**High-Impact Programs and Faculty Development**

**Program Review Handbook**

**Created August 2017**

*(Heavily borrowed from Student Affairs and Academic Affairs Program Review Handbooks)*

*SECTIONS REGARDING REVIEW TEAM:*

**IV. Program Review Team**

The program review team is responsible for reading the self-study, conducting the site visit and writing the report of findings to your unit. The review team consists of at least one internal reviewer and at least one external reviewer who usually serves as chair. The Program Review Team goals and guidelines are listed below.

Goals of the Program Review Team

* To provide an unbiased evaluation of programs and services and their alignment with the department, division, and university mission
* To identify areas of excellence in department programs and services
* To provide recommendations for areas of potential improvement

The standards against which the Program Review Team will be evaluating your unit/department are listed in Appendix B.

Internal Reviewers

The internal reviewer(s) for your program review should consist of at least one

individual who has existing knowledge of your department. Potential members include faculty members with whom you have collaborated, peers within Academic Affairs, or members of departments who have recently undergone program review.

External Reviewer(s)

The external reviewer(s) selected for your department should be a well-respected individual(s) who is not affiliated with WSU. This individual can be from anywhere within the United States as long as they are well-versed in your respective area. We encourage you to select reviewers from outside the state.

**V. Site Visit Schedule**

The site visit will be approximately a day. The external reviewer will meet with the internal reviewers upon his or her arrival to discuss the review process, the self‐study report, and the site visit schedule. Other meetings are also held with the Office of Institutional Effectiveness, the Associate Provost for HIPs and Faculty Development, the Provost, the director/program head, the program staff/faculty and other stakeholder groups relevant to your department/unit (students, faculty, staff, community partners, alumni, etc.). The team needs time to discuss and prepare a summary of their findings and preliminary recommendations. At the end of the day, the team then presents its recommendations to the director and Associate Provost for HIPs and Faculty Development.

**APPENDIX B**

**Program Review Standards**

**(OUR, SPARC, TLF)**

**1. Unit Mission, Goals, and Outcomes**

The unit has a mission and overarching goals/outcomes statements which are consistent with and which support the University and Division core themes, mission statements, and goals.

**2. Programs and Services and Interface with Curriculum**

The unit provides a set of core programs/services which are central to and consistent with the unit’s mission and goals. These programs/services are responsive to the needs of the unit’s constituents, are cost-effective and, when appropriate, are supported by other units or agencies both within and outside the University.

**3. Leadership and Staffing**

The unit has a sufficient number of well-qualified employees (professional, support, student) to effectively provide the core programs/services offered by the unit. Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

**4. Financial Resources and Budget**

The unit has a well-defined and participatory budget planning process. This process results in sufficient resources to meet the unit’s core programs/services, staffing, facility, equipment, and technology needs.

**5. Facilities, Equipment and Technology**

The unit has safe, accessible, and current physical facilities, equipment, and technological resources to support its core programs/services and personnel.

**6. Ethical and Legal Responsibilities**

The unit is aware of and compliant with statutory and professional ethical and legal standards which apply to the unit’s core programs/services, personnel, facilities, equipment and technology.

**7. Assessment and Evaluation**

The unit has clearly defined and measurable core program/service and student learning outcomes which are consistent with the unit’s mission and goal statements. These program/service and student learning outcomes are regularly assessed through both direct and indirect measures, and the results of assessment are shared among constituents and are used for decision-making and planning.

**8. Relationships with External Communities**

The unit has clearly defined relationships with external communities with clearly articulated benefits for all parties involved.

**9. Results of Previous Program Review**

The unit has clearly articulated how they have implemented recommendations from the previous program review and what effect those changes had on the program.

**10. Summary**

The unit has clearly articulated what they learned through the self-study process including concrete recommendations for their individual programs and services. The unit has set priorities for improvement and refinement and has made recommendations of items for the review team to consider.