Non-Academic Program Review Procedure	Procedure Number	10.3P
	Effective Date	May 22, 2015

1.0 PURPOSE

In accordance with Board Policy 10.3 Non-Academic Program Review, the purpose of this procedure is to outline the process through which Laramie County Community College (LCCC) conducts the review of its non-academic programs.

2.0 REVISION HISTORY

Adopted on: 5/22/15

3.0 PERSONS AFFECTED

This procedure applies to staff, vice presidents, executive directors, students, and other entities affiliated with LCCC.

4.0 DEFINITIONS

A. *Non-Academic Program* – An organized area of the college structured to deliver a unique set of services, support functions, or student learning/development experiences that support the institutional mission to include student success, campus workforce effectiveness, infrastructure sustainability or community support.

B. *Program Review Leaders* – Staff members from non-academic programs being reviewed who are appointed by their respective vice presidents/executive directors to coordinate the program review.

C. *Program Review Committee* – A standing college committee tasked by President's Cabinet with overseeing and implementing non-academic program reviews.

D. *Program Review Committee Chair* – Appointed by the President's Cabinet to chair the Program Review Committee.

E. *Program Review Committee Co-Chair* – Appointed by College Council to serve as its conduit for program review information and support its role for campus-wide communication of continuous improvement of non-academic programs.

F. *College Council* – The responsible group at the College with the primary functions of promoting and maintaining high standards of institutional effectiveness. This shared governance body is committed to a cycle of institutional self-evaluation through which the College collectively directs its efforts and resources to continuous, meaningful improvement. Its purposes include evaluating the performance and effectiveness of the institution.

G. *Program Review Rubric* – The tool used by internal reviewers to evaluate programs against quality performance expectations. Performance is based on a five-point scale with the minimum acceptable performance rated at level three—Program meets program review template guidelines and performance expectations.

H. *Program Resiliency* – Includes the following valued characteristics:
   1) Program networking and collaborative activity
   2) A diversity of program/unit composition and functionality
   3) Adaptive capacity achieved through planning and self-evaluation
   4) Organizational learning, where shared learning among program/unit participants reaches across campuses and through the community to accelerate continuous improvement of the institution.

5.0 PROCEDURES

A. Purpose of Program Review

   Non-academic program review generates knowledge about how well programs are supporting LCCC's mission to transform students' lives through the power of inspired learning and meeting the personal and professional development needs of the community and its workforce. It provides programs a platform to test the effectiveness of their process designs, to exercise self-reflection on performance, and to identify the strengths and weaknesses that inform future planning. Emphasis is placed on strengthening the self-evaluation capacity of programs/units so that they can effectively adapt to change and practice continuous improvement. The aggregation of multiple review cycles based on these principles ensures the sustainability of the College.

B. Encouraging Effective Change Management

   LCCC operationalizes its vision, values, and strategic priorities through its program review process, partly by adjusting its assumed practices statements that express quality expectations. The College annually involves a substantive percentage of its staff and faculty in the review process to ensure a broad spectrum of shared learning about the institution's assumed practices as well as the quality enhancement efforts and planned change of a diverse cross section of programs. It aligns multiple types of peer review feedback including:
   1) Annual assessment plan review
   2) Program review peer-review
   3) Special accreditation feedback
   4) AQIP Appraisal feedback to verify and strengthen the quality performance of programs and the institution. Annual, short-term operational assessment planning is displayed in review self-studies along with long-cycle program action planning for comparison, and their alignment with institutional strategic planning priorities reinforces change efforts. To give added momentum to change, the College matches the program review format with HLC's AQIP process—stakeholders, process design, evaluation, and improvement.

C. Program Review Scope

Each individual President's Cabinet member determines the review scope and structure for his/her organizational area. Programs can schedule and fund supplemental external-to-the-College program reviews, but these will complement this internal procedure, not substitute for it.

D. Typical Program Review Time Line

Selected non-academic programs undergo program review every five years. The review process uses the below annual time line.

September	Orientation meetings for the program review process and electronic self-studies
Sept thru Mid-Jan	Assigned programs/units complete the program review self-study reports
Mid-Jan thru Mid-March	Non-Academic Program Review Committee (PRC) reviews self-studies & provides online written feedback
Mid-March thru March	Programs/Units provide online written responses to the review committee feedback, concerns, and questions
April	Programs/Units meet with the PRC for a summary interaction
May	Programs/Units finalize the program review executive summaries
Summer	The executive summaries and PRC actions are submitted to the Board of Trustees

E. Non-Academic Program Review Committee
   1) Program Review Committee members are campus employees who may or may not be members of College Council with the exception of the Program Review Committee chair and College Council co-chair who will be members of College Council.
   2) The Program Review Committee will:
      a. Critically review the comprehensive program review reports
      b. Commend outstanding programs
      c. Endorse program action plans for improvement
      d. Recommend completed program reviews to President's Cabinet for final acceptance and approval or recommend to the Cabinet that programs with low rubric scores complete further study and provide follow-up reports.
      e. Determine and publish the review cycle for all programs
      f. Post the completed program review self-studies online
   3) The Program Review Committee will consist of the following members:
      a. Program Review Committee chair (appointed by the President's Cabinet)
      b. College Council co-chair (appointed by College Council)
      c. One staff member from each Cabinet area (appointed by the Cabinet Members)
      d. Associate Vice President of Institutional Effectiveness
      e. One academic dean (appointed by the VPAA)
      f. One faculty chair (appointed by the VPAA)
      g. Director of Grants and Special Projects and/or representative from a compliance management area
      h. Staff members whose programs will be reviewed in the subsequent years will be appointed by the associated Cabinet members. These staff members will not be full members of the Program Review Committee, functioning only to gain an understanding of the review process to assist their programs with future reviews.

4) Service Guidelines
   a. The term length for Cabinet area staff representatives is three years, with one-third of the committee rotating every year to provide a mix of continuity and new membership. Committee members are identified no later than April for terms beginning the next academic year.
   b. Committee vacancies are filled (appointment) by the appropriate Cabinet member for the remainder of the term; academic faculty Committee members are appointed by the VPAA.
   c. The chair will be appointed by the President's Cabinet from the membership of the Program Review Committee. The chair will serve a one-year, renewable term.
   d. Committee members are expected to attend all meetings. If a member cannot attend a meeting, that member is responsible for finding a substitute from their department/unit.

F. Overview of Self-Study Sections

   The foundation of LCCC's internal program review is the program self-study. It is structured to examine non-academic programs through multiple lenses associated with different aspects of program health and resiliency. The sections of the self-study include:
   1) A **Program Summary** addresses the mission, values and program objectives.
   2) The **Service, Support and Student Learning/Development Processes** section describes how programs respond to stakeholder needs with their design of services, support functions or student development outcomes while offering information on performance and improvements.
   3) With **Organizational Effectiveness** programs evaluate organizational design and performance.
   4) Programs use the **Program Planning section** to analyze their planning processes and evaluate their performance on implementing improvements or achieving goals.
   5) A **Conclusion** offers discussion on programmatic capacity for future success.
   6) An **Executive Summary** emphasizes findings, e.g., strengths, concerns, recommendations.

   Sections two (2) through four (4) include descriptions of program capacity for self-evaluation and offers performance findings. The sections also reveal the program improvements implemented.

G. Program Review Logistics
   1) Program Review Schedule: Each spring semester, the Program Review Committee recommends a review schedule to President's Cabinet for approval. Program reviews are scheduled over a five-year period to ensure an even distribution of review for all specified programs. Approved review schedules become final for the subsequent academic year with exceptions granted by the area's Cabinet representative for extenuating circumstances.
   2) Program Review Leaders: President's Cabinet members with programs undergoing program review in the upcoming academic year appoint at least two program staff members to serve as Program Review Leaders (PRL) for each program being reviewed.
      a. Orientation: PRLs will meet with the Program Review Committee chair along with their respective President's Cabinet member for an orientation to the program review process.
      b. PRLs manage development of the self-study, so it matches the guidelines and performance expectations provided within the Aquila online templates and program review manual.
   3) Internal Peer-Review: Program Review Committee members will evaluate the submitted self-study reports, provide feedback comments, express concerns, or submit questions and score the programs using the review rubric.

4) <u>Programs Respond</u>: Programs offer responses to the Program Review Committee that address the Committee's feedback.
5) <u>President's Cabinet Approval</u>: The Committee will submit its evaluation of programs to the President's Cabinet for approval.
6) <u>Programs That Are Assigned Follow-up Reports</u>: Based on Committee findings, the President's Cabinet may require those programs scoring in the underdeveloped level of the scoring rubric to submit a follow-up report on identified sections due in the following spring.
7) <u>Face-to-Face Meetings</u>: Programs (PRL) meet with their respective Committee reviewers during April where program responses, remaining issues, and future planning are discussed.
8) <u>Annual Program Review Report</u>: The Committee chair will submit an Annual Non-Academic Program Review Report to the President's Cabinet and the Board of Trustees before the end of September. This report will include the self-study executive summaries of all programs reviewed. The Committee chair will post the completed program reviews online.
9) <u>Future Program Action</u>: Programs will use their action plan goals developed as a result program review to guide staff efforts during the years leading up to the next program review cycle.

REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Kim Bender, Institutional Effectiveness Associate Vice President	4/14/15
Approval by President's Cabinet		4/14/15
Ratified by College Council	Chad Marley, College Council Co-chair	5/22/15
Approval by President (Signature)		5/22/15