

***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

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*Director of Assessment*

## TABLE OF CONTENTS

Overview to Program Review .....	3
Program Review Process	
<i>Phase 1</i> Program Review Preparation .....	8
<i>Phase 2</i> Department Self-Study .....	14
<i>Phase 3</i> External Review .....	23
<i>Phase 4</i> Program Review Report & Action Plan .....	30
<i>Phase 5</i> Implementing the Action Plan .....	30
Roles & Responsibilities during Program Review .....	33
Conclusion .....	40

## PROGRAM REVIEW CYCLE: AY 2013 – AY 2026

<b>AY12-13</b>	Career Services; Center for Educational Policy Advocacy (CEPA; departmental profile only); Center for Health Promotion (CHP); Center for Multicultural Advancement & Student Success (CMASS); Center for Student Development Financial; Office of Fraternities & Sororities (OFS); Student Activities & Involvement (SAI); Student Legal Services Office (SLSO)
<b>AY13-14</b>	Office of Religious and Spiritual Life (ORSL); Veterans Services
<b>AY14-15</b>	Off Campus Student Services (OCSS); Residential Life; Stonewall Center
<b>AY15-16</b>	Center for Women & Community (CWC); Cultural Centers; Office of Family Resources (OFR); WMUA Radio
<b>AY 16-17</b>	<i>[gap]</i>
<b>AY17-18</b>	Campus Recreation; Dean of Students Office (DOSO); New Students Orientation (NSO)
<b>AY18-19</b>	NEASC University Self-Study; Office of Parent Services (OPS); Student Affairs Technology Services (SATS)
<b>AY19-20</b>	Career Services; Center for Educational Policy Advocacy (CEPA; departmental profile only?); Center for Health Promotion (CHP); Center for Multicultural Advancement & Student Success (CMASS); Center for Student Development Financial; <b>Disability Services for Students</b> ; Office of Fraternities & Sororities (OFS); <b>SACL Communications</b> ; Student Activities & Involvement (SAI); Student Legal Services Office (SLSO)
<b>AY20-21</b>	Office of Religious and Spiritual Life (ORSL); Veterans Services
<b>AY21-22</b>	Off Campus Student Life (OCSL); Residential Life; Stonewall Center
<b>AY22-23</b>	Center for Women & Community (CWC); Cultural Centers; Office of Family Resources (OFR)
<b>AY23-24</b>	<i>[gap]</i>
<b>AY24-25</b>	Campus Recreation; Dean of Students Office (DOSO); New Students Orientation (NSO)
<b>AY25-26</b>	Office of Parent Services (OPS); Student Affairs Technology Services (SATS)

## 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;
- **Foster understanding** of University of Massachusetts Amherst student and staff characteristics, needs, and experiences;
- **Assess the department's effectiveness** in contributing to student learning and development outcomes *and/or* business and service outcomes;
- **Provide evidence of the excellence and effectiveness** of the department's programs, activities, services, and operations;
- **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

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- Purposeful, reflective self-study
- External review
- Action planning

## FINAL WRITTEN PRODUCT: *PROGRAM REVIEW REPORT*

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### **Part 1: Departmental Profile** (approx 10-12 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; or other appropriate professional protocol, with VC/Cluster Leads approval.

### **Part 3: Major Findings from the Self-Study**

### **Part 4: Action Plan**

An **preliminary 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.

## YOUR CHARGE: CONDUCT A PROCESS THAT...

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- 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

## PROGRAM REVIEW PROCESS

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### *Phase 1* | Program Review Preparation

## 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 seven years**, including identifying and describing any salient changes that have occurred during that time.

***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

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### 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

*\*Detailed guidelines for the Department Profile are provided separately*

## SELF-STUDY TEAM MEMBERSHIP

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This will vary depending upon the size of the department staff, with a rough target of 5-8 members. Given that potential variability, the Self-Study Team 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
- **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

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Larger Self-Study Teams 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 department 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.*

## PROGRAM REVIEW PREPARATION: SPRING - SUMMER

TIMELINE	TASK	LEADER
<b>SPRING SEMESTER</b>		
<b>May</b>	Departments scheduled for next AY program review receive written notification from VC	VC
	Appoint Self-Study Team Leader	Dept Director, w/Cluster Lead
<b>SUMMER</b>		
<b>June to August</b>	Orient Self-Study Team Leader	SACL Assessment Director, in coordination with Dept Director + Cluster Lead
	Identify self-study protocol	Self-Study Team Leader + Dept Director, w/SACL Assessment Director
	Conduct department orientation to Program Review	SACL Assessment Director, in coordination with Dept Director & Cluster Lead
	Draft Departmental Profile (Part 1 of <i>Program Review Report</i> ); <b>Submit final draft to SACL Assessment Director by end of August</b>	Dept Director, w/Self-Study Team Leader
	Identify Self-Study Team membership	Dept Director, w/SALT rep
	Develop list of potential Site Review Team Leader & Members; Submit for VC approval	Dept Director + SALT rep

## PROGRAM REVIEW PROCESS

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### *Phase 2* | Department Self-Study

## SELF-STUDY PROTOCOL

The Department Director will select *one* of the following performance review protocols for staff and self-study team to use 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 for their next Program Review.

**Professional association standards:** Professional standards developed and maintained by recognized, function-specific professional association. Examples:

- *Association of College and University Housing Officers-International (ACUHO-I) Standards & Ethical Principles for College & University Housing Professionals*
- *National Association of Colleges and Employers (NACE) Professional Standards for College & University Career Services*

**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.

## SELF-STUDY TOPICS

### 12 Components of the CAS Self-Assessment Guide

Part 1. Mission

Part 2. Program & Services

Part 3. Student Learning, Development & Success

Part 4. Assessment & Evaluation

Part 5. Access, Equity, Diversity & Inclusion

Part 6. Leadership, Management & Supervision

Part 7. Human Resources

Part 8. Collaboration & Communication

Part 9. Ethics, Law & Policy

Part 10. Financial Resources

Part 11. Technology

Part 12. Facilities & Infrastructure

### 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 over 40 higher education professional associations concerned with student learning, development and success. Standards, representing 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 criterion measures and grouped into subcategories for rating purposes.** For each of the 12 component parts, team member will rate clusters of criterion measures. 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 translated into a measurable statement to facilitate rating.

## SELF-STUDY PROCESS: ASSESS PERFORMANCE

2. **Complete individual ratings:** SST and all departmental staff members individually rate each criterion measure using separate copies of the CAS Self-Assessment Guide.

DNA	IE	0	1	2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets

- **DNA:** 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 DNA rating can be used and, in the report, describe the rationale for excluding the practice in the criterion measure.
- **IE:** This response can be used when relevant data are unavailable to support a rating judgment. In such instances, an explanatory note should be provided in the report.
- **0 rating:** Items rated 0 should generate careful group consideration and appropriate follow-up action.
- ***When either the DNA or the IE ratings is used, an explanatory note should be entered.***

# SELF-STUDY PROCESS: JUDGE PERFORMANCE

## RATING EXAMPLE

### 2.1 Program and Services Goals

- The functional area is guided by a set of written goals and objectives that are directly related to the stated mission.
- The functional area's goals are aligned with institutional priorities and expectations of the functional area.
- The functional area regularly develops, reviews, evaluates, and revises its goals.
- The functional area communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

*Justification for 2.1 Rating:*

### 2.2 Program Information and Services

- The functional area provides relevant information, services, and resources consistent with its mission and goals.
- The functional area develops and implements strategies for outreach and promotion.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

*Justification for 2.2 Rating:*

## SELF-STUDY PROCESS: ASSESS PERFORMANCE

3. **Gather individual ratings:** Working individually, all SST and departmental staff members rate the department on each criterion measure, using personal copies of the self-assessment protocol
4. **Translate into collective ratings:** SST Leader compiles the individual ratings and translates them into collective ratings
5. **Interpret ratings:** SST and department staff then move to the interpretation phase of the self-assessment, led by SST Leader
  - Interpretation typically incorporates considerable **discussion** among team/staff 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**

## SELF-STUDY PROCESS: FORMULATE AN ACTION PLAN

- Department Director resumes leadership of the program review process.
- Using summaries and information from the Self-Study Leader, the Department Director writes the Department Self-Study, which will present and discuss the findings of the self-study process.
- 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 (i.e., department) 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 seven-year Department Action Plan, which will be finalized after receiving the Site Review Team's report**

## DEPARTMENT SELF-STUDY: FALL/WINTER

TIMELINE	TASK	LEADER
<b>FALL SEMESTER</b>		
<b>September to December</b>	Confirm Self-Study Team members	Dept Director, w/Cluster Lead
	Extend all Site Review Team invitations* (Leader & Members); Confirm acceptance	VC (cc Cluster Lead, Dept Director, SACL Assessment Dir)
	Set dates for Site Review Team site visit	Dept Director & Cluster Lead, in coordination with VC & SACL Assessment Director
	Orient & train Self-Study Team members, including copies of Department Profile	SACL Assessment Director
	Lead Department staff <i>and</i> Self-Study Team to complete departmental self-assessment	Self-Study Team Leader
	Prepare draft of Department Self-Study & preliminary Department Action Plan for Site Review Team	Dept Director (w/Self-Study Team Leader & departmental staff assistance, as needed)
<b>January</b>	Submit completed, final self-study report <i>by mid-January</i> (before classes begin) to: <ul style="list-style-type: none"> <li>• VC</li> <li>• Cluster Lead</li> <li>• SACL Assessment Director</li> </ul>	Dept Director, w/prior editorial review & feedback from SACL Assessment Director

*\* Invitation letter templates are provided separately*

## PROGRAM REVIEW PROCESS

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### *Phase 3* | External Review

## EXTERNAL REVIEW OVERVIEW & PROCESS

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*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 (Departmental Profile, Department Self-Study, preliminary Action Plan, and supporting documents)
- **on-site review visit** to gather additional evaluative information through meetings, tours, etc.
- **written report** to assess and summarize the department's strengths & limitations, and to provide recommendations for improvement

## 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 SACL dept/unit, preferably one that has not yet completed a program review (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 SACL Leadership approval, one of these representatives may be considered in lieu of one academic representative.

## SITE REVIEW TEAM GUIDING QUESTIONS

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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.

## SITE REVIEW VISIT

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**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.**

## EXTERNAL REVIEW REPORT

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 insights and recommendations for creating, improving and sustaining departmental excellence

**The External Review Report shall 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 final Department Action Plan document.**

## EXTERNAL REVIEW: SPRING

TIMELINE	TASK	LEADER
<b>SRING SEMESTER</b>		
<b>January to February</b>	Meet with SACL Assessment Director to discuss & develop preliminary Site Review Team site visit itinerary*	Dept Director, Cluster Lead
	Prepare materials for Site Review Team site visit; Deliver self-study report & other program review materials to Site Review Team for review <i>at least 2 weeks prior to site visit</i>	Dept Director, w/prior editorial review & feedback from SACL Assessment Director
	Finalize Site Review Team site visit itinerary*	Dept Director, Cluster Lead
<b>February to May</b>	Site Review Team site visit, 2-3 days	Dept Director, Cluster Lead, SACL Assessment Director
	Site Review Team Leader submits final <i>External Review Report</i> to VC (approx 6 wks after site visit), with cc to Cluster Lead, Dept Director, SACL Assessment Director	Site Review Team Leader

\* *Sample site visit itineraries are provided separately*

## PROGRAM REVIEW PROCESS

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***Phase 4*** | **Program Review Report & Action Plan**

***Phase 5*** | **Implementing the Action Plan**

## AFTER THE SITE VISIT: FINAL STEPS OF PROGRAM REVIEW

**Site Review Team Leader sends External Review Report**

**To: VC**

**CC: Cluster Lead; Dept Director;  
Assessment Director**



**External Review Report is reviewed**

**VC + Cluster Lead + Dept Director + Assessment Director**



**Department's Preliminary Action Plan is finalized**

**Director shares full report with Dept  
Staff**

**Director & Dept Staff revise & finalize  
Action Plan**

## PROGRAM REVIEW REPORT & ACTION: SUMMER & BEYOND

TIMELINE	TASK	LEADER
<b>SUMMER</b>		
<b>May to July</b>	VC meets with Dept Director, Cluster Lead & SACL Assessment Director to review the External Review Report	VC
	Dept Director shares & reviews External Review Report with department staff; Revise & finalize Department Action Plan	Dept Director, w/department staff
<b>August</b>	<b><i>Submit completed, final Program Review Report to VC and SACL Assessment Director</i></b>	Dept Director
	Begin implementing 7-year action plan	Dept Director, w/department staff

## PROGRAM REVIEW PROCESS

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### Roles & Responsibilities during Program Review

## 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)
- Serve as the **host for the Site Review Team's on-site visit**
- After reviewing Site Review Team report with VC and Cluster Lead, **lead department staff to revise and finalize the Action Plan** to incorporate recommendations provided by the Site Review Panel and SACL Leadership
- **Prepare and submit a final Program Review Report** to VC 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
- ***Complete self-assessment worksheets*** candidly, thoughtfully, thoroughly and on time
- ***Attend and participate actively*** in all self-assessment review discussions
- ***Review & discuss drafts*** of 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 LEADER

- **Organize & convene self-study meetings** of the Self-Study Team (SST) and department staff, beginning with Program Review Orientation sessions for each group
- **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)*
- **Disseminate, gather & compile self-assessment worksheets** for self-study team and department staff
- **Lead SST and department staff self-assessment review discussions**, maintaining detailed notes on conversation proceedings, for later use in preparing the self-study narrative
- **As needed, help edit and prepare Department Self-Study section of the Program Review report** for submission to SACL Leadership 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 and/or appropriate)*

## ROLES & RESPONSIBILITIES: SELF-STUDY TEAM

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- Attend Program Review Orientation meeting
- **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 and/or appropriate)*
- **Adhere to all SACL timelines** for completing data collection, self-assessment worksheets, self-assessment review discussions, and performance review writing

## ROLES & RESPONSIBILITIES: VICE CHANCELLOR & SAC LEADERSHIP

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- 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: SACL ASSESSMENT DIRECTOR

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- Facilitate ***Dept Director & Cluster Lead 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, as needed
  
- ***Facilitate workshops and continuing support*** for the self-study and site review processes

## AN EFFECTIVE PROGRAM REVIEW...

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- *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*

## CLOSING THOUGHT

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*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.*

*Northwestern University*