# University of La Verne

# Administrative Program Review

# Guidelines

8/9/10
(File: WASC-Program Review-Outline-Administrative.doc)

# I. Purpose

The primary purpose of the program or department review is to determine how effectively or how well goals and objectives are met, and use the results for program improvement, planning and budgeting. This guide is intended to facilitate the process of conducting program reviews and preparing the report.

# II. Implementation Steps

**Step 1: Identify leadership**

The program or department unit head designates a person who will spearhead the program review process. The program or department head may take on the leadership of the process. The responsibilities of this person include but are not limited to (a) forming a team, (b) calling regular meeting of the team, (c) leading the team to formulate the goals and objectives to be evaluated (d) distributing the data gathering and analysis tasks, (e) leading the group to identify action recommendations, and (f) drafting the report.

**Step 2: Form a team**

The team comprises two or three individuals from the unit and one or more faculty member who are familiar with the function and operations of the unit. The faculty is invited to join the team by the unit head. The responsibilities of the team involve assisting the leader of the team with different tasks including drafting pieces of the report. In small administrative units all employees may be engaged in the process.

**Step 3: Distribute responsibilities**

The distribution of responsibilities involve designating individuals to gather data and reporting of findings. Goals and objectives may be the bases of the distribution of responsibilities.

**Step 4: Set up timelines**

Set up deadlines for completing different tasks and establish regular meetings for reporting on progress. Allow six to nine months for completing the program review process.

**Step 5: Write the program review report**

Write the program review following the general outline provided below. Allow for variations in the outline to reflect unique aspects of the unit under review. One person may write the whole report, or compile the pieces written by different individuals. The final report should have an executive summary on the front end and action recommendations at the back end. The executive summary should include the action recommendations.

**Step 6: Present the report to the members of the administrative unit as a group**

Present the report, including the process and findings, to the members of the administrative unit, and ask for feedback about the action recommendation that emerge form the data, and establish their priority order. This might entail a half-day retreat. Incorporate suggestions in the final report that should include the action recommendations in a prioritized order. Action recommendations should include resource needs, as well as self-improvement effort independent of resource needs.

**Step 7: Invite external review of the Program**

Identify external reviewer(s) with familiarity and expertise in the area to read and respond in writing to the report after a campus visit (Honorarium is provided). This should be done within three months of the completion of the report. The report should be attached to the final report as an appendix. The recommendations of the reviewer(s) are incorporated into the action recommendations. (See the external reviewer guide at: http://laverne.edu/institutional-research/assessment_academic/assets/WASC-external%20reviewer-guide-10-12-2009.pdf).

**Step 8: Submit the report to the Office of University Assessment**

Submit a hard copy and an electronic copy to the office of University Assessment. The report will be evaluated for quality (may be returned for revision), and will be posted on the Institutional Research web page (password protected) as part of the university assessment portfolio.

**Step 9: Present the report orally at a meeting of the Administrative Effectiveness Committee (EEC)**

This committee is composed of representative from different administrative units and faculty from the colleges. EEC invites the unit to make an oral presentation, and advises the Office of the Provost and the chief administrative officer of the unit regarding the quality of the overall report as well as the action recommendations.

**Step 10: MOU response by the chief administrative officer to whom the unit reports**

The chief administrative officer to whom the unit reports responds to the program review with a MOU that includes an evaluation of the quality of the report, and in ways the action recommendations will be supported for program improvement. Office of University Assessment receives a copy of the MOU for posting.

**Step 11: Report action updates**

At the end of each fiscal year submit electronically a brief action update showing progress on each of the action recommendations to the office of University Assessment.

# III. Outline of a Program Review Report

**Title Page**

**Executive Summary**

**I. Program or Department Mission**

**II. Program or Department Goals and Objectives**

**III. Description of Program or Department Capacity**

- Staff and personnel
- Supervisory relationships
- Turnover of personnel
- Inventory of basic equipment
- Computer hardware
- Computer software
- Workspace
- Material and equipment
- Operating budget

(Other headings as Appropriate)

**IV. Effectiveness Indicators**

- Indirect indicators
- Direct indicators

**V. Findings**

**VI. Action Recommendations**

- Resource needs
- Self-improvement efforts independent of resources
- Incorporate recommendations of the external reviewer(s)

**Appendices**
**(Includes a copy of the external review)**

# IV. Elaborations of Outline Elements

**The Title Page**

Should include the following information:
- Name of the University and logo at the top
- The title should read: Program Review of …. (name of the administrative unit)
- Prepared by: …. (Name of the leader and the team members including faculty)
- Date (This is the date the report is submitted to the office of University Assessment)

**Executive Summary**

- Appears after the title page.
- The executive summary is a 1-2 page statement that:
  - a. States the goals and objectives of the administrative unit
  - b. Describes department's characteristics and description in brief (capacity)
  - b. Lists the assessment procedures used including indicators of effectiveness
  - c. Mentions salient findings
  - d. Lists briefly all the action recommendations for improvement

**I. Program or Department Mission**

- The mission is a statement of what matters most with reference to the basic function of the department or program.
- The mission should be no more than a short paragraph—perhaps one sentence; i.e. "The mission of department x is to meet the technology needs of students, faculty and administrators."

**II. Program or Department Goals and Objectives**

- Goals and objectives reflect the basic mission and purpose of the program or the department in simple measurable terms using self-imposed or external benchmarks or expected levels of productivity.
- The staff helps in generating the statements of goals and objectives.
- Goal statements are more general in nature, and objectives break down a goal in more specific terms. Specify objectives whenever possible. Sometimes general goal statements may be adequate.
- Include satisfaction of the staff working in the department in the objectives.
- Include satisfaction of stakeholders outside the department, such as, students, faculty administrators, other organizational units, etc. in the objectives.

• Incorporate strategic goals and objectives generated by the program or the department during the strategic planning process in the statements of goals and objectives.
• Assessment efforts address each of the goals/objectives

**III. Description of Program or Department Capacity**

• Describe the program in terms of its capacity to meet the stated goals and objectives.
• Include an organizational chart if appropriate.
• Mention staffing, turnover, resources, budget, organization, space, equipment and other relevant aspects of the department important to its functioning.
• Include data in the narrative text or as tables, or use appendices for extensive tables
• Whenever possible show trend data—no more than five years.
• Use tables, charts or graphs to present data. Make statements about what the data say.

**IV. Effectiveness indicators**

DO NOT REPORT RESULTS OR DATA IN THIS SECTION.
• ONLY identify and describe different measures and assessment procedures as indicators of effectiveness that specifically target and align with goals and objectives.
• Whenever possible use indicators and data already generated by the program or department as routine process.
• Make sure to identify indicators or measures for each goal/objective separately
• Use two types of indicators:

(1) **Self-report** or indirect measures such as surveys, interviews, and focus groups where staff and/or stakeholders indicate the degree to which they are satisfied with the services provided by the department, and point out strengths and weaknesses. Appendix A describes general steps in obtaining stakeholder (internal and external) input.

(2) **Direct or performance** measures that reflect the mission of the department and nature of the work such as utilizations rates, turnaround time, volume of work processed per unit of time, dollars saved or raised, etc.

• Included in the description of each measure or indicator, as appropriate, such information as number of participants in the survey or focus group, questions asked, time periods used to measure utilization rates, items processed, files or cases evaluated, etc.
• Put blank samples of survey forms in the appendices and refer to them in the text.

**V. Findings**

• Organize the reporting of findings by goals and objectives.
• Mention each goal or objective as a subheading, and pulling data from the different assessment procedures that address that particular goal or objective.

• Use charts, tables and graphs to summarize the results, or refer to appendices where they may be found. If tables and charts address multiple goals and are too elaborate they may be placed in an appendix and referred to in the text.
• Always describe what the data say in words; it is important to have a summarizing sentence or two at the end of each goal/objective section that indicates how well the goal or objective has been met, or identifies areas of strengths and weaknesses.
• Use weaknesses or deviations form benchmarks or productivity targets as the basis for action recommendations

**VI. Action Recommendations**
• Incorporate recommendations of the external review.
• Make sure to include resource needs as well as self-improvement efforts independent of resources.
• Discuss the findings with the staff in the program or department to generate action recommendations—perhaps half-a-day retreat may be called for.
• List action recommendations IN PRIORITY ORDER that emerge from the discussion of the effectiveness data and the analysis of department's capacity to accomplish its goals and objectives.
• Tie the action recommendations to the strategic goals and initiatives already on the books.

**VII. Five-year action plans**

• Develop a timeline to accomplish each of the action recommendations.
• Identify individuals who will be responsible for spearheading the effort.
• Identify resources needed to accomplish the action recommendations.
• Tie the needed financial resources to the budget.
• Submit yearly updates of the action taken recommendations to the office of University Assessment. These update will be posted on the IR web page next to the program review reports.

**Appendices**
• Use alphabet letters to identify appendices.
• Refer to the appendices in the narrative of the report.
• Include the external review report.

## Appendix A

## Stakeholder Input

Input form stakeholders are important in evaluating the effectiveness of the unit. Input should be sought from internal and external stakeholder. Internal stakeholders are individuals who work within the unit. External stakeholders are individuals in other administrative and academic area with whom the unit members interface.

**1. Identify stakeholders**

a. Internal to the department or unit at the present time:
   Staff, administrators, students, faculty, etc.
b. External to the department or but internal to ULV:
   Faculty Senate, Registrar, Enrollment Services, Student Affairs, RCA/CAPA, University Relations, etc.
c. External to ULV, when appropriate
   Alumni, community agencies, potential employers, colleagues at other universities, etc.

**2. Prepare questions**

Here are general questions you may consider asking. Questions may be tailored to specific goals or objectives. No more than 4-5 questions, since these are open-ended. Here are examples:

a. What do you think are the strengths of our current department or program? What things are we doing well?
b. What are the shortcomings of our current program? What could we be doing better?
c. Are there opportunities we are not taking advantage of at the present time?
d. What are your expectations from our program at the present time and in the future?
e. What potential difficulties or problems do we foresee for our program in the coming years?

**3. Determine strategies for gathering information**

Some suggested strategies

a. One-on-one interviews with selected key individuals.
b. Form focus groups to address the questions: 5 to 7 individuals
c. Mail or e-mail questionnaires to the selected members of the identified stakeholders to be returned to a neutral party or office (i.e. IR office)
d. Administer questionnaires to “captive audiences”, such as

classes, meetings of the chamber of commerce, students visiting the campus, etc.

**4. Determine a deadline for completion of data collection**

Suggested timeline: Four weeks after initial distribution for surveys with 1 or 2 reminders

**5. Analyze the collected information**

a. Compile the data.
b. Identify major themes and issues under each question.
c. Summarize themes and issues in a tabular form using bullets.
Repeat for each of the questions.

The IR office can help in the collection and analysis of the data, and conducting focus groups.

# Appendix B
# Examples of Templates
# (Not a complete list)

## Current Staff

Name of Department:

| Name of employee | Title | Employed since (year) | Brief Job Description |
|---|---|---|---|
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**Employee Turnover**

Name of Department:

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|
| Number who left the department | | | | | |
| Number who were hired | | | | | |

## Budget

Name of Department

(**Include the most recent budget printout and includes three-year trend)**

**Inventory of Basic Equipment**
**(Add to list as needed)**

Name of Department:

| **Type** | **Number** | **Adequate?**<br>**(If have)**<br>**Yes/No** | **Need ?**<br>**(If don’t have)**<br>**Yes/No** |
|---|---|---|---|
| Telephones | | | |
| Fax machines | | | |
| Scanner | | | |
| Shredder | | | |
| T.V. monitor | | | |
| CD player | | | |
| Computer projector | | | |
| Lab top computer | | | |
| Desk top computer | | | |
| Specialized software (non-standard) | | | |
| Printer-B & W | | | |
| Printer-Color | | | |
| Copier | | | |
| Laminating machine | | | |
| Speaker | | | |
| Microphones | | | |
| Loud Speakers | | | |
| Walky-talky | | | |
| Electric carts | | | |
| Gasoline Vehicles | | | |
| File cabinets | | | |
| Shelf space | | | |
| Specialized Tools (name) | | | |
| | | | |
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## Work Space

Name of Department:

| **Space** | **Number** | **Adequate? Yes/No** |
|---|---|---|
| Rooms | | |
| Cubicles | | |
| Square footage-Total | | |
| Square footage-per employee | | |