

Co-Curricular Program Review for Student Development & Services

Review Team Guide

Explanation: Please note that some of the language in this guide is based on the standards and Criteria for Review (CFR) given by BYU-Hawaii's accrediting body, WASC-Senior Colleges & University Commission (WSCUC). It is fitting to use professional language appropriate for the department under review, where applicable.

The Review Team Report should reflect the following sections.

Department Overview

- How well does the department describe its mission, vision, key services provided, major department functions and constituents?
- **If applicable**, how well do they describe what they learned in the last program review, and what changes were made based on those findings? Did they include their Department Quality Improvement Plan (DQIP)?

Key Department Considerations

- What issues, concerns, information or topics unique to the department should be included in the team report?

Contributions to the University

- How has the department contributed to the University and its mission (including achievements, recognition, and external professional standards and/or certification)?
- What is the impact of department efforts on the University goals, imperatives (to lower costs to students and the University, continue to improve quality, and serve more students), strategic plan, and Institutional Learning Outcomes (ILOs)?

See **WSCUC CFRs 1.1 and 4.6**

1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

Assessment

- How consistent is the department in its annual assessment processes?
- How effective is the department in assessing constituent (e.g. student, client, customer, student leader, patient, etc.) learning outcomes?
- How well does the department use assessment results for guiding ongoing department improvements?
- How would you describe the quality of evidence provided in the documents included in the self-study? (*See Document List below*)

See **WASC-Senior Colleges & University Commission CFR 2.11**

2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.

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Customer Satisfaction

- What is the quality of the department's services? How satisfied are the constituents with these services?
- If needed, what specific steps are being taken to improve the quality of services?

Your review could include but is not limited to the following: department generated assessment data, Graduating Student Survey (GSS), focus groups with students, customer service surveys, and other customer satisfaction data

See **WSCUC CFR 4.3 & 4.5**

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

Resource Allocation

- How well do the department's current resources, including staffing (experience, areas of expertise, qualifications, professional development and/or training, etc.), service capacity, operational space/facilities, and technological resources and other equipment and supplies meet the needs of the department?
- What are the particular strengths and areas for improvement in the department's resources?

Review carefully the department's Resource Allocation section of the self-study and the following documents: Current Staff Form and Other Resources Form.

See **WSCUC CFRs 3.1, 3.2, 3.3 & 3.4**

3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives...

3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

3.4 ...Resources are aligned with educational purposes and objectives.

Resources available to the reviewers:

- Dashboards from annual Stewardship and Budget Reviews
- Annual assessment plans for the past 5-6 years
- Current and previous multi-year assessment plans
- Department Organizational Chart
- If applicable, Department Quality Improvement Plans from the previous self-study
- Staffing and Other Resources form
- If applicable, department reports/studies