

Weber State University Student Affairs



Program Review Handbook

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Weber State University Mission Statement

Weber State University offers associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service, and community-based learning the university as an educational, cultural and economic leader for the region.

Student Affairs Mission Statement

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Purpose of Program Review

The purpose of a program review process is to provide a comprehensive evaluation of departments within our division on a five-year cycle. Program review is a reflective process that allows for an introspective look at our structure and services and allows us to see areas that we are doing well in and areas that we can improve upon. Program review also serves to assist in strategic planning and goal setting.

Goals of Program Review

1. To ensure that each unit is providing high-quality, effective programs and services
2. To continually strive to improve WSU Student Affairs programs and services
3. To demonstrate our alignment with the division and university mission, as well as the university core themes and objectives, through an evidence-based process
4. To create action plans and identify important initiatives to be used in strategic planning for the Student Affairs Division and departments within the division.
5. To increase knowledge and understanding of the division as a whole within Student Affairs and across the university

Each department will go through the program review process on a five-year cycle. As this is an intensive process, all department members should play an integral part. Each department will complete a self-study document (see page 6) that addresses not only department data and statistics but also department needs and areas of strength and those needing improvement.

Program Review Process

The program review process is a reflective process taking an in-depth look at departments within the division. Each department will be responsible for preparing a self-study document, selecting the site review team, and implementing an action plan after consultation with its Student Affairs Management Council (SAMC) representative and the Vice President for Student Affairs.

Timeline

The timeline for the program review process is largely dependent upon the individual department. Each department will be reviewed on a five-year cycle with the specific date to be set during the academic year specified in Appendix A. The specific date will be decided by your department in collaboration with your SAMC representative and the Department of Assessment and Research.

A letter will be sent to your department by the Vice President for Student Affairs approximately six months prior to your site visit to schedule exact dates; although, your department will know in advance when your review is approaching (see Appendix A) and may begin preparing at anytime.

Upon receiving a letter informing your department of your upcoming review, your SAMC representative and the Student Affairs Assessment Coordinator will meet with your department to provide an overview of the process and to answer any questions you may have. During this meeting, you will discuss your timeline for the program review process (see Appendix B) and the composition of your self-study team. Your SAMC representative and the Student Affairs Assessment Coordinator will serve as resources throughout your self-study preparation. The assessment committee and other departments who have completed program review can also serve as resources.

Within one month after receiving a letter from the Vice President, your site review team for your department's program review should be selected pending the final approval of the Vice President, your SAMC representative, and the Assessment Coordinator (see page 10).

Budget

The program review process is of great value to each individual department and to the overall Student Affairs Division. As such, during the academic year for which the program review for your department is scheduled, an extra sum of up to, but not exceeding, \$2500 will be allotted for all expenses associated with program review. The Assessment and Research Office will take care of the large majority of budgetary requirements. The money will then be reimbursed to the appropriate accounts.

Self-Study Team

Your self-study team is the steering committee that organizes and creates your self-study document. This team includes members of your department as well as one or more individuals from outside departments that have recently participated in program review.

Department Self-Study

Each department prepares a self-study report examining each of the following areas:

1. Unit Mission & Goals
2. Core Programs and Services
3. Leadership & Staffing
4. Financial Resources/Budget
5. Facilities, Equipment, and Technology
6. Ethical and Legal Responsibilities
7. Assessment and Evaluation
8. Summary

This is an in-depth, reflective process that your department will complete in approximately six months; however, your department is encouraged to gather and continually update this information even during the time periods that you are not scheduled for program review.

The purpose of the department self-study is to provide a comprehensive overview of your department for the site review team. The self-study should address each of the program review goals articulated on page four.

When drafting your self-study, you can use any resources available, including: *CAS Standards* and any accreditation standards specific to your department. If you are currently accredited by an outside entity, your SAMC representative will work with your individual department to incorporate WSU's program review with your accreditation process.

Following is a list of **topics to consider** including in your self-study report:

1. Unit Mission, Goals, and Outcomes
 - Include your unit/ department mission statement and any overarching goals or outcomes that you have for your department. Overarching goals and outcomes are those that do not change on an annual basis.
 - Describe how your unit/ department mission statement supports those of the Division and University.
 - Detail how your department contributes to core theme objectives
 - Detail a brief history of your department.
2. Programs and Services
 - Detail the core programs and/or services that you provide.

- What is the core purpose of each of these programs?
Please limit these to only the **core** programs and services of your department with a brief (1-4 sentences) description.
- How do these programs align with the mission and goals of WSU, the Student Affairs Division, and your department?
- How do these programs and services align with one or more of the university core theme objectives?
- What theories, philosophies, etc. inform the programs and services you offer?
- How are new programs and services initiated?
- Outreach, Campus Relations, and Collaborations
 - How do you advertise your programs and services?
 - Detail how you provide outreach to students and the community.
 - How do you collaborate with other departments within the Division of Student Affairs?
 - How do you collaborate with departments outside of the Division? How do you initiate collaborative projects? How do you reach out to the campus and surrounding community? How can you improve these efforts?
- Describe any core changes in your programs and services over the past five years.
- Do you anticipate implementing any new programs or services? If so, please briefly (1-3 sentences) detail them.

3. Leadership and Staffing

- Detail organizational and reporting structure for professional staff and students (include organizational chart).
- How are decisions made within the leadership and the department as a whole? How are decisions communicated within your department?
- Staff & Responsibilities
 - Include basic aggregate demographic information regarding employees in your department (See Appendix D)
 - Detail recruiting methods including any challenges or successes you have experienced in recruiting
 - Include the following components for each employee (student employees can be included in one category)
 - Job Responsibilities (3-4 sentences; by title)
 - Qualifications (e.g., skills employees should possess such as alignment with Divisional values, degree types)
 - Training & Professional Development
 - How are employees oriented to their role within the university?
 - What professional development/ training occurs for staff throughout their career?
 - Evaluation
 - Highlight evaluation methods for both professional staff and student employees.
 - Explain feedback mechanisms and timeline for changes or improvements

- Highlight any departmental rewards/ recognition programs
- Do you have any needs involving the staffing of your department? If so, please detail these needs.

4. Financial Resources/Budget

- Detail your overall budget over the past five years (e.g., graph of total budget for the past five years, breakdown cost per student, cost per location if multiple locations, total budget by major categories for the current year including salaries, wages, other expenses, capital outlay, etc.). Include funding sources.
- Detail any outside funding (e.g., grants, activity waivers) and/ or revenue you receive.
- How do you determine priorities within your department budget? How do you distribute funds within your department?
- Describe any major budget oriented changes within your department over the past five years. Why did these changes occur? Do you anticipate any changes in the near future? If so, why?

5. Facilities, Equipment, and Technology

- How effective is your current space and distribution of employees within that space in helping you to achieve your departmental mission and goals? Are there any challenges you are currently facing in regards to space? Do you anticipate any?
- Are offices within your department accessible? Please detail.
- Does your department provide a safe environment? Please detail.
- Please provide, as an appendix, your latest equipment inventory.
- Detail how often you update equipment and technology within your department. Is the technology in your department adequate for meeting your needs? Please detail.
- How do you incorporate technology within your department (e.g., recruiting, presentations, advertising)?
- Is the equipment in your department adequate for meeting your needs? Please detail.
- What are you projected needs in regards to facilities, equipment, technology, and your working environment?

6. Ethical and Legal Responsibilities

- Detail unique regulations that your department must abide by related to department personnel, data, procedures, and facilities.
- Detail the ethical responsibilities of your department or program.
- If applicable, please detail your cash handling techniques, and PCI compliance.
- Detail your department's adherence to the Information Security Policy as outlined in the Policies and Procedures Manual 10-1 (check with Student Affairs Technology to be cleared). Do you have any concerns for your department's security? How do address security risk?
- How do you fulfill these? If you do not, why not?

7. Assessment and Evaluation

As the Student Affairs Division frames assessment around the assessment pyramid, this section will also be framed around that model.

- Outcomes
 - Educational Goals
 - What are the core student learning outcomes that you have examined?
 - How do these outcomes relate to the core theme objectives?
 - What have you found through your examination of core theme objectives and educational goals? (e.g., trends, needs, ideas for future programming, areas of improvement, areas of accomplishment)?
 - What methods have you used to examine these outcomes?
 - How have you used this information to improve your programs and services?
 - Program Goals
 - What are the core program and/or service oriented outcomes that you have examined?
 - How do these outcomes relate to the university core theme objectives?
 - What methods have you used to examine these outcomes?
 - What have you found through your examination of program goals?
 - How have you used this information to improve your programs and services?
 - How do you determine your goals and initiatives? Who do you include in this process? How do you share this information with the rest of your department? How do you incorporate your goals and activities into your day-to-day activities?
- Cohort Information
 - How do the students who use your services & programs compare with those students who do not? Reflect on performance indicators (e.g., retention, graduation).
 - How do you provide intentional programming for specific groupings of students, and what is the profile of these students?
 - What have you found through this information (e.g., trends, needs, ideas for future programming, areas of improvement, areas of accomplishment)?
 - How have you used this information to improve your programs and services?
- Student Needs & Satisfaction
 - How do you assess student needs for programs and services?
 - How do you assess student satisfaction with programs and services?
 - How often do you conduct benchmarking surveys or use benchmarking data to compare programs and services offered?
 - What have you found through the use of these instruments?
 - How have you used this information to improve your programs and services?
- Basic student information
 - How do you track student usage of services and interactions?

- What are the student usage patterns for your department? Please detail student usage for the past five years. Include demand trends.
- Who are the students using your services (e.g., demographic information)?
- What have you found through this information (e.g., trends, needs, ideas for future programming, areas of improvement, areas of accomplishment)?
- How have you used this information to improve your programs and services?
- Dissemination
 - Who are the stakeholders with whom you share this information?
 - How do you share the information discussed in each of the four above categories?
 - Include copies of past 6-column models.

8. Summary

- What are the major changes within your department that have occurred over the past five years?
- Detail any changes to departmental programs, services, or goals related to university core theme objectives.
- Highlight the major accomplishments and strengths of your department discovered through this self-study reflection process. How do you intend to maintain and/ or improve upon these strengths?
- Highlight areas of improvement that you have identified through this reflection process. What resources do you need in order to make these improvements? Prioritize resource needs.
- Articulate goals and recommendations that you have for your department based upon your self-study.
- What are key issues or concerns that you would like your site review team to address?

Submission of Self-Study Report

The self-study report should be sent to your site review team, SAMC representative, the Assessment Coordinator, and the Vice President for Student Affairs six weeks prior to your scheduled review. A detailed timeline is available in Appendix B. This should be in electronic format.

Site Review Team

Within one month of receiving the letter from the Office of the Vice President, a list of potential names for your site review team *along with reasons for their selection*, should be submitted to the Vice President, your SAMC representative, and the Assessment Coordinator. The site review team consists of the internal reviewers and an external reviewer who serves as chair. The site review team goals and guidelines are listed below.

Goals of the Site Review Team

- To provide an unbiased evaluation of programs and services and their alignment with the department, division, and university mission
- To identify areas of excellence in department programs and services
- To provide recommendations for areas of potential improvement

Internal Reviewer

The internal reviewers for your program review should consist of at least two individuals who have existing knowledge of your department. Potential members include faculty members with whom you have collaborated, peers within Student Affairs, members of departments who have recently undergone program review, and members of the assessment committee. Please draft a list of five potential candidates, and specify your relationship with each individual and why they were selected.

External Reviewer

The external reviewer selected for your department should be a well-respected individual in your field who is not affiliated with WSU. This individual can be from anywhere within the United States as long as they are well-versed in your respective area. We encourage you to select reviewers from outside the state. Please list three potential external reviewer candidates when submitting your draft site review team candidates to the Office of the Vice President. The Assessment Coordinator will schedule a conference call with the Site Review Team prior to the visit to help them prepare. The director of the department is not a part of this conference call; however, questions may emerge where the site review team would seek further clarification from the director.

Site Visit Schedule

The site visit will be approximately a day and a half. The external reviewer will meet with the internal reviewers upon his or her arrival to discuss the review process, the self-study report, and the site visit schedule. Other meetings are also held with the Assessment Coordinator, the Vice President for Student Affairs, the director/program head, and the SAMC representative for the department/area under review. This group also hosts a dinner for the site review team. Interviews/meetings with the department stakeholders are held the next day, usually through mid-afternoon when the team discusses and prepares a summary of their findings and preliminary recommendations. At the end of the day, the team then presents its recommendations to the SAMC representative, and Vice President for Student Affairs.

Site Review Team Recommendations

The site review team will provide a written report of recommendations within one month of the site visit. Soon thereafter, you (and/or department representatives) will meet with the Vice President for Student Affairs, the Assessment Coordinator, and your SAMC representative to discuss the site review team recommendations.

Department Action Plan

Approximately two months after the program review, your department will provide an action plan in response to the site review team recommendations. This should include goals generated by the recommendations and strategies for reaching the articulated goals. Your department representative(s) will then meet with your SAMC representative and the Vice President for Student Affairs to discuss the feasibility of the goals and strategies identified as well as ideas for implementation. These goals should then be incorporated into your 6-column model to be address in the years to come and the next program review. You will have a follow-up meeting to discuss your action plan one year after submitting your action plan.

Appendix A*
Timeline for Review

<i>Department</i>	<i>Review Year Begins</i>
Student Affairs Technology/ Computer Labs	Spring 2009
Testing Centers	Fall 2009
Women's Center	Spring 2010
Career Services	Spring 2010
Multicultural Student Center	Fall 2010
Nontraditional Student Center	Fall 2010
Campus Recreation	Fall 2010
Davis Campus Student Programs & Services	Spring 2011
Student Involvement & Leadership/ Union Services	Spring 2011
Supplemental Instruction/ Tutoring/ Davis Learning Center	Spring 2011
Student Health Services	Fall 2011
Veteran's Services	Spring 2012
Counseling & Psychological Services	Spring 2012
Housing and Residence Life	Fall 2012
Education Access and Outreach/ Student to Student	Spring 2013
International Student Services	Spring 2013
Assessment and Research	Spring 2013
Services for Students with Disabilities	Fall 2013

*The review cycle will begin again in spring 2014 and follow the same order.

Appendix B Program Review Timeline and Checklist

Department Notification of Upcoming Program Review	Beginning of Month One	<input type="checkbox"/>
Program Review Overview Meeting held with Department	Beginning of Month One	<input type="checkbox"/>
Selection of Site Review Team Candidates sent to Office of the Vice President	Month 1	<input type="checkbox"/>
Program Review Dates Finalized/ Site Visit Schedule Drafted	Month 2	<input type="checkbox"/>
Submit Outline of Self-Study to Assessment Coordinator	Month 2	<input type="checkbox"/>
Submit Rough Draft of Self-Study to Assessment Coordinator	Months 3	<input type="checkbox"/>
Submit Final Draft to SAMC member, Vice President, and Assessment Coordinator.	Month 4	<input type="checkbox"/>
Submission of Self-Study to Site Review Team	Month 5	<input type="checkbox"/>
Site Visit & Expense Report Sent to Associate Vice President	Month 6	<input type="checkbox"/>
Site Review Team Written Report Submitted Back to Department	Beginning of Month 7	<input type="checkbox"/>
Department Action Plan Drafted in Response to the Site Review Team Recommendations	End of Month 7	<input type="checkbox"/>
Program Review Final Meeting	End of Month 7	<input type="checkbox"/>

This is a draft timeline. The dates will be specified for your department's program review timeline during the initial meeting with your department.

Appendix C

Program Review Standards

1. Unit Mission, Goals, and Outcomes

The unit has a mission and overarching goals/outcomes statements which are consistent with and which support the University and Division mission statements and core theme objectives.

2. Programs and Services

The unit provides a set of core programs/services which are central to and consistent with the unit's mission and goals. These programs/services are responsive to the needs of the unit's constituents, are cost-effective and, when appropriate, are supported by other units or agencies both within and outside the University.

3. Leadership and Staffing

The unit has a sufficient number of well-qualified employees (professional, support, student) to effectively provide the core programs/services offered by the unit. Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

4. Financial Resources and Budget

The unit has a well-defined and participatory budget planning process. This process results in sufficient resources to meet the unit's core programs/services, staffing, facility, equipment, and technology needs.

5. Facilities, Equipment and Technology

The unit has safe, accessible, and current physical facilities, equipment, and technological resources to support its core programs/services and personnel.

6. Ethical and Legal Responsibilities

The unit is aware of and compliant with statutory and professional ethical and legal standards which apply to the unit's core programs/services, personnel, facilities, equipment and technology.

7. Assessment and Evaluation

The unit has clearly defined and measurable core program/service and student learning outcomes which are consistent with the unit's mission and goal statements. These program/service and student learning outcomes are regularly assessed through both direct and indirect measures, and the results of assessment are shared among constituents and are used for decision-making and planning.

Appendix D Department Staff Profile

STANDARD THREE – STUDENTS TABLE 2 STUDENT AFFAIRS STAFF PROFILE Form used in NWCCU Accreditation				
	Professional	Support	Student	Other
Female				
Male				
Degrees: PhD, EdD				
MD, JD, MSW				
MA, MS				
BA, BS				
AA, AAS, Certificate, etc.				
Years Experience in field:				
None				
Less than 5				
5 – 10				
11 – 15				
16 – 20				
More than 20				
Full-time: 9/10 months				
12 months				
Part-time: 9/10 months				
12 months				