



## *Program and Departmental Review for Administrative and Educational Support Units (AES)*

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### **Introduction**

The purpose of this review process is to ensure that nonacademic administrative and educational support units undergo a comprehensive, systematic, and rigorous evaluation on a regular basis. The emphasis of the review is upon analysis of the unit's effectiveness, contribution to the college's mission and goals, and cost effectiveness and innovation rather than upon description of services offered. The focus of evaluation in this review is not the individual staff member, but the unit itself. AES reviews will be conducted on a regular five-year cycle.

This review process for AES units does not replace the college's current schedule of assessment activities. Assessment is an on-going activity that is expected to part of each department's annual activities and plans, while administrative and departmental unit review takes place only once every five years. The five-year review should include a summary of assessment results with emphasis upon how these results have been used to improve the unit's effectiveness.

### **Purpose**

- To ensure that we are providing high-quality programs and services that are consistent with the College's vision, mission, strategic directions, and relevant national and regional professional standards (e.g., Middle States Commission on Higher Education & Council for the Advancement of Standards in Higher Education).

- To encourage and support self-improvement through the thoughtful, detailed analysis of each AES unit's key issues and challenges.
- To validate that programs and services are meeting the changing needs of students and stakeholders.
- To ensure that each AES unit is cost effective and innovative in its use of resources and in its delivery of services.
- To recognize and celebrate achievements and successes.

### **Program Review Committee**

The internal program review is conducted by the administrative unit's leader and staff, usually 3-6 individuals. The review committee must include one Bergen colleague from outside of the unit. The review committee should answer all of the questions included in the template. The emphasis should be placed on analysis, evaluation, and constructive reflection, not description.

### **External Review**

The external review is done by an outside consultant who is an expert in the field, preferably an experienced community college colleague. The external reviewer is selected by the Executive Team member after a consultation with the President, based on recommendations from the program review committee. Once the external reviewer is identified, the program review team chair provides him or her with the preliminary self-study along with supporting data and documents. The external reviewer meets with the appropriate Executive Team member and the program review committee to offer preliminary observations. The external reviewer's final report is submitted as part of the final program review report.

## Process Timeline

The process and a suggested timeline for a specific unit's program review are provided below. The Team Chair may modify the timeline in consultation with the unit's Executive Team member.

- Identify programs to review for the next academic year and identify Team Chair December 1
- Orientation for Team Chairs May 1
- Team Chairs identify team members for program review and notify unit's Executive Team member May 15
- Meet with representative from Center for Institutional Effectiveness to identify data needs Summer
- Team Chairs conducts an orientation meeting with their program review teams to focus on purpose, process, and end product as well as to generate a list of potential external reviewers July 31
- Draft of the Self-Study is sent to the external reviewer February
- On campus visit by the external reviewer March
- Final report is completed May 15
- Presentation of entire program review to unit, unit's Executive Team member, and others as appropriate June
- Provide program review materials as directed for college archives July 31
- Presentation at Public Forums September or October

# Template for Administrative and Educational Support Unit Program Review Report

## I. Cover Page

- Unit Name
- Program Review Year
- Name of appropriate designees, include title and contact information
- Submitted to: List the appropriate person the report is submitted to for approval
- Date Self-Study Report is submitted

## II. Executive Summary (not to exceed 2-pages)

- Provide a brief account of the self-study process.
- State key accomplishments since the last five-year review and major recommendations for the next five years.
- Attach a list of program review team members and the external reviewer in an appendix.

## III. Description of the Unit (not to exceed 3-pages)

- State the mission and/or the primary purpose and key functions of the unit.
- List the top 3-5 goals/priorities of the unit.
- Summarize briefly the history of this unit on campus.
- Describe the structure of the unit and how it is situated organizationally within the College.
- Provide an organizational chart of the unit with every employee identified by title, name, and workload. Attach a brief (no more than 5 bullets) list of the primary duties carried out by each employee on the chart.

## IV. Alignment with Bergen's Vision, Mission, Values, and National and Regional Standards

- Explain how the unit's mission aligns with the College's mission.
- How does the unit mission support the current strategic plan?
- How has the purpose of the unit changed in the past 5 years?
- How do you expect the purpose to change in the next 5 years?

## **V. Demand for the Program/Services**

- Describe the specific key users/participants of the unit's programs or services?
- How do you identify and measure demand for the unit's programs or services?
- What are the key dependencies of the unit? What other areas, for instances, does the unit depend upon in order to provide services to the college, and to what extent, if any, do these dependencies limit the effectiveness of the unit?
- List other units at the College that provide related programs and services. In what ways are the contributions of the unit distinctive?

## **VI. Quality of the Programs and Services**

- How do you identify and measure the quality of the unit's programs and/or services? Include user satisfaction data and/or other relevant user data. List the top benchmarks used to assess quality.
- How have the results of assessment been used to improve the unit's effectiveness? Provide specific examples from prior outcomes assessment activities carried out by the unit (attach outcomes assessment reports that were conducted during this program review period).
- What were the major accomplishments (or strengths) of the unit during the past five years? Include those directly related to unit functions and/or other contributions related to the College's strategic priorities/goals.

## **VII. Cost Effectiveness and Innovative**

- What evidence is there to demonstrate that the unit is innovative and cost effective in its use of resources?
- How do you identify and measure the cost effectiveness of this unit? Include any relevant benchmarks.
- In addition to the narrative in this section, attach a spreadsheet outlining revenues/resources generated and expenses incurred, including salaries, for the unit for the past three years.

## **VIII. Opportunity Analysis**

- State how programs and services offered by the unit can be enhanced within existing resources?

- What is the greatest resource need for the unit? If the unit gained this additional resource, what would the expected outcomes be? Be specific and provide expected timelines, as appropriate.
- What programs and services currently offered by the unit are not central to the unit's primary purpose?
- Describe what similar units at peer or benchmark institutions are doing that this unit would like to do or could be doing?
- Identify any potential external funding opportunities that could be pursued by this unit?

#### **IX. Operational Planning**

- Describe the operational planning process used by the unit.
- Who are the key participants in the planning process?
- What are the unit's short- and long-term goals?
- Attach an Action or Improvement Plan (see attached sample template).

### **Presentation at Public Forums**

AES unit reviews are presented to the college community in a public forum in the fall semester following the submission of the final report. Each presentation should last 20 minutes: 10-15 minutes for the presentation and 5 minutes for questions and answers.

Team chairs are invited to use PowerPoint or another presentation software to present program review highlights. You are also invited to produce videos, take photos, etc., for your team's presentation.

### **Helpful Tips**

- Identify special needs for data early in the year to allow time to research, collect new data (if necessary) and analyze.
- Develop an internal process and target timelines.
- Former and current team chairs can be helpful resources.
- Identify the external reviewer early and establish a campus visit date.
- Don't hesitate to ask questions often and get clarifications from your unit's leader.

- Periodically share a draft of the self-study with your unit's Executive Team member for feedback.

*Adapted from Administrative Program Review Self-Study, Western Carolina University; Periodic Review for Administrative Unit, University of Kentucky; Bergen Community College's Academic Program Review and Program Review for AES in the Academic Affairs.*

## Sample Action Plan

**Unit's Name**

**Submitted By:**

**Submitted To:**

**Period Covered by Action Plan:**

Goal	Timeframe	Responsible Party(ies)	New Resources Needed	Status Update

**Please list Success Indicator (s):**