Learner Support Program Review and Planning

Material in this document is provided to assist in the process of completing the Learner Support Program Review template. Operational definitions, observation guidelines or suggestions, and response examples are provided. The goal is to provide clarity and consistency in the interpretation of criteria for the purposes of a fair and meaningful review. It is expected that criteria and respective variables are subject to interpretation within the context of the specific learner support program area, and that the specific self-study and review should afford the opportunity for unique program characteristics to be considered. The observations to be made by reviewers should be interpreted through the application of consideration points for each variable within the context of the program’s mission and role in the larger learner support unit. The self-study, and subsequent review process, should provide a way to analyze criteria that will provide meaningful information to assist with future planning of learner support programs.

Standards and Data for Review

Wherever possible, learner support programs that have accreditation or other compliance requirements (e.g., certification, licensure, etc.), should use the information and evidence gained from their most recent external review as part of the self-study process. Whenever possible, learner support programs that do not have compliance requirements should use the CAS Professional Standards for Higher Education, developed by the Council for the Advancement of Standards in Higher Education, to evaluate program effectiveness. The CAS Standards recognize the commonalities that exist among the many learner support programs and services throughout higher education, and that learner support programs are equal partners with formal academic programs in contributing to learning and development.

Because of the variability of the mission and services of learner support programs, data and evidence to support meeting the WMU’s Integrated Program Review and Planning (IPR&P) categories and criteria will be gathered by the unit. This may come from existing data (from within the past three years) or, in some instances, new data may need to be collected and evaluated in order to respond to criteria.

Determining What Constitutes a Program

Every member of the University community contributes in some way to learning, support, retention, and stakeholder satisfaction.

For the purpose of this program review, learner support programs are defined as any structured collection of activities of this institution that consume resources (e.g., dollars, people, space, equipment, time, etc.) sharing a common administrative structure with an identified service in support of student, faculty or staff learning outcomes. This definition is flexible in order to allow the unit to identify programs. A program will have one main purpose, a distinct target audience, specific assessment of outcomes that serve the mission of the unit. For example, University Recreation has as its main mission to provide events and services in promotion of healthy active lifestyles. They offer these services in discrete programs of club sports, fitness and wellness, and intramural sports. Whereas the Office of Student Conduct services and events are aligned with one program, coordinating implementation of the student code student conduct process.

The vice president responsible for the division, in which the learner support program exists, will have the final say in identifying programs to be included in this review. It is possible the units may wish to have their programs that are more aligned with operations, indirect administrative services, or facilities that have process or administrative
outcomes, wait to participate in Administrative Program Review and Planning in 2018-19. For example, University Recreation also provides oversight of the operations of the Student Recreation Center; this program area would be better served by review in the administrative program period. A unit may include programs that serve both administrative and student outcomes in the current program review, or separate and have administrative program go in 2018-2019. We are looking for your decision on what programs to include for 2016-2017 Learner Support Program Review and Planning.

General Guidelines for Completing the LSPR&P Template

The Learner Support Program Review template is designed around criteria that will structure the program’s self-review in line with the University strategic goals and discipline specific-best practices. Programs that will use accreditation standards as the basis of the program self-review will begin with a reflection on their most recent accreditation, certification, licensure, or other compliance self-study report, and reference it appropriately. For programs that do not have self-study material as part of a compliance requirement, a self-study guide built around the CAS Standards may be available. The program may begin its reflection by reviewing the CAS General Standards, then completing the CAS self-study template appropriate to the program (see technical section for access to the CAS template in Compliance Assist). In either case, preliminary self-study review is a starting point for the LSPR&P template response. The LSPR&P template response must also include a thoughtful analysis of what the data is indicating for future planning.

Responses must be based on credible, verifiable sources (e.g., institutional data, etc.), and must be appropriately cited and attached, where appropriate. For example, if comparisons to the State of Michigan population demographics are being referenced, a website showing the data should be provided as the source, and the reader should be given relevant descriptive statistics as part of the response. In addition, source information may be uploaded and attached to the template, if desired. See “section you are adding” below for instructions on how to upload source information.

When providing evidence in the form of data (e.g., “participation increased 15% from July 1, 2013 to June 30, 2016,” etc.), template completers must also comment on how data impact program planning. For all responses, care must be taken to provide evidence that can be identified in the source line, particularly when making comparisons or including program ranking information.

Although some questions may seem similar to others, each question is based on a specific criterion, so each requires an authentic response. Copying and pasting responses within a program template, or between program templates, will not provide accurate program-specific information.

It is possible that some programs may not be able to respond to some criteria. An honest response of “we don’t know” is valuable information for planning purposes. Responding with “N/A,” “not applicable,” “not available,” etc., however, is not sufficient on its own, and must include a brief rationale.

Please remember that completed review templates will be read by individuals who may not be familiar with the program’s taxonomy. Therefore, acronyms and initials should be kept to a minimum. When including acronyms and initials, the official title or proper name must be written out, immediately followed by the acronym or initials in parentheses.

This guide is organized to follow the content of the Learner Support Program Review template. Each section provides the template criteria language, followed by content boxes offering information to assist in clarifying the criteria as well as potential ideas for response. Suggested standards and data sources are listed along with a rationale for their use. To provide template completers with a visual aid, template sections have been completed using a mock program.
Accessing and Using Compliance Assist

The Learner Support Program Review template will be completed online using Campus Labs’ Compliance Assist platform. Following is a step-by-step, pictorial guide to accessing and using Compliance Assist. Since this is a web-based application, you will not need any special software and may access it from any computer with an internet connection.

Locate and Open Compliance Assist

Open a browser and login to GoWMU with your Bronco NetID and password.

In your “My Work” channel, click the arrow next to “All Links,” to drop the menu down

Scroll to the bottom of the list, and click the arrow next to “Student Affairs Planning & Assessment” to drop the menu down

Click on “Compliance Assist” to launch – Note: This will redirect you to the Compliance Assist landing site

Click “Program Review” to launch the template selector page

The dark bar shows what template you are using, and which program you’ve selected – Note: Units with multiple programs under review must click on the arrow next to the program name to drop down the full list
Each program template has a series of four tabs:

- **Introduction** – this tab summarizes the purpose and procedures of the Learner Support Program Review and Planning cycle – *this is the same information found on pages 2 and 3 of this guide*
- **LSPR&P Template** – this tab is the template you will need to complete for each program – *it is identical to the MS Word version of the template found posted on [http://www.wmich.edu/effectiveness/review](http://www.wmich.edu/effectiveness/review)*
- **Next- & Division-Level Review** – this tab is where the program’s next- and division-level supervisors will complete their reviews
- **Document Directory** – this is where you will upload and save your evidentiary documents

### Completing the Template

After reviewing the introduction tab, click “LSPR&P Template” to view the self-study template, as shown below. This template is identical to the Microsoft Word LSPR&P template shared on the Institutional Effectiveness website.

*Click on the number to open and review the question.*
This view shows the question number and title, the question to be answered, and instructions for responding.

NOTE: When an item is opened in edit mode, it becomes “checked-out” of the system, and will need to be “checked-in” when completed.

To add your response, click the arrow next to “Options,” and select “Edit Item”

Scroll down and place your response in the “Narrative” section

~ If working directly in Compliance Assist, just begin typing

~ If you used the MS Word version of the template, copy and paste your response here
A word of caution: Responses that are left “checked-out” do not register, and will not become part of the report.

Document Directory
When you have completed entering your information, it’s important to include resources to support your narrative. These resources serve as your evidence for reporting.
Make certain to convert your documents to PDF format, first. Then, upload the PDF version to this directory. This allows a single document to be used in multiple responses.

To upload your documents, click “Options,” and select “Manage Files.”

Then, select “Upload File”

To upload a single document, click “Select” to open a “File Explorer” window

Select your document and click “Open”
To Upload Multiple Files at a Time

Select “Upload File”

Click on the hyperlink called “upload multiple files”

This changes the window design to allow for a group of files to be dragged and dropped (see next page)

The filename appears confirming that it is an acceptable file type

Click “Upload Files” to complete the process

This will generate a confirmation window allowing you to continue or return to the “Document Directory” page
To Organize Documents into File Folders

Select “Add Folder.” This generates an “Add New Folder” pop-up.

Insert the name of your folder, and click “Create Folder.”

Open a “File Explorer,” and select the files you need to upload

Drag files into the “cloud” area of the window and drop

Click “Upload Files” to complete the process

This will generate a confirmation window allowing you to continue or return to the “Document Directory” page
Finalizing the Template
Once all questions have been answered, and evidence provided, department supervisors should make a final review to ensure that information is accurate.

If everything checks out, supervisors click on “Departmental Verification,” and complete the requested information.

The program self-study report is now ready for review.
Completing the Template Questions

i. Program Identification

Please provide the officially recognized program identification information. For the purpose of this program review, learner support programs are defined as any structured collection of activities of this institution that consume resources (e.g., dollars, people, space, equipment, time, etc.) sharing a common administrative structure with an identified service in support of student, faculty or staff learning outcomes. This definition is flexible in order to allow the unit to identify programs. A program will have one main purpose, a distinct target audience, specific assessment of outcomes that serve the mission of the unit.

Some learner support programs report directly to the vice president or next-level unit supervisor. Please include only the information that pertains to your program.

Example Narrative

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Leadership Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator/Director</td>
<td>Kate Bates</td>
</tr>
<tr>
<td>Department Name</td>
<td>Student Activities and Leadership Programs</td>
</tr>
<tr>
<td>Department Director</td>
<td>Chris Sligh</td>
</tr>
<tr>
<td>WMU Division</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Vice President</td>
<td>Diane Anderson</td>
</tr>
</tbody>
</table>

Program Location: Please enter the percent of program offered in all applicable boxes.
Please identify all of the location(s) where the program is delivered along with the respective percentage (for EUP Regional Location(s), please identify what percent of the program is offered at what location).

Main Campus: 100%  
Online: [ ]  
EUP Regional Location(s), specify: ________________________________

What is the purpose/mission of the program? Who is the target audience?

Source of Information: In Compliance Assist, please upload the URL of the webpage where your mission and vision statements are published

What is the mission of the immediate next-level unit?

Source of Information: In Compliance Assist, please upload the URL of the webpage where your next-level unit’s mission statement is published

How does the program facilitate the mission of the immediate next-level unit?
ii. Program Description

When was the program initiated?

Provide the date of the Board of Trustees meeting when the official request for approval was obtained, or provide the year in which the program first appears in the WMU directory. Programs developed prior to 2000 may enter “prior to 2000” as their start date.

Approximately how many learners are served by this program, annually?

Programs should complete Table 1 based on those participating in the program (e.g., learners [inclusive of students, faculty, and staff], volunteers, interns, etc.).

Table 1 Program Events, Services, and Activities (July 1, 2015 through June 30, 2016)

<table>
<thead>
<tr>
<th>Event, Service, or Activity</th>
<th>Description</th>
<th># Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When was the last significant revision to the program?

What was the significant revision?

Describe the most recent revision made to the program that made a significant impact on delivery, target audience, funding, etc.

NOTE: FOR ALL ITEMS LISTED BELOW, EVIDENCE FOR REPORTING SHOULD COME FROM RELEVANT CAS, ACCREDITATION, CERTIFICATION, LICENSURE, OR OTHER COMPLIANCE STANDARDS, POLICIES, AND PROCEDURES FOR THE FUNCTIONAL AREA, AS WELL AS ASSESSMENT DATA ALREADY IN USE OR TO BE COLLECTED BY THE UNIT. PLEASE SEE USER’S GUIDE FOR EXAMPLES.

A. Strategic Planning

1. Strategic Planning
   
a. What is the mission and vision of the program?

   Please note: this question asks for the program-specific mission and vision, which is intended to support/supplement the immediate next-level unit’s mission and vision (stated above). Describe the established mission and vision statement specific to this program. This is the overall intent for the program (e.g. “…to increase access to a rigorous and affordable college education by being WMU’s central guidance for response for financial aid funding, information, planning, and education,” “…to empower learners to develop the skills necessary for reaching their career goals,” etc.).
Example Narrative

**Mission:** The mission of the Center for English Language and Culture for International Students at Western Michigan University, established in 1975, is to provide instruction in English as a second language for non-native speakers who will use English to study at an American college or university or in their workplaces.

**Vision:** CELCIS aspires to be an international leader in the English as a Second Language and higher education communities recognized for exemplary language instruction, an inclusive learning environment, comprehensive student services, and global engagement opportunities through cross-cultural experiences.

**Sources**
-- CELCIS Mission/Vision

**Source of Information:** In Compliance Assist, please upload the URL of the webpage where your mission and vision statements are published

b. What are the top strategic goals for the program (e.g., expansion of new programs, alignment with internationalization initiative across campus, increase in participation of underrepresented populations, etc.)? *(Please limit to four.)*

List goals that are measurable and specific to this program (e.g., growth in participation, increasing learner success, significant program assessment, etc.).

Example Narrative

i.) The number one goal for the CELCIS program is to increase & diversify CELCIS student enrollment by targeting under-represented student populations through more aggressive marketing & recruitment efforts, and by implementing new proposals and policies that will prove attractive to an international student market. *(See A1b. 2015 CEA SS – Summary attached; A1b. CELCIS 2015-2016 Pedagogical Goals attached)*

ii.) Another goal is to maintain CEA Accreditation by responding to the CEA Action Report by the June 1, 2016 deadline and by filing Annual Reports every February. CEA Accreditation is the gold standard for intensive English programs and is the demonstration of program quality necessary to attract an international student population. *(See A1b. CEA – Action Report attached)*

iii.) Goals 3 and 4 are related to Goal 1, as they both may help to attract more students to the CELCIS program. For example, Goal 3 is to reinstate the long-standing procedure of admitting students to CELCIS in the Summer 2 term. This additional intake period will allow more students with alternative schedules or other commitments to consider attending the CELCIS program in the summer. *(See A1b. CELCIS 2015-2016 Pedagogical Goals attached)*

iv.) Goal 4 is to create a Fast-Track program for the Summer One & Two terms to allow students to complete the CELCIS program more quickly. According to this proposal, students could choose to either attend the regular CELCIS summer program and complete a proficiency level in one semester (14 weeks) or enter a Fast-Track summer program, which would enable them to complete a proficiency level in 7 weeks (one summer term). This could potentially attract more students, especially those who face time or economic pressure. *(See A1b. 2015 CEA SS – Summary; A1b. CELCIS 2015-2016 Pedagogical Goals; A1b. CC - Fast-Track Proposal 2016 attached).*
c. How does the program measure its progress toward and achievement of the aforementioned goals? Provide evidence indicating outcomes of strategic planning goals (e.g., a strategic goal to grow participation would report the change in participant numbers or hours over the review period, etc.). Reviewers are looking for a connection between goals, and measurable outcomes.

Example Narrative

For Goal #1, progress is measured by positive changes in the enrollment data collected every semester (progress equals an increase in total enrollment and in the number of countries represented as well as by no one country representing more than 50% of the total student population). (See A1c. Spring 2016 Enrollment Data attached)

For Goal #2, progress is measured by receiving renewed accreditation from CEA. (See A1c. CEA Certif of Accred attached)

For Goals #3 and #4, progress is measured by implementation of these proposals and by measuring subsequent increases in the CELCIS student population in the summer terms.

Sources
-- A1c. Spring 2016 Enrollment Data
-- A1c. CEA Certif of Accred

B. Communication and Assessment

2. Communication

a. With whom do you formally communicate on a regular basis to promote the program and offer services? Identify the internal and external constituents that the program regularly communicates with and those who have a significant interest in or potential effect on learners or the program (i.e., individuals, groups, communities, and organizations). Please remember that some Learner Support Programs have only internal or external constituents, while others have a balance between both.

If your program has a handful of constituents, please list them. If, however, your program has a large number of constituents, try to focus on the “type” of constituent group (e.g., academic departments), instead of mentioning each one by name, then answer the bullets for the entire group type.

Source of Information: In Compliance Assist, if your program has a large number of constituents, please upload a PDF copy of the full list of your constituents in the groups you listed

b. What are your methods of communication to promote the program and offer services? This question seeks understanding of communication methods between the program and its constituents, particularly methods that have allowed consistent and meaningful collaboration of services and events. Explain how these methods have enabled collaboration. Communication methods could include email, phone, web conferencing, town hall meetings, etc. Please include samples as an attachment in the “Document Directory Sources.”

Source of Information: In Compliance Assist, please upload a PDF copy of your brochures, flyers, or other collateral information, and upload any URLs that show your communication methods
c. How are the program and service offerings reflective of and responsive to the development and demographic profiles of the learner population?

This question seeks to understand how the unit assesses the need for and effectively implements changes in programs and services to accommodate for variation in individual learner development, and demographic make-up of learner population. The program should include established assessment practices that ensure that services are available, marketed, and effective for ALL learners.

3. Assessment of Student Learning Outcomes

a. Identify three to five student learning outcomes? How does this program conduct assessment of these outcomes?

This question seeks to understand basic information regarding the unit’s assessment. As such, responses will:

- List the 3-5 major learner outcomes.
- Explain how data is collected to measure outcomes.

NOTE: If you have more than five student learning outcomes, please include these as an attachment in the “Document Directory Sources”

Example Narrative

Every time a student goes through the conduct process, they receive a copy of the learning outcomes, with the specific outcomes identified for their sanctions indicated on their sheet. The hearing officer explains why each learning outcome was identified as important and how the hearing officer intends for the outcome to be accomplished. These are demonstrated by the completed sanctions.

This is the first year of implementation with the learning outcomes being given to students during each case. Currently, this data is not yet reported. The Maxient system is being used to track the frequency of each learning outcome and tie them to each case.

Sources

--- OSC Student Learning Outcomes

Source of Information: In Compliance Assist, for more than five learner outcomes, please upload a PDF copy of those outcomes and how data is collected to measure them

b. To what extent have you met the student learning outcomes, identified above?

This should include an interpretation of the data described in section B.3.a. Provide a clear link between the data collected and how well the students are accomplishing the learning outcomes. If there is an overall measure of student success, you may also comment on that.

c. What has been done to respond to the major results of the most recent assessment of student learning outcomes?

What changes or adjustments have been made as a result of assessment activities? Describe how the program used these results to inform program improvement, and how it shared these results with relevant stakeholders.

Example Narrative

The largest changes that have been made as a result of the self-study process were the development of learning outcomes, the beginning of data collection, and the hiring of a graduate assistant. While we are still waiting on the final report from our external reviewers from the CAS self-study process, one large change has already been made. We’ve completely changed the
sanctioning options for drug and alcohol violations by developing a new and robust partnership with Health Promotion and Education. This was due to the feedback received from students, the need for improved data collection and reporting from those assisting in sanction fulfillment, and the observed recidivism.

Sources

OSC Assessment of Student Learning Results

**Source of Information:** In Compliance Assist, please upload PDF copies of the results shared with stakeholders

4. Assessment of Process/Operational Outcomes

a. Identify the source of the professional standards or best practices for higher education that guide the program.

Identify the agency or professional association that provides standards or best practices for your program.

**Source of Information:** In Compliance Assist, please upload PDF copies of the professional standards or best practices used by the program

b. Identify three to five process/operational outcomes? How does this program conduct assessment of these outcomes?

This question seeks to understand basic information regarding the unit’s process/operational assessment. As such, responses will:

- Explain how data is collected to measure operational effectiveness.
- State how the resulting data is shared.

**NOTE:** If you have more than five process/operational outcomes, please include these as an attachment in the “Document Directory Sources”

**Source of Information:** In Compliance Assist, for more than five process outcomes, please upload a PDF copy of those outcomes and how data is collected to measure them

c. To what extent have you met the process/operational outcomes, identified above?

What is the level of success in meeting the program’s process/operational outcomes?

d. What has been done to respond to the major results of the most recent assessment of process/operational outcomes?

What changes or adjustments have been made in quality, efficiency, resource allocation, satisfaction, customer service, or infrastructure as a result of assessment activities? Describe how the program used these results to inform program improvement, and how it shared these results with relevant stakeholders.

**Source of Information:** In Compliance Assist, please upload PDF copies of the results shared with stakeholders
5. Recent Program Review
   a. Has this program undergone any formal external or internal program review process in the last five years? If yes, please identify the external agency or internal unit conducting the review. If no, please explain why not.

   When answering this question, use the full name of the internal or external agency conducting the review. Be sure to specify if the review is peer-based, through an accrediting body, through licensure, certification, or another form of compliance.

   Example Narrative
   The Athletic Board Academic Oversight Committee conducted a review during Spring Semester 2012.

   Sources
   -- Report of the Athletic Board Academic Oversight Committee, March 2012

   Source of Information: In Compliance Assist, please upload PDF copies of program review report

   b. Describe the major findings of the most recent program review or external accreditation, certification, licensure, or other compliance review. (Maximum of three.)

   The program should provide key findings of its most recent program review and their significance for the program in terms of assessment and improvement.

   Example Narrative
   Academic Oversight Committee - March 22, 2012
   1) Consider placing more emphasis for tutoring earlier in the semester before grades begin to slide.
   2) Consider additional lessons on "study habits" for students in study halls and who seek tutoring.
   3) Consider having "Freshman Only" study tables so as to not overwhelm freshmen, at least for the first semester.

   Sources
   -- Report of the Athletic Board Academic Oversight Committee, March 2012

   Source of Information: In Compliance Assist, please upload PDF copies of the results shared with stakeholders

   c. What has been done to respond to the findings or recommendations of the most recent internal program review or external compliance report? (Maximum of three.)

   The program should provide evidence that it applies the findings of its internal or external program review.

   Example Narrative
   1) A part-time writing specialist and part-time math specialist have been added for earlier academic interventions.
   2) There has been an additional focus on study tips and habits during weekly individual meetings with student-athletes and an additional emphasis on weekly planning during Sunday academic sessions with football student-athletes.
   3) Study table hours have been expanded to accommodate various practice times and to reduce demand on space.

   Sources
   -- Report of the Athletic Board Academic Oversight Committee, March 2012

   Source of Information: In Compliance Assist, please upload PDF copies of the results shared with stakeholders
C. Learning and Discovery

6. Personnel and Discovery

a. How does the professional recognition or scholarship of program personnel provide evidence they are qualified and remain current in their profession and field of study? *(List the items in Table 2.)*

Programs should complete Table 2 prior to completing the narrative. Per the program personnel, provide the number of presentations and publications, awards for presentations and publications, research awards, and the number of principal investigators (PIs), conference and certification renewals, and service activities from the program relative to the department, University, and community.

Table 2 Professional Recognition of Program Personnel

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Professional/Conference Presentations and Publications</th>
<th>Professional Awards and Professional Organization Service Activities</th>
<th>Research Awards Funded and Non-Funded # of awards (n=# PIs) 7/1/2013 through 6/30/2016</th>
<th># Conferences and # Certifications Earned/Renewed</th>
<th>University, College, Department Committee Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>2 presentations</td>
<td>1 professional organization</td>
<td>4 conferences 3 certifications earned</td>
<td>4 committees</td>
<td></td>
</tr>
<tr>
<td>Temporary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA/GA</td>
<td>2 presentations</td>
<td></td>
<td>4 conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Returning to the narrative, provide information that describes the types of opportunities for participation in each of the categories in Table 2 where information was provided. Show how participating in these opportunities strengthens the qualifications of the personnel. Do not include names.

If the program is recognized on behalf of staff member accomplishments (e.g., staff excellence awards, etc.), please include in the narrative.

**Source of Information:** In Compliance Assist, please upload PDF copies of any brochures or other forms of announcements for listed opportunities

b. How does this program contribute to the University’s commitment to develop learners and leaders who are globally engaged and culturally aware?

*Global competence informs the ways in which we encourage and train people to interact with, and open themselves to, other cultures, and build the relationship capital that will lead to learners being prepared for the global workplace and a multicultural society (definition adopted from Hunter, White, and Godbey, 2006).*

Give examples how this program encourages learners to have an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this knowledge to interact, and communicate and work effectively outside one’s environment.
c. How does this program contribute to the University's commitment to inclusion, safety from harassment and discrimination, and responsibility to all constituents? 

*Give concrete examples of how this program is committed to inclusion, safety from harassment and discrimination, and how it is responsible provides a welcoming atmosphere to all of its constituents.*

7. Experiential Learning

a. Summarize how the program supports internship, volunteering, employment, or other experiential learning opportunities. Comment on the impact those opportunities have on learners. *(List the items in Table 3 and Table 4.)*

*Programs should complete Tables 3 and 4 prior to completing the narrative. In Table 3, please include the internship or volunteering opportunities presented to learners, and the number of learners who participate. In Table 4, please include the job titles for any student employees that are paid hourly by the program or work study award. Do not include graduate assistantships here. Include the average number of hours per week per student in the position, and the number of students in each position.*

Table 3 Experiential Learning (three-year trend July 1, 2013 through June 30, 2016)

<table>
<thead>
<tr>
<th>Internship, volunteering, or other experiential opportunity</th>
<th>Number learners participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 Hourly Student Employment Opportunities (July 1, 2015 through June 30, 2016)

<table>
<thead>
<tr>
<th>Hourly student employment opportunities</th>
<th>Average hours worked per week</th>
<th>Number learners participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Returning to the narrative, elaborate on the experiential learning that learners engage in through these opportunities. How do these experiences contribute to your stated student learning outcomes?*

b. Detail and comment on the nature of global experiential learning in the program. *(List the items in Table 5.)*

*Programs should complete Table 5 prior to completing the narrative. In the table, please include global experiential learning opportunities for learners as well as the number of learners who participate. This includes, but is not limited to, study abroad experiences.*

Table 5 Global Experiential Learning Opportunities (three-year trend July 1, 2013 through June 30, 2016)

<table>
<thead>
<tr>
<th>Global learning opportunity</th>
<th>Number learners participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Returning to the narrative, elaborate on the global experiential learning opportunities for learners. Include events, programs, or services that are global in nature, and detail on how they contribute to global engagement and learning. How do these experiences contribute to your stated student learning outcomes?*

**Source of Information:** In Compliance Assist, please upload PDF copies of event, program, or service announcements, brochures, flyers, etc. for those mentioned in the table and narrative
c. Detail and comment on how the program participates in, facilitates, or promotes community outreach that advances the mission of the University. *(List the items in Table 6.)*

Programs should complete Table 6 prior to completing the narrative. In the table, please include community partners, a description of services, and the type of relationship between the program and partners. Programs with many partnerships may provide a partial list or sample. If so, please indicate this when completing the narrative.

<table>
<thead>
<tr>
<th>Partners</th>
<th>Description of Services</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

*Returning to the narrative, elaborate on the services that occur through the community partnerships, and how the program and partners collaborate on activities, funds, and events. Describe the relationship and whether it is formal, an ongoing agreement, informal, or provides one-time opportunities for learner participation. Finally, describe how these partnerships contribute to your stated student learning outcomes?*

D. Law and Policy

8. Compliance

a. How does this program maintain compliance with laws, external regulations, and policies relative to its respective services?

*Describe the program’s process for identifying and maintaining compliance of external agencies through program operations.*

*Source of Information:* In Compliance Assist, please upload a PDF copy of the program’s published process (e.g., policies/procedures guide, etc.), *if available*

b. How does this program maintain compliance with institutional regulations and policies?

*Describe the program’s process for identifying and maintaining compliance with WMU institutional expectations through program operation.*

*Source of Information:* In Compliance Assist, please upload a PDF copy of the program’s published process (e.g., policies/procedures guide, etc.), *if available*

c. How are program personnel trained or prepared for compliance with laws and external and internal policies?

*Examples may include staff training sessions, collaborative policy manuals, required handbooks, policy posters adorned in the program space, etc.*

*Source of Information:* In Compliance Assist, please upload a PDF copy of any collaborative policy manuals, required handbooks, policy posters mentioned above
9. Program Guidelines
   a. Comment on whether there is regular review of all program policies and procedures.
      Examples of evidence may include minutes of relevant review committees, etc.

   b. What has been done to respond to the major outcomes of the most recent review of program policies and procedures?
      The program should provide evidence that it implements revisions based on the outcomes of the review.

   c. Detail and comment on the program’s written policies and procedures that pertain to threats, emergencies, and crises.
      Examples may include event capacity manuals, protocol for natural disasters, learner safety, etc. Be sure to explain how these policies are distributed to program personnel and the WMU community.

      Source of Information: In Compliance Assist, please upload a PDF copy of any event capacity manuals, protocol for natural disasters, learner safety, etc. mentioned above

E. Resource Management

10. Program Management
    a. What is your program’s participation capacity, and what is its desired participation capacity?
       Identify the current program capacity as it stands, and if different, identify the desired capacity based on changing learner populations, enrollment, and program resources. Please describe how capacity is determined?

    b. Detail and comment on program participation numbers for the past three fiscal years (i.e., July 1, 2013 through June 30, 2016).
       Provide information on the average number of individuals the program serves during a fiscal year.
       Include a brief explanation of growth or attrition rates, and a brief rationale for the program’s participation rate and how it plans to achieve or maintain target capacity.

11. Contributions to Unit Economy
    a. Comment on the three-year trend (i.e., July 1, 2013 through June 30, 2016) of the program’s contribution to unit economy through generated revenues as a function of total revenues relative to program capacity/target. (List the items in Tables 7 and 8.)
       Programs should complete Tables 7 and 8 prior to completing the narrative. Enter the total dollar amounts for each fiscal year.

Examples:
Table 7 Contribution to Unit Economy including Internal and External Sources of Support

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Internal Award Amount</th>
<th>External Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td></td>
<td>$70,000</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td>$72,000</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td>$72,000</td>
</tr>
<tr>
<td>3-year Average</td>
<td></td>
<td>$71,000</td>
</tr>
</tbody>
</table>

For questions under Criterion E, consider reviewing information from CAS #4: Human Resources; CAS #9: Financial Resources; CAS #10: Technology; CAS #11: Facilities and Equipment
Table 8 Contribution to Unit Economy from Outreach and Gifts

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Outreach Activities Amount</th>
<th>Gifts/Spendable Endowments Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>$150</td>
<td>$0 spent (Ellis Quasi-Endowment)</td>
</tr>
<tr>
<td>2014-15</td>
<td>$125</td>
<td>$0 spent (Ellis Quasi-Endowment)</td>
</tr>
<tr>
<td>2015-16</td>
<td>$175</td>
<td>$0 spent (Ellis Quasi-Endowment)</td>
</tr>
<tr>
<td>3-year Average</td>
<td>$150</td>
<td>$0</td>
</tr>
</tbody>
</table>

Returning to the narrative, specify the program’s fiscal reporting period (e.g., July 1 through June 30, October 1 through September 30, etc.), and identify the unit’s standard of comparison for generating revenue. Comment on whether the program generates its revenues as a percentage at, above, or below the unit expectations.

Example Narrative

NCAA Academic Enhancement Fund revenue generates approximately $70,000 during each academic year. The current market value of the Ellis Athletic Academic Services Quasi-Endowment is $91,561.

12. Program Economy

a. What are your major sources of funding?

Programs should indicate specific sources of funding (e.g., booked budgets, fundraising events, etc.) and percentage of their overall funding from that source.

b. Comment on whether the program has an appropriate number of qualified personnel to meet program needs. (List the items in Table 9.)

Programs should complete Table 9 prior to completing the narrative. Next to each number in the table, enter the title of each full- or part-time staff member, graduate assistant or doctoral associate, or undergraduate employee. Do not include names. For each staff member listed, provide the individual’s number of years of service and highest-earned degree. For GAs and DAs, provide the individual’s highest-earned degree. For undergraduate employees, list only the number of students employed for the period.

Table 9 Composition and Distribution of Personnel (July 1, 2015 through June 30, 2016)

<table>
<thead>
<tr>
<th>Title (do not include names)</th>
<th>Years at WMU</th>
<th>Highest Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>Temporary</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>Part-time</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>GA/DA</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>UG Employee</td>
<td>#1</td>
<td>#2</td>
</tr>
</tbody>
</table>

Returning to the narrative, comment on whether the program has a sufficient number of qualified personnel in appropriate roles to meet the program’s current capacity and target.
c. Comment on the utilization of resources and how they demonstrate efficient use and responsible stewardship of fiscal, technological, and human resources consistent with the program’s priorities.  
(List the items in Table 10.)

Programs should complete Table 10 prior to completing the narrative. Enter the percentage of the unit’s FY 2016 budget attributed to the program in each category, along with the actual dollar amount projected to be or already expensed.

Table 10 Annual Unit Expenditures for Program (July 1, 2015 through June 30, 2016)

<table>
<thead>
<tr>
<th>Expenses</th>
<th>% attributed to this program</th>
<th>Actual expenditures ($ amount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel and general operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase or rental of special equipment, facilities, or technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of special equipment, facilities, or technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumables (not including general office supplies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External contracts (not including maintenance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff professional development (e.g., memberships, subscriptions, conferences, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations (e.g., marketing/promotion, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Returning to the narrative, comment on whether program costs are sustainable for the next five years given the current budget allocation? If not, discuss the program’s needs and how it plans to provide for those needs.

F. Impact and Opportunity

NOTE: FOR ALL ITEMS LISTED BELOW, EVIDENCE FOR REPORTING WILL COME FROM AN ANALYSIS OF THE PREVIOUS CRITERIA IN THIS REPORT.

13. Opportunity Analysis

a. What challenges might this program face during the next five years?  
(Maximum of three.)

Programs are to demonstrate understanding of specific potential challenges facing the program given the information provided in this self-study and environmental scanning of projected changes within the University or community at large. Comments should help direct future planning.

b. Discuss any additional future opportunities that should be considered at this point (e.g., collaborations, new program growth, etc.).  
(Maximum of three.)

Programs are to demonstrate understanding of specific potential opportunities facing the program given the information provided in this self-study and environmental scanning of projected changes within the University or community at large. Comments should help direct future planning.

c. Discuss current and planned initiatives in response to the identified challenges and opportunities.  
Identify planned initiatives that will address the noted challenges and opportunities. Response should include only initiatives that have some initial formal planning or discussion. Do not present a list of potential initiatives, or initiatives that have not been vetted by the unit’s strategic planning process.

For questions under Criterion F, consider reviewing information from
CAS General Standards, Part 1: Mission; Part 2: Program; Part 12: Assessment
14. Overall Impact of the Program

a. What are the unique elements of this program that add value to the University? *(Maximum of three.)*

   While each program is unique in offering a specific service, the intent of this item is to provide the opportunity to reflect on the overall value added to the university by this program. Comment on why this program adds value to the university by helping the university fulfill its stated mission, grow in scope and stature, increase learner success, and or be responsive to needs of society, etc.

b. Other information that leads to better understanding of the program. *(Bulleted-list only.)*

   This is an opportunity for programs to include pertinent information that has not been included elsewhere in the self-study. Statements must be presented in bullet form only. This is not a request for summary, but rather an opportunity for full disclosure of information to better understand the program being reviewed.