

California Association

CAIR

for Institutional Research

Leading the Way in Non-Academic Program Review

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Agenda

- **Background and Models**
 - **Academic Program Review**
 - **Department Performance Review**
- **Relevance for Institutional Research**
- **Process of program review**
- **Resources**
- **Questions**

Unit Review

Formal, collaborative process for systematic review and evaluation

Tied closely to mission, goals, and specified outcomes of a given department

- **Provides a snapshot of where a department is now**
- **Identifies progress toward department priorities & university strategic planning**

Assesses strengths and weaknesses

Makes recommendations for improvement

Unit Review

And the bottom line is... it's expected.

WASC Senior Handbook on Accreditation:

“Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.”

Elements of Review

Collect, analyze data/evidence about a unit

**Compare results to some standard for
purpose of evaluating services provided:**

- effectiveness
- efficiency
- impact
- quality

Tied to continuous improvement

Environment for Review

Benefits to Institutional Research

- **Opportunity for reflection**
 - Alignment of what we do with what we say (think) we do
 - Identify what should be retained, eliminated, outsourced, re-examined
- **Optimization**
 - Efficiency (resources)
 - Collaboration – relationship building

Environment for Review

Considerations for Institutional Research

“Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.”

- IR people like to do IR, not assessment
- Assessment support
- Time and resources
- USD situation
 - change in reporting structure and leadership

Rationale and Origins of Review

Modeled after academic program review

- **Focus on quality services**
- **Promote assessment of**
 - **student learning**
 - **effectiveness of unit's primary functions**

- **Make data-driven decisions**
 - **resource allocation**
 - **restructure, collaborate, refine**

- **Promote quality assurance in the division and the institution**

Unit Review

**Operations
Assessment
Results
(multiple years)**

**Student
Learning Results
(multiple years)**

Unit Review

Collaboration with other areas

Stakeholder Satisfaction

Benchmark with Peers

Retention Rates

Demand for Services

Cost

Grants

Diversity

Operations Assessment

Student Satisfaction

Reputation

Participation Trends

Student Learning Results

Organization of Review

- develop evaluation team
 - unit members
 - external reviewer(s)
- clarify goals and process
- determine data sources
- compile & review evidence
- document
 - findings
 - evaluation of findings
 - recommendations

Organization of Review

Electronically based documentation

- provides for permanent storage
- easy access for updates and reviews
- department and reviewer templates

Review Process

1. Scope
2. Mission, Vision and Goals
3. Unit Review – Self Study
4. External Review
5. Self Study Summary and Analysis by AVP
6. Memorandum of Understanding

Self Study

The self-study consists of 6 components that the unit head and staff develop:

1. Unit overview – includes identifying functions
2. Cost analysis
3. Benchmarking
4. Stakeholder feedback
5. Assessment summary
6. Unit recommendations
 - overall
 - functional areas

Self-Study: Overview

- **General contact information and who is involved**
- **History of the unit**
- **Department/Unit Mission**
- **Strategic planning goals of the department**
- **Alignment of department mission with the university mission and vision**
- **Alignment of department mission with the division mission and vision**

Self Study: Cost analysis

- Expenditures for each program, activity or service
- Budget comparisons (past, present, future)
- Number of staff: headcount and FTE
- Special facilities, equipment, etc. required for each activity specified for the department
- Specialized delivery requirements
 - partnerships with other areas
 - off-site travel

Cost Analysis: Demand for each service

- Target market: who are you trying to reach?
- Number of constituents you serve
- Ability to meet demand
- Comments about future anticipated demand

Self-Study: Benchmarking

Distinctiveness & Competitive Advantage

- Regional & national reputation
- Unique features of department
- Specific results from benchmarking with other colleges
- Strategic niche

Self-Study: Assessment Summary

Articulated outcomes and measures

- operational outcomes
- student learning outcomes

Summary of recent years:

- Assessment of outcomes
- Use of data to improve programs and services

Operational Outcomes

Progress toward

- Efficiencies
- Stakeholder satisfaction
- Quality

Quality of Unit

- student learning and development outcomes
- operational outcomes
- students' and other constituents' satisfaction
- impact on retention
- impact on student learning and development
- adequacy and quality of space and facilities
- service optimization

Self-Study: Unit Recommendations

Recommendations for each functional area:

- influence demand
- improve competitiveness
- achieve productivity gains
- achieve efficiencies
- reduce cost
- improve quality

Action plan

- expand, reduce, maintain, eliminate
- outsource, reorganize, re-engineer, study further

Self-Study: Unit Recommendations

- **Overall comments and recommendations**
- **Planned and implemented changes**

Phases of a Non-Academic Unit Review

- Unit self-study and unit level information completed by unit staff
- Review and recommendations completed by the unit head
- Review of the program and self-study completed by an external consultant
- Review of self-study and consultant recommendations by appropriate administrator(s)

Sample Schedule

July 30 Area Review Kick Off Meeting

August 13 Scope definition meeting unit director(s) and administrator(s)

August 15 Identify external reviewer for the area

September 5 Refine area vision and goals and share with stakeholders for feedback

September 19 Finalize area vision and goals

September 30 Check-in meeting 1

October 15 Draft of Unit Overview and Cost Analysis due to AVP

November 1 Check-in meeting 2

Sample Schedule (cont.)

November 15 Draft Benchmark and Assessment Summary due to AVP

December 1 Check-in meeting 3

December 15 Draft Unit Recommendations due to AVP

February 1 Self-studies due to AVP and external reviewer

February 15 Unit Findings Presentation

March 15 External Reviewer visit

April 15 External Reviewer report due to AVP

May 1 Summary and Analysis Report due to vice president or provost

May 1 Unit MOUs completed

What Review Tells Administrators

- Are departments providing the services they should be providing?
- Do departments have the resources they need to achieve their mission and goals?
- Are they effective in achieving their goals?
- Should programmatic efforts be revised, expanded, outsourced, or eliminated?
- Is there overlap among departments that can be consolidated?

Organize to Support and Assure Quality of Process

- **Assessment Support**
 - process guidance
 - survey support
 - website support, templates
- **Institutional Research**
 - provide data

Questions

- Annual Assessment of Student Learning
- Annual Assessment of Operations

Learning & Development Measures

direct measures

- standardized exams
- locally developed exams
- embedded questions
- external examiner
- oral exams
- minute papers
- portfolios (with rubrics)
- behavioral observations
- simulations
- project evaluations
- performance appraisals

indirect measures

- written surveys and questionnaires:
 - student perception
 - alumni perception
 - employer perception of program
- exit and other interviews
- focus groups
- student records

Operational Outcomes Measures

direct measures

- staff time
- cost
- materials
- equipment
- other resources
- cost per unit output
- reliability
- accuracy
- courtesy
- competence
- reduction in errors
- audit, external evaluator

indirect measures

- written surveys and questionnaires:
 - stakeholder perception
 - students
 - administration and staff
 - faculty
- interviews
- focus groups

Continue the Conversation

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