PROGRAM REVIEW

Program Review Purpose:

Program Review is integral to assessment and the administrative planning process at departmental and university levels. The Program Review process is designed to provide an organized opportunity for administrators and staff to reflect on their practical and educational practices and review the role of their unit and department in the context of the University. Through the Program Review process administrators and staff identify and evaluate the strengths and weaknesses of their unit and develop plans for self-improvement if necessary. Units are an integral part of an integrated university community that shares a common mission, values, and strategic goals. Thus, through the Program Review process administrators and staff are also asked to evaluate how their Unit and department supports the mission and strategic directions of the University.

The administrators and staff of every Unit/department submit their findings to the Program Review Committee (via their respective director or area head). Made up of representatives from across campus, the Program Review Committee evaluates the Program Review Report with an eye toward enhancing the quality of administrative programs, aligning needs with university-wide planning and budgeting, and assuring priorities are consistent with the University’s mission and strategic direction. The Program Review Committee will also make recommendations for improvement where weaknesses have been found. The Program Review Committee recommendations and comments from the appropriate Vice President are forwarded to the unit leader and the respective area head if appropriate.

During the process of Program Review the unit, the director (or area head), the Program Review committee, and the appropriate Vice President work together to assess and improve administrative programs at Washburn University. Program Review should be carried out at all levels in a way that is: (1) collegial; (2) firm in maintaining high standards; and (3) cognizant of the role of stakeholders in assuring and advancing program and institutional quality.

Goals of Program Review:

The primary goals of Program Review are: (1) to enhance the quality of administrative programs by assessing program strengths and challenges; (2) to align unit needs and campus priorities with the planning and budgeting process; (3) to assure that unit priorities are consistent with the University’s mission and strategic directions.

Core Values Guiding Program Review Process:

Program Review is undertaken using a set of core values expressed in the Washburn University Strategic Plan (2010). Some of the ways these core values guide Program Review is articulated here to offer a better understanding of the process and intentions of the Program Review process.

Excellence: A focus on excellence encompasses every aspect of students’ experiences at Washburn University; how they are recruited, advised, supported; the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular activities; and what happens to
them after they graduate from the program. Administrative units are a central part of student experience at Washburn and units that strive for excellence as they seek to achieve their missions enhance the education, potential, and learning of all Washburn students.

**Innovation:** An education from Washburn University should give students the ability to continually adapt to new situations in our culturally diverse, technologically dynamic, ever-changing, globally connected world. Students who possess broad intellectual capabilities (critical, analytical, and creative thinking skills), information literacy, communications skills and sensitivity to social context (cultural diversity) are more nimble, and ultimately are more successful in creating opportunities for growth and change. Students acquire these skills and abilities not only in the classroom, but also as they navigate the university and interact with units as diverse as the Campus Police and Financial Aid.

**Respect:** We live in a globally connected world. It is essential that students have an understanding and appreciation of global, regional and local diversity so that they are able to act effectively within the social contexts in which they will live and work.

**Accountability:** The administrators and staff within units are responsible for assuring, maintaining, and improving the quality of units. A process of program assessment should be deeply embedded in the unit’s activities. Assessment applies not only to a unit’s effectiveness in providing a service but also to an evaluation of how the unit supports and promotes student success. Assessment should proceed from clear goals, involve administrators and staff at all points in the process, and analyze the assessment results; it also means that the unit improves itself on the basis of those analyses. Units committed to improvement should evaluate themselves regularly.

**Integrity:** Integrity can be defined broadly to include wholeness and coherence at one end of the spectrum and ethical behavior at the other. Integrity can mean congruency between the unit mission, and University Mission. Integrity also implies that ethical, honest, and fair practices are enacted by faculty, students, administrators, and staff.

**Collaboration:** Operation of high performing units usually includes the collaborative and participatory engagement of administrators and staff.
PROGRAM REVIEW GUIDE FOR ADMINISTRATIVE Units

The Program Review provides an opportunity to Administrative Units and departments to review the program strengths and challenges and to plan through a budgeting process what path the Unit and department should take to assure priorities for service and growth are consistent with the University’s mission and strategic directions.

Due to their varied activities, Administrative units/departments are asked to review services offered and report those through the guidelines provided, citing data and specific examples as evidence in your discussions. Departments reporting to a main unit under review may conduct separate reviews or be included within the review of the main unit as determined by Unit Director. Administrators and staff are encouraged to adapt the guidelines to fit their particular situation. Topics may be added to your report.

The review is intended to generate conversations among all of the staff in the department and the unit, so each report may be written by different staff members. Because many items overlap, it is not necessary to separate each item. The goal of the report is to provide key information in a succinct, clear fashion in a maximum of 10 pages excluding appendices of supporting documentation.

I. Table of Contents

II. Overview/Executive Summary

- Please provide introductory information about the unit’s:
  - History (please be brief);
  - Reporting departments;
  - Changes made since the last review; and
  - Facilities.
- What other information would you like to share regarding the unit?
- If applicable, please include any previous reports submitted to the program review committee which addressed additional questions.

III. Mission and Vision

- What is the mission of the unit? The mission was last reviewed on ___________? (HLC 1.A)
- How realistic are the goals incorporated into your mission statement in light of the institution’s organization, resources, and opportunities? (HLC 5.A.3)
- How do processes and activities reflect attention to human diversity as appropriate within the mission and for the constituencies served? (HLC 1.C.2)
- In what ways does the unit support Washburn University’s mission and Strategic Plan?
• Using this Table, describe the Relationship between University and Department Missions

<table>
<thead>
<tr>
<th>Washburn University Mission Statement</th>
<th>Elements of the Department Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to become productive and responsible citizens.</td>
<td></td>
</tr>
<tr>
<td>We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction.</td>
<td></td>
</tr>
<tr>
<td>We develop and engage in relationships to enhance educational experiences and our community.</td>
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</tbody>
</table>

IV. Integrity: Ethical and Responsible Conduct

• How does the unit/department present itself clearly and completely to students, other areas at Washburn University and the public (as appropriate) with regard to its programs, requirements, and staff, costs to students, and control? (HLC 2.B)

• How does the unit/department operate with integrity in its financial, personnel, and auxiliary functions; how does it establish and follow policies and processes for fair and ethical behavior (HLC 2.A)?

V. Processes and Performance

• What are the responsibilities of your office and each reporting department within the unit?
• Provide evidence of how each office or department within the unit promotes excellence in its programs/services.
• What decision-making processes do you use when you are establishing services and goals?

How do you maintain or improve the quality of the processes/services within each unit?

VI. Assessment of Quality (HLC 4)

• Summarize and evaluate the processes used by each unit/department to determine if the service goals have been met.
• What services have you identified as the most strategic and what have you done to promote success in those areas?
• What changes have you made as a result of assessment?
VII. Student Learning (HLC 3)

- What initiatives or services (if any) have you identified that contribute to student learning?
- How are you assessing these services and initiatives?
- If the unit employs students, what will the students have learned as a result of that employment? How are you assessing that learning?

VIII. Resources (HLC 5)

- How would resources be invested in the event of increased funding?
- What services/programs would be reduced or eliminated in the event of decreased funding?
- What professional development opportunities have departments staff members participated in during the review period?
- What professional development needs are foreseen for the departmental staff?

IX. Accomplishments since the Last Review

- What goals did the unit/department set during the last review?
- What has the unit/department accomplished since the last review?
- What recommendations were made and what is the status on the recommendation(s)?

X. Future/Goals for the Next Five Years

- What lessons have you learned since your last review?
- What are the department/unit’s goals for the future? (When discussing your goals, include the timeline and assessment measure for each one.)
- What new initiatives will you undertake within the next five years?
- What areas do you intend to improve?
- How do these fit in with the University’s mission and strategic goals?