**IMPORTANT!**

Department leaders, staff members and self-study teams are required to attend a Program Review orientation workshop before engaging in the program review process. This document alone does not sufficiently prepare program review participants to engage in the program review process, nor does it replace the Program Review orientation workshop.

---

**PROGRAM REVIEW!**

Student Affairs and Campus Life

Marcy Clark, Ph.D.

Director of Assessment

Transforming students’ learning into **Passion, Power, and Purpose**
TABLE OF CONTENTS

Overview to Program Review ..........................................................3

Program Review Process

  Phase 1  Program Review Preparation ........................................8
  Phase 2  Department Self-Study .................................................13
  Phase 3  External Review ..........................................................24
  Phase 4  Program Review Report & Action Plan .........................32
  Phase 5  Implementing the Action Plan ......................................32

Roles & Responsibilities during Program Review .....................35

Conclusion ..................................................................................41
## Program Review Cycle: AY 2012 – AY 2022

<table>
<thead>
<tr>
<th>Year</th>
<th>Departments/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY12-13</td>
<td>Career Services; Center for Educational Policy Advocacy (CEPA; departmental profile only); Center for Health Promotion (CHP); Center for Multicultural Advancement &amp; Student Success (CMASS); Center for Student Development Financial; Office of Fraternities &amp; Sororities; Student Activities &amp; Involvement (SAI); Student Legal Services Office (SLSO)</td>
</tr>
<tr>
<td>AY13-14</td>
<td>Office of Religious and Spiritual Life (ORSL); Veterans Services</td>
</tr>
<tr>
<td>AY14-15</td>
<td>Off Campus Student Center (OCSC); Office of Family Resources (OFR); Residential Life; Stonewall Center; Student Affairs Technology Services (SATS); Student Bridges</td>
</tr>
<tr>
<td>AY15-16</td>
<td>Center for Counseling and Psychological Health (CCPH); Center for Women &amp; Community (CWC); Dean of Students Office; New Students Orientation (NSO)</td>
</tr>
<tr>
<td>AY 16-17</td>
<td>Center for Early Education and Care (CEEC); Center for Student Businesses (CSB); Student Union Craft Center/Art Gallery; UVC-TV 19; WMUA Radio</td>
</tr>
<tr>
<td>AY17-18</td>
<td>Career Services; Center for Educational Policy Advocacy (CEPA); Center for Health Promotion (CHP); Center for Multicultural Advancement &amp; Student Success (CMASS); Center for Student Development Financial; Men &amp; Masculinities Center; Office of Fraternities &amp; Sororities; Student Activities &amp; Involvement (SAI); Student Legal Services Office (SLSO)</td>
</tr>
<tr>
<td>AY18-19</td>
<td>Office of Religious and Spiritual Life (ORSL); Veterans Services</td>
</tr>
<tr>
<td>AY19-20</td>
<td>Center for Women &amp; Community (CWC); Off Campus Student Center (OCSC); Office of Family Resources (OFR); Residential Life; Stonewall Center; Student Affairs Technology Services (SATS); Student Bridges</td>
</tr>
<tr>
<td>AY20-21</td>
<td>Center for Counseling and Psychological Health (CCPH); Dean of Students Office; New Students Orientation (NSO)</td>
</tr>
<tr>
<td>AY 21-22</td>
<td>Center for Early Education and Care (CEEC); Center for Student Businesses (CSB); Student Union Craft Center/Art Gallery; UVC-TV 19; WMUA Radio</td>
</tr>
</tbody>
</table>
PURPOSES OF PROGRAM REVIEW

- Facilitate systematic reflection and documentation within SACL departments on organizational performance aligned with objectives, university priorities, and the SACL mission and strategic goals;
- Provide evidence of the excellence and effectiveness of the department’s programs, activities, services, and operations;
- Foster understanding of University of Massachusetts Amherst students’ characteristics, needs, and experiences;
- Assess the department’s effectiveness in contributing to student learning and development outcomes and/or business and service outcomes;
- Encourage strategic thinking about the department’s plans for the future;
- Define ways, primarily within existing resources, that a department can continue to improve in the quality of its programs, services, activities, and operations; and
- Identify obstacles that inhibit the department from achieving its desired goals and develop an action plan for managing these obstacles.
COMPONENTS OF PROGRAM REVIEW

- Purposeful, reflective self-study
- External review
- Action planning
Final Written Product: Program Review Report

Part 1: Departmental Profile (approx 10 pgs)
This part of the report will be descriptive and historical in nature, providing contextual information that will ground the Self-Study and Site Review Teams’ understanding of the department.

Part 2: Department Self Study (approx 40 pgs)
This section is the heart & guts of the self-study process. The department will use one of the following performance review protocols to complete its self-study: CAS Self-Assessment Guide; ADQUAD; SACL Self-Study Content Outline; or other appropriate protocol, with VC/SALT approval.

Part 3: Major Findings from the Self-Study

Part 4: Action Plan
An initial version of this plan will be provided to the Site Review Team for their consideration; the final version will be prepared within a designated timeframe after receiving the External Review Report.

Part 5: Appendices
This will provide any detailed materials and information that serve to explain and/or support the department profile or performance review narrative, such as budgets, presentations of individual programs/services, etc.

Part 6: External Review Report
The full text of the report submitted by the External Expert/Site Review Team Leader is included in the final Program Review Report submitted to the VC and the Chancellor.
YOUR CHARGE: CONDUCT A PROCESS THAT...

- Actively involves and engages all department staff members and key stakeholders in the self-assessment and review process, within existing/available resources.

- Accomplishes the tasks necessary to successfully produce a final, written, on-time Program Review Report.

- Renders a Program Review Report that captures the department’s most important achievements, and generates the most useful & necessary targets for improvement.
Phase 1 Program Review Preparation
## Program Review Preparation: Spring - Summer

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Departments scheduled for next AY program review receive written notification from VC</td>
<td>VC</td>
</tr>
<tr>
<td></td>
<td>Appoint Self-Study Team Leader</td>
<td>AVC/SALT, Dept Director</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June to August</td>
<td>Orient Self-Study Team Leader</td>
<td>SACL Assessment Director, in coordination with Dept Director + AVC/SALT</td>
</tr>
<tr>
<td></td>
<td>Identify self-study protocol</td>
<td>Self-Study Team Leader + Dept Director</td>
</tr>
<tr>
<td></td>
<td>Conduct department orientation to Program Review</td>
<td>SACL Assessment Director, in coordination with Dept Director &amp; AVC/SALT</td>
</tr>
<tr>
<td></td>
<td>Draft Departmental Profile (Part 1 of Program Review Report); Submit final draft to SACL Assessment Director by end of August</td>
<td>Dept Director, w/Self-Study Team Leader</td>
</tr>
<tr>
<td></td>
<td>Identify Self-Study Team membership</td>
<td>AVC/SALT, Dept Director</td>
</tr>
<tr>
<td></td>
<td>Develop list of potential Site Review Team Leader &amp; Members; Submit for VC approval</td>
<td>Dept Director + AVC/SALT</td>
</tr>
</tbody>
</table>
WHAT IS THE DEPARTMENTAL PROFILE?

- Introductory document that is completed by the department professional staff before the self-study process begins

- A “snapshot” of your department that provides important information about who you are, what you do, how you do it, for whom you do it, with whom you do it, and what is important to you.

- Focuses on and emphasizes the operations, conditions and context that have existed over the past five years, including identifying and describing any salient changes that have occurred during that time.
**DEPARTMENTAL PROFILE: IMPORTANCE**

The Departmental Profile is critically important because:

- It is the most appropriate starting point for self-assessment
- It helps everyone – the Self-Study Team, Departmental staff, and the Site Review panel – to understand what is most relevant and important to the department and its performance, both now and since the last program review
- It helps identify potential gaps in key information, key outcomes and results
- It also may be used by itself for an initial self-assessment prior to initiating a full program review. If you identify topics for which conflicting, little, or no information is available, it is possible that you can use these topics for action planning.

*The Departmental Profile is a descriptive, factual document that is intended to provide a thorough introduction to the department’s activities, circumstances and context. It is not intended to reflect evaluative or judgmental conclusions or assertions about the quality or effectiveness of the department’s activities, circumstances or context.*
DEPARTMENTAL PROFILE: COMPONENTS

10 Components of the Departmental Profile*

1. Mission, vision, core values, key goals & functions
2. Primary & secondary users, groups and other stakeholders your department serves
3. Core programs, services, activities
4. Organizational structure
5. Staff demographics
6. Financial overview
7. Major facilities, equipment, technologies
8. Key collaborative relationships (inside & outside SACL)
9. Contributions to SACL & university goals & outcomes
10. Approach to departmental improvement
11. Summary of findings & action plan accomplishments from your last program review (if applicable)

*Detailed guidelines for the Department Profile are provided separately

Assessment – Division of Student Affairs & Campus Life
Program Review Process

Phase 2  Department Self-Study
# Department Self-Study: Fall/Winter

**Timeline**

<table>
<thead>
<tr>
<th><strong>September to December</strong></th>
<th><strong>Task</strong></th>
<th><strong>Leader</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td>Confirm Self-Study Team members</td>
<td>AVC/SALT, Dept Director</td>
</tr>
<tr>
<td></td>
<td>Extend all Site Review Team invitations* (Leader &amp; Members); Confirm acceptance</td>
<td>VC (cc AVC/SALT, Dept Director, SACL Assessment Dir)</td>
</tr>
<tr>
<td></td>
<td>Set dates for Site Review Team site visit</td>
<td>Dept Director &amp; AVC/SALT, in coordination with VC &amp; SACL Assessment</td>
</tr>
<tr>
<td></td>
<td>Orient &amp; train Self-Study Team members, including copies of Department Profile</td>
<td>SACL Assessment Director</td>
</tr>
<tr>
<td></td>
<td>Lead Department staff and Self-Study Team to complete departmental self-assessment</td>
<td>Self-Study Team Leader</td>
</tr>
<tr>
<td></td>
<td>Prepare draft of Department Self-Study &amp; preliminary Action Plan for Site Review Team</td>
<td>Dept Director, w/Self-Study Team Leader</td>
</tr>
</tbody>
</table>

| **January**               | Submit completed, final self-study report *by mid-January* (before classes begin) to: | Dept Director, w/Self-Study Team Leader |
|                           | • VC | |
|                           | • AVC/SALT | |
|                           | • SACL Assessment Director | |

*Invitation letter templates are provided separately*
SELF-STUDY TEAM MEMBERSHIP

This will vary depending upon the size of the department staff, with a rough target of 5-8 members. Given that potential variability, the SST must include the following minimum membership:

- **Department membership:** A non-Director department staff member who will lead the SST and department staff through the self-study process; the Director may also sit on the SST, as deemed necessary and appropriate.

- **Student representative(s):** One or more undergraduate student members who are familiar, collaborative and/or otherwise knowledgeable about the department and its work; ideally, one undergraduate student and one graduate student.

- **SACL representative(s):** At least one staff member in another department within the SACL division who is familiar, collaborative, and/or otherwise knowledgeable about the department and its work.

- **Academic representative(s):** At least one faculty member and/or administrative colleague from an academic department, who is familiar, collaborative and/or otherwise knowledgeable about the department and its work.
SELF-STUDY TEAM MEMBERSHIP

One-person departments should utilize larger self-study teams. Larger SSTs may include the following additional membership:

- **Dept/SACL membership:** As many additional staff members within the department and/or SACL division, as desired.
- **Student representative:** One or more undergraduate or graduate student members.
- **Other university representatives:** One or more members from an established dept advisory council, academic area, collaborative partnership, etc.

*One-person departments would be wise to utilize large self-study teams, e.g., approx. 8 members.*

*Membership should include multiple staff representatives from within SACL, plus any important collaborators within the university and/or community.*
The SST will select and use one of the following performance review protocols for the department’s self-study:

**CAS Standards:** Where applicable, this may be the best approach for depts/units that have never engaged in self-study previously. It is a more manageable first foray into departmental assessment & review. It offers a professionally-accepted set of minimum standards and best practices for functional areas within Student Affairs. Note: Depts/units who choose this protocol for their first Program Review may elect to use the Chancellor’s ADQUAD or SACL Self-Study Protocol for their next Program Review.

**ADQUAD:** The Chancellor’s Administrative Quality Assessment and Development is the protocol and procedure being used campus-wide to assess and improve administrative operations at the unit level. Reviews address core evaluation criteria. Note: The CAS Standards and protocol used within SACL satisfactorily address ADQUAD core criteria.

**SACL Self-Study Content Outline:** This protocol is based upon a model that has been developed & implemented at Texas A&M University, and has become a prototype for student affairs comprehensive program reviews. The Division has copies of the detailed manual that dept/unit’s may use to inform and shape your dept/unit’s inquiry and self-review.
SELF-STUDY TOPICS

12 Components of the CAS Self-Assessment Guide (2012)

Part 1. Mission
Part 2. Program
Part 3. Organization and Leadership
Part 4. Human Resources
Part 5. Ethics
Part 6. Law, Policy, and Governance
Part 7. Diversity, Equity, and Access
Part 8. Institutional and External Relations
Part 10. Technology
Part 11. Facilities and Equipment
Part 12. Assessment and Evaluation

ADQUAD Questions

In addition to the CAS protocol (or alternative, if applicable), each department must address the following two questions from the Chancellor’s Administrative Quality Assessment & Development (ADQUAD) protocol:

1. In what ways does the unit maximize the use of its human resources?
2. In what ways does the unit maximize the use of material resources such as space, equipment, operating funds, etc.?
SELF-STUDY PROCESS: CAS STANDARDS

1. Understand the CAS Standards and Guidelines

- CAS Standards represent essential practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. Standards (i.e., essentials of quality practice) are printed in **bold type** and use the verbs “must” and “shall”

- CAS Guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines, which complement the standards, are printed in light-face type, and use the verbs “should” and “may.”

- Standards and Guidelines have been translated into multiple criterion measures for rating purposes. For each of the 12 self-assessment components, there is a series of numbered criterion measures that team members will rate. Each criterion measure focuses on a particular aspect of the standard.

- The criterion measures are designed to capture the major ideas and elements reflected in the standards; they are not designed to focus on completely discrete ideas.

- If the Self-Study Team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.
2. **Complete individual ratings**: SST and all departmental staff members individually rate each criterion measure using separate copies of the CAS Self-Assessment Guide.

<table>
<thead>
<tr>
<th>ND</th>
<th>0 rating:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Apply</td>
<td>Insufficient Evidence/Unable to Rate</td>
<td>Does Not Meet</td>
<td>Partly Meets</td>
<td>Meets</td>
<td>Exceeds</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

- **0 rating**: This response can be used when relevant data are unavailable to support a judgment. 0 items should generate careful group consideration and follow-up action as appropriate.
- **ND**: Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program. In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report.
- **When either the ND or the 0 ratings are used, an explanatory note should be entered.**
### RATING EXAMPLE

**Part 1. MISSION**

Programs and services must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The program</td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>develops, disseminates, and implements the mission</td>
<td></td>
</tr>
<tr>
<td>1.1.2</td>
<td>regularly reviews its mission</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>The mission statement</td>
<td></td>
</tr>
<tr>
<td>1.2.1</td>
<td>is consistent with that of the institution</td>
<td></td>
</tr>
<tr>
<td>1.2.2</td>
<td>is consistent with professional standards</td>
<td></td>
</tr>
<tr>
<td>1.2.3</td>
<td>is appropriate for student populations and community settings</td>
<td></td>
</tr>
<tr>
<td>1.2.4</td>
<td>references learning and development</td>
<td></td>
</tr>
</tbody>
</table>
3. **Gather individual ratings**: SST and all departmental staff members individually rate each criterion measure using separate copies of the self-assessment protocol.

4. **Translate into collective ratings**: SST reviews the individual ratings and translates them into a collective rating.

5. **Interpret ratings**: SST then moves to the interpretation phase of the self-assessment process.
   - Interpretation typically incorporates considerable **discussion** among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment.
   - **Rating discrepancies** among department staff requires further department staff processing/discussion to try to identify sources and reach consensus.
   - Persistent disagreements over performance ratings may call for additional data collection.

6. **Summarize and identify overarching issues**
Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

CAS recommends the following for establishing a comprehensive plan of action:

1. Identify areas of program strength
2. Identify areas of program weakness
3. Describe practices requiring follow-up
4. Summarize actions required for the program to meet standards
5. Summarize program enhancement actions
6. Write a preliminary Program Action Plan, which will be finalized after receiving the Site Review Team’s report
Program Review Process

Phase 3 | External Review
## TIMELINE

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>TASK</th>
<th>LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>January to February</td>
<td>Meet with SACL Assessment Director to discuss &amp; develop preliminary Site Review Team site visit itinerary*</td>
<td>Dept Director (w/Self-Study Team Leader), AVC/SALT</td>
</tr>
<tr>
<td></td>
<td>Prepare materials for Site Review Team site visit; Deliver self-study report &amp; other program review materials to Site Review Team for review at least 2 weeks prior to site visit</td>
<td>Dept Director, w/Self-Study Team Leader</td>
</tr>
<tr>
<td></td>
<td>Finalize Site Review Team site visit itinerary*</td>
<td>Dept Director (w/Self-Study Team Leader), AVC/SALT</td>
</tr>
<tr>
<td>February to May</td>
<td>Site Review Team site visit, 2-3 days</td>
<td>AVC/SALT, Dept Director (w/Self-Study Team Leader), SACL Assessment Director</td>
</tr>
<tr>
<td></td>
<td>Site Review Team Leader submits final External Review Report to VC (approx 6 wks after site visit), with cc to AVC/SALT, Dept Director, SACL Assessment Director</td>
<td>Site Review Team Leader</td>
</tr>
</tbody>
</table>

*Sample site visit itineraries are provided separately*
External reviews provide a professional and neutral evaluation, analysis and recommendation to improve the quality of the department’s programs and/or services. Site reviews bring new perspective, fresh insight, and new ideas to the department’s self-discovery that occurs during the self-study process.

The external review process consists of:

- off-site document review of the department’s written program review materials, and
- on-site review visit

The Site Review Team will evaluate the department using a combination of the content provided in the department’s Departmental Profile, Department Self-Study, preliminary Action Plan, and its supporting documents, together with the information obtained in person during the site visit.

Approximately 6 weeks after the visit, the Site Review Team will submit a written, evaluative External Review Report summarizing their observations and assessments, as well as insights on approaches for the department to sustain and create organizational excellence.
SITE REVIEW TEAM MEMBERSHIP

The external review is conducted by a team of 4-5 reviewers, comprised of the following external and university representatives:

- **External Expert/Site Review Team Leader:** An external professional (i.e., outside of UMass) who is a recognized expert in the field, and leads or has led an exemplary department. If possible, the leader will have prior experience in departmental program reviews. The leader will be expected to evaluate the department in its national context and provide insight and feedback on issues and trends particular to the department.

- **SACL representative:** One Director from another SA dept/unit, preferably one that will be engaging in the 2014-15 Program Review cycle (if at all possible).

- **Non-SACL representatives:** At least two members of UMass Amherst that are employed outside of SACL, with preference for the following:
  - **Academic representative(s):** Two (or more) faculty members and/or administrative colleagues from an academic department.
  - **Other administrative representative:** For some SACL departments, a site review panelist from Administration & Finance (e.g., admissions, bursar) may be an appropriate and valuable choice. With SALT approval, one of the these representatives may be considered in lieu of one academic representative.
Site Review Team Charge

Site Review Team is charged with three tasks:

1. Examine critically the department’s Departmental Profile, Department Self-Study, preliminary Action Plan, and supporting documents prior to conducting its formal on-site visit.

2. Participate in a two-day, on-site review and utilize the visit to gather additional evaluative information.

3. Prepare a written report assessing the department for strengths, limitations, and recommendations for making improvements.
SITE REVIEW TEAM GUIDING QUESTIONS

To aid in the review and evaluation process, the Site Review Team is invited to use the following guiding questions:

1. **Do the structure and the goals of our department respond appropriately to the context and the national landscape of the field?**

2. **How well are we doing what we say we are doing? What evidence exists to support this evaluation?**

3. **Given our goals and the university context, what are your recommendations for addressing our key challenges? What changes could raise the department to the next level of excellence?**

The Site Review Team may incorporate the background and expertise of its leader and university members to identify other relevant and related topics to address during the site visit and/or in the External Review Report.
The site review visit is organized, coordinated and managed by the department under review with some financial assistance from the Office of the Vice Chancellor. The Site Review Team receives a detailed schedule of the visit in advance.

During the site visit, the Site Review Team will:

- Meet with the department/program staff, the Vice Chancellor for Student Affairs and Campus life, and key constituents such as other administrators, staff, students, faculty and professional community representatives (if appropriate)
- Visit facilities
- Meet as a review team to discuss points that will be included in their analysis

The Site Review Team Leader will be responsible for facilitating the group and individual interview discussions scheduled during the site visit.
Drawing upon insights gleaned from the site visit and review of the department’s Self-Study and related documents, the Site Review Team Leader will prepare a written evaluative External Review Report that:

- Reflects the collective observations and findings of the Site Review Team
- Provides an assessment of the department’s organizational performance
- Offers recommendations for future improvements

The External Review Report should be submitted approximately 6 weeks after the completion of the site review visit.

The External Review Report, together with the Department’s Self-Study report, provides the department with suggestions for future, long term planning. Some or all of the suggestions in the Report are then integrated into the department’s final Action Plan document.
PROGRAM REVIEW PROCESS

Phase 4  Program Review Report & Action Plan

Phase 5  Implementing the Action Plan
### After the Site Visit: Final Steps of Program Review

<table>
<thead>
<tr>
<th>Site Review Team Leader sends External Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To:</strong> VC</td>
</tr>
<tr>
<td><strong>CC:</strong> AVC/SALT; Dept Director; Assessment Director</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Review Report is reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVC + VC</strong></td>
</tr>
<tr>
<td><strong>AVC + Dept Director</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department’s Preliminary Action Plan is finalized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director shares full report with Dept Staff</strong></td>
</tr>
<tr>
<td><strong>Director &amp; Dept Staff revise &amp; finalize Action Plan</strong></td>
</tr>
<tr>
<td>TIMELINE</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>SUMMER</td>
</tr>
<tr>
<td>May to July</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
PROGRAM REVIEW PROCESS

Roles & Responsibilities during Program Review
ROLES & RESPONSIBILITIES: VICE CHANCELLOR & SALT

- Serve as the *advisory board* for Program Review
- Establish the *overall timeline* for when departments undertake a program review
- *Determine the external Site Review Team leader(s)* and provide consultation on the internal team members
- Participate in the Site Review Team *on-site process*
- *Review External Review Report and recommendations* with VC and Department Director, before it is shared with department staff
- *Submit department’s final Program Review Report to the Chancellor*
- Annually *review departmental progress* on action plans
**Roles & Responsibilities: Department Director**

- Responsible for the *overall Program Review process* in his/her department
- Coordinate the Program Review process *timeline*
- **Select the Self-Study Team Leader and members**
- Provide consultation on external *Site Review Team Leader* and identify internal Site Review Panel members for the site review process
- Serve as the *lead author* of all sections of the department’s Program Review Report, and *adhere to each submission timeline* (e.g., Departmental Profile and Self-Study for Site Review Team; final Program Review Report for VC and Chancellor)
- Serve as the *host for the Site Review Team’s on-site visit*
- After reviewing Site Review Team report with VC and AVC, *lead department staff to revise and finalize the Action Plan* to incorporate recommendations provided by the Site Review Panel and SALT
- **Prepare and submit a final Program Review Report** to VC and Chancellor that reflects the results of the self-study and site review
- **Establish the departmental climate for Program Review**
  - Create a *safe climate for inquiry* during the review
  - *Acknowledge the time commitment* for Self-Study Team members and *provide relief* from normal job responsibilities as appropriate in time and manner
  - *Celebrate* the achievements and commitment of the Self-Study Team and departmental staff as they participate in the process
- Lead the department staff to begin implementing the *Departmental Action Plan*
ROLES & RESPONSIBILITIES: DEPARTMENT STAFF

Program Review Preparation Phase
- Participate in working groups to compile information for Departmental Profile portion of the Program Review Report

Department Self-Study Phase
- Attend Program Review Orientation
- Participate individually or in working groups to compile information & evaluate departmental performance in each performance category
- Complete self-assessment worksheets candidly, thoughtfully, thoroughly and on time
- Attend and participate actively in all self-assessment review discussions
- Review & discuss drafts of report sections and preliminary action plan, as well as the final draft submitted to the Site Review Team

External Review Phase
- Contribute to the preparation & planning of the Site Review Team on-site visit
- Facilitate & participate in the on-site visit

Program Review Report & Action Plan
- Collaborate on revising a final draft of the department Action Plan
- Implement the Departmental Action Plan
ROLES & RESPONSIBILITIES: SELF-STUDY TEAM

- **Develop a timeline** for compiling information and completing self-assessment worksheets for each performance review category
- **Organize & manage any additional data &/or information collection** needed to complete self-assessment worksheets
  
  (Note: This will be done primarily by the SST Leader, with assistance from departmental staff representatives as needed/possible)
- **Complete self-assessment worksheets** candidly, thoughtfully, thoroughly and on time
- **Attend and participate actively** in all self-assessment review discussions
- **Help edit and prepare Department Self-Study section of the Program Review report as needed** for submission to SACL and Site Review Team
  
  (Note: The Department Director has primary responsibility for writing the Self-Study, with assistance from the SST Leader and other departmental staff representatives as needed/possible)
- **Adhere to all SACL timelines** for completing data collection, self-assessment worksheets, self-assessment review discussions, and performance review writing
- Participate in the Site Review Team **on-site process**
ROLES & RESPONSIBILITIES: SACL ASSESSMENT DIRECTOR

- Facilitate *AVC & Director orientation* to Program Review process
- Facilitate *Self-Study Team Leader orientation* to Program Review process
- Facilitate *Department orientations* to Program Review & Self-Study process

- Organize & host *regular Self-Study Team Leader meetings* throughout Program Review process

- *Facilitate workshops and continuing support* for the self-study and site review processes
AN EFFECTIVE PROGRAM REVIEW...

- is comprehensive
- will have an impact beyond completion of the review
- is forward-looking, not descriptive
- engages multiple campus constituents
- identifies growth opportunities
- provides suggestions for improvement
- is fair and objective
- recognizes strengths

University of North Carolina Greensboro
The overall benefit of the unit undergoing review is directly related to the way in which the unit approaches the review. Units that

- take the process seriously,
- spend time clarifying the issues and fully developing and vetting their self-study with all members of the unit,
- focus efforts on implementing the recommendations

experience the most improvement and benefit. Ultimately, it is the unit's level of engagement in Program Review that determines the "success" of the review and continuous improvement.