1. **Is “Phase Two: Next- and Division-Level Review” an internal or external review process?**

   Phase Two is an internal review process involving a group of peers from several learner support programs. This group will be known as the LSPR&P Observation Committee, and members of this committee will create smaller groups of three in order to conduct reviews. In each group of three, one member will be from the same division as the program they are reviewing. Group members will then discuss their observations and come to one conclusion to note on the observation rubric.

2. **Is it normal for there to be redundancy in the responses of programs that are very similar or under the same unit?**

   Several programs will be similar in nature, and the departments and programs have discretion on how to answer the criteria. It is recommended that programs that are similar ensure to identify what makes them unique in comparison to their counterparts.

3. **During “Phase Two: Next- and Division-Level Review”, will student feedback be included during the observation process in order to avoid biases?**

   Currently, student input is not a part of the observation process, though this has been suggested in the past and it is something to consider for future program review cycles. However, programs are encouraged to include data that captures student feedback while filling out the LSPR&P template.

4. **If a unit has several similar programs, should they be combined into one template or should the unit provide individual templates for each program?**

   It is recommended that units provide templates for each program. While programs may have multiple activities, they are still housed under one program. See the LSPR&P Procedures for how programs are defined.

5. **The observation codes (IR, ND, EE, ME) appear general and open to subjective interpretation. What determines how criteria are observed?**

   The LSPR&P Observation Rubric contains consideration points for each criteria. These consideration points serve as standards for the Observation Committee to determine which observation code is appropriate. We encourage Observation Committee members to consider the context of the program and use their discretion.

6. **If I have a large list of program activities, what is recommended for filling out Table 1 on the LSPR&P template?**

   In the event that a program has a large list of programs, the program may indicate the total number of activities and elaborate further in the narrative. Further, the program may attach a PDF list of activities and include it in their resources as evidence.

7. **Can multiple team members from one department request access?**

   Yes, multiple people within one department can contribute to the LSPR&P template. In order to gain access, the department director must submit a request for each individual. When submitting
the request, they would need to include each individual first and last name, bronco net ID and WMU email.

8. **What’s the difference between CAS?**
   LSPR&P program review is an internal process. CAS is external and is another form of program review, along with licensure and accreditation.

9. **Is the department synonymous to the program?**
   Each department can have various programs located within them. However, in some cases the program and department may be more similar than others. Therefore, it’s important to include what makes each program unique to other programs located within the same department.

10. **What is the purpose of the check-in box?**
    After editing any page in the LSPR&P template, the “check-in” box appears once a user clicks “save” or “save and close”. Users must check themselves in for their edits to be saved in the template.

11. **Can you use the back arrow within the browser?**
    If you would like to return to a previous page, it’s recommended that you use the back arrows located within the template.

12. **If my department is in the process of significant revisions, how should I reflect that?**
    You can include the most recent program revisions in the space provided. Other ongoing revisions can be reflected in the next LSPR&P review.

13. **If multiple changes are being made within my program, is there only one area to reflect these?**
    Yes, there is an area provided to reflect these changes. If you need more space, you have the option of uploading additional documents into the template.

14. **When will we know when the user guide is available?**
    The user guide is available now. If you are having trouble accessing it, please submit the issues you are having via Email.

15. **What browser is most compatible with the technology?**
    Any browser will work with the current technology!

16. **Will our data come from common data sets and sources, or do we determine our own data sources?**
    Each program is responsible for determining their own data and sources for reporting. However, one of the goals of this program review cycle is to create common data sources for future use.

17. **If our program has evidence to support the removal of certain services or activities, are we able to discontinue said services or activities?**
    It is acceptable for programs to change their services and activities. One of the priorities of conducting program reviews is to implement needed change, particularly if evidence is showing that an activity or service is not effective.
18. Is there a common agenda, or goal, to move us forward in this process?
   Yes, specifically the WMU Strategic Plan, or “The Gold Standard 2020”, and the included priorities.

19. Is Institutional Research aware of the timeline for this program review cycle?
   Yes, Institutional Research is aware of the LSPR&P timeline, and is available if programs need data.

20. Is it possible to share the contents of the CAS document directory with the LSPR&P document directory?
   Yes, however, you will need to contact Institutional Effectiveness staff, as this feature is restricted to site administrators.

21. How do I define a ‘student’ learning outcome?
   The knowledge, skills, attitudes, and behaviors that constituents take with them from a learning experience; what constituents will be able to know and do as a result of participation. These are outcomes that directly impact learner development.

22. How do I define a ‘operational/process’ learning outcome?
   Changes and improvements in quality, efficiency, resource allocation, satisfaction, customer service, and infrastructure. These are outcomes that directly impact the program improvement.