS Standards every five years.*
   2. *Internal Review: In addition to the findings mentioned by the program review committee, we discovered three additional areas of opportunity……*
   3. *Interviews:*
      1. *Staff: (summary of findings)*
      2. *Students: (summary of findings)*
      3. *University Stakeholders: (summary of findings)*
   4. *Focus Question 1: After review of the marketing plan, it was discovered that….*
   5. *Focus Question 2: The external committee concurs with the internal review that the current administrative structure has created notable duplication of effort. These include:….*
   6. *Additional Focus Question findings (four to six total)*
2. **Strengths/Opportunities**
   1. *Strengths*
   2. *Opportunities*
3. **Recommendations**
   1. The mission statement should undergo a review and be updated as needed to match the current objectives of the department.
   2. The department review staff roles to remove redundancy and help reduce duplication of effort on task. Specific, it was noted the following three areas had the most duplication.
      * 1. …..

# Section VII. Action Plan

Based on program review, develop four to six action steps and two to four Department Outcomes that will guide your next program review. Department Outcomes should be measurable. (*1-2 pages*)

**Report Sections**

1. Executive Summary: general summary of the review process, including committee membership.
2. Strengths/Opportunities: List the identified strengths opportunities based on the internal and external review
3. Action Steps (Develop two to four action steps): Develop specific actionable steps that will be taken as a result of the review.
   1. The action steps should be based on the SMART model with articulated deadlines and reporting schedule.

**Example:**

1. *By the end of summer, the department will review the current mission and audit how it connects to the current activities of the department and also the mission of the division and university. Updates will be made based on this review. Deadline: August 1st*
2. *The audit of current marketing strategies revealed that there is a heavy reliance on print media. In addition, it was discovered that only 10% of program were ones where a student could drop in between classes. Based on the findings, 10 new programs will be developed that allow students to drop in and participate. In addition, all programs will be advertised in SpartanConnect and focused digital communication will be distributed to commuting students. Deadline: August 1*

Department Outcomes (four to six): Program outcomes should be: student-centered (i.e. focus on the knowledge and skills that participants of the program should be able to demonstrate), and demonstrable/measurable (using action verbs – e.g., explain, apply, interpret, create, design).

**Example:**

1. *Commuter students will demonstrate a higher level of knowledge of campus activities and 10% increase in participation in programs*
2. *Staff will report lower level of redundancy in job expectations as a result of shifts in the administrative structure. Students will have a clear understanding of who is responsible for what activities.*

**Example:**

**External Review Items to Address:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| Cohesive Marketing Plan |  |  |  |  |  |
| Low student attendance |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Internal Review Checklist**

**Prior to Starting the Review**

* Gather previous program review and action steps
* Gather previous three years of submissions of annual reports to the division office and strategic plan reporting to the Office of Assessment, Accreditation, and Academic Program Planning.
* Gather and compile student participation data
* Compile program data into charts for use in program review

**Review Document**

* Executive Summary Section
  + Mission
  + Vision
  + Goals
  + Organizational Chart (Appendix 1)
  + Updates to mission, vision, and goals
* Continuous Improvement Section
  + Identified action steps from prior review
  + Summary of Action steps taken
  + Rationale for instances where no action was taken
* Demographics Section
  + Complete charts included in template
  + Summary of observations and next steps based on demographics of students served
* CAS/Professional Standard Survey
  + Approve/update draft of metrics sent by Director of Assessment
  + Provide Director of Assessment a list of all staff and 5-10 external staff/faculty who regularly interact with department
  + Provide action steps for any area of opportunity (highlighted)
* Annual Report Data Analysis
  + Create summary charts for data used in annual reporting for last three years
  + Develop a summary of lessons learned through data
  + Develop next steps based on data analysis
* Findings
  + Summarize any findings from the annual report. Special focus should be given to annual report data, CAS survey, student served data, and prior review report.
  + Develop 4-6 specific questions for external review including a brief rational (to be approved)

**External Reviewer Selection Checklist**

Reviewers should be:

* Content experts
* Connected to professional organization (If available and cost effective)
* Available for a visit campus

Additional Considerations

* Cost – Departments are responsible for the costs associated with program review
* Travel time and hotel stay
* Rules associated with payment of NC employees from other campuses (see payment of reviewers document for additional information)

**Section VI: External Report Checklist**

Format:

* Summary of Consulted Sources
* List of Department Strengths
* List of Department Opportunities
* Recommendations

**Action Plan Checklist**

Action Plan should include:

* Summary of findings from both the internal and external phase of the report
* Four to six action items
* Two to four program goals/outcomes to guide next review
* Action Items and goals both should include targets and deliverables

**FAQs for Departments Undergoing Review**

1. Does the program review take the place of our annual report?

**A)** *No. Departments will conduct the program review beyond their normal annual review procedures on a five year cycle.*

**Q**) Are all the program reviews within the Division identical?

**A)** *Each department is different. Thus, each review is unique to the department under study and may involve the usage of professional standards and guidelines established by national organizations per department.*

**Q)** Is the department responsible for paying for any expenses associated with the program review?

**A)** *Yes, costs associated with the program review process are the responsibility of the department.*

**Q)** What is the Student Affairs Assessment Director’s role in the program review process?

**A)** *The Student Affairs Director of Assessment will provide an orientation for departments undergoing review, monitor the overall progress of the Program Review Schedule as well as individual program reviews to ensure that appropriate deadlines are met and follow-up activities are completed.*

*The Director of Assessment, serves as the contact to answer questions and assist with the internal or external review processes as needed.*

**Q)** I’m not certain I understand the reasoning behind internal review. If we provide the information, data, and internal review on which we will be judged, what would prevent a department from misleading their external review committee?

**A)** *An internal review is based upon a foundation of ethics and integrity. The success of a internal review depends on mutual respect between an institution and its members (CAS Professional Standards for Higher Education, 2006). Bear in mind that program reviews are a global aspect of accreditation and each area is accountable for any documentation requested as part of the reaffirmation cycle.*

**Q)** What happens at the first meeting?

**A)** *Generally, the Director of Assessment and internal review committee will decide the best way to proceed with the task at hand and will determine a meeting schedule according to their anticipated timeline. The Director of Assessment will attend to provide training regarding best practices when doing a program review, discussion about how to complete sections of the review, specific guidelines regarding use of metrics/ratings, and process protocols.*

**Q)** Who writes the self-study?

**A)** *The director writes the final report. However, the internal review committee may assist, as needed, in doing so.*

**Q)** Our review has been completed! I guess we can scratch that off the list for the next four years.

**A)** *Not exactly. In any given year, two to three departments will be preparing for program review for the following year. Another two to three departments will be actively carrying out their program reviews. And, another two to three departments will be applying program review results (i.e. action items) identified from their review processes the previous year. Finally, a status report must be complete 18 months after a review to document progress toward their review results and recommendations.*

**Additional Resources:**

1. General Assessment Support:

* <https://sa.uncg.edu/assessment-websites-and-web-resources/>
* <https://sa.uncg.edu/tools-and-templates/>
* <https://sa.uncg.edu/student-learning-domains/>

1. Program Review:

* <https://www.cas.edu/programreview>
* <https://www.sairo.ucla.edu/Program-Review>
* <https://www.jmu.edu/studentaffairs/program-review/index.shtml>
* <https://www.naspa.org/constituent-groups/posts/using-a-review-process-to-improve-quality-of-programs-and-services>
* <https://studentaffairs.ucmerced.edu/sites/studentaffairs.ucmerced.edu/files/page/documents/program_review_guidelines_2011-15.pdf>
* <https://studentaffairs.unc.edu/faculty-staff/student-affairs-assessment/services>
* <https://wmich.edu/studentaffairs/planning>

1. Writing Department Goals/Objectives and Outcomes:

* <https://www.cpp.edu/~academic-programs/Documents/Program%20Assessment%20Guidelines.pdf>
* <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>
* <https://www.morainevalley.edu/wp-content/uploads/2015/07/Writing-Student-Learning-Outcomes-for-Student-Affairs-Programs-and-Services.pdf>

1. Continuous Improvement

* <http://www.presence.io/blog/creating-student-engagement-kpis-for-continuous-improvment/>
* <http://assessment.tcu.edu/wp-content/uploads/2016/06/ERB0320.pdf>
* <https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=2069&context=dissertations>

1. Developing and Using SLOs

* <https://sa.uncg.edu/spartanconnect/student-learning-outcomes/>
* <https://studentaffairs.unc.edu/faculty-staff/student-affairs-assessment/carolina-excellence>
* <https://www.csudh.edu/academic-affairs/student-learning/resources/>
* <http://www.learningoutcomesassessment.org/documents/StudentAffairsRole.pdf>
* <https://oie.gsu.edu/assessment-and-review-academic-and-adminstrative/academic-assessment-and-review/assessment-manual/writing-meaningful-student-learning-outcomes-slos/>
* <https://www.ithaca.edu/sacl/sloa/assessresources/resourcegoodslos/>
* <https://www.unthsc.edu/administrative/wp-content/uploads/sites/23/WritingGoals_SelectingMeasuresGuide.pdf>

Printed Resources available in Division Office:

1. Building a Culture of Evidence in Student Affairs
2. Successful Assessment for Student Affairs: A How-to Guide
3. Assessment Methods for Student Affairs
4. Assessment Clear and Simple
5. The Data-Drive Student Affairs Enterprise
6. Assessment Practice in Student Affairs
7. Assessing Student Learning: A Common-Sense Guide