9/5/2017

Learner Support Program Review and Planning

Final Report

WESTERN MICHIGAN UNIVERSITY

LSPR&P Oversight Committee

LSPR&P Oversight Committee

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Learner Support Program Review and Planning

Executive Summary

Between July 1, 2015 and August 25, 2017, a total of 193 professional staff and administrators, representing 105 identified learner support programs, participated in the Learner Support Program Review and Planning cycle serving as Beta-Group participants, self-study completers, department-level reviewers, Observation Team members, next-level reviewers, division-level reviewers, Project Management Team members, and Oversight Committee members. LSPR&P is the second of three rotating campus-wide integrated program review and planning cycles, expected to occur every six years.

LSPR&P began in July 2015 with the establishment of a Project Management Team to develop and test the process, technology, and training materials to launch the university-wide reporting cycle in July 2016. WMU chose Compliance Assist: Program Review from Campus Labs as the data collection and reporting platform for this cycle due to its reported ease of use, as well as its use by the Higher Learning Commission and other specialized program accreditors. For the most part, Compliance Assist: Program Review performed as expected with very few technical difficulties.

The LSPR&P process was divided into three phases: Self-study and Self-review (July 15 through November 30); Next- and Division-Level Review (January 1 through June 30, 2017); and, Planning (July 1 to ongoing). Due to a number of end-user delays, Phase I ended January 5, 2017, and Phase II ended August 25, 2017. Cited reasons for the delays included late start due to misunderstanding the amount of work involved; misunderstanding of directions; WMU's conversion from Webmail Plus to Microsoft Exchange causing a loss of instructions; lack of internal assistance with the project; other critical duties mitigated by presidential on-boarding; and, scheduling problems between next- and division-level reviewers.

Findings

Completion of each self-study report took considerable time and was best accomplished using a team approach. The random assignment of self-study reports to the Observation Teams for review provided programs with objective perspectives and the shared cross campus information added value to the review process. Next- and Division-Level Reviewers, across all divisions, recommended "continuous quality improvement" for the majority of learner support programs. Specifically, 65 programs were recommended for continuous quality improvement; (62.5%). 19 programs were recommended for "growth" (18.3%), 14 programs were recommended for "remediation" (13.5%), and one program was recommended for "program restructuring." No programs were recommended for elimination.

Overall, participants considered the LSPR&P process to be a valuable experience, albeit time-consuming. They agreed that the process provided greater insight into their own programs; that

peer-review provided additional, objective perspectives; and, that program review was valuable to subsequent strategic planning. Participants also agreed that a better definition of what constitutes a "program," as it pertains to learner support, was needed in order to avoid redundant reporting and overall delays in the process timeline.

The following recommendations for future reviews were provided:

- Develop a better definition of a learner support "program" to avoid unnecessary reporting.
- Provide better and more cohesive training for all participants between review cycles.
- Reorder reviews such that reports go from Next-Level Reviewer to Observation Team, not Observation Team first.
- Provide support in locating data that is not program- or department-specific.
- Simplify this process by offering opportunities to address questions more broadly with fewer specific questions.
- Update documentation to include the overall purpose of program review, and estimates of staff and administrator time commitment and workload.
- Prior to the self-study cycle, provide training on how to use data for assessment; focus on setting measurable goals, and on the future of the program.

LSPR&P Process

Programs Reviewed

A total of 141 learner support program staff began completing self-study reports for 125 identified programs on July 15, 2016. The LSPR&P process utilized a standardized template format built into Compliance Assist: Program Review, a module of the Campus Labs enterprise system platform designed to facilitate review of all learner support programs during the same cycle.

Self-Study Template

A single self-study template was created using Campus Labs' Compliance Assist: Program Review platform. The template includes four tabs:

- **Introduction**: an information page containing a description of the requested standards and data for review, a description of what constitutes a learner-support program, and general guidelines for completing the template.
- **LSPR&P Template**: the template interface containing all criteria and forms required for submission. Tables are prebuilt into the interface for clarity. Since all evidence is required to be sourced, each criterion provides a place to link to source material *(see "Document Directory")*. This area also contains space for the Observation Team and next- and division-level reviewers to add comments to specific criteria. The Observation Team is also provided drop-down menus for adding observation categories by criterion, and form for submitting an overall summary.

- ***Next- and Division-Level Review***: provides separate access for next- and division-level reviewers to list the program's overall strengths and weaknesses, choose planning directives, and provide recommendations for moving forward.
- ***Document Directory***: a repository for uploading PDF copies of evidentiary documents. Once uploaded, documents can be organized into files for easy reference, and linked directly to the criteria they support.

LSPR&P Project Management Team and Oversight Committee

The LSPR&P Project Management Team was a standing committee charged by the president's Senior Leadership Team to carry out the implementation of the LSPR&P process with the associate provost for institutional effectiveness. The committee consisted of 17 representatives from different types of learner-support units at WMU, and three members of the Office of Institutional Effectiveness. This broad-based participation was essential to assuring that the process and criteria were fully vetted and applicable to all types of learner-support units, met the stated intended ends of the administration, and created a culture of transparency. The expectations of the LSPR&P Project Management Team consisted of a two-year commitment with attendance at monthly meetings. The main duties were to review materials and provide feedback for ongoing development of the process. Each team member was encouraged to think critically and ask questions, communicate with colleagues the progress being made, and collect questions for the team to address. While the significant outcomes were shared with the campus community, each member was asked to respect the confidentiality of discussions held at meetings to allow for honest and open sharing of ideas.

On July 1, 2016, the LSPR&P Project Management Team converted to the LSPR&P Oversight Committee to facilitate implementation of the 2016-17 reporting period. The committee met twice during Phase I and II to review how well the implementation followed the established guidelines, and to provide an overall evaluation of the process.

Completion of Phase I: Self-Study and Self-Review

Large-group training sessions were held on July 15 and August 8 to prepare contributors to use *Campus Labs'* Compliance Assist: Program Review platform. Small-group (i.e., FYE, CHHS), and one-on-one (i.e., Ombuds, OFD) trainings were held between September 4 and November 3 for those who could not attend the large-group sessions, or those who needed additional information.

Of the 125 originally identified programs, 115 went forward to the LSPR&P Observation Team for review due to the following reasons:

- During self-study completion, Intercollegiate Athletics re-identified three of its programs, and First Year Experience identified one of its programs as "administrative," and requested they be removed from the LSPR&P cycle. The Division of Minority Affairs

re-identified one of its programs as a Registered Student Organization (RSO), and disqualified it from WMU's integrated program review and planning cycles.

- The College of Education and Human Development re-identified two programs as "activities," as did the Office of Sustainability. Those templates were deleted from the system, and their information was integrated into the overseeing programs' templates.

The self-study completion period was scheduled to conclude on November 30, 2016. Of the 115 programs going forward, 92 (80%) were submitted by the deadline. The remaining 23 programs were granted extension of the deadline through January 3, 2017 due to the following problems:

Technical Difficulties

In four program templates (3.4%), <u>Compliance Assist: Program Review</u> developed an error that prevented completion of the "Departmental Verification" form. Campus Labs was able to fix the error, and programs were able to complete their self-studies by December 6, 2016.

A separate <u>Compliance Assist: Program Review</u> error prevented access to the "EUP – Osher Lifelong Learning Institute" template. Campus Labs was able to fix the error, but did not notify WMU. So, no self-study report was completed for the program during the self-study reporting period *(see LSPR&P Observation Team and Review for further information about this program)*.

Difficulties Experienced by Participants

A total of 19 programs (16.2%) requested an extension on the deadline through December 16. Cited problems included late start due to misunderstanding the amount of work involved; misunderstanding directions; WMU's conversion from Webmail Plus to Microsoft Exchange causing a loss of instructions; lack of internal assistance with the project; etc.

On January 18, 2017, all self-study reports were downloaded to PDF, then uploaded to the WMU community SharePoint™ site (https://wmich.sharepoint.com/sites/iprp). This mirrored the process begun during the *Academic Program Review and Planning* cycle. Self-study completers were reminded that, although this site requires a Bronco NetID and password to access, reports are considered "public" as the potential to share them off-campus exits.

Access to <u>Compliance Assist: Program Review</u>, and to the electronic versions of the self-study reports, was suspended for all self-study completers and contributors to allow for confidential access by members of the LSPR&P Observation Team.

Completion of Phase II: Observation Team, Next- and Division-Level Review

LSPR&P Observation Team and Review

On September 30, 2016, the LSPR&P Oversight Committee released a "Call for Nominations" to the senior leaders of the five affected divisions to establish an Observation Team whose makeup was representative of the number of programs submitted from each division. A total of 25 learner support program professional staff were instead appointed by their division leaders:

- Academic Affairs: 56% (n = 14)
- Diversity and Inclusion: 16% (n = 4)
- Intercollegiate Athletics: 8% (n = 2)
- Student Affairs: 20% (n = 5)

The LSPR&P Observation Team was divided into seven subgroups of three members each, and one subgroup of four members, to conduct two rounds of review on groupings of 12 to 16 self-study reports from learner-support programs outside of their affiliation (i.e., submitted programs were assigned in such a way as to ensure that no subgroup reviewed self-study reports to which they may have contributed). During Round 1, each subgroup member individually reviewed all reports within the assignment group. During Round 2, subgroups came together to discuss their individual reviews in order to come to consensus on the final review that would go forward to next-level reviewers.

Materials were developed to assist the LSPR&P Observation Team in completing their reviews. Operational definitions, observation guidelines or suggestions, and response examples were provided. The goal was to provide clarity and consistency in the interpretation of criteria for the purposes of a fair and meaningful review. It was expected that criteria and respective variables would be subject to interpretation within the context of the specific program area, and that the specific self-study and review should afford the opportunity for unique program characteristics to be considered. Observation Team training took place on December 15, 2016, with an 81 percent turnout. A small-group follow-up training was held on January 19 (to coincide with the launch), to provide another opportunity for the remaining six members to attend, and was open to all who wanted a refresher. Two members were able to attend. One-on-one trainings were held between January 20 and 24 for the remaining four members.

The LSPR&P Observation Team Review period opened on January 19, 2017. During observations, each subgroup reported that self-study reports for programs belonging to the Office of Faculty Development (OFD) were only partially complete. OFD received permission from the provost to reopen and complete the reports. To accommodate, Observation Team access was suspended, and OFD access was resumed temporarily, between January 30 and February 5. During completion, OFD re-identified eight of their 14 programs as "activities," and those templates were removed from subgroups' assignments.

The LSPR&P Observation Team reviewed 107 total programs. Chart 1 illustrates the difference between the number of programs initially assigned to Observation Team members, and final assignment numbers.

Chart 1. Difference between initial and final assignment numbers.
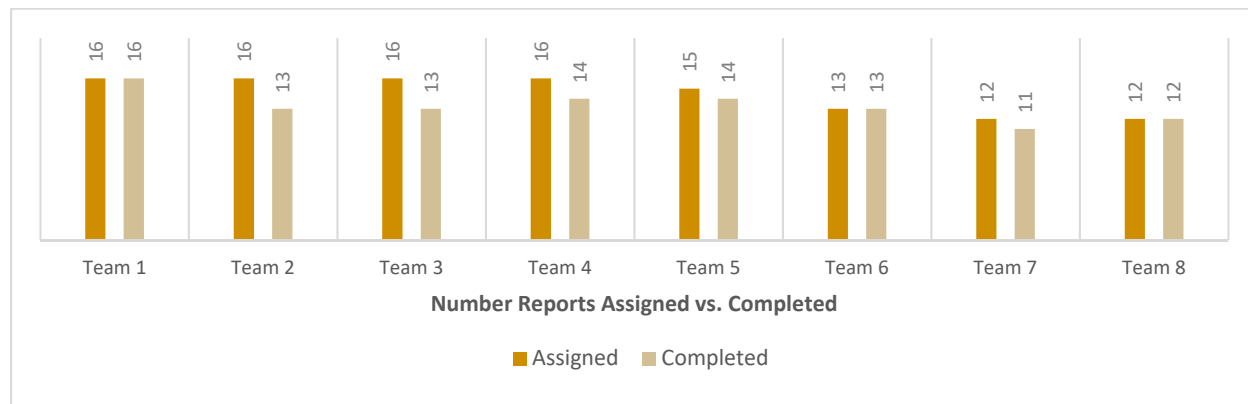
¹Note: Verbatim responses from Observation Team members vary slightly from actual assignment data. *See Appendix F for analysis and verbatim responses to the LSPR&P Observation Team Survey.*

The observation period was scheduled to conclude on February 28, 2017. Of the eight subgroups, seven completed their assignments by the deadline. The remaining subgroup was granted an extension on the deadline through March 10, 2017 to allow two of the three members to return to the University from work-related travel. During completion of assignments, two groups identified the following technical difficulties:

Technical Difficulties

Compliance Assist: Program Review developed an error in one submitted program that prevented completion of the "Team Observation Summary" by redirecting to the "Departmental Verification" form. Campus Labs was able to fix the error within a matter of minutes.

Compliance Assist: Program Review developed an error in another submitted program that prevented one team member from accessing the "Team Observation Summary," although the member had documented access. Campus Labs Support required higher-level assistance from its Tier II support team, but was able to fix the problem by March 2, 2017.

Although reviewed by the LSPR&P Observation Team, the following programs were removed from the Next-Level Review cycle prior to review:

- The Office of the President chose to review the Office of the Ombuds as a single program instead of as three
- The Office of Diversity and Inclusion reclassified *Everyone Counts Diversity Learning Communities* as an "activity"

Of the 107 programs reviewed by the LSPR&P Observation Team, 105 went forward to Next- and Division-Level Reviewers. This included the completed "EUP – Osher Lifelong Learning Institute" template that was completed after the Observation Team ended its review period.

Next- and Division-Level Review

A total of 18 unit-level leaders (e.g., associate provosts, deans, directors, associate vice presidents, etc.) were selected by their division-level leaders to conduct the LSPR&P Next-Level Review. One large-group training session was held on February 27 to provide updates on the process to-date, provide guides and resources, and prepare reviewers to use Campus Labs' Compliance Assist: Program Review platform. Reviewers were also provided one-on-one access to assistance throughout the review cycle.

Although the Next-Level Review period was scheduled to conclude on April 30, 2017, some division-level reviewers chose to work directly with their next-level reviewers on each program in a "hand-off" completion style. Division-Level Review was scheduled to conclude on June 30, 2017, with final reporting and release of documentation to the Integrated Program Review and Planning SharePoint™ site scheduled for July 31, 2017. Of the 105 programs reviewed, 47 (44.8%) were submitted by the deadline. The remaining 58 programs were granted extension on the deadline through August 25, 2017 due to the following difficulties:

> *Difficulties Experienced by Participants*
> Cited difficulties included late start and delayed completion due to other critical duties mitigated by presidential on-boarding; misunderstanding directions; and, scheduling problems between Next- and Division-Level Reviewers. Also, due to a change in reporting structure, three programs were not reviewed by either Next- or Division-Level Reviewers. Two other programs were not reviewed at either the next- or division-level for unreported reasons.

The final count of learner-support programs reviewed at all levels during the LSPR&P cycle was 100. Tables 1 through 3 provide an account of the number of programs under each of the aforementioned recommendation by "unit" within each participating senior-leader supervised division.

Note: The Office of the President recommended "Continuous Quality Improvement" for the Office of the Ombuds. Intercollegiate Athletics did not review their Academic Services or Varsity Sports programs at the next or division levels.

Table 1. Comparison of next- and division-level recommendations by "unit" within Academic Affairs.

Unit	CQI Next	CQI Division	REM Next	REM Division	GRW Next	GRW Division	PR Next	PR Division	ELIM Next	ELIM Division	TOTAL Next	TOTAL Division
ASUGS[1]	8	8	6	3	-	3	-	-	-	-	14	14
CFS	1	1	-	-	-	-	-	-	-	-	1	1
COLLEGES	25	24	-	2	1	-	-	-	-	-	26	26
ENR MGMT	3	3	-	2	1	-	-	-	-	-	4	5
EUP[2]	6	3	-	-	-	7	4	1	-	-	10	11
HIGE[3]	3	3	1	1	-	-	-	-	-	-	4	4
LIBRARIES	2	2	-	-	1	1	-	-	-	-	3	3
SUSTAIN	-	1	-	-	2	1	-	-	-	-	2	2
TGC	3	1	-	2	-	-	-	-	-	-	3	3
Grand Total	51	46	7	10	5	12	4	1	-	-	67	69

Although part of the Centers and Institutes Review and Planning cycle:

[1] *ASUGS' CASP programs participated in LSPR&P.*

[2] *EUP's "Osher Lifelong Learning Institute" participated in LSPR&P.*

[3] *HIGE's CELCIS program participated in LSPR&P.*

Table 2. Comparison of next- and division-level recommendations by "unit" within Diversity and Inclusion.

Unit	CQI Next	CQI Division	REM Next	REM Division	GRW Next	GRW Division	PR Next	PR Division	ELIM Next	ELIM Division	TOTAL Next	TOTAL Division
ODI	1	3	-	-	2	-	-	-	-	-	3	3
DMA	2	3	-	-	1	-	-	-	-	-	3	3
DSS	1	3	-	-	1	-	1	-	-	-	3	3
Pre-College	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	4	9	-	-	4	-	1	-	-	-	9	9

Table 3. Comparison of next- and division-level recommendations by "unit" within Student Affairs.

Unit	CQI Next	CQI Division	REM Next	REM Division	GRW Next	GRW Division	PR Next	PR Division	ELIM Next	ELIM Division	TOTAL Next	TOTAL Division
BSC	1	-	-	-	1	3	-	-	-	-	2	3
CSES	-	1	-	-	-	-	-	-	-	-	-	1
CPLC	-	-	1	1	-	-	-	-	-	-	1	1
PFP	1	1	-	-	-	-	-	-	-	-	1	1
Res Life	-	3	-	-	-	-	-	-	-	-	-	3
SHC	-	1	-	-	-	-	-	-	-	-	-	1
SALP	1	1	-	-	2	2	-	-	-	-	3	3
Std Conduct	1	1	-	-	-	-	-	-	-	-	1	1
Univ Rec	1	-	-	3	-	2	-	-	-	-	1	5
WMU Dining	1	1	-	-	-	-	-	-	-	-	1	1
Grand Total	6	9	1	4	3	7	-	-	-	-	10	20

Division Level VP Summaries

Student Affairs

The 30 student support programs reviewed in the Division of Student Affairs, reflected a wide degree of variability in program size, complexity, and student impact. The following issues were found in a preponderance of the programs.

- Figure out a way to incorporate information learned from comprehensive departmental program reviews into this process.
- Add a quality control step within each division. For Student Affairs, I (Vice President for Student Affairs) would require every department to submit their report to Ciji (Assessment Coordinator in Student Affairs) prior to submitting to the University. Once Ciji has had the chance to review and recommend changes and the changes completed, then it could be submitted to the University.
- More work needs to be done to ensure departments are incorporating division-wide learning and operational outcomes into their departmental strategic plans.
- It was clear that some departments put a lot of time and effort into this process; others did their departments a real disservice by providing incomplete responses and/or simply cutting and pasting from other documents without answering the questions asked.
- Overall Student Affairs has work do to in the following areas: departmental strategic planning, incorporating division-wide priorities (learning and operational outcomes) into departmental strategic plans, telling our story with the data we have.

Academic Affairs

After reviewing over 200 Academic Affairs Support Programs, the following issues were found in a preponderance of the programs. There needs to be an Academic Affairs-wide discussion how to address these issues and assist all the academic student support units to become better.

Alignment of Student Services to University and Academic Affairs Strategic Plans - There needs to be a better, more formal alignment of Academic Affairs student services delivery with the University Strategic Plan and the Academic Affairs Strategic Plan. What is the coordinated big picture that outlines scope, depth, specificity of services rather than redundancies?

Integration of Student Success Services Across Campus - There appears to be a great deal of redundancy in student success programs across campus. In the last eight years many colleges have created such programs. There needs to be a clear identify of what each program's specific contribution is to the bigger student success picture. There is a need to integrate and coordinate these programs.

Assessment - There is a significant lack of assessment in support services for students. Although many units firmly believe that they know the services they should provide and how to provide them, they have no specific, quantifiable basis for determining individual service value and impact. As a result, we have a tendency to simply add additional services without knowing which services have the largest impact and the greatest return on investment. It is imperative

that there be an Academic Affairs wide discussion as how to assess programs and specific activities and an understanding that we will have common assessment means. Then we must allocate resources based on assessed value.

Understanding Assessment - More education needs to occur on the management of program review and assessment. Program goals, process outcomes, and student outcomes are very different things, yet many program self-studies treated them as the same issue. Also, the need for documentation and supporting evidence was not understood or provided by many units. Hence, there is a need to provide campus wide training on assessment.

Communication - Most if not all programs lack any formal communication plan or assess if their current communication practices are effective.

Integration between Advising and Career Counseling - The relationship between career counseling programs and advising units needs greater oversight and in-depth planning for maximum benefit. While some units offer career services as part of advising, many wait for seniors to find the services at the end of their academic program. Again, duplication of services and lack of connection across units seems to be limiting impact. HCOB seems to have a model that could either be replicated or modified across other colleges.

Better Integration of CASP and EUP with College Programs - Exploratory advising as well as other services within CASP and University Studies advising within EUP seem to need greater alignment with academic units. Again, there is a great deal of redundancy that may or may not be intentional to specific populations of learners.

A Focus on Undergraduate Solely Versus Also Serving Graduate Students - Many student services within the colleges could provide greater service to graduate students without much additional resources. Suggesting that most of the student support should come from the centralized graduate college runs counter to the current undergraduate program rationale or need for separate unit level programs.

Resource Utilization - Discussion and consideration of resource utilization for all units reporting was woefully weak. We need to be able to cost services and seek understanding of return on investment. That also means we need to step up our assessment of program, process and student outcomes.

Compliance - The section on compliances with laws, regulations, and university or program policies was new and indicated that most units are not addressing these issues. It is necessary that all units be aware of, understand, and comply with all policies, laws, and regulations. Units need to make sure they are in compliance as it is their responsibility to be in compliance.

Office of Diversity and Inclusion

The Office of Diversity and Inclusion (ODI) review process includes five distinct program areas: Division of Multicultural Affairs, Disability Services for Students, LBGT Student Services, Kalamazoo Promise Scholars program and the ODI central office that includes diversity related

university-wide and community outreach programs. This report focuses on diversity goals that are consistent with the University Strategic Plan, the DMAP, and the ODI Strategic Plan, 2016-17.

- All ODI units plan to partner more closely to build community around the peer mentor programs and amongst their participants. Equally important, ODI offices are focused on centralizing programming activities as we respond to the increasing student population that we serve.
- A McNair proposal has been submitted by **DMA** for potential funding.
- To keep costs to students low DMA is limited in its ability to employ third party study abroad organizations in-country; must select locations that are close to the U.S. or have low air fare, only provide short-term study abroad opportunities. Instructors must be sought outside the program and curriculum developed in that particular instructor's discipline. ODI will continue to seek external funding for study abroad opportunities for historically underrepresented students and plans to increase staff time dedicated to this endeavor.

The Office of Diversity and Inclusion has accomplished goals that are set forth in the university strategic plan. However, recognizing the increasing number of students served in all areas and the need to redefine our services to meet the increasing growth of a diverse population at WMU, the entire staff is conducting a series of retreats to identify our priorities by asking the question "Why" diversity and inclusion exists, and then, how and what that will be at WMU. At the conclusion of the redefining exercise, ODI proposes to share our vision with the university leadership. A glimpse into the future of the higher education student demographic provides a clear picture:

> *"Students of color and students from low-income families will soon form the majority of the nation's college-eligible learners. Their fortunes will shape—for better or worse—America's economic and global future. These students are democracy's hope and America's future. They need and deserve the advantages of a horizon-expanding higher education. They need and deserve a twenty-first-century liberal education."*

Carol Geary Schneider, President of AAC&U (May 29, 2015)

Appendix A

LSPR&P Procedures

Learner Support Program Review and Planning

Procedures

WESTERN MICHIGAN UNIVERSITY

LSPR&P Project Management Team

LSPR&P Project Management Team

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The University Strategic Plan

The University Strategic Plan (USP) describes the institution as "learner centered, discovery driven, and globally engaged" (Western Michigan University, 2020). Specifically, Goal 1: Learner Success ensures strategies that promote a distinctive and supportive learning experience that fosters success. Aligning effective assessment with campus-wide continuous improvement is key to building a culture of student success. Learner support units make a valuable contribution toward the achievement of the University's mission and goals; therefore, should be part of campus-wide integrated program review.

Statement of Purpose

A comprehensive review of University programs should facilitate strategic planning in creating, sustaining, growing, merging, or eliminating programs in order to maintain program relevancy for both learners and the community. Program review is a collaborative process that allows the unit to focus not only on the stated mission and goals, but also on how well the unit is accomplishing those goals by measuring efficiency, effectiveness, satisfaction, resource allocation, learning outcomes, and other items. Program review assists with continuous improvement of programs and services, demonstrates a unit's effectiveness, holds a unit accountable to learners and the University, and helps with institution-wide understanding of the satisfaction and learning outcomes of learners. It is critical that the process and criteria be fully transparent.

Program review in learner support units share similarities and differences with academic program review as these programs, while contributing to, enhancing, and supporting learning, generally do not provide academic credit toward a University degree.

Intended Outcomes

1. Provide direction as to how to enhance current and new learner support programs as part of continuous quality improvement.
2. A suite of programs, services, policies, and procedures across the University that ensure all units are aligned with strategic objectives that support the mission and goals of the University.
3. Further integrate assessment of learning outcomes and budgetary decisions.
4. Provide indications for resource allocation to meet the needs of the next generation of learners.

Learner Support Programs

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.

Compliance with the Higher Learning Commission

In meeting its obligation for reaffirmation of accreditation with the Higher Learning Commission, WMU must engage in a process of continuous improvement that insures institutional effectiveness. Specifically, as it relates to Learner Support Unit Review and Planning (LSPR&P), WMU must provide evidence in support of the HLC Criteria for Accreditation 3D, 3E, and 4B (see https://www.hlcommission.org/Policies/criteria-and-core-components.html).

Guiding Principles

WMU adopts the following guiding principles for the development, implementation, and utilization of a program review and planning framework, based on lessons learned during Academic Program Review and Planning in 2014-15. Specifically, the Learner Support Unit Review and Planning (LSPR&P) process will be:

1. *Transparent*: The review and subsequent strategic planning process will be collaboratively developed and supported by senior leadership, administration, and faculty/staff representatives in communication with the University community.
2. *Comprehensive*: The review criteria will be meaningful and extensive as to provide for a fair and unbiased evaluation of all programs.
3. *Consistent*: The same review criteria and standards will be applied to each program, utilizing a common data set while allowing for unique program measurements, as appropriate. The process of review for all programs will be applied in the same way.
4. *Inclusive*: All learner support unit programs will be reviewed.
5. *Data-Driven*: The review will be based on both quantitative and qualitative data using consistent, clearly defined terms. Data sources will include institutional data, unit-derived data, and external data.
6. *Respectful*: Those involved in the review and planning process will remain cognizant of the human effects of its outcomes. Planning decisions will exercise institutional flexibility in maximizing human, economic, and social resources.

Procedures

The LSPR&P process is intended to provide a mission-driven, data-informed, and participatory process for continuous quality review, incorporating three phases: self-study, review, and planning.

Phase One: Self-Study and Self-Review is intended to improve the effectiveness of the program by linking professional standards to program improvement efforts. Each unit will engage in an online self-study process using the Compliance Assist module of Campus Labs made available through the WMU Portal. Then, each unit will respond to the criteria listed in the Learner Support Program Review and Planning (LSPR&P) Template for each of its identified programs (see Appendix A).

Self-Study and Self-Review Procedures

>**Step (1)**: Program-specific evidence is collected to form the basis of the program self-study.

>**Step (2)**: Using Compliance Assist, each program will use the findings from its self-study to complete the LSPR&P template.

>**Step (3)**: Using Compliance Assist, the program's department head reviews the completed LSPR&P template, and complete the "Department Verification" section.

Phase Two: Next- and Division-Level Review is intended to ensure that programs are functioning at the highest possible levels of quality, and are consistent with the mission of the University and its strategic plan. Reviewers identify areas that meet or exceed expectations, as well as those areas needing improvement.

Next- and Division-Level Review Procedures

>**Step (1):** Each program's self-review report will be submitted to the LSPR&P Observation Committee. The committee will review the responses and make observations indicating whether the program meets or exceeds expectations, or needs development on the specified program review criteria.

>**Step (2):** A summary of observations is made available for the next-level supervisor to use in making one of the following five recommendations: continuous quality improvement; remediation; growth; program restructuring; or, elimination. Recommendations are made available to the unit's division-level reviewer (i.e., vice president, senior leader).

>**Step (3):** All evidence, observations, and recommendations are forwarded to the president's Senior Leadership Team (SLT) for review and initiation of Phase Three.

Phase Three: Planning, Decision-Making, and Implementation is intended to utilize information and observations contained in the program review for the purpose of integrated strategic planning. Each senior leader will use the information for decision-making in their respective area, and may coordinate with each other to discuss findings as appropriate and relevant.

Planning, Decision-Making, and Implementation Procedures

STEP (1): For each program, the division's senior leader will request strategic planning in one of the following five directions:

>>**CONTINUOUS QUALITY IMPROVEMENT**: Programs should prepare plans for advancement and enhancement that address ways to boost current quality or demonstrate increasing program distinctiveness through annual strategic planning and assessment reports.

>>**REMEDIATION**: Program should implement plans that address identified challenges raised by the review, and identify discernible improvements as priorities in annual strategic plans and assessment reports.

>>**GROWTH**: Expansion of the program to meet University strategic goals.

>>**PROGRAM RESTRUCTURING**: Programs will be required to provide a summary of program improvement strategies.

>>**ELIMINATION**: Programs will be required to submit a plan for disinvestment or elimination.

>**STEP (2)**: Strategic planning will then follow the division's and unit's established program assessment or revision policies. Subsequent follow-up reporting will be based on individual planning directives.

>**STEP (3)**: Programs will then utilize planning directives in ongoing program assessment and strategic planning.

Learner Support Unit Review and Planning Criteria

The criteria are mission-based and connected to the goals and strategies of the Higher Learning Commission Criteria for Reaffirmation of Accreditation, and University Strategic Plan.

Overview

Relationship to the University, Division, Unit, and/or Department: Contact information for all levels of oversight. Location of the program. What is the unit's mission? What is the unit's vision?

- Contact information
- Program location
- Verbatim mission and vision statements for the larger unit in which the program resides

Program Description: What is the official start date of the program? Approximately how many learners are served by this program annually? When and what was the last significant revision to the program?

- Dates of program and significant revisions

Criteria

A. ***Strategic Planning***: The report should describe how the current program utilizes strategic planning for continuous quality improvement.
   1. STRATEGIC PLANNING
      a. What is the purpose/mission of the program? Who is the target audience?
      b. How does the program facilitate the unit's mission and goals?
      c. What are the top strategic goals for the program?
      d. How does the program measure progress toward and achievement of the aforementioned goals?
B. ***Communication and Assessment***: The report should provide evidence of the communication methods and agencies with whom the program communicates, and how the program utilizes assessment of student learning and process/operational outcomes for continuous improvement.
   2. COMMUNICATION
      a. With whom do you formally communicate on a regular basis to promote the program and offer services?
      b. What are your methods of communication to promote the program and offer services?
      c. How are the program and service offerings reflective of and responsive to the development and demographic profiles of the student population?
   3. ASSESSMENT OF STUDENT LEARNING OUTCOMES
      a. Identify three to five student learning outcomes. How does this program conduct assessment of these outcomes?
      b. To what extent have you met the student learning outcomes identified above?
      c. What has been done to respond to the major results of the most recent assessment of student learning outcomes?
   4. ASSESSMENT OF PROCESS/OPERATIONAL OUTCOMES
      a. Identify the source(s) of the professional standards or best practices for higher education that guide the program.
      b. Identify three to five process/operational outcomes. How does this program conduct assessment of these outcomes?
      c. To what extent have you met the process/operational outcomes identified above?
      d. What has been done to respond to the major results of the most recent assessment of process/operational outcomes?

5. RECENT PROGRAM REVIEW
    a. Has the 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.
    b. Describe the major findings of the most recent program review or external accreditation, certification, licensure, or other compliance review.
    c. What has been done to respond to the findings or recommendations of the most recent internal program review or external compliance report?

C. *Learning and Discovery*: Programs are to respond to the data in narrative form providing further understanding of how the program supports the discovery-driven mission of the University.

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?
    b. How does this program contribute to the University's commitment to develop learners and leaders who are globally engaged and culturally aware?
    c. How does this program contribute to the University's commitment to inclusion, safety from harassment and discrimination, and responsibility to all constituents?

7. EXPERIENTIAL LEARNING
    a. Summarize how the program supports internship, volunteering, employment, or other experiential learning opportunities. Comment on the impact these opportunities have on learners.
    b. Detail and comment on the nature of global experiential learning in the program.
    c. Detail and comment on how the program participates in, facilitates, or promotes community outreach that advances the mission of the University.

D. *Law and Policy*: Programs are to respond to their awareness of laws, regulations, and policies that relate to their respective responsibilities and those that pose legal obligations, limitations, risks, and liabilities for the University.

8. COMPLIANCE
    a. How does this program maintain compliance with laws, external regulations, and policies relative to its respective services?
    b. How does the program maintain compliance with institutional regulations and policies?
    c. How are program personnel trained or prepared for compliance with laws and external and internal policies?

9. PROGRAM GUIDELINES
    a. Comment on whether there is regular review of all program policies and procedures.
    b. What has been done to respond to the major outcomes of the most recent review of program policies and procedures?
    c. Detail and comment on the program's written policies and procedures that pertain to threats, emergencies, and crises.

E. *Resource Management*: Programs are to respond to the data and its analysis that provide for understanding of how the program uses its resources.

10. PROGRAM MANAGEMENT
    a. What is your program's participation capacity, and what is the desired participation capacity?
    b. Detail and comment on program participation numbers for the past three fiscal years (i.e., July 1, 2013 through June 30, 2016).

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.
12. PROGRAM ECONOMY
    a. What are your major sources of funding?
    b. Comment on whether the program has an appropriate number of qualified personnel to meet program needs.
    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.
F. ***Impact and Opportunity***: What are the characteristics of the program that provide benefits for the University's greater good?
13. OPPORTUNITY ANALYSIS
    a. What challenges might this program face during the next five years?
    b. Discuss any additional future opportunities that should be considered at this point (e.g. collaborations, new program growth, etc.).
    c. Discuss current and planned initiatives in response to the identified challenges or opportunities.
14. OVERALL IMPACT OF THE PROGRAM
    a. What are the unique elements of this program that add value to the University?
    b. Other information that leads to better understanding of the program.

Schedule for Review

Phase One: Self-Study will begin for all learner support unit programs in July 2016. Department directors shall oversee the information gathering and program assessment in order to meet the first deadline for the self-evaluation report. The template reports needed for the self-evaluation are available on Campus Labs through the WMU portal. Self-study reports will be completed by November 30 and approved by the unit director.

Phase Two: Review will occur between January 1 and February 28, 2017. The LSPR&P Observation Team will conduct its reviews and observations, then provide their reports to programs' next-level supervisors.

Phase Three: Program Planning will start July 1, 2017 and is an ongoing process. This will take place among next and division-level reviewers who will work together with the program level-supervisors for planning purposes.

LSPR&P Project Management Team

The LSPR&P Project Management Team will be a separate standing committee charged by the president's Senior Leadership Team to carry out the implementation of the LSPR&P process. The committee shall consist of representatives from learner support units at WMU who will facilitate implementation of the review process with the associate provost for institutional effectiveness.

LSPR&P Observation Committee

The LSPR&P Observation Committee shall consist of representatives from learner support units at WMU who will facilitate the observation of completed LSPR&P self-studies. The LSPR&P Observation Committee will proceed with the guidance of the LSPR&P Project Management Team and associate provost for institutional effectiveness.

Standards and Data for Review

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.

LSPR&P Timeline

Version 8, revised 5/16/2016

Beta-Testing and Training

February 17 – 18, 2016	Compliance Assist training for Beta Group and Project Management Team
February 19 – April 30, 2016	Beta Groups test Compliance Assist software by completing the self-study or the LSPR&P review template
May 1 – May 13, 2016	Project Management Team pilot-tests the observation rubric in Compliance Assist
May 14 – July 1, 2016	Any required modifications to the Compliance Assist system are made
July 5 – 7, 2016	Compliance Assist training for all learner support program point-persons who were not part of the Beta Group
August 1 – 3, 2016	Compliance Assist training for all learner support program point-persons who were not part of the Beta Group
September 12 – 14, 2016	Compliance Assist training for all learner support program point-persons who were not part of the Beta Group

Phase I: Self-Study and Self-Review

July 5 – November 30, 2016	Learner support programs complete the self-study and LSPR&P template for their identified programs
November 28 – 30, 2016	Compliance Assist training for LSPR&P Observation Team

Phase II: Next- and Division-Level Review

January 1 – February 28, 2017	LSPR&P Observation Teams review and complete their observations of submitted LSPR&P templates
February 27 – March 1, 2017	Compliance Assist training for next-level reviewers
March 1 – April 30, 2017	Next-level reviewers complete their observations, and provide recommendations to division-level reviewers
April 24 – 26, 2017	Compliance Assist training for division-level reviewers
May 1 – June 30, 2017	Division-level reviewers complete their observations, and provide recommendations to units to begin planning

Phase III: Planning, Decision-Making, and Implementation

July 1, 2017 – ongoing	Next-level reviewers develop program-level strategic planning initiatives as part of their overall unit plan
July 1, 2017 – ongoing	Division-level reviewers develop division-level plans based on individual unit plans

Hierarchy of Programs Requested to Submit Self-Study Reports

Institution	Division	Unit	Department	Program	LSPR&P Template Name
WMU Office of the President		Office of the Ombudsman		Hardship, Attendance, Withdrawal	Ombuds - Hardship, Attendance, Withdrawal
				Grade and Program Appeals	Ombuds - Grade and Program Appeals
				Intervention and Resources	Ombuds - Intervention and Resources
	Academic Affairs	Assessment and Undergraduate Studies	Center for Academic Success Programs	ARC Tutoring Programs	CASP - ARC Tutoring Programs
				Alpha Program	CASP - Alpha Program
				Exploratory Advising	CASP - Exploratory Advising
				Intellectual Skills Development	CASP - Intellectual Skills Development
				Military and Veterans Affairs	CASP - Military and Veterans Affairs
				Service-Learning	CASP - Service-Learning
				TRiO SSP	CASP - TRiO SSP
				Writing Center Services	CASP - Writing Center Services
			Office of Faculty Development	Academic Leadership Academy	OFD - Academic Leadership Academy
				Associate to Full Professorship	OFD - Associate to Full Professorship
				Cool Tools	OFD - Cool Tools
				Faculty Learning Community - SoTL	OFD - FLC - SoTL
				Graduate Student Orientation	OFD - Graduate Student Orientation
				Graduate Teaching Institute	OFD - Graduate Teaching Institute
				Mentor Teams	OFD - Mentor Teams
				New Faculty Orientation	OFD - New Faculty Orientation
				New Faculty Seminar	OFD - New Faculty Seminar
				Online Teaching Inquiry	OFD - Online Teaching Inquiry
				Part-time Instructor Support	OFD - Part-time Instructor Support
				Summer Institutes	OFD - Summer Institutes
				Teaching and Learning Bash	OFD - Teaching and Learning Bash
				Teaching with Technology Symposium	OFD - Teaching with Technology Symposium
		Center for Fostering Success		Seita Scholars	Seita Scholars
		Academic Colleges		A&S Advising	A&S - Advising
				A&S Student Success Services	A&S - Student Success Services
				CEAS Advising Office	CEAS - Advising Office
				CEAS STEP (STEM Talent Expansion Program)	CEAS - STEP (STEM Talent Expansion Program)
				CEHD Advising	CEHD - Advising
				CEHD Field Placement	CEHD - Field Placement

Institution	Division	Unit	Department	Program	LSPR&P Template Name
	Academic Affairs, continued	Academic Colleges, continued		CEHD Student Success and Retention	CEHD - Student Success and Retention
				CEHD SEED Mentoring Program	CEHD - SEED Mentoring Program
				CEHD Multicultural Meet and Greet	CEHD - Multicultural Meet and Greet
				CEHD Teacher Certification	CEHD - Teacher Certification
				CEHD TRiO Future Educator Success Program	CEHD - TRiO Future Educator Success Program
				CFA Advising - Art	CFA - Art Advising
				CFA Advising - Dance	CFA - Dance Advising
				CFA Advising - Music, undergraduate	CFA - Music Advising, UG
				CFA Advising - Music, graduate	CFA - Music Advising, Grad
				CFA Advising - Theatre	CFA - Theatre Advising
				CHHS Student Services	CHHS - Student Services
				CoA Advising	CoA - Advising
				CoA Recruitment and Outreach	CoA - Recruitment and Outreach
				HCoB Admissions and Advising	HCoB - Admission and Advising
				HCoB Communication Center	HCoB Communication Center
				HCoB MBA/MSA Graduate Advising	HCoB MBA/MSA Graduate Advising
				HCoB Zhang Career Center	HCoB - Zhang Career Center
				LHC Advising	LHC - Advising
		Enrollment Management	Admissions	Student Ambassador Program	Admissions - Student Ambassador Program
			First-Year Experience	Fall Welcome and Matriculation Ceremony	FYE - Fall Welcome and Matriculation Ceremony
				First Year Seminar	FYE - First Year Seminar
				Foundation Scholars	FYE - Foundation Scholars
				Orientation	FYE - Orientation
				Transfer Transition Program	FYE - Transfer Transition Program
		Extended University Programs		Advising (General University Studies)	EUP - Advising (General University Studies)
				Online Learning Faculty Resources	EUP - Online Learning Faculty Resources
				Osher Lifelong Learning Institute	EUP - Osher Lifelong Learning Institute
				Professional Development	EUP - Professional Development
			Regional Location Offices	WMU - Battle Creek Student Services	EUP - WMU Battle Creek Student Services
				WMU - Grand Rapids Student Services	EUP - WMU Grand Rapids Student Services
				WMU - Lansing Student Services	EUP - WMU Lansing Student Services
				WMU - Metro Detroit Student Services	EUP - WMU Metro Detroit Student Services
				WMU - Muskegon Student Services	EUP - WMU Muskegon Student Services
				WMU - Southwest Student Services	EUP - WMU Southwest Student Services
				WMU - Traverse City Student Services	EUP - WMU Traverse City Student Services

Institution	Division	Unit	Department	Program	LSPR&P Template Name
	Academic Affairs, continued	Haenicke Institute for Global Education	Center for English Language and Culture for International Students		HIGE - CELCIS
			Immigration Services	Optional Practical Training Learning Workshops	HIGE - Optional Practical Training Learning Workshops
			International Admissions and Services		HIGE - International Admissions and Services
			Study Abroad		HIGE - Study Abroad
		Graduate College		Graduate Ambassadors and Fellows	TGC - Graduate Ambassadors and Fellows
				Graduate Student Orientation	TGC - Graduate Student Orientation
				Professional Development	TGC - Professional Development
		Sustainability		Action Research - Design, Implementation, and Iteration	Sustainability - Action Research
				Community Sustainability Incubation	Sustainability - Community Sustainability Incubation
				President's Universitywide Sustainability Committee (PUSC)	Sustainability - President's Universitywide Sustainability Cmte (PUSC)
				Wesustain Internship	Sustainability - Wesustain Internship
		University Libraries		Information Literacy Instruction	Libraries - Information Literacy Instruction
				Research Assistance	Libraries - Research Assistance
				Resource Delivery	Libraries - Resource Delivery
	Diversity and Inclusion			Everyone Counts Diversity Learning Communities	ODI - Everyone Counts Diversity Learning Communities
				Kalamazoo Promise Scholars	ODI - Kalamazoo Promise Scholars
				Real Talk Diversity Series	ODI - Real Talk Diversity Series
			Division of Multicultural Affairs	Alpha Kappa Mu Honor Society	DMA - Alpha Kappa Mu Honor Society
				College Assistance Migrant Program	DMA - College Assistance Migrant Program
				Martin Luther King Jr, Student Scholars Academy	DMA - Martin Luther King Jr, Student Scholars Academy
				Mentoring for Success Programs	DMA - Mentoring for Success Programs
			Disability Services for Students	Peer Mentoring Program	DSS - Peer Mentoring Program
				What do You Know? Film Series	DSS - What do You Know? Film Series
				Workforce Recruitment	DSS - Workforce Recruitment
			Lesbian, Bisexual, Gay, and Transgender Student Services		ODI - LBGT Student Services
			Pre-College Initiatives	Michigan Campus Compact	DMA - Michigan Campus Compact
				Michigan GEAR-UP	DMA - Michigan GEAR-UP
				Upward Bound Programs	DMA - Upward Bound Programs

Institution	Division	Unit	Department	Program	LSPR&P Template Name
	Intercollegiate Athletics		Academic Services		Bronco - Academic Services
			Compliance Services		Bronco - Compliance Services
			Medical Services		Bronco - Medical Services
			Strength and Conditioning Services		Bronco - Strength/Conditioning Services
			Varsity Sports		Bronco - Varsity Sports
	Student Affairs		Bernhard Center	Catering	BSC - Catering
				Event Services	BSC - Event Services
				Operations	BSC - Operations
			Career and Student Employment Services	Career and Student Employment Services	Career and Student Employment Services
				Campus Student Employment Programs	Campus Student Employment Programs
			Children's Place Learning Center		Children's Place Learning Center
			Dining Services		WMU Dining Services
			Parent and Family Programs		Parent and Family Programs
			Residence Life	Residence Halls	Residence Life - Residence Halls
				Apartments	Residence Life - Apartments
				Conferences	Residence Life - Conferences
			Sindecuse Health Center	Sindecuse Health Center Programs	SHC - Sindecuse Health Center Programs
			Student Activities and Leadership Programs (SALP)		Student Activities and Leadership
			Student Conduct		Student Conduct
			University Recreation	Club Sports	University Recreation - Club Sports
				Employee Wellness	University Recreation - Employee Wellness
				Fitness and Wellness	University Recreation - Fitness and Wellness
				Intramurals	University Recreation - Intramurals
				Student Recreation Center	University Recreation - Student Recreation Center

Appendix B

LSPR&P Beta-Group Roster, Outcomes of the Beta-Year, Survey Responses, and Focus Group Notes

Beta-Group Roster of Programs

CAS Self-Study Template

- College of Education and Human Development, Office of Admissions and Advising
- College of Fine Arts, Art Advising
- Office of Veterans and Military Affairs
- Disability Services for Students

LSPR&P Self-Study Template

- Center for English Language and Culture for International Students—CELCIS
- Intercollegiate Athletics
- Office of Student Conduct
- Student Activities and Leadership Programs (SALP)

Outcomes of the Beta-Year

The LSPR&P Beta-year was marked by the formation of the Project Management Team on May 27, 2015, making the decision to review "learner-support programs" instead of "student-support programs," and the official start of Beta-testing, which began February 17, 2016.

May 2015

- A preliminary Project Management Team (PMT) was constituted, and members identified other units that would be beneficial to the membership
- A preliminary list of "student-support units" was identified, and communication with affected senior leaders was begun
- A preliminary discussion of procedures, expectations, timelines, and desired outcomes was held
- Completion of the CAS Standards was discussed as a potential data source for units where the standards applied; this would be similar to using accreditation documents as source material for those programs that were accredited
- A SharePoint™ site was created for members of the PMT to conduct their work

June and July 2015

- Large-group introductory meetings were held to increase the membership of the PMT
- Final membership of the PMT was established, and ground rules were set
- Compliance Assist: Program Review from Campus Labs was introduced for possible use in reporting and conducting program reviews at WMU
- A timeline of events was drafted
- The first draft of the procedures, based on the Academic Program Review and Planning cycle (APR&P), was presented to PMT members

August 2015

- "Student-support units" were replaced with "learner-support program" as the focus of this review cycle to acknowledge that a number of programs do not only impact students, but also staff, faculty, and the community at-large

September 2015

- PMT co-chairs were elected to serve as the "face" of the PMT
- Further defining what constitutes a program in the LSPR&P cycle and ongoing updates to the LSPR&P procedures
- Category D: Law, Policy, and Governance was added to the self-study template
- PMT members formed small groups to design the self-study criteria categories A-F for the self-study template. These categories would also influence the user's guide and observation matrix

November 2015

- The Center for English Language and Culture for International Students (CELCIS), Intercollegiate Athletics, Student Activities and Leadership Programs (SALP), and Student Conduct were invited to Beta-test the LSPR&P template
- Advising offices in the Colleges of Fine Arts and Education and Human Development, along with the offices of Veterans and Military Affairs and Disability Services for Students were invited to Beta-test use of the CAS Standards
- WMU received approval to use Compliance Assist: Program Review from Campus Labs to Beta-test the LSPR&P template

February 2016
- The draft procedures, self-study template, and User's Guide were uploaded to Compliance Assist: Program Review for use in Beta-testing
- Version 1 of the Observation Matrix was drafted with consideration points for assisting in determining whether a program would exceed expectations, meet expectations, or need development
- Beta-testing commenced

April 2016
- Beta-testing was completed
- WMU purchased an institutional license for completing the LSPR&P process, and for conducting all other future program review cycles

May 2016
- Final changes were made to the LSPR&P Timeline to reflect release dates
- Beta-group members responded to surveys and provided additional feedback through two focus group sessions

LSPR&P Beta-Group Survey

Responses

Q1: How much time did you spend on the self-review process?

- 10-11 hours (as the CAS review was already completed)
- We began gathering evidence and discussing its relevance in mid-March. Advising staff (8 ppl total) individually committed to identifying evidence for 2-3 sections of the CAS Self-Study and worked independently for a few hours each week through April. Small touch base meetings were held each week in April for about one hour. On Monday, May 2, an all staff meeting was held from 8:30am to 3pm to evaluate the evidence and make judgements. At 3pm on May 2nd, not all sections had been fully judged (3 of 12 remained un-done). A sub-committee was formed to continue working on the rest of the sections through May. It is anticipated to take 3-5 more hours to complete the judgements on the CAS self-study.
- 10-12 hours
- 3-4 hours on the first set of questions about Mission, vision and goals
- I spent a few hours on writing my portion and reviewing the final document.
- Unfortunately, I didn't think to keep track. I chipped away at it over a few weeks and my best guess would be about 15 total hours.
- Difficult to estimate, but a few hours a day, for 1-2 days per week, for about a month.

Q2: Who assisted in the process of completing the self-study? How was the task completed?

- The original self-study was completed by a team consisting of the OSC director and two graduate students assigned through their assessment course.   It involved many hours of document review, meetings, and discussion.
- Explained in question 1
- Only you…
- No one
- Release time was given to a faculty member to lead the project and a committee was formed to complete the review. Each person was assigned questions and they were compiled and entered into the system by the lead.
- I did the entire thing since I am the only advisor in my unit. I jumped around a little but mostly just worked my way from the top down in the list of categories.
- The CELCIS Director, the CELCIS Assistant Director, two office staff members and two CELCIS instructors.

Q3: How clear or ambiguous were the questions? Please identify any specific questions you would like us to reconsider or edit.

- Some of the questions were a bit confusing, as we do not have the same program/department/ unit breakdowns that may be seen on the academic side.
- The list of suggested evidence from CAS did not align with individual sub-sections of each part. For example, Part 2 – Programming is divided into 10 parts, but the Programming list of suggested evidence items were difficult to align with the individual 10 parts. This made some of the questions seem un-clear. (having shared this, we understand that we are not able to edit the CAS Self-Study, so we worked through the parts as best we could)
- Most questions were clear.
- They have been quite clear and the supporting explanations and examples have helped.
- Some of the questions were a bit wordy and had too many parts to be explained well in the small amount of words allowed. The questions could be a bit more concise. Some of the questions used language that

could have been better defined. However, the committee was very receptive when I asked for clarification. I believe one of the questions I asked about was changed.

- Nothing stood out as unclear, but there were bullet points within different parts that seemed redundant. The questions under part 10, for instance, could probably have been consolidated.
- We were able to answer all questions.

Q4: Were there questions you felt did not apply to your program? Please identify. How did you respond to questions that you felt did not apply to your program?

- Yes. On each of these I wrote "this is not relevant for OSC" or something similar.
- A couple of the sub parts did not apply, however, some aspect of each CAS standard applied to our work.
- 2.1-2.3, 3.3-3.7, 4.2-4.4, 5.2, 6.2, 7.3, 10.4, 11.3. I checked the DNA block and would sometimes explain why I felt this question didn't apply to my program.
- So far there has been only one and I explained why it didn't apply
- Yes, but that is expected since we do not exactly fall into a student service department. We did our best to answer each question as it pertained to our role at the university.
- There were a few questions that didn't apply to me for various reasons. Primarily leadership, financial, or supervisory points that aren't relevant or within my control. On all of these I marked the does not apply option and made a note clarifying the reason if necessary.
- All questions applied.

Q5: What kind of evidence did you use to support your narrative? What was the source of your evidence?

- The previous self-study was my most referenced piece. Most evidence is found from documents in the self-study, namely the student code.
- Inter-office documents, WMU web pages, and pictures.
- I used a variety of evidence – some documented, some based on experience.
- I have used brochures, resources from national professional organizations, DSS policies and related material
- We used a variety of documents or webpages to support our narrative.
- I used links to NACADA to show a few points regarding desired advising practices and workloads. Otherwise I referred to various WMU websites and the catalog to demonstrate institutional knowledge and resources used in advising.
- We used text, documents, and data from the recent accreditation survey that we created for CEA, and also created some new texts, such as the Vision Statement, and collected new data.

Q6: What would you have liked to know before starting this process?

- I think better instruction from our liaison would have been important. It was communicated to us differently, though I know this has already been fixed for the actual group, as I was in the meeting to present it to them!
- Best practices and how much evidence is required based on each section.
- Nothing that I think would have been helpful
- How time consuming it will be. Between my regular job responsibilities, maintaining the website, preparing for first year orientation, I am struggling to even complete a whole section, let alone all of the subsections
- There should be clear direction about how to format the sources within the narrative. We created our own system, but it would have been helpful if everyone was using the same formatting and naming conventions for supporting documents to begin with.
- How and if the data collected will be used by the administration.
- N/A

Q7: Have you used CAS Standards before? If so were the CAS Standards helpful? Would other best practices be more applicable to your program?

- Yes, and they were helpful.
- As an Office, we are aware of the CAS Standards. Other best practices to connect with the CAS Standards would have bene more helpful.
- No. Never used CAS standards before. Some were helpful. Others were not applicable to our particular process here at WMU.
- I have had some experience with the CAS Standards, although I personally worked with the National Association for Developmental Education Standards, which were modeled after the CAS Standards
- No, we have not used them. CEA standards are more applicable to our program.
- I was new to the CAS Standards.
- The CEA Standards which we used were more applicable.

Q8: What was the most difficult part about preparing the Self-Study?

- Understanding the differences between the CAS review and this one.
- Finding time to get everyone together.
- It wasn't difficult as much as it was time-consuming. Kinda like taxes.
- Finding the supporting evidence
- I don't think it was difficult- it just takes time to complete.
- Finding ways to provide evidence that wasn't anecdotal. It is difficult to prove correlation between advising and student success when there are so many other factors that influence how students perform at the university. Students routinely express their appreciation for what I do which makes me feel valued, but is not something I can really use as official evidence in this study.
- Collecting information about financial and legal policies and procedures.

Q9: What do you think was most helpful in completing the self-study?

- The updated LSURP guide.
- It is an opportunity to rate our work, identify what we do best and develop action plans in areas we need strengthening.
- Cathe
- Being very detailed and determining what we do well and what we need to improve on.
- The guide was a helpful resource to refer to see examples or get additional clarification about the questions.
- The informational meeting, I attended before beginning.
- Identifying gaps in data and documentation.

Q10: What do you think was the most useful content in the self-study for planning purposes?

- The external review from experts in the specialty field.
- As we move into creating an Action Plan, we will use the evidentiary documents, URLs and narrative. We tried to put in the narrative the action items we were able to reveal through the self-study.
- It was interesting to see what others felt was the industry standard for my office.
- Since I started so late (Friday April 22), I have only been able to work on sections 1 and 2. Can't make a determination for what was most useful content.
- The review process is a great way to identify gaps in our program. It is very useful.
- Just having a master list of categories to consider when thinking about assessment plans moving forward and knowing that the same categories would be looked at by all advising units on campus.
- Questions about the program's purpose, mission, strategic goals, challenges, and opportunities, as well as questions about assessment and measurement.

Q11: What suggestions do you have for improving the self-study process?

- I do not think it's a good idea to tell people that this will be identical to their CAS program review, as it is quite different and requires many other pieces of information. While it is appropriate to explain that their CAS review will assist them in completing this, there is much to gather outside of the CAS review as well.
- Provide overview training on CAS Standards and how to align the suggested evidence and documentation appropriately to the sub sections of each part.
- None
- I probably should have asked to watch how someone would approach and write up a section. That would have helped me use more consistent verbiage and align more closely what other areas did. I didn't ask, so that is not the fault of the oversite committee.
- Fewer multi-part questions; more concise; provide definitions when using phrasing that may not be clear to everyone (example "developmental profile"); provide formatting/naming conventions for documents and sources
- It would be nice if some of the categories could be consolidated or more concise. Some sections felt repetitive and I found myself giving similar answers to different bullet points.
- N/A

Additional Feedback on functioning aspects of Compliance Assist/Campus Labs:

- Document directory files get covered in a brown box when clicked on
- Would like to see the list of suggested evidence and documents at the top of each section within the description box
- Consider numbering description items (not bulleted) to aid in connecting narrative items with description items
- Editing capabilities should be disconnected in sections that should not be allowed to edit – should not be able to edit everything within Compliance Assist /Campus Labs
- Should be able to identify more than one-page number per document directory item
- Would like a safe place to brainstorm URL evidence – such as a URL directory like the document directory
- Need to be able to add multiple documents into individual sections from the document directory
- Check-in/Check-out process cumbersome – can individuals just be checked out when they log out?
- Although I needed initial assistance in accessing the website, once I had some practice using the self-study tool, I found it to be intuitive and easy to navigate.
- Individual colleges may need to think carefully about how to answer questions comprehensively. For instance, we found the questions to be targeted to academic advising. In the College of Health and Human Services (CHHS), academic advising is an individual unit running parallel with student engagement and success. Both units report to the director of academic and student services and integrate their work with students. We found that we need to think carefully about how we answer questions from both perspectives. We realize this may be an idiosyncrasy pertaining only to CHHS.
- In terms of addressing a self-study of academic advising, the questions are appropriately specific and promote in-depth self-assessment as well as provide a guide for future planning.
- A logical convenience would be if the system automatically added the assigned user when editing the items, rather than needing to access the drop-down menu and self a user.
- We appreciate that the system allows for the ability to override a "check-out" and enter revisions to the user edited fields.
- Ample text white space in the narrative field boxes, which allows for comprehensive response.
- Attachments were easily uploaded.

Focus Group Notes

Focus Group 1:

Overall Comments about the Beta-Test

- Beta-participants commented that they would have liked to have had the survey questions available while completing the Beta-test as it is difficult to remember specifics after the fact – they suggested that we should provide this information during the next round of integrated program review, and ask that those Beta-participants keep notes while testing the system.
- Participants agree that it took a while to feel comfortable developing steps to complete the documents. Some larger offices used staff meetings or set up work sessions because they were better able to engage others in the process – they suggested intra-departmental work sessions for smaller offices working on the same document allowed for completers to talk over questions and instructions to get better understanding

LSPR&P Self-Review Template

- Beta-participants commented that they found the user's guide very helpful in working through the template.
- Participants suggested that the instructions for Criteria A should reflect that completers are to respond with what they expect their programs to do, not what they expect of their learners.
- Since all programs must comply HR and other University, state, and federal compliance policies, participants suggested clarifying the questions listed in D: Law, Policy, and Governance – programs should respond by reflecting how they comply with the policies.
- Participants, who had previously completed the CAS for their division, stated that they struggled to see an alignment between the two templates – participants suggested changing the word "alignment" to something else that directs completers to consider specific CAS sections without trying to tie responses to the CAS report.

Overall Suggestions

- Beta-participants suggested that programs that had previously completed the CAS for their division, keep in mind that responses to LSPR&P questions should be based on what was learned by completing the CAS (e.g., what is the next step?), and that pasting responses from the CAS into the LSPR&P will not answer the questions.
- Completers suggested that difficulty in describing compliance with University policies may indicate that the policy is in need of change.
- Participants agreed that IE must emphasize the time burden during training, along with a discussion of bridging the CAS and LSPR&P.
- IE is willing to facilitate "item meetings" that would allow completers to work through specific questions in an intra-departmental setting.

Focus Group 2:

Overall Comments about the Beta-Test

- CELCIS participants agreed that completing the LSPR&P Self-Review Template was useful because it made them take a look at themselves from another perspective beyond CEA accreditation. It also forced them to begin tracking data they had always planned to track, but never did until now. And, it allowed them to do a cost-benefit analysis of their program in relation to WMU (e.g., self-improvement; contribution to the University, etc.).
- Participating in the beta-test allowed CELCIS to discover that some of its programs will need to participate in the next APR&P cycle (2019-20).

- CELCIS participants came together as a group, appointed a coordinator, and were assigned to provide responses to specific questions. The also chose multi-level review of the report, with the coordinator serving as the final editor. Participants believe that the entire process took about one month, and that adding the CAS Self-Study would have doubled the amount of time needed for the process.

Overall Suggestions
- If possible, come together and work as a group – the more people who become involved this process, the more they will become invested in the success of the program.
- Use a rough draft as the "discovery phase" – don't enter anything until all of the evidence is gathered and the narrative agreed upon.
- Regarding B.2.c., participants found the phrase "developmental and demographic profiles of the student population" ambiguous
- Participants suggested addition questions that ask if and how the program is meeting the standard – the CEA Self-Study Guidelines have examples of how to provide evidence, analyze, and evaluate
  o Step 1: Answer the question through narrative
  o Step 2: Provide evidence
  o Step 3: Analyze how the narrative and evidence support the standard
  o Step 4: Evaluate whether the program is meeting the standard, and provide recommendations for improvement

Appendix C

LSPR&P Technical User Guide for Self-Study Completers

Learner Support Program Review and Planning

Technical User Guide

WESTERN MICHIGAN UNIVERSITY

LSPR&P Project Management Team

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 https://wmich.edu/effectiveness/program/support*

- **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.
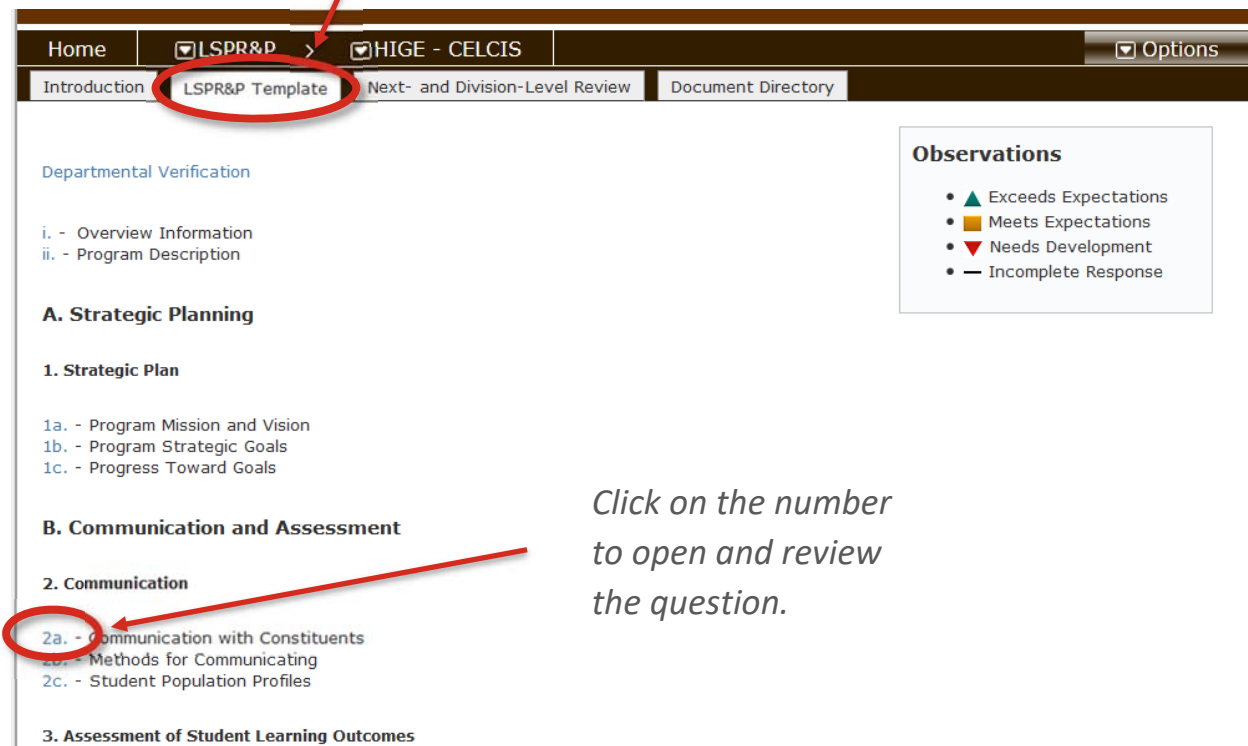
Click on the number to open and review the question.

This view shows the question number and title, the question to be answered, and instructions for responding.

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

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.

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*

Scroll to the bottom of the page to add your source information

~ *Choose "New Document Source" to include a PDF from your "Document Directory"*

~ *Choose "New URL Source" to link directly to a webpage*

Click "Save & Close" to return to view the completed response. This will generate a warning window.

Click "Check-In" to register the response – you may always return, later, to make additions or corrections

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.

Click the "Document Directory" to begin uploading your files

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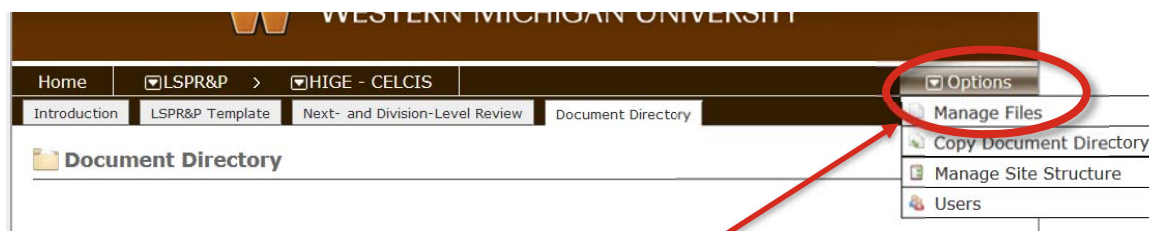
To upload your documents, click "Options," and select "Manage Files."

Then, select "Upload File"
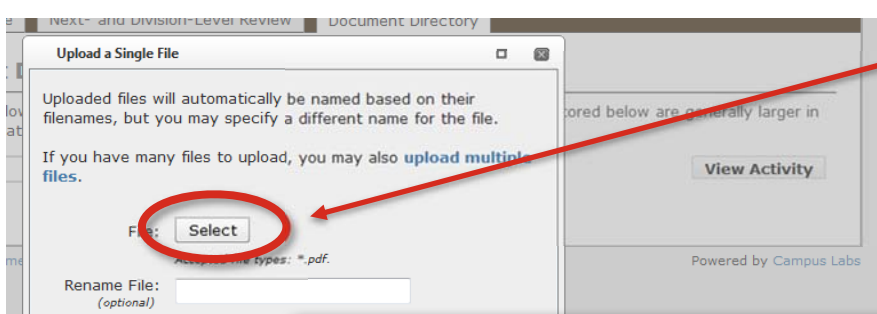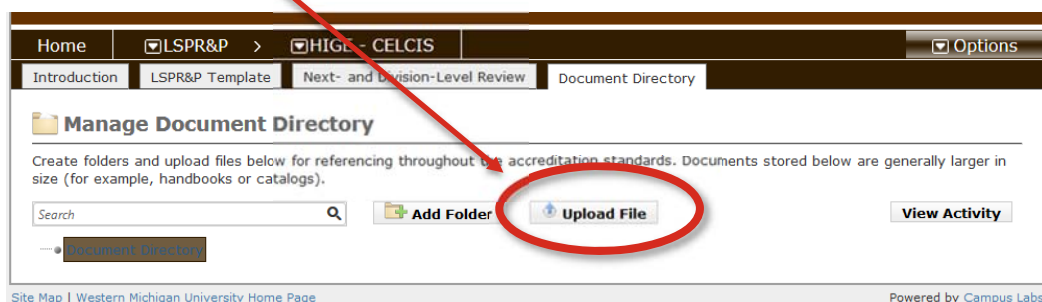
To upload a single document, click "Select" to open a "File Explorer" window
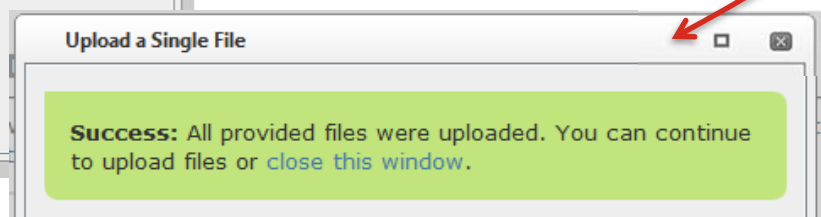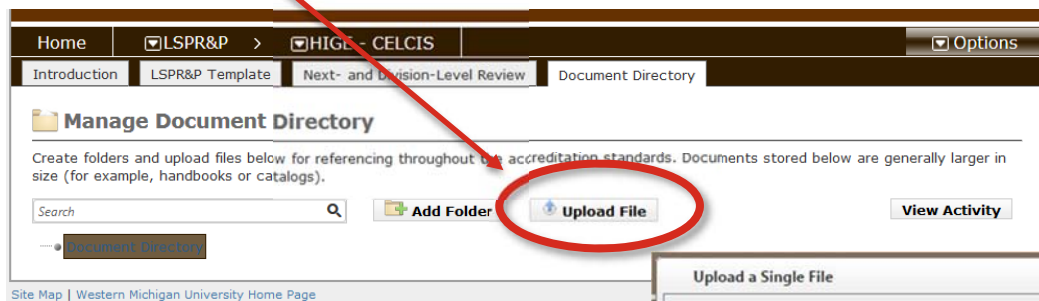
Select your document and click "Open"

Upload a Single File

Uploaded files will automatically be named based on their filenames, but you may specify a different name for the file.

If you have many files to upload, you may also **upload multiple files.**

File: ● LSPR&P draft 1.pdf × Remove

*Accepted file types: *.pdf*

Rename File: _____
(optional)
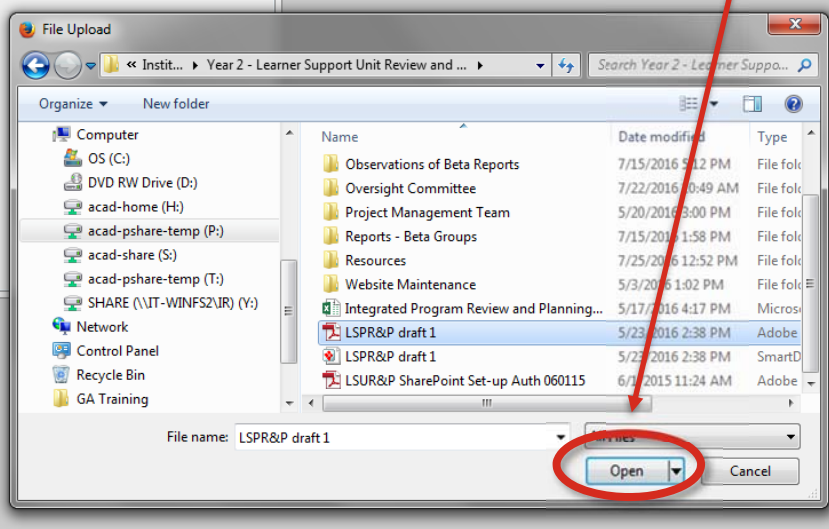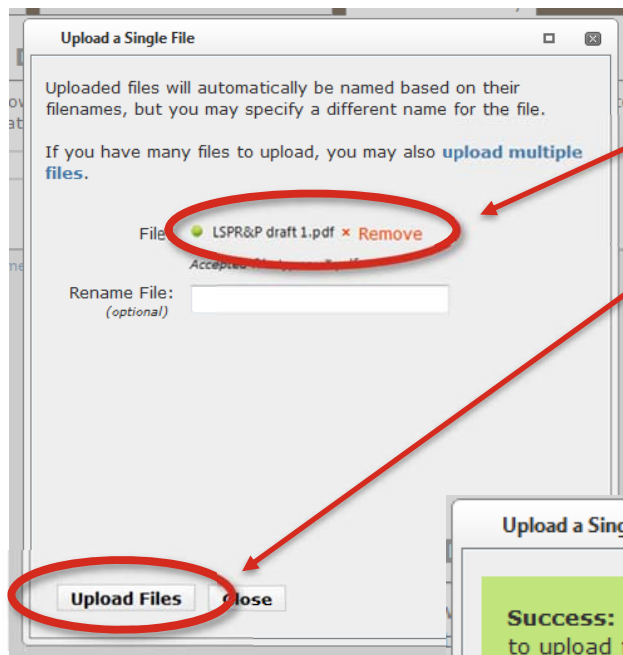
Upload Files | Close

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

Upload a Single File

Success: All provided files were uploaded. You can continue to upload files or **close this window.**

To Upload Multiple Files at a Time
Select "Upload File"

Home | ▼LSPR&P > | ▼HIGH - CELCIS | ▼Options

Introduction | LSPR&P Template | Next- and Division-Level Review | Document Directory

📁 **Manage Document Directory**

Create folders and upload files below for referencing throughout the accreditation standards. Documents stored below are generally larger in size (for example, handbooks or catalogs).

Search [   ] 🔍 | 📁 **Add Folder** | ⬆ **Upload File** | **View Activity**

Document Directory

Site Map | Western Michigan University Home Page

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)
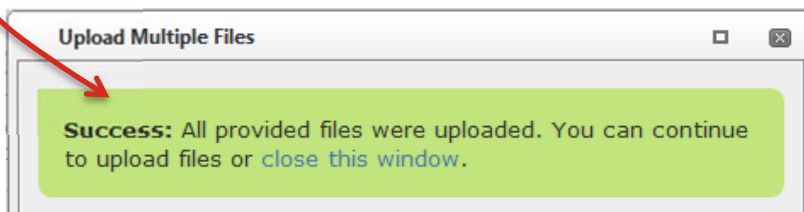
Upload a Single File

Uploaded files will automatically be named based on their filenames, but you may specify a different name for the file.

If you have many files to upload, you may also **upload multiple files.**

File: [Select]
*Accepted file types: *.pdf*

Rename File: _____
(optional)
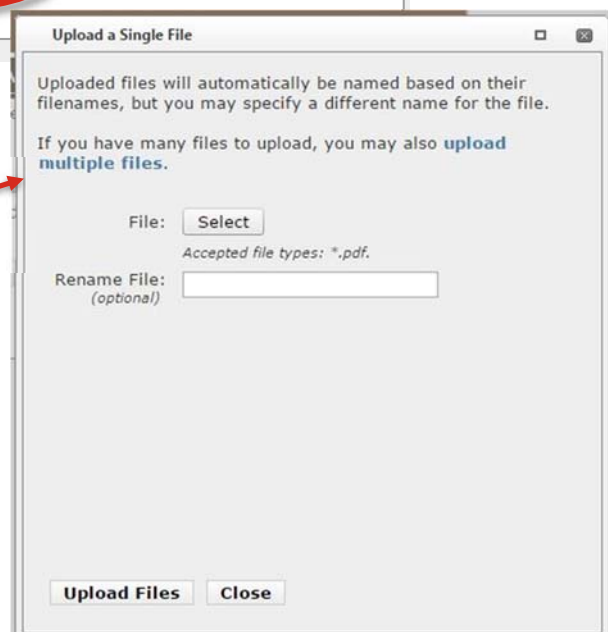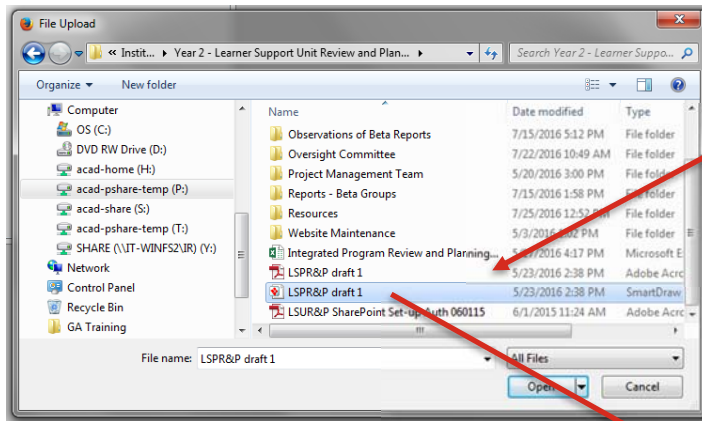
Upload Files | **Close**

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

Drag files into the "cloud" area of the window and drop
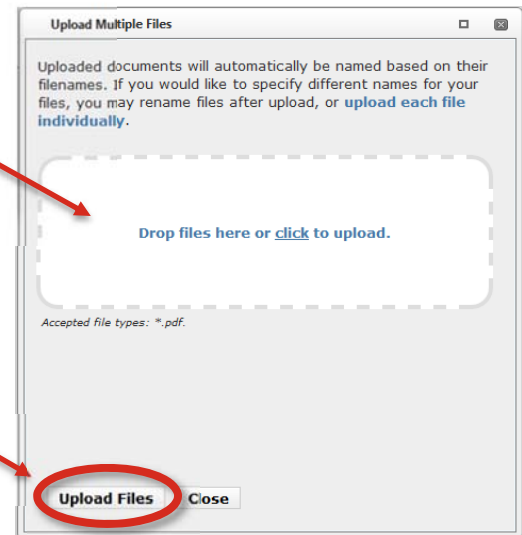
Click "Upload Files" to complete the process

This will generate a confirmation window allowing you to continue or return to the "Document Directory" page

Upload Multiple Files

Success: All provided files were uploaded. You can continue to upload files or *close this window.*

To Organize Documents into File Folders

Select "Add Folder." This generates an "Add New Folder" pop-up.
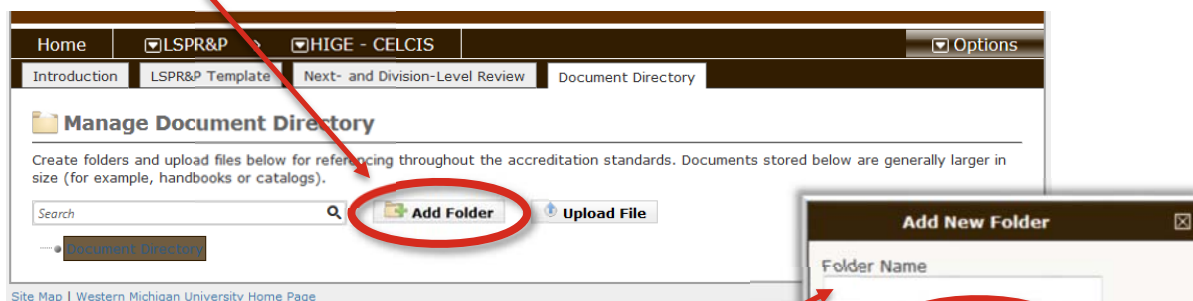
Insert the name of your folder, and click "Create Folder."

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

		Submission Date	
Program Name	*Leadership Programs*	Next-Level Unit Name	*Student Activities and Leadership Programs*
Program Coordinator/Director	*Kate Bates*	Next-Level Unit Supervisor	*Chris Sligh*
Department Name	*Student Activities and Leadership Programs*	WMU Division	*Student Affairs*
Department Director	*Chris Sligh*	Vice President	*Diane Anderson*

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)

Event, Service, or Activity	Description	# Learners

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.).

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*

For questions under Criterion B, consider reviewing information from

CAS General Standards, Part 2: Program; Part 8: Internal and External Relations; Part 12: Assessment

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*

   > *Consider reviewing information from*
   >
   > *CAS #2: Program, #12: Assessment and Evaluation*

   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.*

   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

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

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)

Internship, volunteering, or other experiential opportunity	Number learners participating		
	2013-14	2014-15	2015-16

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

Hourly student employment opportunities	Average hours worked per week	Number learners participating		
		2013-14	2013-14	2013-14

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)

Global learning opportunity	Number learners participating		
	2013-14	2014-15	2015-16

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 6 Community Outreach Partnerships (three-year trend July 1, 2013 through June 30, 2016)

Partners	Description of Services	Relationship [FC] Formal agreement with contract for services [ONC] Ongoing agreement for services, no contract [IR] Informal relationship, one-time service [LP] Learner participation opportunities

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*

For questions under Criterion D, consider reviewing information from

CAS General Standards, Part 6: Law, Policy, and Governance

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.

       > *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*

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

Fiscal Year	Internal Award Amount	External Award Amount
2013-14		$70,000
2014-15		$72,000
2015-16		$72,000
3-year Average		$71,000

Table 8 Contribution to Unit Economy from Outreach and Gifts

Fiscal Year	Outreach Activities Amount	Gifts/Spendable Endowments Amount
2013-14	$150	$0 spent (Ellis Quasi-Endowment)
2014-15	$125	$0 spent (Ellis Quasi-Endowment)
2015-16	$175	$0 spent (Ellis Quasi-Endowment)
3-year Average	$150	$0

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)

	Title (do not include names)	Years at WMU	Highest Degree Earned
Full-time	*#1* *#2* *#3*		
Temporary	*#1* *#2* *#3*		
Part-time	*#1* *#2* *#3*		
GA/DA	*#1* *#2* *#3*		
UG Employee	*#1* *#2* *#3*		

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)

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

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

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

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.

For questions under Criterion F, consider reviewing information from

CAS General Standards, Part 1: Mission; Part 2: Program; Part 12: Assessment

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.

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.

Appendix D

LSPR&P Self-Study Completers Survey
Analysis and Verbatim Responses

LSPR&P Self-Study Completers Survey

An exit survey was developed in SurveyMonkey®, and distributed to self-study completers and contributors. The survey period was intended to run from December 9 through 31, 2016. Invitations were emailed on December 9 to all listed self-study completers and their departmental "sign-off" person, with a reminder sent on December 12. Since only one person responded to the original invitation, the LSPR&P Oversight Committee agreed to reopen the survey on March 2, 2017, and run it concurrently with the LSPR&P Observation Team Survey, ending May 19, 2017. It should be noted that three of the original self-study completers or contributors had left WMU after submission of their program reports, so were unavailable to respond.

A second invitation was emailed on March 2, with reminders sent on March 27 and April 21. Chart 2 also illustrates that, of the 138 survey invitations, only 41 self-study completers and contributors responded (r = 29.7%).

Chart 2. LSPR&P Self-Study Completer Survey analytics.
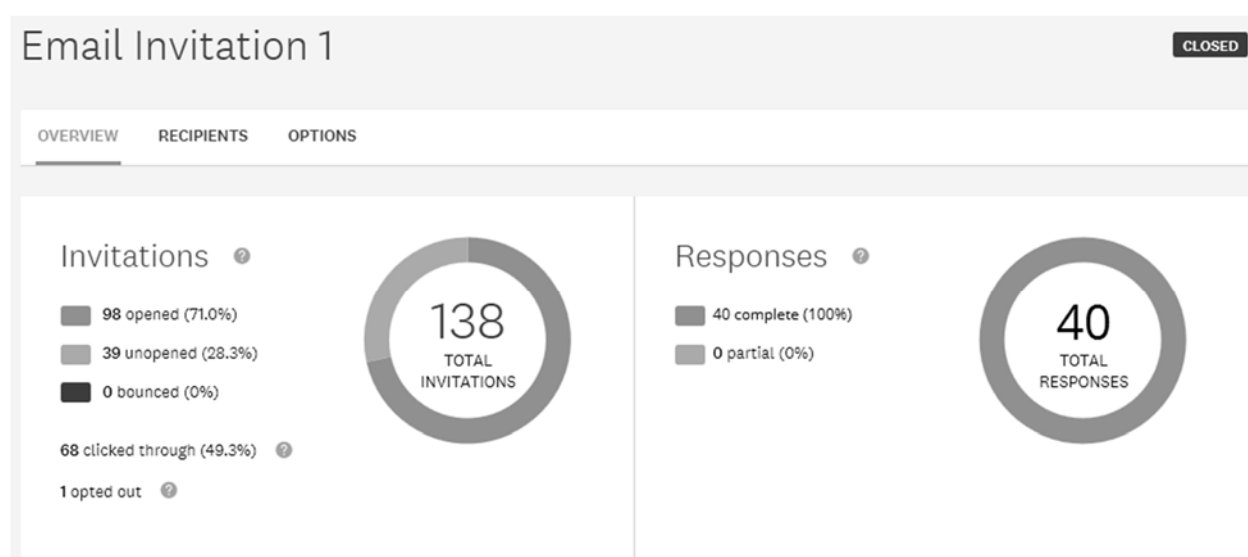
Analysis of Responses

Reported Number of Hours Worked per Report

Of the 40 total responses to the survey, 30 participants (r = 75.0%) reported having spent between one and 160 hours completing each self-study report; however, the majority of self-studies (r = 30.0%) were reported as having taken a maximum of 20 hours to complete. Chart 3 illustrates the maximum number of hours participants spent on each of their submitted reports.

Chart 3. Reported maximum number of hours worked per program self-study report.

Chart data — x-axis labels "Maximum Reported Hours Worked to Complete One Report": 1, 3, 4, 7, 10, 12, 15, 20, 30, 40, 80, 90, 100, 120, 160; y-axis "Number of Reports[1]": bar values 1, 1, 2, 1, 1, 1, 1, 9, 4, 1, 2, 1, 3, 1, 1.
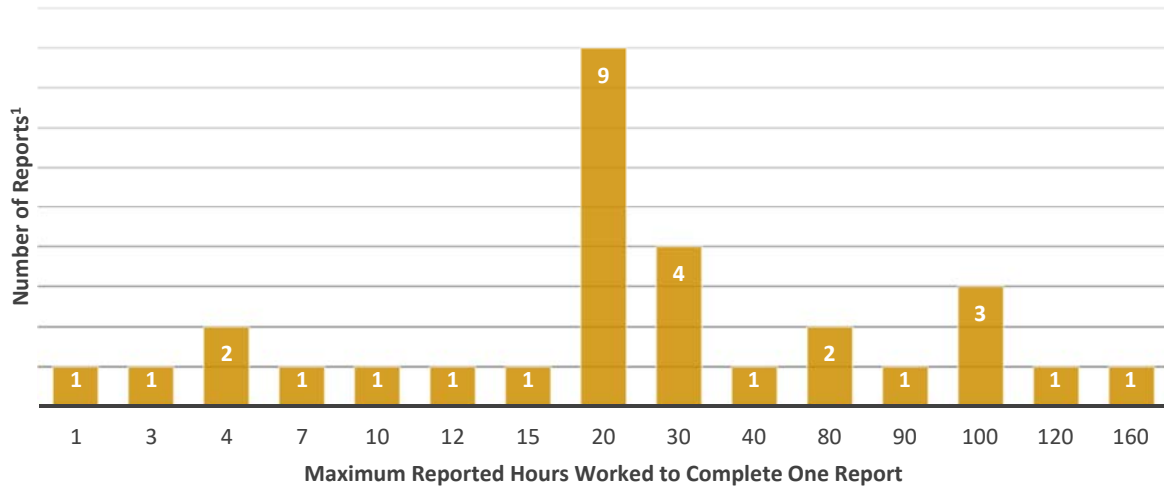
[1]Excludes the missing responses for 10 participants who responded in terms of semester-time or time-over-months, which could not be charted, accurately.

Reported Process for Completing Reports

Of the 40 total responses to the survey, 23 participants (r = 57.5%) reported that they used a team approach, while 18 participants (r = 42.5%) completed their reports independently. Chart 4 illustrates the breakout between approaches taken by self-study completers.

Chart 4. Breakout of reporting approaches used by self-study completers.

TEAM APPROACH 58%

INDEPENDENT APPROACH 42%
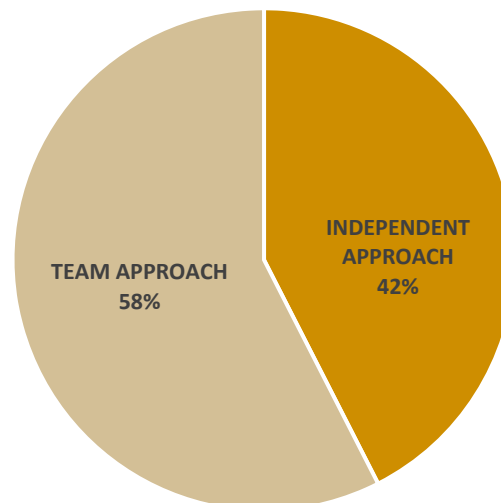
Regarding what self-study completers would do differently, next time:

- Those, who used an independent approach, are more likely to start earlier, devote more time and attention to the process, use a team approach, or hand it over to someone else to complete.
- Those, who used a team approach, are more likely to start earlier, ask for more clarification on what evidence to provide, and ask for better examples in training guides.

Reported Difficulties Completing Reports

Most Difficult Part of the Process

Of the 40 total responses to the survey, 11 participants (r = 27.5%) reported that the most difficult part of preparing self-study reports was that it was a time-consuming process. In addition, 10 participants (r = 25.0%) found it difficult to respond to questions they felt were not applicable to their programs. Chart 5 illustrates the breakout between reported difficulties.

Chart 5. Breakout of the most difficult part of preparing the self-study reports.
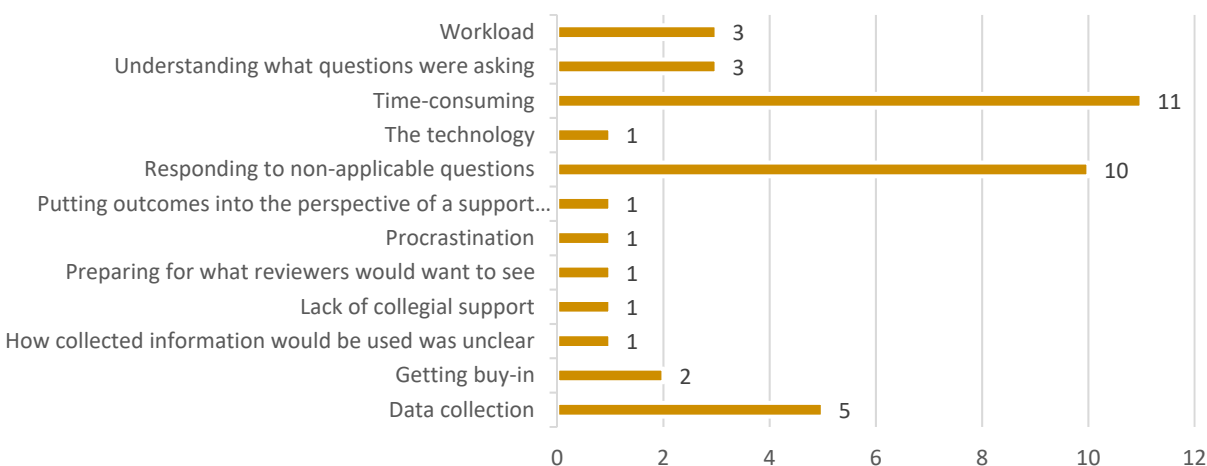
Least Difficult Part of the Process

Of the 40 total responses to the survey, 10 participants (r = 25.0%) reported that the least difficult part of preparing self-study reports was using the technology. However, seven participants (r = 17.5%) expressed that they found no part of the process less difficult. Chart 6 illustrates the breakout between responses.

Chart 6. Breakout of the least difficult part of preparing the self-study reports.
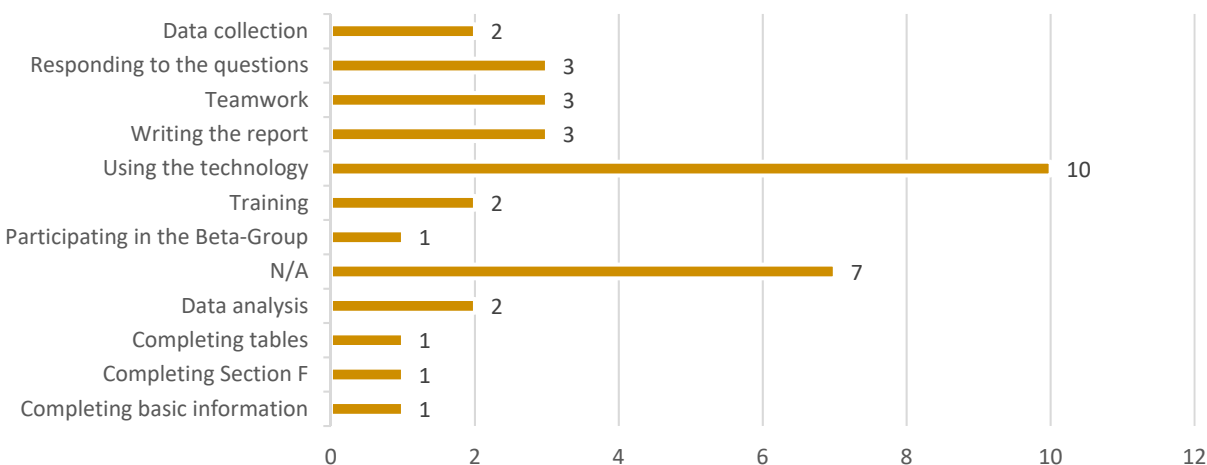
Conclusion

Although self-study reports can take between one and 160 hours to complete, the majority of reports taking 20 hours to complete.

The majority of self-study completers used a team approach.

Self-study completers, who used a team approach, were more satisfied with the process and its outcomes, and better understood and appreciated the significance of conducting a program review, than those that used an independent approach.

Due to the time-consuming nature of the process, self-study completers are more likely to start earlier the next time.

The majority of self-study completers found that the time-consuming nature of the process, and attempting to respond to questions that were not applicable to their programs were the most difficult part of the LSPR&P process. The majority also found that use of the technology was the least difficult part of the process.

LSPR&P Self-Study Completers Survey Verbatim Responses

Q1: For how many programs did you submit self-study reports?

- 1
- 1
- 1
- 1
- 3
- 1
- 1
- 12
- 1
- 1
- 1
- 1
- 1
- 1
- 1
- 1
- 1
- 7
- 1
- 1
- 1
- 3
- 1
- 13
- 3
- 1
- 2
- 1
- 5
- 1
- 1
- 1
- 12
- 1

- 2
- 1
- 1
- 1
- 1
- 1
- 2

Q2: What was the average amount of time it took to generate your report(s)?

- 3 people worked on it over the course of 8 weeks, approximately 120 total man hours.
- About 75-80 hours
- I worked 21 days in a row (12 - 14 hours total on the weekends) in October and into November so as to have one report done before Thanksgiving. I worked steadily on it before I started the 21 day stretch. This is excessive. I am salary - I understand my job is not a straight 40 hours per week and there is no compensatory time.
- Eight to 10 hours.
- 15-20 hours each
- 1/2 semester
- Six - Seven hours.
- 3-4 hours per report
- In the library we spent 3 months working on this, towards the end we were meeting almost every week - each of us working on our program.
- We were a part of the Beta group, and spent approximately 30-40 hours during that process. Then, during the self-study period we spent approximately 20 hours. We were grateful to have been a part of the Beta group, because it allowed us to get the self study done in a timely manner during a very busy Fall semester in Advising.
- 30 hrs.
- 15 hours
- 4 months
- Many hours. We submitted a department report and I was an editor. I am certain that I spent upwards of 20 hours personally on this effort.
- 20+ Not really sure because i did it over an extended period of time.
- weeks
- 30 hours
- 2-3 hours per program
- Approximately, 3-5 hours/week.
- 40
- I really can't say; I squeezed it in between all of my other responsibilities, evening activities and weekend commitments. It did take a lot of time, just as predicted.
- I did not keep track. A LOT.
- 20 hours
- Approximately 45 hours for the individual observation portion (app. 3.5 hours per report (app. 5 minutes for each of the 43 sections - more for some, less for others). Plus one brief telephone conversation at start and then four in-person meetings (2 hours each) with full group to discuss our individual observation notes, come to consensus, and combine the notes (8 hours).
- 80-100 hours per report - includes doing or updating some data reports to add as evidence to the narrative or creating operational outcomes for programs without formal ones written

- Unknown.
- A few days.
- About 15-20 hours
- Approximately 3 - 4 hours per report for my part, which was to help support and advise writers on the bulk of the report, review, revise, complete the departmental verification and submit.
- This is only a guess: 20 hours? And I did not get finished.
- probably about 20-30 hours total with multiple staff participating
- 20 hours
- at least one hour per program
- I didn't keep track of hours, I just spent a lot of October working on it
- 20 Hours Each for a total of 40 hours
- 160 hours minimum, there is no easy way to calculate time given that SHC spent 2 hours near weekly since July plus 10 department heads, director and administrative assistant spent individual hours to assess, review, and document. Did we let departments know that this would be a question asked? Maybe I missed hearing this?
- Total hours estimated at 30 hours to gather data, write, review, input.
- 90 hours
- 12 hours
- 100 hours
- 5 weeks

Q3: Please describe the process you chose to use in completing your report(s).
- In our weekly staff meetings, we spent ~30 minutes brainstorming on different sections of the LSPR&P report. By the sixth week, we had notes on the entire document. For the last 3 weeks, we worked about 20 hours a week to compose our responses and type everything into the platform.
- In our unit there were 2 other people submitting reports, we met for an hour and a half every other week to discuss the questions/interpretations, setting goals for the next meeting and then we would work on it individually in between meetings. Our Associate Dean would help review materials and discuss and help set goals for competing as well.
- I spent a few days looking over the entire report and outlined my answers to each section so as not to overlap answers and get everything in the right place. Campus Labs is a difficult program to use. I created my answers in a word document and then uploaded each section into Campus Labs. Uploading the supporting documents into the Campus Labs document library and then linking the document to the proper section was a cumbersome process.
- Painfully write out explanations to the questions. Try to evaluate what was being asked and apply it to the department, which at times was very challenging.
- review of each question, search for data and other documents to support response, conversion of material to PDF, making sure all links to documents worked, proofing the write-up and submitting the section. Considering there were 14 sections and several had multiple parts, it was a long process
- The reports were completed as team work. Each person worked on a different set of questions.
- I ignored the report until the last minute. I was so busy, and I already do an assessment and make annual reports. What else was needed (I thought). Then I started the report a day or two before it was due. I completed the report assuming (wrongly and because I'm an idiot) that I could revise when the report was sent back to me. Mind you, I completed everything as accurately as I could, but as I worked with the software, I realized I could have been so much more of an advocate for my program had I taken the task as seriously as some of my colleagues.

- The group read and rated the reports individually then came together to discuss and rate the report as a group.
- We filled in what we could and then started looking for the data that we needed to support a section. We had many iterations of Word documents, before we filled in the actual online form.
- During the Beta process, we felt that since we work as a team we chose to complete it as a team. So, our entire advising staff had input. Then, during the self-study last Fall, it was primarily Melinda Lockett (Assistant Director of Advising) and Sarah Anderson (Academic Advisor) collaborating together, and utilizing the information gathered during the Beta process.
- Each employee took a piece they were most familiar with; then was proofed; then put together by editor and reported on online system
- Gathered data, discussed with staff, created report.
- I worked on it slowly by myself for 3 months and then feverishly with others for the last month.
- Honest review and description of our past efforts.
- Start to finish.Skipped a few parts to gather documents. Then went back to finish.
- looked at sample from another program, composed info and gathered data to fill out for our program
- Evaluation
- The process was to answer the questions as fully as possible. Many of the questions did not apply or could not be adequately explained as we are a part-time office staffed by part-time faculty and doctoral associates. We have no impact on finances and do not directly work with students.
- I assigned the 2-3 questions to each faculty & staff member on the team. And then during the editing/revision process, I assigned different faculty/staff to review/edit the answers.
- I blocked out every Friday afternoon to work on it, step by step. Towards the end, I added some additional blocks of time as I could.
- I downloaded the Word template and worked through it that way. I read ahead, gathered information for chunks and then completed those...although leaving blanks and sticky notes to come back to if I was waiting for additional information.
- I'm not sure what the question is asking.
- There were 3 of us in the program that met on a regular basis to discuss and enter our response into a Word document. I also had a meeting with staff and requested data from them for the report. I consolidated the report, entered our responses into Compliance Assist and added supporting documents at the end.
- Used dual screen with LSPR&P report pulled up on right and my spreadsheet pulled up on left (when in-office) and used spreadsheet and a printed version of a report if out-of-office or at a location where I could not access dual screen or Internet. Later transferred spreadsheet notes into online report.
- One person wrote the entire report, gathering feedback or information from relevant parties when needed (but had access to 80% of the information needed). Multiple people were asked to proof various sections. The author and director met to discuss section 13, and the Student Affairs business operations staff assisted with the budget sections. I did not write the report in numerical order, but hopped around based on what information I had or how long I thought it would take to complete a section (defined as write narrative, compile or create supporting evidence). I used the Word template vs. writing directly in Compliance Assist.
- I worked on it with my doctoral assistant. We wrote chunks of it at a time and revicited them at later points.
- Read through the questions, shared info with staff. pulled info from some reports. Had to have others help locate information. Reviewed the reports with the group and added things people could think of.
- Our team scheduled one hour weekly meetings to work on specific parts until completion. We would also work on specific parts individually and then edit those parts together.

- Review the entire list of questions. Then we began working through each section in dedicated time slots. When an individual item needed extra work, we would move on to next. I was the overall reviewer and scheduled time with each data entry person to review the report before the final submission date. In one case, we needed additional time when the director of the program could join us.
- I worked with the other advisors in the College of Fine Arts in an attempt to have consistency among our responses.
- we used the online system provided
- I put all files that I thought would be useful into a folder on my computer, for quick access and uploading. I then completed one section at a time, over the course of 2 weeks.
- sought help to get started, then continued on my own
- Read through all the questions first and then began with the ones that I could answer the most easily.
- Filled out forms with assistance of the other advisors and departmental chair
- Reviewed the template with all department heads present. Department heads volunteered or were assigned to work on questions individually, bring individual thoughts back to a work group, then share responses with our department head committee. The department head committee reviewed final product at least twice as a group.
- Attended a LSPR&P workshop; reviewed instructions and user guide; tested the online site to make sure data would input; analyzed unit in relation to report; discuss with unit leadership; utilized template for information gathering and drafting; transferring data to portal to submit.
- Assigned different sections to unit members. All members of unit reviewed individual work, director wrote introductory and concluding sections and edited work done by individuals. One office member assigned the task of formatting final version.
- I went through each item in order and brainstormed with staff in related areas when I ran into questions
- I tried to delegate the sections, but that didn't work very well. We put in a lot of hours at the end.
- Cooperate with colleagues in the unit.

Q4: What would you do differently next time?
- I thought starting 8 weeks in advance was enough time, but in retrospect, it would have been better to have twice that amount of time.
- This process was efficient and did not seem too time consuming. Rather than trying to do it all in a few weeks, it was mostly done over the final 4 months.
- Not sure. I am unwilling to do a poor or marginal job, so I did my best. But given the excessive amount of time that the review process is taking, I see now that this process is not a priority and that I should have not taken it so seriously.
- Try to hand it off to someone else.
- Have someone else do it??   Actually, I think I would put in the time at the office after hours so as to be able to devote my full attention to it without disruption. I also would not take it home to complete on my own time.
- It worked out well. We appreciated the feedback on the answers to the questions during the process.
- Start earlier. Plan better. Engage with the task earlier. I realized, too late, how useful the task was to me and for those reading about my program. It's so easy to think "paperwork. GRRRRR! Useless! Stupid! I know what I'm doing!!!! And all I need is a better budget!!! I realize I need to give more time to some of the things that are easy to dismiss. Honestly, after I'd gone two or three pages deep into the program, I was kicking myself for not starting earlier.
- Maybe be clear on the amount of time that the commitment could take.
- Not much.

- There isn't really anything we'd do differently. Being a part of the Beta group was invaluable for us to complete this process.
- Nothing
- Have data in a central location.
- I would get others on board at an earlier time
- I would not take on an editing function
- Start earlier Have others assist
- Use the previous one I did to copy much of the basic info from. Also, I would like to use it to remember exactly what we were expected to document so I could get that data along the way.
- Give myself more time
- Carve out more time for this.
- Nothing -- I think everything worked out pretty well considering it was our first time doing this.
- Start earlier.
- If possible, I would gather information ahead of time and begin completing it earlier--but given the responsibilities of my "real job" that just would not work.
- If I could, submit our CAS self-study and results of external reviewers instead.
- We essentially read the questions and responded to them accordingly, but did not elaborate much. Next time, I would pay more attention to the instructions section and include more evidence to support our responses.
- Develop a clear strategy with observation team at the start re: how we would review/discuss - and do them in smaller bites instead of in big groups.
- Next time, I will delegate some sections to relevant individuals (assuming I can use this report as a base and just need them to update information). For example, instead of compiling and writing the personnel sections, I'd give them to our associate director for personnel to complete. I'd still review them and add to them, but it would divide some labor.
- I would find a way to start earlier and also find a way to see what others are doing for their reports. I am a staff of 1, and it wasn't until I was able to see what others were "counting" for services did I have a more thorough understanding of what the review was asking for.
- Now we know the questions, begin to lay out a format for collecting this information. Try to find more time.
- Nothing.
- If it were in my power -- help directors understand the critical nature of the work, process and report.
- n/a
- Will there be a next time? If so, what is the cycle of review?
- Nothing
- block off more time from my schedule to work on this self-study
- I don't think anything
- Make the questions more clear on what we were suppose to provide. Provide example answers specific for advisors.
- Record time spent by each individual per question. We would use the same process of performing the assessment as one Sindecuse department due to our learning outcome and team building gained in the process.
- Involve more people with drafting sections of the report within unit.
- Give earlier deadlines so that final month could be dedicated to rewrites.
- Nothing
- Make it clear that all were supposed to be involved.
- Plan ahead.

Q5: What was the __most__ difficult part about preparing the self-study reports?

- Time consuming.
- Gathering data, especially when it was needed from others. Trying not to repeat the same answer for different questions.
- I do not have staff in my department that understand the scope of many of the topics. Doing this myself so they could focus on their jobs was difficult. We do not have extra staff sitting around waiting to take on major projects.
- Trying to address questions that were not relevant to the work the department does.
- Thinking through how or if the questions apply to my particular area and programs.
- Not all the questions fit our unit, CELCIS, since we are a partly academic and partly a student services unit.
- Getting started. Getting started on time. The guilt I feel for not doing my best job on this.
- Making sure I had enough time to effectively complete the task. It was clear that each individual self-study was completed with a different set of standards, expectations and understanding. With that said, every self-report was completed so differently it was like starting over 12 different times even with the help of the rubric.
- Wrapping my head around how the library work could fit into certain sections.
- Gathering the information and trying to determine which questions were applicable specifically to our advising office.
- answering the true question being asked
- There were some issues with accessing the template, with submitting the report, and with some questions that did not have a text box.   Also, I originally filled out the sample template thinking I could just insert it and instead had to re-type everything or cut and paste every answer.
- Getting others on board with how important it is
- The length of time that it took to collate the information along with finding time to integrate other input from different people
- Finding the time
- Understanding the reasoning behind doing it. Purpose, etc. Also, the constant having to click in and out of the pages/boxes was a pain. Also the requirements to document everything was difficult to recreate.
- No colleagues to consult with
- Not easy to add documents or links or webpages. Also locating information in the format requested.
- Trying to answer questions that didn't really apply to our program. We are considered a "Learner Support Program" even though our program is structured more like an academic program.
- Gathering the information to one spot.
- Acquiring and organizing the information.
- The questions didn't seem helpful in evaluating our program post a CAS self study with external reviewers - that was super helpful and useful.   There wasn't clarity in what the reviewers were looking for.
- Trying to understand what was required and putting terms like student learning outcomes and process learning outcomes into the perspective of a support program.
- Getting time to work on it. No release time available due to short staffing situation, so did a lot of the work evenings and weekends.
- Setting aside time to do them. I did 80% of the work evenings and weekends despite setting aside three afternoons a week to work on them during October and November. The work week time always got swiped for something else that was more pressing at the time.
- Length Time Generating data in a way that it could best explained to "outsiders." This is something that should be done anyway, but it's such a time commitment.
- We were provided questions that didn't apply to what we did. Not being able to find data to fit into the study. We just finished a review and this felt like we were repeating our work but a little differently.

- I believe it was trying to understand what some of the directions were requesting and also not having some of those descriptions fit exactly what my unit does and how we provide certain services.
- Finding adequate time to dedicate for comprehensive answers.
- Getting information from other people (budgets) that I was not able to obtain in time.
- the information requested was not always clear. The terms used were not always obvious. Many questions seemed to ask for redundant information over time. Not knowing the rationale for information requested, or how the information would be used.
- Trying to make the template and questions relevant for my program. This type of review should have customizable templates (especially for differences between academics and programatics).
- locating past number information
- Carving out an adequate amount of time to work on it.
- Trying to figure out what was being asked
- Devoting time for completion of the self-study with diminished resources and attempting to maintain service delivery. Since our accrediting body performs a review that contains even more detail in questions and is specific to health care, there is concern regarding duplication of efforts. The group also expressed concern that there may be no gain after performing the amount of work on this project.
- Time management to complete the report, and finding uninterrupted time to do so.
- Understanding exactly what questions were asking; avoiding redundancies; alleviating stress of co-workers due to undertaking task.
- Finding the time to complete everything
- There were many overlapping sections and it was often unclear what was needed.
- The time it took.

*Q6: What was the **least** difficult part about preparing the self-study reports?*
- For the most part, my staff agreed on what information we wanted to include.
- Entering the program information was the least difficult, otherwise it required a lot of thought and data gathering to complete.
- I appreciated the examples and the useful tools and support along the way. The meetings to explain the study were very helpful and the immediate answers from Cathe were outstanding.
- Pushing the complete button.
- The actual writing of the narrative
- Some questions were similar to our accreditation questions, and we completed the re-accreditation self-study prior to this report.
- Answering some of the questions about budget, given that mine is so small. Also, many of the other questions were very easy to answer.
- Creating a schedule to meet as a group, attending the preparation orientation because it was offered twice and working with my group was great because we were able to work with new people from other parts of campus.
- Actually filling it into the online form.
- Being a part of the Beta group allowed us to have a better understanding of the questions being asked, and helped to make the self-study process a bit more seamless.
- Writing and editing the report
- I don't remember.
- Pulling data together
- Putting fingers to the keyboard was easy. Finding time for all of it was not.
- basic info
- It was all difficult.

- Data analysis
- Cutting and pasting information as needed.
- Working & communicating with members from the LSR&P team -- everyone was very helpful & responded to questions right away.
- Filling in the tables.
- Transferring information from Word template to the actual online software.
- This was just a frustrating process.
- Section F, identifying challenges and opportunities
- Completing within the timeline. The other two observers in my group were exceptional and worked hard, had great insights to share, and were great partners overall. There was no way we were not going to complete high quality observations on time!
- Using Compliance Assist. I was already familiar with the program.
- The templates were fairly easy to use and made grasping what the review was asking for more seamless.
- It was all hard to time.
- Our team's ability to work together on all parts of the report.
- Once I was "practiced" in using the system, it worked easily.
- n/a
- cutting and pasting information
- Statistics and Budgets. I am very analytical, so had all of the relevant numbers at my fingertips.
- determining all our programs
- Aside from the amount of time it took, I did not find it too difficult.
- Working with the forms and program itself
- The majority of questions were straight-forward which made this the least difficult part of the template - as opposed to the amount of time to compile the information and document into a challenging data bank.
- Drafting sections for which facts and evidence were readily available.
- Knowing due date.
- The actual interface in compliance assist was very easy to navigate
- Providing data.
- Dividing the work among colleagues.

Q7: What suggestions do you have for improving the LSPR&P process?
- The prompts need to be revised. Some of them are quite redundant and others are very nebulous. As a member of the review team, I realized it wasn't just me because every report I reviewed seemed to have similar issues. I also believe that more time needs to be given. It is extremely difficult for already overworked staff members to find this amount of time on top of their current duties. Additionally, I would recommend creating a better rubric for reviews, one that is more like a traditional rubric with an explanation of the elements that would constitute a reply that exceeds/meets expectations, incomplete response, etc.
- I appreciated completing the report, it made me reflect on our program, where we have been successful and what we need to work on for the future.
- I have no input here. I am still waiting to see what this is going to come to or how this is going to improve WMU. So far, this feels like an extensively involved process so someone could check off the box. I have to question if this is the best use of our resources.
- Eliminate it. While I don't think self-evaluation is a bad thing, this is another example of make-work. This University is famous for overworking us. Having to complete this report, on top of our regular duties, only resulted in putting us further behind our regular responsibilities.

- Many of the sections didn't seem very relevant to the types of programming offered in Student Affairs and other non-academic divisions. DSS isn't even part of Student Affairs and hasn't been for several years.
- We always appreciate your feedback on our responses.
- I want to say that I don't think I should offer suggestions when I'm so honest about how I did not optimize the opportunity. However, I wonder if supervisors could be trained to motivate us earlier? Yea, we had a staff training, but I didn't truly understand the program's power and options. Now, please do not read that as a slam on my supervisor. I also did not understand that I would not get an opportunity to revise. Maybe, had I known that, I would have actually started earlier, but I'm not sure. Finally, I may offer one suggestion: would if those who have to complete the report were given a day to do so from home if they wanted or to designate the day as only LSPR&P work. I could have spend closer to 15-20 hours on the LSPR&P had I planned and started earlier. I did read all the questions, but I figured out much more as I was writing. So while I recognize the irony of my suggestion, I wish *I* LSPR&P leaders had motivated me earlier. At the same time, I kinda think that was my responsibility, don't you??? Right now, you all have my respect.
- The feedback given at the wrap-up session was useful, I would say to please strongly consider the feedback from the participants as you move forward. Thanks.
- Sorry, nothing - it has been a bit too long since I worked on this.
- Better clarification on the questions being asked. Having a rubric that was a bit clearer.
- revise the questions to make them clearer, reduce amount of questions asked
- More examples of how it can be completed as all areas are so different it can be hard to understand how to answers parts
- I will withhold that until I see the result. I am afraid that all of this work will have gone for naught.
- We are already assessed by several groups. Let those reviews and assessments stand. Collect a small amount of data that might be unique to a University.
- Make the document easier to navigate. Make sure responders can keep a copy for future reference. Directions are very oblique. Easy to misinterpret.
- We really need a mechanism to respond to the evaluations done by reviewers. Again, being staffed by only part-time people, with limited time, made this difficult.
- Provide more information on the type of data/narrative you want in each section.
- I don't have any specific suggestions. I thought the "training" sessions and the support personnel were very helpful.
- For units that use CAS standards, use the CAS standards. For units that go through external review process, use that.
- Training on how to interpret learning outcomes, process outcomes, and assessment.
- Ensure that departments have a clear expectation of what to deliver (between now and next review provide training so that departments can get better at these components and will have something to report about). Be realistic about the amount of time that it takes observers to complete this process (20-30 hours was a very low estimate, 50+ was needed and that for a very efficient group with no illness, vacation, etc. occurring during the process).
- 1. All directions for a question in CA. I used the guide to see examples and realized for some questions there was additional information about what was being sought in the guide that wasn't in CA. 2. Keep examples of good reports or responses, but update the examples to the best ones from this current process. 3. Please keep the Word template. 4. Let folks know on the front end that the reports will be published and available online. It's a chance to also emphasize to include enough detail and background that someone not familiar with the program can understand the report. 5. If the reviewer rubric is set, share that with authors. 6. Allow us access to our 2016-17 report when we write the next

one. I anticipate that some questions will change, but I'd like to use this report as a base for the next one. Updating some sections is better than writing all of them from scratch. 7. For the next report, think through what responses should highlight information from the previous year and what areas need commentary on what's happened since the last report. This report asked for items from 15-16 or for the last three years. I'm just making an assumption that next time we'll use the previous year and previous report as time parameters.

- Better examples for those of us who are trying to complete it. Some of the questions were confusing as well (I'm recalling a question about social media and those who access it--everyone I asked answered that question differently).
- Keep the questions consistent from year to year.
- Have clearer descriptions of the different parts.
- I do not know if this is possible, but academic directors did not necessarily comprehend the importance of this study. Perhaps pushing it more during Academic Forum? Tying outcomes to the importance of the study?
- n/a
- Simplify it. Streamline it. Cut down on the information requested to shorten the amount of time needed to complete the form; give clear rationales for requesting the information and a brief explanation of how it will be used.
- more time to complete
- Having the kickoff meetings and trainings were helpful.
- Reword questions and provide better examples of answers of what you are looking for
- Consider allowing programs that already have a detailed program review performed on a routine cycle to submit their accreditation report and respond to questions that may not have been addressed in the accreditation review. Please consider that participation numbers and number of learners may be interchanged by some departments. For example, our Health Promotion and Education department did not track and monitor for the number of learners and only kept data for the number of participants per each program. HP & E numbers then appear larger than other departments since this department did not track data pertaining to specific learners. There is a wide variation of learning per participant which is not easily reflected in the template.
- The instructions, workshop, reminders and support were very good- it's hard to suggest an improvement.
- I feel uncomfortable with the steps needed to complete the report. The unit report was due on November 30 and then, we were told, would be sent to a committee that would check the report for completeness. However, I have since spoken with individuals who will sit on that body and they seem to have contradictory understandings of their role. Some think their role is to check to see if all categories have been filled out (checking for completeness), whereas others think it's their job to determine if answers correspond to the questions asked and if the answers are sufficiently detailed. Then, it's my understanding that the committee's report and the original LSPR&P will be sent to the unit supervisor. I believe that the unit supervisor should sign off on the report for accuracy and completeness prior to sending to any committee.
- It felt like some of the points covered were redundant and there were a handful that were not applicable to my position. If there were a way to streamline or cater the data to specific jobs it would be nice.
- Revise some of the questions based on the answers that you receive. There are just a lot of differences in units and in what they do so it is difficult to find a balance of not enough or too much information. It will likely be easier on the second time around.
- More clarifications for questions.

Appendix E

LSPR&P Observation Team Roster, Training Guide, and "Observation Rubric" Matrix

LSPR&P Observation Team Roster

- Kate Bates, Assistant Director, SALP
- Roxanne Buhl, Regional Director, WMU-GR, WMU-Muskegon, WMU-TC, EUP
- O. Ben Carr, Manager, Bronco Study Zone, A&S
- Lauren Carney, Campus Coach, Kalamazoo Promise, DMA
- Soong Min Chow, Associate Director, International Admissions Services, HIGE
- Laura Darrah, Assistant Director, Residence Life
- Vunsin Hiew Doubblestein, Director, Mentoring for Success, DMA
- Marilyn Duke, Director, Academic Resource Center, CASP
- Katie Easley, Manager, Student Success Services, A&S
- Adrienne Fraaza, Program Manager, FYE
- Nick Gauthier, Advising Specialist, Frostic School of Art, CFA
- Jason Glatz, Maps Specialist, University Libraries
- Jill Hamilton, Academic Advisor, CHHS
- Elizabeth Knips, Associate AD, Business Operations
- Maleeka Love, Program Manager, FYE
- Lindsey Palar, Coordinator of Programs, ODI
- Steve Palmer, Director, Residence Life
- Amy Petillon, Administrative Assistant, Student Success Services, A&S
- Rebecca Solomon, Director, Administration, HIGE
- Robert Stewart, Career Development Specialist, Zhang Career Center, HCoB
- Stacy Thinnes, Assistant Athletic Director for Special Events
- Ewa Urban, Associate Director for Assessment, Career and Student Employment Services
- Chris Voss, Associate Director, University Recreation Center
- Deanna Welter, Assistant Director of Exploratory Advising, CASP
- Tiffany White, Director, Operations, ODI

Learner Support Program Review and Planning

Observation Team Training Guide

WESTERN MICHIGAN UNIVERSITY

LSPR&P Oversight Committee

A Supplemental Guide for Making Observations of LSPR&P Self-Studies

Notations made throughout this document are offered to assist with making comparable observations across committee members. Where possible, expectations have been offered from which to begin observer interpretation of the criterion responses, based on the intent and purpose of the LSPR&P process. The original self-study guide content has been maintained so that you may also understand the perspective from which the writer of the self-study was operating.

Material in this document was provided to self-study completers 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.

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.

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* https://wmich.edu/effectiveness/program/support

- **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

Select the "LSPR&P Template" tab to view the program's Table of Contents.
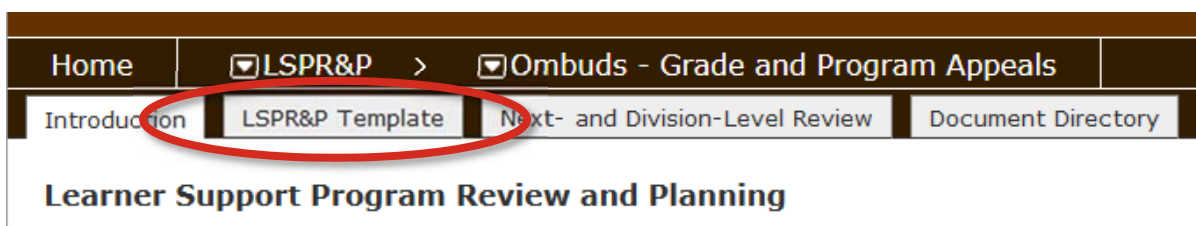
A word of caution: Although different forms within the same program self-study can be accessed concurrently, the same form within the same program self-study can be accessed by only one person at a time. Subgroup members should work out a schedule that allows for only one person to review a self-study report at a time.

Individually Completing an Observation

To begin your individual review, select "i - Overview Information," by clicking on the blue "i."

This takes you to a "read-only" page where you can view the program's complete response.

To add your comments, select "Edit Item" from the Options list.

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.

Scroll down to the "Rationale for Team Observation" window and enter your comments about the program's response to the question

When completed, select "Save & Close."

This will generate a warning window.

Click "Check-In" to register the response and return to the read-only view

A word of caution: Responses that are left "checked-out" do not register, and will not become part of the report.

This takes you to a "read-only" page where you can view the program's complete response.

From this page, click the green arrow to advance to "ii – Program Description," and follow the previous steps to complete the "Rationale for Team Observation" section for this question.

Please note that, beginning with "ii – Program Description," you are able to move forward or back through the questions to provide your observations.

At the end of the individual review, each question should have three statements, in the "Rationale for Team Observation," representing a response from individual team members.

Individuals will continue this process until each of their assigned programs has been completed.

Completing the Subgroup Observation

In mid- to late February, the LSPR&P Oversight Committee will bring back together all members of the Observation Team to complete their "Team Reports."

Members will break-off into their subgroups to discuss their individual responses, and to come up with an overall observation for the question based on the following four options:

- Exceeds Expectations - Program excellence in specific criterion
- Meets Expectations - Reasonable level of quality relative to criterion

- Needs Development - Program characteristic not living up to University or unit norms, stated purpose, or mission of the program; may be a work in progress
- Incomplete Response - Data or narrative provided does not address the criterion; narrative may not provide sufficient data or evidence to support the given narrative; or no explanation has been provided for missing data or narrative

To add these observations to each question, one member of the subgroup will need to access Compliance Assist and select a program self-study report from the menu bar.

Begin by selecting select "i - Overview Information," by clicking on the blue "i" to view this question's "read-only" page.

Individual team member responses will now be visible following the program narrative.

To select the overall subgroup observations, select "Edit Item" from the Options list.

Select the agreed-upon observation from the dropdown menu and select "Save & Close" to return to the read-only page.

As before, this will generate a warning window.

Click "Check-In" to register the response and return to the read-only view

A word of caution: Responses that are left "checked-out" do not register, and will not become part of the report.

You may use the green arrows to move from question to question, or you may return to the Table of Contents to select questions out-of-order. Each saved subgroup observation becomes visible on the Table of Contents.

When each criterion has been addressed for the program, select the "Observation Team Summary" at the bottom of the Table of Contents.

From the "Option" menu, select "Edit Item."

This form provides information about what the subgroup felt were the key strengths and weakness of the entire program. Next- and division-level reviewers may use this as a starting point for their reviews, so responses should be brief, concise, and reflective of the entire self-study

Select "Save & Close" to complete the form

Making Observations of for Self-Study Questions

Following is an example of the actual LSPR&P self-study template completed by a "mock" program. Information included is fictitious, but useful in demonstrating how Observation Teams will review actual programs. Criterion-specific consideration points for deciding whether the criterion "exceeds expectations," "meets expectations," "needs development," or the author provided an "incomplete response" are noted below in *gold italics*.

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.

Consideration Point: The program has completed all requested information.

Example Narrative

		Submission Date	*11/30/2016*
Program Name	*Leadership D*	Next-Level Unit Name	*Bernhard Center*
Program Coordinator/Director	*Kate Bates*	Next-Level Unit Supervisor	*Paul Terzino*
Department Name	*Student Activities and Leadership Programs*	WMU Division	*Student Affairs*
Department Director	*Chris Sligh*	Vice President	*Diane Anderson*

<u>Program Location</u>: 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?

Engage campus, empower students and develop leaders.
Target audience: Main Campus students

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

Engage campus, empower students and develop leaders.

How does the program facilitate the mission of the immediate next-level unit?

Leadership Programs engages campus by offering programming open to all students and facilitating trainings/presentations for a variety of different entities on campus. LP empowers students and develops leaders by providing intentional leadership development opportunities for students.

ii. Program Description

Consideration Point: The program has completed all requested information.

When was the program initiated?   *Prior to 1987*

Approximately how many learners are served by this program, annually? | *400*

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

Event, Service, or Activity	Description	# Learners
Study Table / Tutoring Services	*Daily study table and support services during fall, spring, and summer*	*200*
Pre and Post Academic Advising	*Supplement college academic advising services*	*400*
Individual Academic Meetings	*Weekly Meetings with Academically At-Risk Student-Athletes*	*50*

When was the last significant revision to the program? | *No recent revisions*

What was the significant revision?

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.

G. Strategic Planning

2. Strategic Planning

   b. What is the mission and vision of the program?
   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 (See A1a. CELCIS Mission Statement attached).*
   >
   > *Vision Statement: CELCIS does not currently have a published vision statement but is in the process of drafting one. The current draft reads:*
   >
   > *DRAFT: 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.*
   >
   > *The draft was discussed at a Faculty and Staff meeting in April 2016 (See A1a. 4.5.16 Staff and Faculty Meeting Minutes attached). CELCIS intends to vote on and publish the statement in Spring 2017.*
   >
   > *Sources*
   > *-- A1a. 4.5.16 Faculty and Staff Meeting Minutes*
   > *-- A1a. CELCIS Mission Statement*

   Consideration Points:

   - *Mission and vision are clearly stated*
   - *Lists location of published documents*
   - *Consistent with mission of next-level unit*
   - *Appropriate for institution*

- *References student learning or development*

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.)*

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).*
Sources	
-- A1b. 2015 CEA SS - Summary	
-- A1b. CC – Fast-Track Proposal 2016	
-- A1b. CEA – Action Report	
-- A1b. CELCIS 2015-2016 Pedagogical goals	

Consideration Points:

- *Lists goals that are measurable and specific to the program*
- *Goals are based on the changing needs of the population served, and evolving institutional priorities*
- *Promotes continuous program development*

c. How does the program measure its progress toward and achievement of the aforementioned goals?

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. CEA Certif of Accred*
> *-- 📄 A1c. Spring 2016 Enrollment Data*

Consideration Points:

- *Evidence provides a point-to-point connection between goals and measurable outcomes*
- *Discusses how data are used for continuous quality improvement*

H. Communication and Assessment

3. Communication

d. With whom do you formally communicate on a regular basis to promote the program and offer services?

Example Narrative

> *OSC serves and works with a wide variety of students, faculty, staff, and community members in order to accomplish its goals. Attached is a list of these collaborations.*

Consideration Points:

- *Identifies the internal or external constituents with whom it communicates*
- *Describes the context or the role of the stakeholder to the University*

e. What are your methods of communication to promote the program and offer services?

Example Narrative

> *Much of this interaction is in-person but e-mail and phone communication are also productive mediums. Regular communication regarding classroom performance takes place with faculty members and a close relationship is maintained with college academic advisors regarding course selection and degree progress.*
>
> *Sources*
> *-- 📄 2016 StudentConduct_List_of_Collaborations*

Consideration Points:

- *Clearly defines its methods for communicating with external constituents*
- *Explains how these methods enable collaboration*
- *Communication is accurate, and free of deception and misrepresentation*
- *Communication is consistent with institutional policies and visual identity*

f. How are the program and service offerings reflective of and responsive to the development and demographic profiles of the learner population?

Example Narrative

> *The primary method of communication to promote our program and offer services is through our website. The student code, descriptions of our processes, instructions and links to submit charges, contact information, student concerns, and many other resources are available here.*
>
> *In the past, we have printed large quantities of the student code, but find that practice to be inefficient in distributing this information. The funds have since been reallocated to other*

department priorities. When students move in to campus housing, they are provided with the information on how to find the student code and initial acknowledging they will read and follow the policies contained therein.

An example of continuing and consistent collaboration is the academic integrity process. The process is created by the Faculty Senate. We rely on faculty to communicate this via their course syllabi and submit charges when there is an alleged violation. Additionally, we rely on faculty and students to hear these cases via the Academic Integrity Hearing Panel, if it is warranted in the case.

Email and telephone are other ways that we consistently communicate with our constituents. Through these, we present tools and information for ensuring safe and responsible academic and co-curricular settings, information guidelines to utilize our services properly, and information regarding adopted procedures by OSC to ensure student learning and continuous collaboration with staff and faculty.

Consideration Points:

- *Describes how it assesses its ability to respond to variations in learner demographics or development*
- *Demonstrates sensitivity to multicultural concerns*
- *Indicates program is culturally relevant and inclusive*
- *Responds to the needs of all constituents served when establishing hours of operation, methods of delivery, services provided, and resources available*
- *Includes established assessment practices that ensure that services are available, marketed, and effective for all learners*

5. Assessment of Student Learning Outcomes

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

Example Narrative

Leadership Development Learning Outcomes
1. *Participants will gain a deeper understanding of their personal leadership style.*
2. *Participants will be able to engage in critical thinking and problem-solving.*
3. *Participants will be able to work effectively within a team.*
4. *Participants will be able to identify and have a deeper understanding of their sociocultural identities.*

Leadership Development Programmatic Learning Outcomes
Leadership and Involvement Conference
1. *Participants will make connections with student leaders from other RSOs/Departments.*
2. *Participants will be able to engage in problem solving.*

Emerging Leaders
1. *Participants will feel better connected to the University.*
2. *Participants will gain a deeper understanding of their personal leadership style.*
3. *Participants will be able to engage in critical thinking.*
4. *Participants will be able to work effectively within a team.*

Spring and Fall Leadership Retreats
1. *Participants will be able to identify their own sociocultural identities.*
2. *Participants will be able to work effectively within a team.*
3. *Participants will be able to engage in problem solving.*

> 4. *Participants will be able to identify their own core beliefs and values.*
>
> *Leadership Certificates*
> Bronze
> 1. *Participants will feel better connected to the University.*
> 2. *Participants will gain a deeper understanding of their personal leadership style.*
> 3. *Participants will be able to engage in critical thinking.*
> 4. *Participants will be able to work effectively within a team.*
>
> Silver
> 1. *Participants will be able to communicate ideas clearly.*
> 2. *Participants will gain a deeper understanding of their personal leadership style.*
> 3. *Participants will be able to explain different methods of conflict management.*
> 4. *Participants will be able to foster a constructive team climate.*
>
> *Diversity and Leadership Institute*
> 1. *Participants will have a deeper understanding of other cultures than their own.*
> 2. *Participants will be able to identify their own sociocultural identities.*
>
> *LeadCorp*
> 1. *Participants will gain a deeper understanding of their personal leadership style.*
> 2. *Participants will be able to engage in critical thinking.*
> 3. *Participants will be able to work effectively within a team.*
> 4. *Participants will be able to effectively present in a public setting*
> 5. *Participants will be able to plan small and larger scale events.*
>
> *Leaders Unplugged*
> 1. *Participants will gain a deeper understanding of their personal leadership style.*
> 2. *Participants will be able to work effectively within a team.*
>
> *All programs have evaluations completed after the event. In some areas, rubrics, assessments such as the IDI are used. All programs then have executive summaries completed and are shared as appropriate internally and externally. Students involved in the certificate programs are required to do reflective work that are assessed for learning outcomes. The entire LP curriculum has been shaped and changed based on these assessments.*

Consideration Points:

- *Clearly defines three to five measurable outcomes specific to its mission*
- *Outcomes clearly state what knowledge or skills learners will gain by participation in the program*
- *Provides evidence of ongoing assessment of outcomes*
- *Describes a manageable process for gathering, interpreting, and evaluating data*

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

Example Narrative

> *As indicated earlier, student success is based on pre and post assessments as well as other assessments, including rubrics, reflections, etc. Students should be showing growth throughout specific programs and series. These assessments show how students are able to articulate and demonstrate their learning and application of that learning.*
>
> *In terms of student success, growth and development is important, but it's also the relationships and connection students feel towards the university. Our programs connect students to other active and involved students. Students speak to how the programs helped them feel connected to the*

campus and helped them to stay on even when it was academically or personally challenging. We assess retention and GPA of participants who are attending our programs, especially those involved in our Emerging Leaders and certificate series.

Sources
-- 📄 *SLR Overall Reflections*
-- 📄 *Assessment Fellows Grant Report*
-- 📄 *Executive Summary FLR 2015*
-- 📄 *LIC2016 Executive Summary*
-- 📄 *SAR 2016 Executive Summary*

Consideration Points:

- *Analyzes data for measuring success based on assessment outcomes*
- *Describes impact on learner development*

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

Example Narrative

We constantly are improving each program based on the assessment of each event/certificate. As indicated earlier, rubrics, reflections, assessments and evaluations are used to inform our programmatic efforts.

During our self-study we did major overhauls on the program including the following:
- *Change the model on which our leadership programs curriculum was based on from the social change model to the leadership identity development model.*
- *Changed the certificate program to 3-tier progressive system.*
- *Changed and improved the training of our LeadCorp Interns.*

Sources
-- 📄 *LID Model*

Consideration Points:

- *Lists a maximum of three major results*
- *Describes its response to each of the listed results*
- *Documents progress toward achievement of goals*
- *Reports aggregated results to appropriate stakeholders*
- *Results inform planning and demonstrate accountability to performance goals*

6. Assessment of Process/Operational Outcomes

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

Example Narrative

The National Association of Academic Advisors for Athletics (N4A) has historically maintained a best practices document.

Previous NCAA Athletic Certification (Self-Study) Policies recommended fourteen areas of review within athletic academic services programs: Academic advising, tutoring, academic progress monitoring and reporting, assistance for special academic needs, assistance for at-risk student-athletes, academic support facilities, academic evaluation of prospective student-athletes, student-athlete degree selection, learning assessments, success skills, study table, freshman and transfer orientation, mentoring, and post-eligibility and graduation programs.

> *Sources*
> -- 🌐 *NACDA Best Practice*

Consideration Points:

- *Provides source(s) of professional standards or best practices*
- *Identifies how the professional organization, body, or group provides guidance*
- *References the CAS standards as appropriate*

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

Example Narrative

> *The Athletic Board Academic Oversight Committee will conduct an annual analysis of services beginning in May 2017. The last review of services was conducted in May 2012.*
>
> *A Senior Student-Athlete Survey is conducted annually, with one of the areas of study being athletic academic services. This survey will be updated for 2016-17.*

Consideration Points:

- *Clearly defines three to five measurable process/ operational outcomes specific to its mission*
- *Provides evidence of ongoing assessment of outcomes*
- *Explains how data are collected to measure operational effectiveness*
- *States how the resulting data are shared*

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

Example Narrative

> *In general terms, the Athletic Academic Services program has been determined to be functioning in a sufficient manner in surveys, reviews, and certifications during the prior 29 years it has been in existence.*

Consideration Points:

- *Describes its measure of success based on assessment outcomes*
- *Describes its response to each of the listed results*

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

Example Narrative

> Based on recommendations made on March 22, 2012 by the Athletic Board Academic Oversight Committee (document attached), the following services were added or upgraded:
> 1) Addition of part-time writing specialist and math specialist for earlier academic interventions
> 2) Development of UNIV 1030 (Bronco Success Seminar) for student-athletes enrolling in Summer Session II
> 3) Development of the Jack Bauer ("24") Guide for Classroom Success for use in UNIV 1030 (document attached)
> 4) Additional focus on study tips and habits during weekly individual meetings with student-athletes and additional emphasis on weekly planning during Sunday academic sessions with football student-athletes
>
> *Sources*
> -- 📄 *Academic Oversight Committee Recommendations 3-22-12*
> -- 📄 *Jack Bauer (24) Guide to Classroom Success*

6. 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.

    Example Narrative

    > *The Center for English Language and Culture for International Students (CELCIS) at Western Michigan University is accredited by the Commission on English Language Program Accreditation (CEA) for the period 2016 through 2025 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 801 N. Fairfax St., Suite 402A, Alexandria, VA 22314, (703) 519-2070 (See B5a. CEA website attached).*
    >
    > *Sources*
    > *-- 🌐 B5a. CEA website*

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

    Example Narrative

    > *In August 2015, CELCIS was one of only 6 institutions to receive a second re-accreditation and be given the accreditation certificate granting CELCIS the full 10-year re-accreditation (See B5b. CEA Certificate; B5b. CEA Reaccreditation Letter attached). There are two reporting requirements, as noted in the CEA Commission Action Report (See B5b. CEA Commission Action Report attached):*
    >   1. *By June 1, 2016, provide evidence that tenured faculty are regularly reviewed. Include several examples of completed performance evaluation forms (with redactions of identity).*
    >   2. *By June 1, 2016, provide a copy of the written plan for the review of curricular elements, student assessment practices, and student services policies and activities. Provide evidence of the plan's systematic implementation (See B5b. CEA Commission Action Report attached).*
    >
    > *The CELCIS program successfully completed both requirements by the stated deadline.*
    >
    > *Sources*
    > *-- 📄 B4c. CEA Reaccreditation Letter*
    > *-- 📄 B5b. CEA Certificate*
    > *-- 📄 B5b. CEA Commission Action Report*

- *Specific deficiencies, recommendations, weakness or strengths are identified*
- *Provides narrative on the significance of findings*

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.)*

Example Narrative

> *CELCIS responded to the CEA reporting requirements in June. The following steps were taken to ensure compliance:*
> 1. *Master Faculty members have agreed to a rotating evaluation schedule (See B5c. CELCIS Tenured Faculty Performance Reviews – Timetable attached).*
> 2. *CELCIS has created several committees to focus on different areas of the CELCIS program, including an executive committee (Program Effectiveness and Planning Committee) to ensure assessment of current and future practices. All committees have been scheduled for updates on a rotating committee presentation schedule. These presentations will be submitted to PEPC and presented every April during a meeting of all Faculty and Staff (See B5c. Comprehensive Program Review Schedule attached).*
>
> *Sources*
> *-- 📄 B5c. CELCIS Tenured Faculty Performance Reviews – Timetable*
> *-- 📄 B5c. Comprehensive Program Review Schedule*

Consideration Points:

- *Lists a maximum of three major results*
- *Describes a reasonable plan in response to each of the listed results*

I. Learning and Discovery

7. Personnel and Discovery

d. 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.)*

Example Narrative:

Table 2 Professional Recognition of Program Personnel

Personnel	Professional/ Conference Presentations and Publications	Professional Awards and Professional Organization Service Activities	Research Awards Funded and Non-Funded # of awards (n=# PIs) 7/1/2013 through 6/30/2016		# Conferences and # Certifications Earned/Renewed	University, College, Department Committee Service
	7/1/2013 – 6/30/2016	7/1/2013 – 6/30/2016	Internal	External	7/1/2013 – 6/30/2016	7/1/2013 – 6/30/2016
Full-time n = 2	*6 presentations*	*5 professional organizations; ASCA Women in Conduct Community of Practice chair1; Make a Difference Award; Illuminating Assessment Award*			*12 conferences; 3 certifications*	*18 committees*
Temporary n =						
Part-time n = 1						

TA/GA n =	2 presentations				4 conferences	
Total N=	4	1			10	4

Narrative Comments:
At the MI-ASCA conference, our staff member presented two breakout sessions and was invited to serve on a small panel of Michigan Title IX experts to speak at a full conference session. Additionally, our staff member was appointed to serve as the Women in Conduct Community of Practice Co-Chair for the ASCA. Our GA was recently published with a faculty member in his academic department.

Consideration Points:

- *Provides professional recognition data in Table 2*
- *Provides a rationale of how participating in these recognition opportunities strengthens personnel qualifications and currency*
- *Demonstrates it is adequately staffed by qualified individuals*
- *Has access to technical and support personnel adequate to accomplish their mission*
- *Sets clear expectations for performance review*
- *Provides access to continuing and advanced education and appropriate professional development*

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

Example Narrative

Cultural differences can often impact a conduct situation due to differences in cultural norms and expectations of others, knowledge bases and communication styles. As such, it is important for OSC to be able to assist in the development of learners who are culturally aware. At times, behavioral issues have a cultural basis. Instructing students, faculty and staff about the possible cultural sources of behavior and biases is necessary for the successful navigation of these issues.

Consideration Points:

- *Provides evidence of multicultural inclusion in its programming, services, and personnel*
- *Fosters programming that enhances understanding of identity, culture, self-expression, and heritage*
- *Promotes respect for commonalities and differences among people within their historical and cultural contexts*

f. How does this program contribute to the University's commitment to inclusion, safety from harassment and discrimination, and responsibility to all constituents?

Example Narrative

We have a very large role in maintaining the University's commitment to safety from harassment and discrimination, as allegations of students' behavior that would threaten this value is addressed via the student code. Work directly with Public Safety department in times of direct threat to classroom/faculty/student safety. Work with Institutional Equity in cases of sexual misconduct to provide appropriate sanctioning for those respondents found responsible. Our processes are increasingly becoming representative of different identities. Our RSO invites students from all backgrounds to have a voice in the mission of OSC. Fairness is provided by the appeals process, giving students the opportunity for a multi-level review of their case.

> *OSC has the responsibility to maintain the Student Code, including review and revision. This document clearly articulates the University's commitment to inclusion, safety from harassment and discrimination, and responsibility to all constituents.*
>
> *In addition, our staff have taken intentional steps to learn, participate, facilitate, train, and lead in organizational efforts that seek to improve inclusion and cultural competence within WMU and higher education.*
>
> *Staff cultural awareness*
> *Completed safe on campus training (Nicole & Mark)*
> *Participated in Student Success summit, BroncosFirst (Nicole)*
> *Everyone Counts Learning Community-diversity initiative (Melissa)*
> *Invisible need project-student need & relief initiative (Melissa & Mark)*
> *WMU trained facilitator-race & social issues (Nicole)*
> *SpeakOUT! panel member (Nicole)*
> *Regional Chair of ASCA Women in Student Conduct (Nicole)*
> *National team lead for Alpha Sigma Alpha (Nicole)*
> *Presenter to Seita Scholars Program (Nicole)*
> *Presenting and ongoing relationship with Celcis (Nicole)*
>
> *The Office of Student conduct states and upholds WMU's nondiscrimination statement as part of hearing guidelines.*
>
> *Sources*
> *--* 📄 *StudentConduct_Code_7_22_2015_final*

Consideration Points:

- *Provides evidence of its compliance with anti-discrimination and anti-harassment policies*
- *Provides evidence of how it provides for learner safety*
- *Program and services are delivered in a welcoming, accessible, inclusive, equitable environment free from harassment*
- *Establishes goals for diversity, equity, and access*
- *Provides personnel with diversity, equity, and access training*
- *Advocates for sensitivity to multicultural and social justice concerns*

8. Experiential Learning

   d. 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.)*

Example Narrative:

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

Internship, volunteering, or other experiential opportunity	Number learners participating		
	2013-14	2014-15	2015-16
LeadCorp Interns	*9*	*16*	*25*

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

Hourly student employment opportunities	Average hours worked per week	Number learners participating		
		2013-14	2013-14	2013-14
n/a				

Consideration Points:

- *Provides a list of its opportunities, and the number of learners participating, in Tables 3 and 4*
- *Elaborates on learner responsibilities and the intended and observed impact each has on participant learning outcomes*
- *Refers to the following six CAS student learning and development domains and related dimensions*
  - *Knowledge acquisition*
  - *Cognitive complexity*
  - *Intrapersonal development*
  - *Interpersonal competence*
  - *Humanitarianism and civic engagement*
  - *Practical competence*

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

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

Global learning opportunity	Number learners participating		
	2013-14	2014-15	2015-16
n/a			

Consideration Points:

- *Provides a list of its opportunities, and the number of learners participating, in Table 5*
- *Elaborates on learner participation and how opportunities contribute to global engagement*
- *Provides a rationale on how experiences contribute to stated student learning outcomes*

f. 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.)*

Example Narrative:
Table 6 Community Outreach Partnerships (three-year trend July 1, 2013 through June 30, 2016)

Partners	Description of Services	Relationship [FC] Formal agreement with contract for services [ONC] Ongoing agreement for services, no contract [IR] Informal relationship, one-time service [LP] Learner participation opportunities
KVCC	*financial support of Leadership and Involvement Conference as well as programmatic support*	*ONC/LP*
Kalamazoo College	*programmatic support*	*ONC/LP*

Consideration Points:

- *Provides a list of its partners in Table 6*
- *Describes how the program collaborates with partners (e.g. activities, funds, events)*
- *Elaborates on the sustainability of its relationships with partners (e.g., formal contracts, ongoing agreements, informal relationships, etc.)*
- *Describes how these partnerships contribute to stated student learning outcomes*

J. Law and Policy

15. Compliance

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

Example Narrative

National Collegiate Athletic Association (NCAA) Bylaws influence many of the programming structures in place through Athletic Academic Services. The Student-Athlete Handbook, updated annually and distributed to all student-athletes, includes policies and regulations.

Athletic Academic Services follows Western Michigan University guidelines in regards to campus-wide emergencies.

Consideration Points:

- *Describes the clear process for identifying and maintaining compliance external regulations*
- *Provides measurable evidence for support*

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

Example Narrative

Athletic Academic Services staff members maintain strict confidentiality standards regarding academic records and activities of student-athletes. Access to Western Michigan University records systems is regularly reviewed and updated in keeping with University policy.

Recent staff training includes Clery Act Training, Title IX Training, Securing the Human Training, and Mental Health Awareness Training.

Consideration Points:

- *Describes the clear process for identifying and maintaining compliance internal regulations*
- *Provides measurable evidence for support*

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

Example Narrative

For situations that may involve legal obligations or liability concerns, athletic academic services staff members are directed to discuss concerns with supervisors.

16. Program Guidelines

d.   Comment on whether there is regular review of all program policies and procedures.

Example Narrative

> *CELCIS has created a Program Effectiveness and Planning Committee (PEPC) in order to provide a mechanism for regular review of the CELCIS Curriculum and Student Services, including the policies and procedures in these areas (See D9a. PEPC By-Laws – 9-24-15 attached). CELCIS is also required to do this by our accrediting agency, CEA (See D9a. 2015 CEA SS - PDPR 1&2 attached).*
>
> *Also, regarding the CELCIS Handbook: HIGE Immigration Services regularly reviews and updates relevant sections of the CELCIS Student Handbook each semester to comport with current immigration regulations and procedures, and the CELCIS office staff do this as well before a new edition is published every semester.*
>
> *Sources*
> *--* 📄 *D9a. 2015 CEA SS – PDPR 1&2*
> *--* 📄 *D9a. PEPC By-Laws – 9-24-15*

e.   What has been done to respond to the major outcomes of the most recent review of program policies and procedures?

Example Narrative

> *This is a new process, and the first cycle was completed in September 2016, so the evidence is meager at this point.*
>
> *However, four CELCIS committees gave annual reports in April 2016: the CELCIS Student Services Committee, Curriculum Committee, Technology Committee, and Personnel Committee. These reports were reviewed in August/September 2016 by the PEPC committee, which oversees the other committees. Then, program goals were created for the 2016-2017 academic year based on the recommendations in the reports, and charges were given to the various committees for the year (See D9b. Sept. 20 PEPC Meeting minutes, 2016-2017, D9b. PEPC Review of 2016-2017 Student Services Committee Goals, D9b. PEPC Review of 2016-2017 Curriculum Committee Goals, D9b. PEPC Review of 2016-2017 Personnel Committee Goals, D9b. PEPC Review of 2016-2017 Technology Committee Goals attached).*
>
> *Sources*
> *--* 📄 *D9b. PEPC Review of 2016 Curriculum Committee Goals*
> *--* 📄 *D9b. PEPC Review of 2016-2017 Personnel Committee Goals*
> *--* 📄 *D9b. PEPC Review of 2016-2017 Student Services Committee Goals*
> *--* 📄 *D9b. PEPC Review of 2016-2017 Technology Committee Goals*
> *--* 📄 *D9b. Sept. 20 PEPC Meeting minutes, 2016-2017*

f. Detail and comment on the program's written policies and procedures that pertain to threats, emergencies, and crises.

Example Narrative

CELCIS policies and procedures are described in the CELCIS Student Handbook, which is revised and published every semester, and which is available in both paper and digital form (See D9c. CELCIS Policies, D8a 9c. CELCIS Spring 2016 Student Handbook attached).

The CELCIS program wants its students to be safe, and the CELCIS Student Handbook contains much information about student safety. The Student Handbook provides information about WMU's Student Code of Conduct in regards to disruptive behavior or sexual misconduct. It also contains information about how to sign up for WMU alerts and local media alerts, and it contains contact information for the Department of Public Safety and the Safe Ride Program. Finally, it provides information on how to stay safe in case of a tornado.

In addition, immigration policies and procedures for the CELCIS program are outlined in the CELCIS Student Handbook. Immigration status violations (i.e., student fails to attend class, violates attendance policy in violation of F-1 status) can have serious implications such as U.S. Homeland Security action. These issues are addressed in the CELCIS Student Handbook. The Office of Immigration Services provides assistance with F-1 Reinstatement as a legal remedy in such instances.

In Fall 2016, the CELCIS faculty began instructing their students about fire exits in their classroom buildings. Also, every semester all CELCIS students are required to attend a training on how to prevent Sexual Harassment and other Title IX issues, as well as basic Alcohol awareness. These trainings are conducted by staff from the Sindecuse Health Center (See D9c. Anti-Sexual Harassment training presentation, D9c. Alcohol Awareness presentation attached).

Finally, the CELCIS Faculty have received training in how to use the WMU Student Concern Report in order to report missing students or students who behave inappropriately.

Sources
-- D8a 9c. CELCIS Spring 2016 Student Handbook
-- D9c. Alcohol awareness presentation
-- D9c. Anti-Sexual Harassment training presentation
-- D9c. CELCIS Policies

Consideration Points:

- *Provides examples of written policies pertaining to emergency situations*
- *Describes how policies are distributed to the WMU community*
- *Demonstrates adherence to polices through training, practice, or other assessment measures*

K. Resource Management

17. Program Management

a. What is your program's participation capacity, and what is its desired participation capacity?

Example Narrative

OSC may be unique in that our target is to have fewer students engaging in our office's function. Our case counts have averaged around 2750 for the last three fiscal years, though certain types of cases have risen and fallen (for example, academic integrity cases have risen drastically, while drug

and alcohol cases seem to be lower than this time last year.) We do not have a desired capacity, as our goal is to minimize use of our office.

Consideration Points:

- *Provides current participation capacity*
- *Provides desired participation capacity, if it differs from the current*
- *Provides rationale for current and desired capacity*

b. Detail and comment on program participation numbers for the past three fiscal years (i.e., July 1, 2013 through June 30, 2016).

Example Narrative

Attached are case counts for the past three fiscal years. Not represented in these numbers are the daily consultations with faculty/staff/students regarding student behavior and policies and procedures. As noted previously, OSC does not have a target number. Our goal is to help facilitate a civil, ethical and responsible learning environment for all at WMU.

Sources
-- 📄 *Case Counts for 2013-2016*

Consideration Points:

- *Provides data, including the average participation per fiscal year*
- *Explains attrition or growth rates*
- *Analyzes participation rate, and provides a plan to maintain or achieve target capacity*

18. Contributions to Unit Economy

b. 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.)*

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

Fiscal Year	Internal Award Amount	External Award Amount
2013-14		*$70,000*
2014-15		*$72,000*
2015-16		*$72,000*
3-year Average		*$71,000*

Table 8 Contribution to Unit Economy from Outreach and Gifts

Fiscal Year	Outreach Activities Amount	Gifts/Spendable Endowments Amount
2013-14	*$150*	*$0 spent (Ellis Quasi-Endowment)*
2014-15	*$125*	*$0 spent (Ellis Quasi-Endowment)*
2015-16	*$175*	*$0 spent (Ellis Quasi-Endowment)*
3-year Average	*$150*	*$0*

Narrative Comments:

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.

Consideration Points:

- *Provides total dollar amount per fiscal year in Tables 7 and 8*
- *Identifies its fiscal reporting period*

- *Identifies the next-level unit's standard for comparison for generating revenue*
- *Explains whether it generates revenues at, above, or below next-level unit expectations*

19. Program Economy

b. What are your major sources of funding?

Example Narrative

> *The major source of funding is the Student Assessment Fee specifically to the Leadership Development Fund.*

Consideration Points:

- *Lists its funding sources (e.g., general fund, grants and contracts, gifts, etc.)*
- *Includes the percentage of overall funding from each listed source*

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

Example Narrative:

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

	Title (do not include names)	Years at WMU	Highest Degree Earned
Full-time	*#1 Associate Director* *#2* *#3*	*10*	*M.A. Counseling in Higher Education*
Temporary	*#1* *#2* *#3*		
Part-time	*#1* *#2* *#3*		
GA/DA	*#1 Leadership Development GA* *#2* *#3*		*Masters: Higher Ed and Student Affairs*
UG Employee	*#1* *#2* *#3*		

Narrative Comments:

Leadership Programs have 2 paid staff. The Associate Director also has responsibilities to SALP for assessment and strategic planning as well as oversight to the campus engagement area. All personnel are qualified and relevant for these positions.

Consideration Points:

- *Sufficient number of personnel possess appropriate degree or training to meet program capacity*
- *Full-time learner ratio meets best practices, current capacity, and target*
- *Evidence that part-time and temporary ratios are appropriate to professional standards*
- *Percent of graduate and undergraduate student employees meets professional standards*

e. 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.)*

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

Expenses	% attributed to this program	Actual expenditures ($ amount)
Personnel and general operations	*Personnel: 66.50%* *General Operations: 31.77%*	*92900*
Purchase or rental of special equipment, facilities, or technology		*0*
Maintenance of special equipment, facilities, or technology		*0*
Consumables (not including general office supplies)		
External contracts (not including maintenance)		*0*
Staff professional development (e.g., memberships, subscriptions, conferences, etc.)	*1.38%*	*1300*
Public Relations (e.g., marketing/promotion, etc.)	*.35%*	*338*

Narrative Comments:

Consideration Points:

- *Demonstrates effective use of fiscal, technological, and human resources*
- *Includes percentage of next-level unit budget attributed to program needs*
- *Shows whether costs are sustainable for the next five years*
- *Narrative indicates whether there are unmet needs in the next-level unit, and what the impact is on learners*
- *Provides plans to address financial, technical, or human resource deficiencies, or to meet anticipated growth in capacity*

L. Impact and Opportunity

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

20. Opportunity Analysis

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

Example Narrative

The biggest challenges facing the CELCIS program in the next five years all concern student enrollment.

For many years, enrollment was not a concern at CELCIS. Starting in 2005, the King Abdullah Scholarship Program began to send increasing numbers of Saudi students to the CELCIS program. The number of Saudi students reached a peak in Fall 2013, when 178 Saudi students were enrolled at CELCIS.

However, in Fall 2015, due to declining oil prices, the Saudi government changed the scholarship program. This change dramatically reduced the number of Saudi students who qualified for the scholarship and severely limited the number of schools that these students could attend, while increasing the percentage of the total tuition cost that these students had to pay. This resulted in a sharp decrease in the number of Saudi students at CELCIS (from 178 in Fall 2013 to 28 in Summer

Two 2016), and consequently in a loss of teaching assignments for CELCIS faculty and a loss of revenue for the CELCIS program.

This event was not limited to CELCIS, as many intensive English programs nationwide reported sharp drops in the number of Saudi students enrolled in their program. When it became clear that Saudi enrollment numbers would not recover to their previous levels anytime soon (the Fall 2016 number is 52), the CELCIS program began to recruit more aggressively in other source countries for new students. Of course, other intensive English programs also began to recruit more aggressively, and the market for international students became highly competitive (See F13a. Fall 2015 UCIEP-member program enrollments, F13a. Fall 2016 UCIEP-member program enrollments attached).

Complicating the picture were several other factors, such as economic disruptions in Venezuela, Brazil and China, which reduced the numbers of students from those countries; gun violence in the U.S., which made international students more concerned about their safety; political turmoil in the U.S. and stories of racial discrimination in U.S. media, which reduced enthusiasm for studying in the U.S.; and the difficulty and cost of obtaining a U.S. student visa, compared with the friendlier visa policies of other countries (such as Canada, Australia, and New Zealand), which made the U.S. a less attractive place to study.

Another related challenge is avoiding the loss of qualified and experienced CELCIS faculty due to the potential for low enrollments and consequent under-employment (See F13a. 2015 CEA SS – Summary attached).

One final note: in Fall 2013, CELCIS enrolled over 330 students, and the program began having difficulty finding enough classrooms and labs for all of its students. This suggests that when the CELCIS program approaches enrollment levels of around 340-350 students, it is approaching capacity.

Sources
-- 🅟 F13a. 2015 CEA SS – Summary
-- 🅟 F13a. Fall 2015 UCIEP-member program enrollments
-- 🅟 F13a. Fall 2016 UCIEP-member program enrollments

Consideration Points:

- *Demonstrates an understanding of specific, identified, potential challenges and threats*

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

Example Narrative

There are several new opportunities that can make the CELCIS program more attractive to an international student market.
1. WMU will offer a MA-TESL degree program starting in Fall 2016. CELCIS is looking for ways to cooperate with this program through mentoring projects and other joint activities. Many potential CELCIS students have expressed interest in a MA-TESL degree program (See F13b. WMU ESL Graduate Certificate Program attached).
2. A new agreement with Kalamazoo Valley Community College (KVCC), which allows CELCIS graduates to enter KVCC without needing to submit a TOEFL or IELTS test score, may also attract more international students who are looking for a less-expensive way to earn a four-year degree.
3. CELCIS is currently reviewing a Service Learning proposal which would make a Service Learning assignment part of the Advanced-level CELCIS classes. This would help CELCIS

students to engage with the larger Kalamazoo community and provide rich opportunities for conversation practice (See F13b. Service Learning Proposal – 3.3.16 FINAL attached).

Sources
-- 📄 F13b. Service Learning Proposal – 3.3.16 FINAL
-- 📄 F13b. WMU ESL Graduate Certificate Program

Consideration Points:

- *Demonstrates an understanding of opportunities*

f. Discuss current and planned initiatives in response to the identified challenges and opportunities.

Example Narrative

1. CELCIS and IAS are working together to improve international marketing materials for CELCIS and WMU, and we are planning more recruitment trips overseas so as to aggressively recruit students (See F13c. March-June Travel attached).
2. The CELCIS faculty are working on a Fast-Track proposal, which would enable CELCIS students to finish the program more quickly by entering an accelerated program during the Summer terms (See F13c. Summer Fast-Track Proposal attached).

Sources
-- 📄 F13c. March-June travel
-- 📄 F13c. Summer Fast-Track Proposal

Consideration Points:

- *Provides a specific, well-defined plan for capitalizing on its opportunities, and for diminishing its challenges*

21. Overall Impact of the Program

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

Example Narrative

It is our view that the most important added value of OSC is the facilitation of a civil, ethical, and responsible environment in which students can learn, live, and grow. We are confident that OSC uniquely contributes to retention in this way, as no successful students want to be in an environment which makes them feel unsafe, mistreated, or surrounded by inappropriate and/or unethical behavior. Further, we assist the learners who engage in the process in understanding and modifying their behavior so they are prepared for their next steps at WMU and in the professional world and greater society.

Consideration Points:

- *Makes a specific, well-defined case for its impact on, or value added to, the University*

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

Example Narrative

- The Leadership Programs curriculum is informed by our LeadCorp interns. - Leadership Programs is able to do any type of leadership/teambuilding facilitations for student organizations, staffs or teams.

Consideration Points:

- *Provides additional information to improve understanding*

Learner Support Program Review and Planning

Observation Rubric

Criteria	Consideration Points	Instructions
A. Strategic Planning		
1. Strategic Plan		
A.1.a. Program mission and vision	• Mission and vision are clearly stated • Lists location of published documents • Consistent with mission of next-level unit • Appropriate for institution • References student learning or development	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.).
A.1.b. Top strategic goals	• Lists goals that are measurable and specific to the program • Goals are based on the changing needs of the population served, and evolving institutional priorities • Promotes continuous program development	List goals that are measurable and specific to this program (e.g., growth in participation, increasing learner success, significant program assessment, etc.). Please limit to four.
A.1.c. Evidence measuring progress toward achievement of the aforementioned goals	• Evidence provides a point-to-point connection between goals and measurable outcomes • Discusses how data are used for continuous quality improvement	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.
B. Communication and Assessment		
2. Communication		
B.2.a. Communication with constituents	• Identifies the internal or external constituents with whom it communicates • Describes the context or the role of the stakeholder to the University	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.

Criteria	Consideration Points	Instructions
B.2.b. Methods for communicating to promote the program and other services	• Clearly defines its methods for communicating with external constituents • Explains how these methods enable collaboration • Communication is accurate, and free of deception and misrepresentation • Communication is consistent with institutional policies and visual identity	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."
B.2.c. Program and service offerings are reflective and responsive to learner differences	• Describes how it assesses its ability to respond to variations in learner demographics or development • Demonstrates sensitivity to multicultural concerns • Indicates program is culturally relevant and inclusive • Responds to the needs of all constituents served when establishing hours of operation, methods of delivery, services provided, and resources available • Includes established assessment practices that ensure that services are available, marketed, and effective for all learners	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		
B.3.a. Program's major student learning outcomes, and how program conducts assessment of learning outcomes	• Clearly defines three to five measurable outcomes specific to its mission • Outcomes clearly state what knowledge or skills learners will gain by participation in the program • Provides evidence of ongoing assessment of outcomes • Describes a manageable process for gathering, interpreting, and evaluating data	This question seeks to understand basic information regarding the unit's assessment. As such, responses will: • List the three to five major learner outcomes. • Explain how data are 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."
B.3.b. Program's success in meeting student learning outcomes	• Analyzes data for measuring success based on assessment outcomes • Describes impact on learner development	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.
B.3.c. Program's response to major results of most recent assessment of student learning outcomes	• Lists a maximum of three major results • Describes its response to each of the listed results • Documents progress toward achievement of goals • Reports aggregated results to appropriate stakeholders • Results inform planning and demonstrate accountability to performance goals	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.

Criteria	Consideration Points	Instructions
4. Assessment of Operational/Process Outcomes		
B.4.a. Source of professional standards or best practices	• Provides source(s) of professional standards or best practices • Identifies how the professional organization, body, or group provides guidance • References the CAS standards as appropriate	Identify the agency or professional association that provides standards or best practices for your program.
B.4.b. Program's major operational/process outcomes, and how program conducts assessment of those outcomes	• Clearly defines three to five measurable process/operational outcomes specific to its mission • Provides evidence of ongoing assessment of outcomes • Explains how data are collected to measure operational effectiveness • States how the resulting data are shared	This question seeks to understand basic information regarding the unit's process/operational assessment. As such, responses will: • Explain how data are collected to measure operational effectiveness. • State how the resulting data are shared. NOTE: If you have more than five process/operational outcomes, please include these as an attachment in the "Document Directory Sources."
B.4.c. Program's success in meeting operational/process outcomes	• Describes its measure of success based on assessment outcomes • Describes its response to each of the listed results	What is the level of success in meeting the program's process/operational outcomes?
B.4.d. Program's response to major results of most recent assessment of operational/process outcomes	• Lists a maximum of three major results • Describes its response to each of the listed results • Plans to assess the effectiveness of implemented changes • States how the resulting data are shared	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.
5. Recent Program Review		
B.5.a. Internal program review or external accreditation, certification, licensure, or other compliance review	If the program has responded: • "yes" – program has identified agency or unit • "no" – program provided a reason	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.
B.5.b. Status of planning to address findings	• Clearly identifies overall accreditation or review findings • Specific deficiencies, recommendations, weakness or strengths are identified • Provides narrative on the significance of findings	The program should provide key findings of its most recent program review and their significance for the program in terms of assessment and improvement.
B.5.c. Response to major assessment of process results	• Lists a maximum of three major results • Describes a reasonable plan in response to each of the listed results	The program should provide evidence that it applies the findings of its internal or external program review.

Criteria	Consideration Points	Instructions
C. Learning and Discovery		
6. Personnel and Discovery		
C.6.a. Evidence that personnel are qualified and current in their field	• Provides professional recognition data in Table 2 • Provides a rationale of how participating in these recognition opportunities strengthens personnel qualifications and currency • Demonstrates it is adequately staffed by qualified individuals • Has access to technical and support personnel adequate to accomplish their mission • Sets clear expectations for performance review • Provides access to continuing and advanced education and appropriate professional development	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. 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.
C.6.b. Commitment to developing learners and leaders who are globally engaged and culturally aware	• Provides evidence of multicultural inclusion in its programming, services, and personnel • Fosters programming that enhances understanding of identity, culture, self-expression, and heritage • Promotes respect for commonalities and differences among people within their historical and cultural contexts	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.6.c. Commitment to learner safety and inclusion	• Provides evidence of its compliance with anti-discrimination and anti-harassment policies • Provides evidence of how it provides for learner safety • Program and services are delivered in a welcoming, accessible, inclusive, equitable environment free from harassment • Establishes goals for diversity, equity, and access • Provides personnel with diversity, equity, and access training • Advocates for sensitivity to multicultural and social justice concerns	Give concrete examples of how this program is committed to inclusion, safety from harassment and discrimination, and how it responsibly provides a welcoming atmosphere to all of its constituents.

Criteria	Consideration Points	Instructions
7. Experiential Learning		

C.7.a.
Internships, volunteer opportunities, and student employment
	• Provides a list of its opportunities, and the number of learners participating, in Tables 3 and 4
	• Elaborates on learner responsibilities and the intended and observed impact each has on participant learning outcomes
	• Refers to the following six CAS student learning and development domains and related dimensions
	    o Knowledge acquisition
	    o Cognitive complexity
	    o Intrapersonal development
	    o Interpersonal competence
	    o Humanitarianism and civic engagement
	    o Practical competence
		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. 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?

C.7.b. Global experiential learning opportunities	• Provides a list of its opportunities, and the number of learners participating, in Table 5 • Elaborates on learner participation and how opportunities contribute to global engagement • Provides a rationale on how experiences contribute to stated student learning outcomes	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. 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?
C.7.c. Community outreach partnerships that advance the mission of WMU	• Provides a list of its partners in Table 6 • Describes how the program collaborates with partners (e.g. activities, funds, events) • Elaborates on the sustainability of its relationships with partners (e.g., formal contracts, ongoing agreements, informal relationships, etc.) • Describes how these partnerships contribute to stated student learning outcomes	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. 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?

Criteria	Consideration Points	Instructions
D. Law and Policy		
8. Compliance		
D.8.a. Program's compliance with laws, external regulations, and policies relative to services	• Describes the clear process for identifying and maintaining compliance external regulations • Provides measurable evidence for support	Describe the program's process for identifying and maintaining compliance of external agencies through program operations.
D.8.b. Program's compliance with institutional regulations and policies	• Describes the clear process for identifying and maintaining compliance internal regulations • Provides measurable evidence for support	Describe the program's process for identifying and maintaining compliance with WMU institutional expectations through program operation.
D.8.c. Program personnel knowledge of compliance	• Provides evidence of ongoing training or preparation	Examples may include staff training sessions, collaborative policy manuals, required handbooks, policy posters adorned in the program space, etc.
9. Program Guidelines		
D.9.a. Program regularly reviews its policies and procedures	• Provides evidence of cyclical and systematic review • Provides examples of written policies	Examples of evidence may include minutes of relevant review committees, etc.
D.9.b. Program's response to recent review of policies and procedures	• Provides evidence of revisions based on cyclical and systematic review outcomes	The program should provide evidence that it implements revisions based on the outcomes of the review.
D.9.c. Program's written policies that pertain to threats, emergencies, and crises	• Provides examples of written policies pertaining to emergency situations • Describes how policies are distributed to the WMU community • Demonstrates adherence to polices through training, practice, or other assessment measures	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.
E. Resource Management		
10. Program Management		
E.10.a. Program's participation capacity, and desired participation capacity	• Provides current participation capacity • Provides desired participation capacity, if it differs from the current • Provides rationale for current and desired 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.
E.10.b. Program participation numbers over the past three fiscal years	• Provides data, including the average participation per fiscal year • Explains attrition or growth rates • Analyzes participation rate, and provides a plan to maintain or achieve target capacity	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.

Criteria	Consideration Points	Instructions
11. Contributions to Unit Economy		
E.11.a. Program's three-year trend of contribution to the unit economy relative to program capacity/ target	• Provides total dollar amount per fiscal year in Tables 7 and 8 • Identifies its fiscal reporting period • Identifies the next-level unit's standard for comparison for generating revenue • Explains whether it generates revenues at, above, or below next-level unit expectations	Programs should complete Tables 7 and 8 prior to completing the narrative. Enter the total dollar amounts for each fiscal year. 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.
12. Program Economy		
E.12.a. Major funding source(s)	• Lists its funding sources (e.g., general fund, grants and contracts, gifts, etc.) • Includes the percentage of overall funding from each listed source	Programs should indicate specific sources of funding (e.g., booked budgets, fundraising events, etc.) and percentage of their overall funding from that source.
E.12.b. Distribution of program personnel	• Sufficient number of personnel possess appropriate degree or training to meet program capacity • Full-time learner ratio meets best practices, current capacity, and target • Evidence that part-time and temporary ratios are appropriate to professional standards • Percent of graduate and undergraduate student employees meets professional standards	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. 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.
E.12.c. Evidence measuring the level of resource utilization in terms of institutional priorities	• Demonstrates effective use of fiscal, technological, and human resources • Includes percentage of next-level unit budget attributed to program needs • Shows whether costs are sustainable for the next five years • Narrative indicates whether there are unmet needs in the next-level unit, and what the impact is on learners • Provides plans to address financial, technical, or human resource deficiencies, or to meet anticipated growth in capacity	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. 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.

Criteria	Consideration Points	Instructions
F. Impact and Opportunity		
13. Opportunity Analysis		
F.13.a. External or internal challenges/threats	• Demonstrates an understanding of specific, identified, potential challenges and threats	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.
F.13.b. Future opportunities	• Demonstrates an understanding of opportunities	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.
F.13.c. Status of planning to address challenges or opportunities	• Provides a specific, well-defined plan for capitalizing on its opportunities, and for diminishing its challenges	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.
14. Overall Impact of the Program		
F.14.a. Unique elements of the program that add value to the University	• Makes a specific, well-defined case for its impact on, or value added to, the University	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.
F.14.b. Additional information that leads to better understanding of the program	• Provides additional information to improve understanding	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.

Appendix F

LSPR&P Observation Team Survey Analysis and Verbatim Responses

LSPR&P Observation Team Survey

An exit survey was developed in SurveyMonkey®, and distributed to members of the LSPR&P Observation Team between March 6 and April 30, 2017. Reminders were emailed on March 27 and April 20. Chart 7 illustrates that, of the 25 survey invitations, only 17 Observation Team members responded (r = 68.0%).

Chart 7. LSPR&P Observation Team Survey analytics.
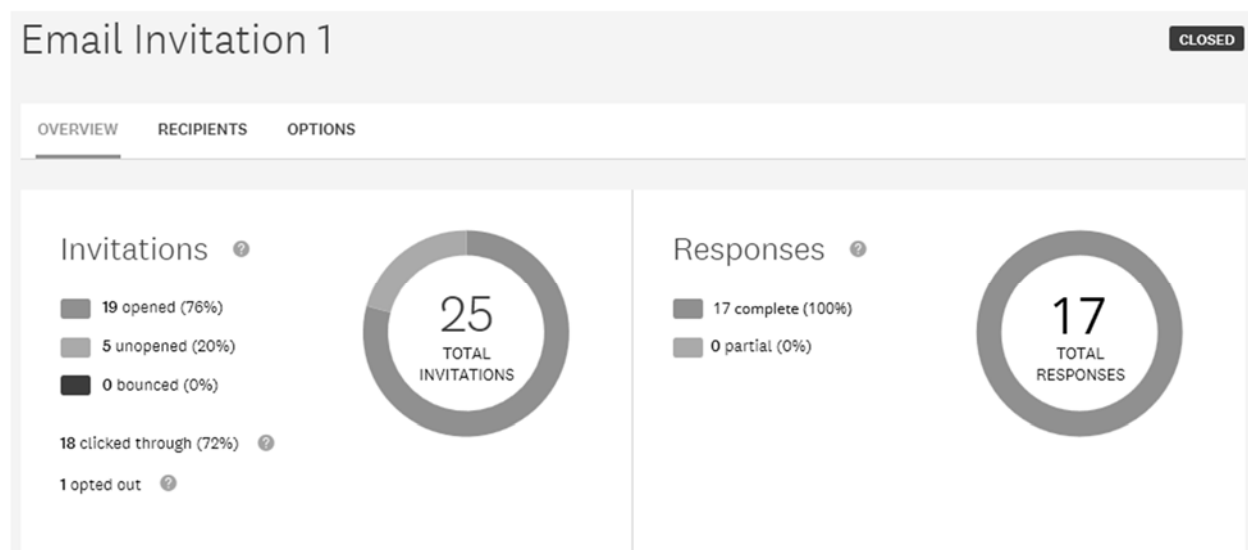
Analysis of Responses

Observation Team Assignments

Although survey participants reported having spent between 1.5 and four hours reviewing each self-study report, the majority of self-studies were reported as having taken either two (r = 29.4%) or three (r = 29.4%) hours to complete. Chart 8 illustrates the maximum number of hours participants spent on each of their assigned reports.

Chart 8. Reported maximum number of hours worked per program self-study report.
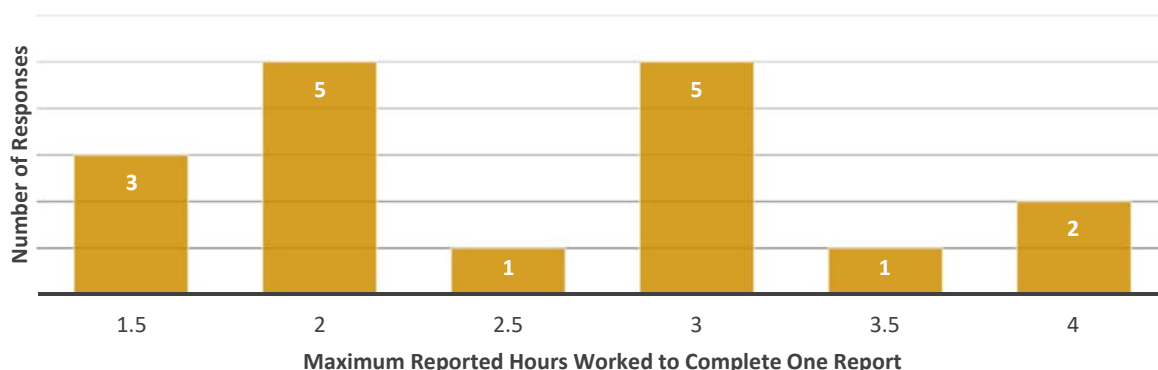
Reported Process for Completing Assignments

Initial, Independent Review

Of the 17 total responses to the survey, eight participants (r = 47.1%) reported that they read each assigned self-study report independently; six participants (r = 35.3%) reported that assignments were split into sections with all subgroup members reviewing independently; and, three participants (r = 17.6%) reported that all reports were divided into equal-size groups to be independently reviewed prior to rotating to the next member. Chart 9 illustrates the breakout between approaches to the independent review.

Chart 9. Breakout between approaches to the independent review.
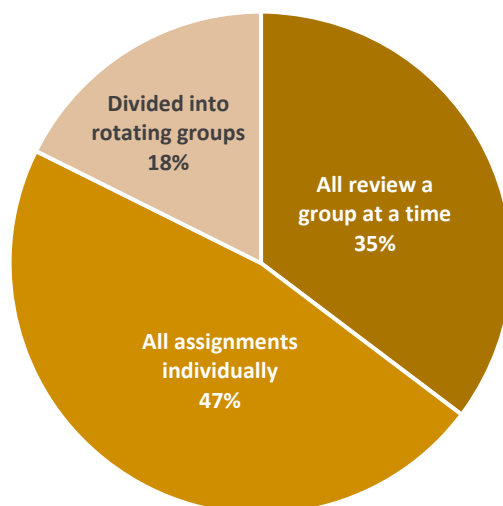
Final Group Consensus and Reporting

The majority of survey participants (r = 41.2%) reported that they met once, as a group, to come to consensus on their reviews and to finalize their reporting. Chart 10 illustrates the breakout between approaches to the final group consensus and reporting.

Chart 10. Breakout between approaches to the final group consensus and reporting.
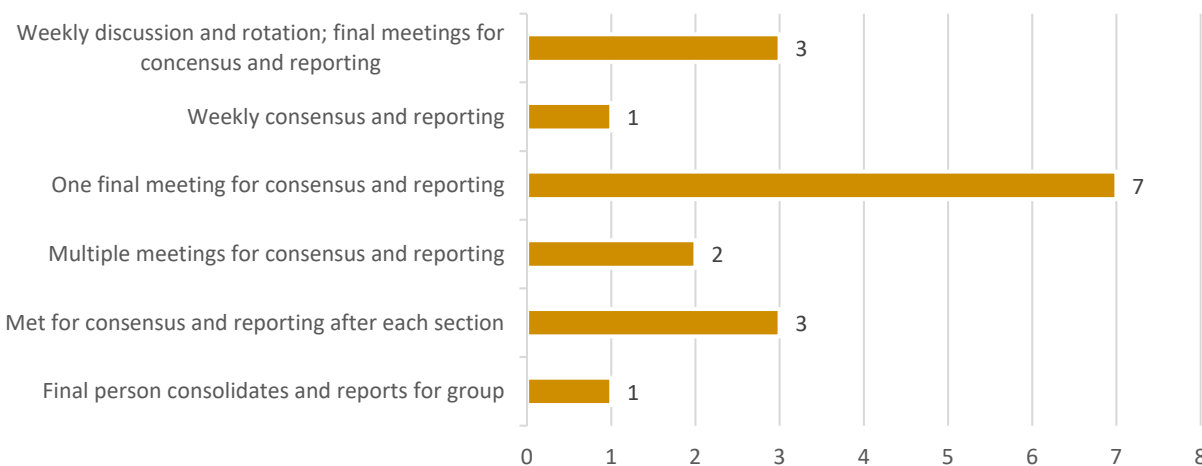
Reported Difficulties Completing Reports

Most Difficult Part of the Process

The majority of participants (r = 47.1%) reported that the most difficult part of conducting observations was the time commitment. Chart 11 illustrates the breakout between activities reported to be the most difficult.

Chart 11. Breakout between activities reported to be the most difficult.
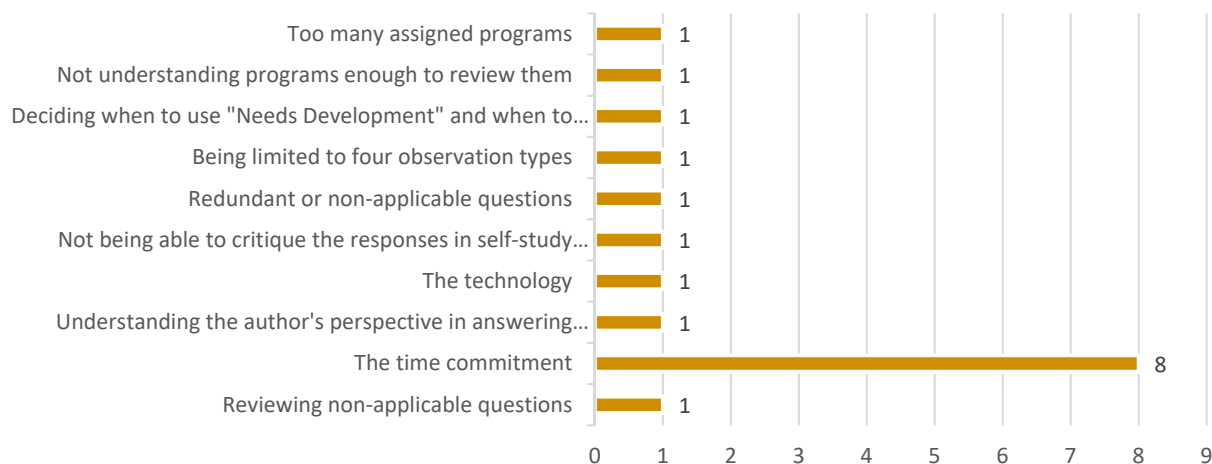
It should be noted that the majority of participants (r = 52.9%) also reported that they would follow the same strategies they used for LSPR&P, if they were called upon to serve as observers in the future.

Least Difficult Part of the Process

The majority of participants (r = 35.3%) reported that the least difficult part of conducting observations was the working with their groups. Chart 12 illustrates the breakout between activities reported to be the least difficult.

Chart 12. Breakout between activities reported to be the least difficult.
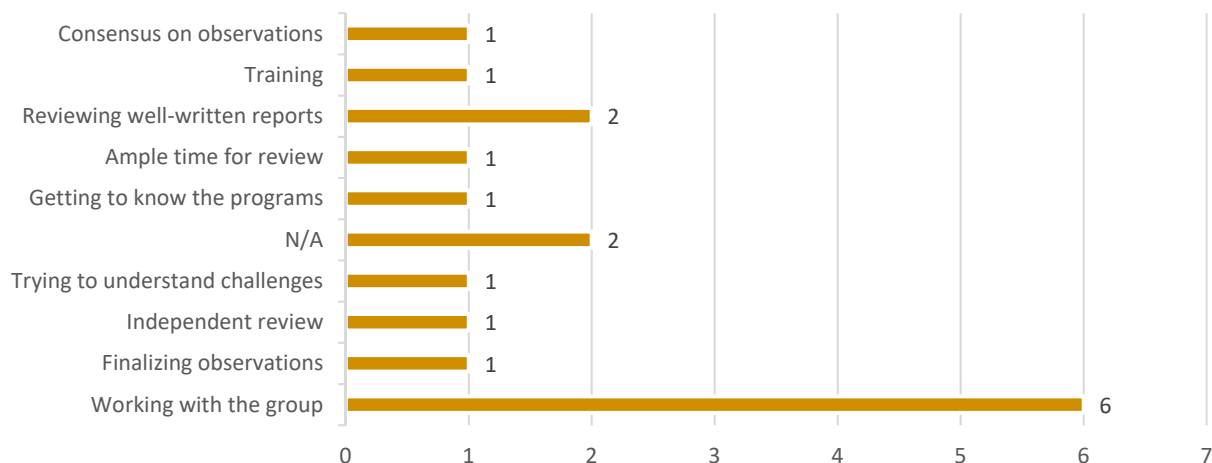
Reported Value of the Observation Process

The majority of participants (r = 29.4%) reported that the value of having peer groups participate in the observation process is that doing so provides for objective perspectives and reviews. Chart 13 illustrates the breakout of values participants placed on peer group review.

Chart 13. Breakout of values participants placed on peer group review.
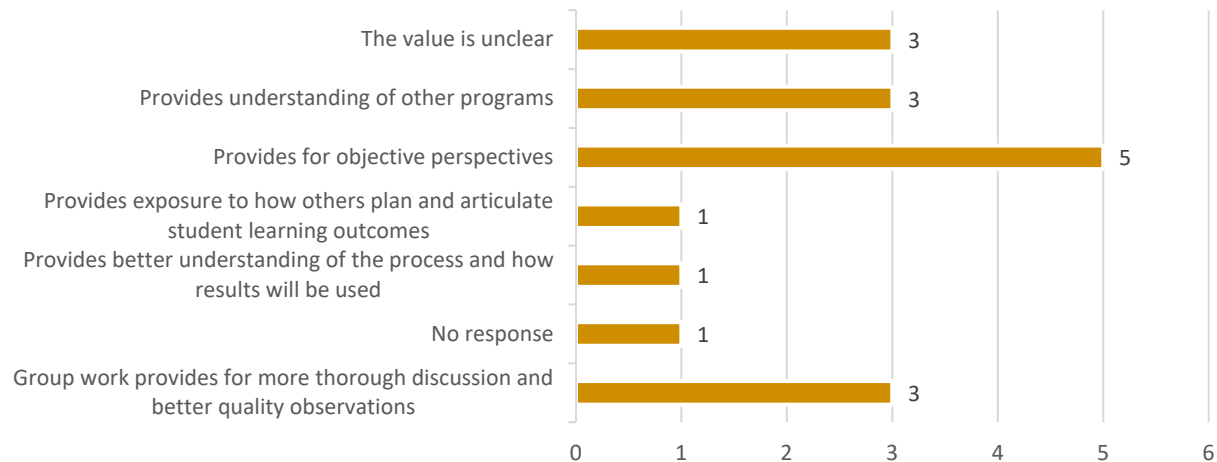
Conclusion

Observation Team reviews of individual program self-study reports typically took between two and three hours to complete.

The majority of observers conducted all of their independent reviews prior to coming together as a group. Additionally, the majority of observers met once, at the end of the review phase, to come to consensus and complete their final reporting.

The majority of observers reported that the most difficult part of conducting observations was the time commitment; however, they would follow the same strategies they used for LSPR&P, if they were called upon to serve as observers in the future. The majority also found that working with their groups was the least difficult part of the process.

The majority of participants believe that the value of having peer groups participate in the observation process is that doing so provides for objective perspectives and reviews.

LSPR&P Observation Team Survey Verbatim Responses

Q1: How many self-study reports did your subgroup review?

- 12
- 17
- Seventeen
- 13
- 15
- 14
- 11
- 13
- 11
- 13
- 14
- 16
- We were originally assigned 16 but it was determined that two were not considered programs. We didn't learn this until after reading the reports for both.

- 12
- 13
- 16

Q2: What was the average amount of time it took to review reports?

- 3-4 hours per
- As first observer, 2-3 hours if working on it straight through with little interruption. With interruptions from regular work, up to 3 days to complete. As second or third observer 1-2 hours.
- Two hours
- 3 hours between self review, and group discussion.
- 2.5 hours
- 2-3 hours per one
- An hour and a half
- 2 hours
- 1.5-2 hours individually, 1 - 1.5 hrs for each one as a group
- 3-4 hours per report
- 2 hrs per report
- 1-1.5 hours individually, ~1 hour group review.
- About two hours. One hour reading them individually and one hour reviewing them as a group.
- Roughly 3 hours per report (some took less, some took much longer). Typically it was 90 minutes to review it on my own and then 90-120 minutes to review it together as a group.
- 1-1.5 hours individually and then about an hour as a team and enter it into Compliance Assist.
- 3.5 hours each
- Approximately 45 hours for the individual observation portion (app. 3.5 hours per report (app. 5 minutes for each of the 43 sections - more for some, less for others). Plus one brief telephone conversation at start and then four in-person meetings (2 hours each) with full group to discuss our individual observation notes, come to consensus, and combine the notes (8 hours).

Q3: Please describe the process your subgroup chose to use to review reports.

- We broke it into a few at a time, we would review them individually and then meet weekly to discuss a few at a time.
- We divided our workload into thirds with the plan to switch off each week to review the next section. Then during two weeks of final meetings we met together to discuss our comments and ratings and decide upon a final rating.
- We divided the self studies into three sections and each reviewed one section per week, rotating to a different section each week until all three members had completed each section. We met once a week for approximately two hours to supplement our individual observations with group discussion and, finally, to make final observations.
- we all went through and then met as a group to come to consensus. We did 3 to start and then attempted to do the rest in groups of 4-5 but not everyone in the group got their part done so delayed the process.
- We put our individual assessment and comments in the observation section. The third person to review will consolidate and enter the team's final assessment.
- Each person started with five reviews and made notes in CA. Then we moved to the next five, and the last five. We met as a group twice to discuss the ratings.
- We met as a team to determine our process. Next, we each reviewed individually, entered comments individually with an assigned number, and then met to discuss the comments and discrepancies. We had discussions and made changes within a meeting.
- read individually then discussed together

- We set four dates to meet together then we divided the reports in four sets. We read each set individually then came together to discuss those assigned reports for the week. We made our individual notes then compared them and came to consensus at the group meeting.
- We read/reviewed four reports and then got together to talk about them.
- We met once to go over the process and divide up the reports. When done with our initial third we emailed each other. (So we weren't all trying to work on the same ones at once.) Then we got back together to reach consensus (not difficult) and submit group results electronically.
- We would choose 4 programs to review. We would review them individually and create observations. Then we would meet as a group to compare observations and come to a consensus.
- We scheduled 2-3 hour meetings where we compared our individual thoughts on each report and entered our final scores as a group. Members worked time to review the reports prior to meetings into our own schedules.
- Review each report on your own, come to meeting with you own "grades" and comments, and then we discussed each item to come up with a group consensus on grade & comments to include.
- We reviewed them individually via hardcopy and then put in our team responses into compliance assist.
- We put our suggested ratings in the comment box with our initials. We all read the same 4 in a week, then met to finalize ratings. Completed all 16 over the course of 4 weeks.
- Used dual screen with LSPR&P report pulled up on right and my spreadsheet pulled up on left (when in-office) and used spreadsheet and a printed version of a report if out-of-office or at a location where I could not access dual screen or Internet. Later transferred spreadsheet notes into online report.

Q4: What would you do differently next time?
- I think that worked out good for our group so we didn't confuse them.
- Schedule time for review away from my desk (cubicle) so that I might focus.
- Two of our three group members had planned to be away from the University during the final two weeks of this project. The third group member unfortunately had to take SL during this same period. Initially, we planned to be finished after three weeks. We missed this self-imposed deadline and once our members, one of whom was on an international trip representing WMU, were apart it was difficult to keep our previous pace. I think if we would have been able to meet one additional time before separating, this would have been sufficient to meet the University-imposed deadline. There were no clear instructions to report our progress to the LSPR&P coordinators, but in retrospect it could not have hurt to take this initiative.
- ?
- We need to have more focused time to do the review. I used mostly my weekends to do the reports.
- Having each review as a word document where we could each make notes and be able to see and access them all easily would be better. Clicking through to find information wasn't easy.
- I would spend more time on the front end reviewing as it was difficult to meet the deadline.
- nothing
- I don't think I would change our group process - this worked well for us.
- Check to see if any of the reports are "checked out" prior to our group meetings.
- Maybe have fewer reports per observation team?
- Nothing, really. I think there was value in evaluating the programs without the influence of the "first mover" if we had entered our observations in Compliance Assist before our group meeting.
- Nothing. Our group's process worked very well.
- I'm not sure I would do anything differently. I liked the process that we had - it just took a long time to do this way. That said, I think it resulted in better work.
- the process worked fine. have less programs to review.

- I'm not sure how to streamline the process.
- Develop a clear strategy with observation team at the start re: how we would review/discuss - and do them in smaller bites instead of in big groups.

*Q5: What was the **most** difficult part about reviewing the self-study reports?*
- The survey was long and the questions didn't fit all programs, so they were sometimes hard to follow.
- Primarily, finding the time to work on it and give it the attention it deserved with frequent interruptions. So balancing this and other work. Supervisor and myself did what we could to manage things, but the nature of my work did not allow for too much to be shifted.
- Completing all observations within normal work hours. We did not compromise the depth of our observations in order to move at a faster pace.
- Not everyone in the group having the time to get their part done by the deadlines we set. Coming to consensus on how hard to critique the reports. Having to go into each section- not always having the access.
- Trying to understand student learning outcomes, and process/operational outcomes from the perspective of the self-study authors.
- CA is not the most user friendly platform. It involves a lot of clicking to find information that was entered by reviewers.
- My team did not want to include many comments regarding the work, but whether or not the questions were fully answered. It was difficult not to includes observations about the work.
- -poorly written -redundant or not applicable questions
- The time commitment. I often took the reports home, or I would have to take work home if I spent office hours doing the reports. And it was hard to give constructive, meaningful feedback to some reports because the reviewer obviously did not take it seriously and put in minimal effort.
- Not having a "barely meets expectations" option.
- Finding the time (I mostly did it on nights and weekends) and staying "fresh" to give each report the thorough review it deserved. Also difficult to give NDs!
- Working the evaluation around other job commitments and my partner's schedules. Also, evaluating programs that did not do a good job creating their reviews (either through lack of effort, misunderstanding the questions, or lack of data gathering/assessment).
- We struggled frequently on whether to use the incomplete versus needs development grade on several points. It wasn't always clear if a report's author didn't answer the question thoroughly or if there really was a need to the program to improve on something.
- The amount of time it took. Twelve reports in roughly six weeks while trying to keep up with the tasks of my regular job was tough. The rubric was also a bit challenging as to how we were going to use it given that the instructions and consideration points didn't always align completely.
- not understanding the programs enough to feel like we can review them. Since we couldn't follow up with them with clarifying processes, those answers didn't get answered.
- Too many programs for each group in the allotted time. Also, the number of clicks needed just to input ratings. Very tedious.
- Getting time to work on it. No release time available due to short staffing situation, so did a lot of the work evenings and weekends.

*Q6: What was the **least** difficult part about reviewing the self-study reports?*
- Reviewing it as a small group helped make it easier to complete.
- Finalizing our observations. Even if we had different ratings, we realized we had very similar explanations and it was very easy to come to a consensus.

- 1. My teammates were incredibly easy to work with and acted with high professionalism throughout. Recognizing that not all teams have equal synergy, I believe our team excelled in this area which made easy work of communicating our observations to each other.   2. The LSPR&P team was very timely in responding to questions.
- Reading them as an individual.
- Trying to understand challenges
- Can't think of anything.
- It was great to read the work of other programs so that I gained a greater understanding.
- given ample time to read them
- Working with my group. I enjoyed them and we worked well together.
- When the report writer did a great job on their report.
- The training made using the electronic system easy to navigate.
- Finding a consensus with my peer group.
- Going through them as a group. We came from a nice mix of academic backgrounds and brought different perspectives to the process.
- Reading the good reports that had lots of data and support documents attached! Some were great and easy to read without having much knowledge of that area. (See Dining Services' report.)
- Consensus on ratings.
- Completing within the timeline. The other two observers in my group were exceptional and worked hard, had great insights to share, and were great partners overall. There was no way we were not going to complete high quality observations on time!

Q7: What do you believe was the value of having peer groups participate in the observation process?
- It helped with the reviewing process and discussing some of our findings gave more insight into information some would not have known about programs.
- It was a very unique and valuable experience. As each of us were aware of or participated in our own program review process, serving as observers provided some insight into the process and also let us know what is going on in the minds of other leaders of other programs. Additionally, having gone through the process ourselves, meant that we could relate on some of the misinterpreted questions and knew how to provide descriptive and relevant explanations of what was expected in a way that (we hope) used familiar language.
- As in any peer review scenario, WMU employees are uniquely qualified to recognize and evaluate pieces of their own organization. Peer review also helps ebb inherent bias of participants in the review process, unintentional though it may be.
- It was nice to have different perspectives, some in the group had a better understanding of that unit. It also helped keep balance on those who wanted to give everyone a meets and those who wanted to give everyone a needs improvement.
- Getting to know about other programs in the university
- It was valuable to see different units' commitment and ability to articulating student learning outcomes and planning how they can be reached.
- It made me more aware of how to complete my program reviews in the future. I appreciated learning by reading. I valued meeting my team members. Peer observation is important as they have more knowledge of where others are coming from than someone who would not be considered a peer.
- I believe that is still to be determined
- Objective feedback, fresh eyes to view a program that had no previous bias.
- It expanded our knowledge of other programs on campus; we were able to make suggestions to programs as to how they might do something.

- A fresh and impartial set of eyes.
- One member of the group would often bring up something that the others overlooked, or would advocate for a position that s/he felt was important.
- The greatest value was the "group" part. It was much more fair to the programs to have multiple people review the reports and discuss them before assigning grades. There were a number of points where different group members initially did not have the same opinion on how a point should be scored and having a discussion about each of these led to a more thoroughly flushed out final rating.
- It was very interesting to work with others from very different offices across campus. We all brought very different perspectives. I can't tell you how many times their ideas about items changed my mind on what marks/comments a review should be given. I think it made the process more interesting for me and resulted in a better quality of observations.
- I'm not really sure there was. As a next level reviewer, why would I care about the opinion of folks who may not have an understanding of a program?
- I'm not sure I can answer that yet. It depends on how the peer observations are used going forward.
- -

Q8: What suggestions do you have for improving the LSPR&P process?
- Adjust the survey to help focus on what the survey is trying to achieve. Focused too much on the past and not the future of the program.
- 1. Recommending people work on the observations away from their desks if possible. 2. Ability to enter information on a single worksheet for the entire thing, or even by lettered section and not by item. Clicking through took a lot of time and slowed down entering final observations as a group.
- 1. All information regarding the observation template, including the mock self-study, should be ready to go before observer training begins.   2. I recognize the enormity of this review process and all the hard work the coordinators and organizers thereof have and will continue to put into this important project. I appreciate this work on behalf of the University community.
- Less reports per group. Better training on how to evaluate the answers. (rubric vs what was asked).
- Training on what student learning outcomes and process/operational outcomes mean. Also the scope of programs some seemed to mix up the program with their next level unit.
- Groups of two people should be sufficient. Fewer reviews for each group would also be better. Training for the groups should involve more information about what constitutes good learning outcomes, goals, data, etc.
- For a first time doing this, it was excellent! The teams were provided plenty of notice and training opportunities. the online tools were helpful. I still missed a deadline for submitting one program review, but I definitely won't do that again now that we have been through the process. Institutional Effectiveness staff did a great job! My observation team appreciate Cathe's availability for questions and guidance.
- look at/change questions -make sure departments/areas are submitting appropriate info
- make sure all items are checked in before sending them to the observation teams - this was a big source of frustration as many reviewers did not check in their items.   -Some of the questions are unnecessary or do not apply to all the programs. -If you really want to make the time commitment manageable, give us fewer reports. -If the wrap-up meeting is during the lunch hour, provide a full lunch, not snacks.
- Having more time for the observation process.
- Assessment based on data was clearly new for some of the units who wrote the reports. Better training for the report writers--especially about the difference between goals and measurable goals.
- 1) Fewer programs for each team to review. 2) Shorten the length of the program reviews. Some questions could be combined, and some could be dropped altogether (e.g. do all programs really need a vision statement in addition to a mission statement? Combine 2a and 2b and drop the "explain how these methods have enabled collaboration", Combine some of the HR/compliance questions, etc.). 3) Some of

the questions need better examples in the supplementary brown text. The "measurability" of strategic goals, quality student learning outcomes, and appropriate process outcomes seemed to be areas of difficulty for many programs. Maybe supply an exemplary program review with the initial instructions as a model? 4) Narrow the definitions of what constitutes learner support. Some of the programs I reviewed were only tangentially related to "learner support", in my opinion.

- My Department Chair and Dean didn't understand why I spent so much time on this project. It was my Dean who nominated me for the committee and he gave my Chair the impression I would just be looking at a few reports from my own College. I'm not sure if he didn't read through the initial request as thoroughly or if it needed to be better communicated how time consuming this would be.

- -Less reviews per team (8 seems like a more manageable number) but keep the same timeline -More guidance on how to approach the review. Specifically, I think it would've been helpful to have a 2nd training session or a Q&A session after teams had a chance

- Evaluate what's a program. Some too granular.   Less programs to review - I certainly did not get "time release" - that doesn't really exist.

- More groups, more refined rubric that explains what an EE or ME would look like.

- Ensure that departments have a clear expectation of what to deliver (between now and next review provide training so that departments can get better at these components and will have something to report about). Be realistic about the amount of time that it takes observers to complete this process (20-30 hours was a very low estimate, 50+ was needed and that for a very efficient group with no illness, vacation, etc. occurring during the process).

Appendix G

Next- and Division-Level Reviewer Recommendations by Program within Division, and Verbatim Responses to Survey

Next- and Division-Level Reviewer Recommendations by Program

within Division

Office of the President

Program	Next-Level Directive	Division-Level Directive
Office of the Ombuds	*no unit level*	CQI

Academic Affairs

Program	Next-Level Directive	Division-Level Directive
Assessment and Undergraduate Studies		
CASP - Alpha Program	CQI	CQI
CASP - ARC Tutoring Program	CQI	CQI
CASP - Exploratory Advising	CQI	CQI
CASP - Intellectual Skills Development	CQI	CQI
CASP - Military and Veterans Affairs	CQI	CQI
CASP - Service-Learning	CQI	CQI
CASP - TRiO SSP	CQI	CQI
CASP - Writing Center Services	CQI	CQI
OFD - Academic Leadership Academy	REM	REM
OFD - Graduate Teaching Institute	REM	GRW
OFD - New Faculty Orientation	REM	REM
OFD - New Faculty Seminar	REM	REM
OFD - Teaching and Learning Bash	REM	GRW
OFD - Teaching with Technology Symposium	REM	GRW
Center for Fostering Success		
Seita Scholars	CQI	CQI
Academic Colleges		
A&S - Advising	CQI	CQI
A&S - Student Success Services	CQI	CQI
CEAS - Advising Office	CQI	CQI
CEAS - STEP (STEM Talent Expansion Program)	CQI	CQI
CEHD - Advising	CQI	CQI
CEHD - Field Placement	GRW	REM
CEHD - Student Success and Retention	CQI	CQI
CEHD - Teacher Certification	CQI	CQI
CEHD - TRiO Future Educator Success Program	CQI	CQI
CFA - Art Advising	CQI	CQI
CFA - Dance Advising	CQI	CQI
CFA - Music Advising, UG	CQI	CQI
CFA - Music Advising, Grad	CQI	CQI
CFA - Theatre Advising	CQI	CQI
CHHS - Academic Advising	CQI	CQI

Program	Next-Level Directive	Division-Level Directive
CHHS - Bronson School of Nursing	CQI	CQI
CHHS - Learning Resource Center	CQI	CQI
CHHS - School of Social Work	CQI	REM
CHHS - Student Engagement and Success	CQI	CQI
CoA - Advising	CQI	CQI
CoA - Recruitment and Outreach	CQI	CQI
HCoB - Admissions and Advising	CQI	CQI
HCoB - Communication Center	CQI	CQI
HCoB - MBA/MSA Graduate Advising	CQI	CQI
HCoB - Zhang Career Center	CQI	CQI
LHC - Advising	CQI	CQI
Enrollment Management		
Admissions - Student Ambassador Program	*no unit level*	REM
FYE - Fall Welcome	CQI	CQI
FYE - First Year Seminar	CQI	CQI
FYE - Orientation	CQI	CQI
FYE - Transfer Student Services	GRW	REM
Extended University Programs		
EUP - Advising (General University Studies)	CQI	CQI
EUP - Online Learning Faculty Resources	*no unit level*	CQI
EUP - Osher lifelong Learning Institute *(Centers & Institutes)*	CQI	CQI
EUP - Professional Development	PR	PR
EUP - WMU Battle Creek Student Services	CQI	GRW
EUP - WMU Grand Rapids Student Services	CQI	GRW
EUP - WMU Lansing Student Services	CQI	GRW
EUP - WMU Metro Detroit Student Services	CQI	GRW
EUP - WMU Muskegon Student Services	PR	GRW
EUP - WMU Southwest Student Services	PR	GRW
EUP - WMU Traverse City Student Services	PR	GRW
Haenicke Institute for Global Education		
HIGE - CELCIS *(Centers & Institutes)*	CQI	CQI
HIGE - Immigration Services *(Centers & Institutes)*	CQI	CQI
HIGE - International Admissions and Services *(Centers & Institutes)*	REM	REM
HIGE - Study Abroad *(Centers & Institutes)*	CQI	CQI
The Graduate College		
TGC - Graduate Ambassadors and Fellows	CQI	REM
TGC - Graduate Student Orientation	CQI	CQI
TGC - Professional Development	CQI	REM
Office of Sustainability		
Sustainability - Action Research	GRW	CQI
Sustainability - WeSustain Internship	GRW	GRW
University Libraries		
Libraries - Information Literacy Instruction	CQI	CQI
Libraries - Research Assistance	GRW	GRW
Libraries - Resource Delivery	CQI	CQI

Diversity and Inclusion

Program	Next-Level Directive	Division-Level Directive
ODI - Kalamazoo Promise Scholars	GRW	CQI
ODI - LBGT Student Services	CQI	CQI
ODI - Real Talk Diversity Series	GRW	CQI
Division of Multicultural Affairs		
DMA - College Assistance Migrant Program	CQI	CQI
DMA - Martin Luther King Jr, Student Scholars Academy	GRW	CQI
DMA - Mentoring for Success Program	CQI	CQI
DMA - Michigan Campus Compact	*no unit level*	*No response*
DMA - Michigan GEAR-UP	*no unit level*	*No response*
DMA - Upward Bound Program	*no unit level*	*No response*
Disability Services for Students		
DSS - Peer Mentoring Program	GRW	CQI
DSS - What do You Know? Film Series	PR	CQI
DSS - Workforce Recruitment	CQI	CQI

Intercollegiate Athletics

Program	Next-Level Directive	Division-Level Directive
Bronco - Academic Services	*No unit level*	*No response*
Bronco - Varsity Sports	*No unit level*	*No response*

Student Affairs

Program	Next-Level Directive	Division-Level Directive
Bernhard Center		
BSC – Catering *(Division requested move to AdminR&P cycle)*	GRW	GRW
BSC - Event Services	*No unit level*	GRW
BSC - Operations	CQI	GRW
Residence Life		
Residence Life - Apartments	*No unit level*	CQI
Residence Life - Learning Communities	*No unit level*	CQI
Residence Life - Residence Halls	*No unit level*	CQI
Student Activities and Leadership Programs		
SALP: Campus Activities	GRW	GRW
SALP: Fraternity and Sorority Life	GRW	GRW
SALP: Leadership Development	CQI	CQI
University Recreation		
University Recreation - Club Sports	*No unit level*	REM
University Recreation - Employee Wellness	*No unit level*	GRW
University Recreation - Fitness and Wellness	CQI	REM
University Recreation - Intramurals	*No unit level*	GRW

Program	Next-Level Directive	Division-Level Directive
University Recreation - Student Recreation Center	*No unit level*	REM
Unit as Program		
Career and Student Employment Services	*No unit level*	CQI
Campus Student Employment Program	*No unit level*	CQI
Children's Place Learning Center	REM	REM
Parent and Family Program	CQI	CQI
SHC - Sindecuse Health Center Program	*No unit level*	CQI
Student Conduct	CQI	CQI
WMU Dining Services	CQI	CQI

LSPR&P Next- and Division-Level Survey

An exit survey was developed in SurveyMonkey®, and distributed to LSPR&P Next- and Division-Level Reviewers between June 28 and August 28, 2017. Reminders were emailed on July 6 and August 3. Chart 14 illustrates that, of the 25 survey invitations, only 10 Next- and Division-Level Reviewers responded (r = 40.0%).

Chart 14. Next- and Division-Level Reviewers Survey analytics.
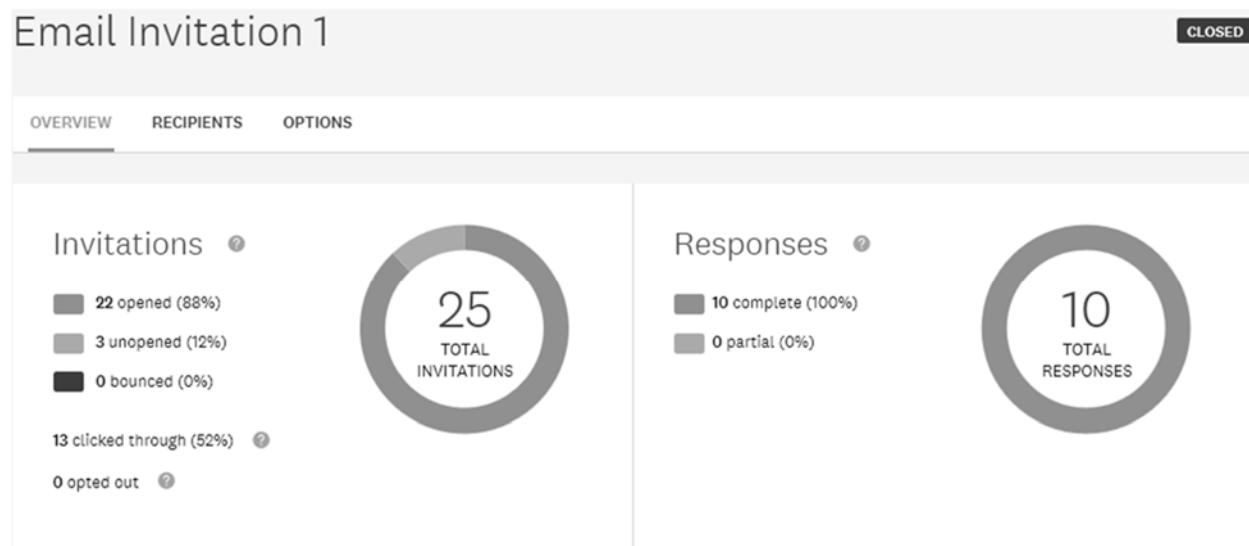
LSPR&P Next- and Division-Level Survey Verbatim Responses

Q1: What LSPR&P criteria items in the self-study reports did you find most meaningful or useful for future planning of a program? Which one(s) would you eliminate next time?

- Strategic planning, assessment of student learning outcomes, assessment of process/operational outcomes, opportunity analysis. I would eliminate "overall impact of the program.
- No specific recommendations.
- All criteria was helpful.
- The program I evaluated (Ombuds) was not very well suited for the review process. It appears that the review was drafted to resemble, as closely as possible, the review of academic programs conducted two years earlier. The Ombuds staff do keep records of the clients they serve/advise, but their concerns are

confidential and often very complex. For instance, a single compliant from a student can deal with outstanding balance, unsatisfactory academic progress and a learning disability not being duly acknowledged by an instructor. Nearly every client presents such multifaceted concerns. If their problems were singular and simple, they would not turn to the Ombuds for help with untangling them. What I'm saying is that data-driven purpose for this office is not as easily collected as it might be in the academic programs.

- Program areas that do not do an excellent job on program evaluation appreciated questions about measurement as it gave them the opportunity to rethink data collection and assessment.
- Most useful: Assessment; Eliminate: None
- Eliminate: The compliance section wasn't very helpful; Most helpful: Sections 1, 3, 5, 6, 7, 10, 13, 14.
- I found the analysis of the program to be useful, I think this could have been accomplished with less structured questioning, where the department can craft the narrative around what it sees as most important rather than responding to so many specific questions
- The process was useful for thinking through key elements of the program; however, there was a lot of redundancy in the reporting format.
- The assessment questions were most helpful. The units under me really aren't involved in some of the areas of the review like global learning or service-learning, so these were of little or no value. They may be related to what other units do, however, so I'm not sure they can be eliminated. Maybe next time we need to emphasize that not all things relate to every unit, so saying we don't do that is alright. There was also confusion about the difference between program goals and learning/operational outcomes. Maybe this needs to be made clearer next time.

Q2: In terms of program planning, how will you follow up on the recommendations you made or received through this review process?

- I will follow up by thanking everyone involved. I will give kudos to those who did a good job. I will ask those who received remediation rankings to follow-up with the specific direction I have provided.
- This part of the process has not been clear to me. I was hoping to get further feedback from Provost-level reviewer but am not sure if it is there.
- Our staff is currently meeting to identify ways we will enhance our individual operations by collaborating within department operations. Recommendations were very helpful in framing this exercise.
- Software to facilitating tracking of grade appeals and tuition appeals will help demonstrate the clear trends developing in these areas.
- I am meeting with two of the program areas to discuss plans for the areas where strengthening is needed.
- Focus more on assessment.
- "We have already been addressing some of the limitations revealed through this review process.
- Strategic plan has been modified in one area based on review.
- Will address regularly in staff mtgs. "
- We will be reviewing practices and looking for opportunities to strengthen programs
- the recommendations offered affirmed program planning efforts that are already underway.
- I will meet individually with each unit head and have a discussion about what I and others observed during the process. I suspect these meetings will occur in August, before the start of the fall semester.

Q3: What suggestions do you have for improving the overall learner-support program review process?

- Modify the number of reviews within departments. Some of the reviews were of programs within departments that do not operate separately, leading to unnecessary redundancy. In all cases, I believe the report should ultimately be submitted from the department head. The reason I say this is that the quality of the reports varied greatly based on the experience level of the person submitting the report. Since these reports are being reviewed for the University, I think there should be some quality controls in

place at the departmental level. There was also great variability on the part of the Observers, some were focused on spelling and grammar; others on overall content. For the most part, however, I would say the observers did a very good job. I prefer a program review process where we bring in external reviewers who have similar content expertise as the unit being reviewed. I recognize that is a very expensive model but I believe it gives the overall review more credibility for all involved.

- My biggest issue was that there were some answers done by units in my division that were not well done, or were terribly inaccurate. These went to the committee and were given "meets expectations" before I could even have a chance to review them! The committee had no way to verify if the answers were accurate and provided feedback that was inappropriate. It seems there should be more opportunity to provide feedback within units before going to committee across campus.
- The process was more detailed that I anticipated and consequently, did not have time to devote that would have been more engaging. I don't have another solution in mind but at the time of review again, perhaps there will be other suggestions available.
- With the wide array of programs, some have a single purpose, others are facilitators, others are advisors, and others exist more for compliance satisfaction than the enhancement of the student experience. Finding a way to be both flexible and consistent in measuring the program responses is the challenge. Still, the exercise of self-examination and peer-review is helpful and valuable.
- It is a lot of work on both ends, but it is necessary, and I am glad that your team required the work to be completed. Cathe Springsteen was accessible for questions, which was also appreciated.
- Data was not available for some of the questions. The University could provide support on finding data.
- There was confusion for our unit, the Lee Honors College. It was our staff's understanding that the college overall was to be evaluated, yet the initial review done by the observation team focused only on the Advising unit of the college and that was the title of the unit for the purposes of the review. We were dinged for lack of specifics on the Advising services, when those completing the self-eval were providing info on the college overall.
- Simplify this process, by offering opportunities to address questions more broadly with fewer specific questions.
- It would be helpful to have more advanced information of the grand plan of program review, with estimates of workload and timeline required of program staff. It would also be helpful to know how else the information is being used other than individual program feedback.
- Other than tweaking the questions that are asked, I'm not sure what improvements should be made.

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