Non-Instructional Program Review Instructions

Process and Guidelines

Office of Strategic Analysis & Accreditation

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Contents

Overview

At Salt Lake Community College, reviews of non-instructional programs and services provide a mechanism for systematic assessment and review of:

- Alignment with and contribution to SLCC mission, vision, and goals
- Progress on department/unit goals and associated metrics
- Systematic integration of services across departments
- Quality, efficiency, and effectiveness
- Customer/client service

The assessment of an office or department's contribution to the mission, vision, and goals of SLCC is at the heart of the review. A comprehensive review also provides information for operational planning decisions, resource allocation, and the development of long-range strategies that are cross-functional and collaborative.

The final deliverable of the program review process consists of three written documents: 1) a self-study, 2) an external review, 3) an implementation plan. These three documents will be submitted to the Office of Strategic Analysis and Accreditation as well as the Vice President representing the department under review. The department head will present the review and its findings to the Senior Leadership Team, while the Vice President of Institutional Effectiveness (IE) will then present it to the Executive Cabinet. It will also be available to colleagues, students, and the public. These reports should be seen as a point of pride for the department, describing its important work, showcasing its successes, and highlighting areas for improvement. In order to close the loop, the department under review will also be expected to make a follow-up report every other year. This brief report will touch on progress made toward reaching department goals, stumbling blocks encountered, and any changes made to the plan.

The Office of Strategic Analysis and Accreditation is available as a resource to assist with each step of this process. We can answer questions, provide advice, assist with logistics, and help keep track of deadlines. Please reach out to Jamilla Al-Ani (jamilla.alani@slcc.edu), Carolyn Peterson (carolyn.peterson@slcc.edu) or Jessie Winitzky-Stephens (jessie.winitzky-stephens@slcc.edu, 801-957-4584) for assistance.

Refer to the Program Review Sharepoint site for more resources, self-studies, external reviews and action plans.

Purpose

The comprehensive program review accomplishes several overlapping purposes:

1. Ensure alignment with SLCC mission, vision, and goals
2. Encourage process improvement
3. Identify needs for better resource allocation
4. Inform strategic planning

Alignment with SLCC Mission, Vision, and Goals

We want to ensure that all units are operating in harmony with the college strategy and provide a consistent experience for students, faculty, and staff who interact with each department at the college. Consider how well your unit/department aligns with the college's mission and vision, and if you could make changes to strengthen that alignment. Identify the goal or goals your program

Mission	Vision
Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.	Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

Goals
- Increase student completion
- Improve transfer preparation and articulation
- Align with and respond to workforce needs
- Achieve equity in student participation and completion
- Secure institutional sustainability and capacity

supports and propose ways your department could advance progress on this goal.

Process improvement
Identify areas of inefficiency and propose means of addressing them.

Resource allocation
Identify the unit's needs, in terms of personnel, tools, technology, or changing demands for physical space. Resources identified in the review as critical for process improvement or better alignment with SLCC mission, vision, and goals will be given priority in the informed budget process (IBP).

Strategic planning
Department- and college-level strategic planning for the next seven years. What are the department's long-term goals? What will the department need in order to achieve these goals?
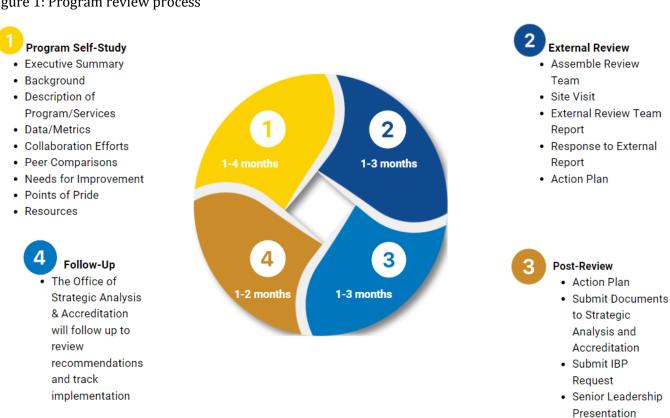
Process
In accordance with Northwest Commission on Colleges and Universities (NWCCU) accreditation standards, SLCC periodically reviews all non-instructional programs and services. The process described here is compatible with the long-standing practice of academic and student service program reviews conducted over a seven-year cycle. A schedule of program reviews has been

created by senior leadership and is facilitated by the Division of Institutional Effectiveness. View the Master Calendar for a yearly schedule.

The Vice President (VP) or Provost responsible for the programs and services under review will oversee the review process. The VP of Institutional Effectiveness will report the findings to the Executive Cabinet and President. The program lead will summarize the findings from the program review to Senior Leadership Team (SLT). The program review specialist will aid in making presentation posters for each program while guiding them through the process.

Figure 1: Program review process

1 Program Self-Study
- Executive Summary
- Background
- Description of Program/Services
- Data/Metrics
- Collaboration Efforts
- Peer Comparisons
- Needs for Improvement
- Points of Pride
- Resources

4 Follow-Up
- The Office of Strategic Analysis & Accreditation will follow up to review recommendations and track implementation

1-4 months
1-3 months
1-2 months
1-3 months

2 External Review
- Assemble Review Team
- Site Visit
- External Review Team Report
- Response to External Report
- Action Plan

3 Post-Review
- Action Plan
- Submit Documents to Strategic Analysis and Accreditation
- Submit IBP Request
- Senior Leadership Presentation

The timeline for the program review process is as follows:

- January-February
  - Kick-off
  - Receive program review materials (see Appendix A for the five-year calendar of program review)
  - Begin planning
- February- June

- o Gather materials and data for self-study
- o Write self-study
- o Select external reviewers
- o Sign contracts
- o Schedule site visit (see Appendix B)
- o
- July-August
  - o Conduct site visit
  - o External reviewers write their assessment
  - o Write response to external review (optional)
- October
  - o Action Plan
- November- Dec
  - o Submit comprehensive review (self-study, external review, action plan) to Vice President over division
  - o Put together any IBP requests to fund needs identified in the review
- February-March (following year)
  - o Submit IBP requests
- July (following year)
  - o Present findings to Senior Leadership

The components of this process are described in more detail below.

Self-study

The self-study is a written document submitted to the Vice President over your area. The external review team will also review the self-study before starting its work.

Refer to the self-study template on how to write and organize the document.

Once the self-study is complete, it is sent to a group of external reviewers. The external reviewers review the self-study, conduct a site visit or virtual visit, and write an assessment of the program. Below are the necessary steps to ensure each element of this process goes smoothly. You may modify this approach according to the specific requirements of your program.

Assemble review team

The review team should include at least two external reviewers (one in-state and one out-of-state, if possible) with expertise in the area under review. It should also include at least one internal reviewer from a functional area outside the department. The senior-level administrator (i.e., director) over the area will choose the review team in consultation with the appropriate AVP and/or VP. The VP pays the consulting fees for external reviewers. If this is a challenge, please contact the Project Specialist in Strategic Analysis and Accreditation for more information.

Site visit

After the self-study is complete, external reviewers will have the opportunity to read this document and meet with key stakeholders to prepare their own report and recommendations. External reviewers may conduct their interviews in person or via distance.

The person in charge of the department/unit under review should be available to answer questions from the external reviewers. They do not, however, participate in the meetings unless explicitly invited by the reviewers.

Regardless of whether external reviewers meet in person or via distance, there are several logistical concerns to be aware of. Primarily, these involve preparing contracts and organizing the meetings themselves. See Appendix B for detailed instructions.

External review team report

The review team should address the following questions. Answers to the questions should be garnered from review of the self-study, subsequent interviews with personnel, and observations made during the site visit. The review team may consider additional questions based on the unique nature of the program and services under review.

1. Overall, how well is the unit/department meeting its stated purpose in the context of SLCC's mission, vision, values, and goals?
2. How effective is the unit/department in delivering its programs and services?
3. How efficient is the unit/department in delivering its programs and services?
4. How well is the unit/department serving its current customer base? Are there potential customers who are not being served who should/could be considered for future services?
5. How is the unit/department ensuring equitable and inclusive programs and services? How is it addressing the needs of historically marginalized populations?
6. How effectively is the unit/department structured and administered?
7. How well does the unit/department collaborate and cooperate with other departments?
8. Do the programs and services contribute to clear systems and processes at the institutional level?
9. Are the program and services offered professional and meeting current practice standards?
10. Does the unit/department have adequate processes in place to continually assess its programs and services and respond to assessment data?
11. What are the major limiting factors in the quality, effectiveness, and efficiency of current services and in the future growth of services?
12. What changes and improvements should be made in the unit/department to improve services and advance the college and department purpose?
13. If applicable, is the unit/department meeting professional, state, and/or federal standards?

Response to external report

The department/unit leader will have the opportunity to address issues raised in the external report. This can take the form of a written statement and will be included in the overall program review documentation.

External Review Contracts

Use the Simple Service Contract Form for each external reviewer. Follow the simple service guidelines when filling out the contracts. The contracts are to be filled out, signed and submitted prior to the site visit. Submit the contracts through SLCC Buy as a payment request. Program review specialists will guide you through this process.

Action plan

Finally, using insights gleaned from the self-study and external review, the department head will create an implementation plan (see Appendix C for template). This document will allow senior leaders to quickly see each department's recommendations and a timeline for when they may be implemented.

Post-Review

The year-long process culminating in the self-study and external review is merely the first step in the seven-year program review cycle. As the aim is to continually improve processes, outcomes, and alignment with strategic goals, the review provides information, direction, and accountability. Thus, it is important to share findings with colleagues to celebrate successes and commit to following through with improvement recommendations.

Senior Leadership Presentation

Once the comprehensive review is complete, the department/unit leader will have the opportunity to present its findings to Senior Leadership. This presentation should take 5-7 minutes and include:

1. An overview of the review
2. Key accomplishments
3. Barriers to address
4. IBP requests
5. Recommendations for improvement and a plan for their implementation
   a. Action plan
   b. Timeline
   c. Additional resources (technology, personnel, etc.)

Submit Documents to Strategic Analysis and Accreditation

For record-keeping purposes, please provide an electronic copy of each of these documents (Senior Leadership presentation, self-study, external review, and any responses) to the Office of Strategic Analysis and Accreditation in the Division of Institutional Effectiveness. Each program review and its accompanying documentation will be kept on file to 1) demonstrate to our accreditors the college's commitment to continual improvement and 2) document the improvement plans outlined by each department/unit for accountability.

Submit IBP Request

If the recommendations include additional personnel, technology, or other resources, the department/unit will need to request these funds through the Informed Budget Process (IBP), using the online portal maintained by the Budget Office. Resources identified in the program review as critical for process improvement or better alignment with SLCC mission, vision, and goals will be given IBP priority.
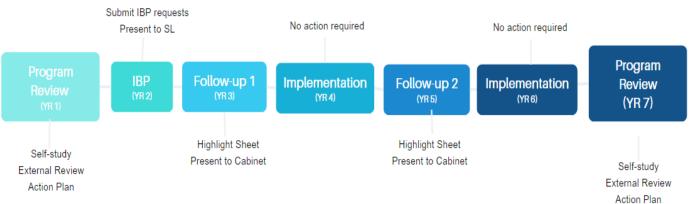
IBP requests are typically due in March and are considered for the upcoming fiscal year (e.g., requests made in March 2021 will fund in the 2021-22 fiscal year). Therefore, it is important to think ahead and be proactive. Contact the Budget Office for more information or if you have questions.

Follow-Up

Finally, the Office of Strategic Analysis and Accreditation will follow up with the department/unit every other year after the comprehensive review is complete to document any changes that have been made to the action plan, to gauge progress, and to gather feedback on the program review process.

PROGRAM REVIEW CYCLE

with follow-ups

End of Year 2: IBP

The program review cycle operates on the calendar year and is intentionally timed to inform program leads of their department's resource needs in time to submit IBP requests in January. Decisions regarding IBP are typically announced in late spring or early summer, which will allow program leads to revise their action plans if any changes are necessary. Program leads will present key findings to senior leadership at this stage.

End of Year 3: Follow-up 1

Two years after the action plan is complete, SAA will ask program leads to complete showing progress on their action plan. SAA will compile this information into a highlight sheet so cabinet members can easily find program updates. This information will include key accomplishments,

End of Year 5: Follow-up 2

At the end of Year 3, SAA will again ask program leads to complete the action plan progress template and present this information in a for Cabinet to review.

Appendix B: Site Visit Logistics

Contact OIT (remote site visits only)

When hosting external reviewers remotely, OIT provides help with troubleshooting, hosting, and telephone support. To secure the necessary help from the Office of Information Technology department, you must create a ticket by emailing helpdesk@slcc.edu. We suggest creating a ticket with specific details of the event a month in advance. This will give OIT enough time to prepare and provide the best service. The ticket should include:

1. A brief description of the nature of the request with specifics about:
    a. How many meetings are you planning to have?
    b. How many people are participating in each meeting, internally and externally?
    c. List times and days of each meeting
2. Request a technology check for:
    a. Mic
    b. Camera
    c. Platform (WebEx, Zoom, MSTeams, etc.)
3. Include any other information you deem important

Prepare the contracts

All contracts for external reviewers will be processed by SLCC Buy. Refer to the following tutorial on how to submit a procurement contract.

Contract Management User Training.pdf

NOTE*: This may take several days. Be sure to stay on top of the process by keeping track of when the document was sent out and where it should be going next. Send out a reminder if you don't hear back in two consecutive days.*

Schedule Meetings

The external reviewers are likely to have opinions about which groups they want to meet with. Coordinate their requests with the VP over the area. Once the groups are agreed upon, create an itinerary and begin scheduling meetings.

Create an Agenda/Itinerary

Prepare an itinerary for external reviewers that lists all meeting times and dates. It should include the following:

1. Days and times when the meetings are taking place
2. Names and positions of those participating in each meeting
3. The meeting's location (specific room, via video or a phone call)
4. Contact information of those responsible for technical assistance (IT, coordinator, etc.)

Invitation preparation

When you have gathered all the information listed above, compile this into an invitation, run it by the head of the program that is being assessed, and once all the kinks are ironed out, send out the invitation.

Be available to answer questions and make corrections.

Most likely there will be a few questions and some things may go wrong. Since you were there from the beginning, you are there to help. The member of OIT helping may not know all the sides, neither would the external assessors, be sure to help things connect.

Appendix C: Action Plan Template

Recommendation	Action	Target start date	Responsible party	Status	Notes
Example: Improve communication within and between departments	Work with other departments to create a communication plan	1/1/21	Keisha (Director), Harriet (allied department Director), Mohammed (Admin Assistant)	In progress	Discuss progress at monthly staff meetings