



# Rowan College of South Jersey Institutional Effectiveness Committee of the College Assembly

Non-Academic/Administrative Program Review Manual and Procedures

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## Table of Contents

	Page
OVERVIEW.....	3
PURPOSE.....	3
THE PROGRAM REVIEW MODEL.....	4
PHASES.....	4
SCOPE.....	5
EVALUATION CRITERIA.....	5
TIMELINE.....	6
UNDERLYING PRINCIPLES OF PROGRAM REVIEW.....	7
WRITING THE PROGRAM REVIEW REPORT.....	8
CHOOSING DATA.....	8
EXECUTIVE SUMMARY.....	9
MISSION AND PROGRAM.....	9
QUALITY ASSURANCE.....	9
SUMMARY SINCE THE LAST PROGRAM REVIEW.....	10
RECOMMENDATIONS.....	10
ACTION PLAN.....	11
PROGRAM REVIEW SCHEDULE .....	12
APPENDICES	
APPENDIX A: CAS STANDARDS .....	13
APPENDIX B: GUIDELINES FOR AN EXTERNAL EVALUATOR... ..	20
APPENDIX C: WRITING A MISSION STATEMENT .....	22
APPENDIX D: SAMPLE TEMPLATES.....	23

## Overview

In 2012, the College formalized its commitment to Non-Academic/Administrative Program Review of non-academic programs by amending Board Policy 3017 and Administrative Rules and Regulation 3017 for program review:

Non-Academic/Administrative Program Review is a best practice in higher education that involves stakeholders in the continuous improvement of existing academic and non-academic programs.

Such a review includes a data-driven, in-depth analysis of past performance that is used to inform present and future directions and decision-making,

The review process must be integrated with strategic planning and budgeting processes, with regional and specialized accreditation processes, and with student learning outcomes assessment.

The President shall direct a process of Non-Academic/Administrative Program Review in consultation with faculty, administrators, and other appropriate members of the College community.

This manual represents how the College will implement a meaningful and continuous Non-Academic/Administrative Program Review process. The Non-Academic/Administrative Program Review s will be based on the Council for Advancement of Standards in Higher Education, using them where appropriate as a framework for program review. The non-academic program review process will be reviewed annually by the Institutional Effectiveness Committee of the College Assembly.

## Purpose

The primary purpose of the Non-Academic/Administrative Program Review to foster excellence. Non-Academic/Administrative Program Review is the foundation upon which departments and units may assess and enhance program quality and vitality. It gives each department and unit the opportunity to reflect on performance, document what is being done, identify areas needing improvement, plan.

The Middle States Commission on Higher Education spells out the need for an institution to maintain a practice of regular Non-Academic/Administrative Program Review Among the requirements of the Middle States standards that “an accredited institution possesses and demonstrates the following attributes or activities” are the following:

- goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission (Standard I);
- periodic assessment of the effectiveness of programs supporting the student experience (Standard IV); and
- organized and systematic assessments, conducted by appropriate professionals, evaluating the extent of non-academic programs and program goals (Standard V).

In addition to guiding departments and units toward continuous improvement, Program Review is also a necessary part of institutional accreditation.

## The Non-Academic/Administrative Program Review Model

Rowan College of South Jersey engages in Non-Academic/Administrative Program Review for the purpose of continuous improvement of existing non-academic programs. The model follows a self-study design that integrates programmatic decision making with the strategic planning and budgeting processes, regional and specialized accreditation processes, and student learning outcomes assessment. The goal of Non-Academic/Administrative Program Review is to establish a format for self-evaluation and produce strategies to improve student outcomes. Non-Academic/Administrative Program Review also serves to examine quality and effective utilization of resources – all geared to optimize institutional effectiveness.

### Non-Academic/Administrative Program Review Phases:

1. Objective data on which to base program decisions (Information Gathering).
2. The Chair of Institutional Effectiveness Committee should establish two sub committees 1) academic program review and 2) Outcomes Report. Members of the committee can identify the co-chairs for those sub committees. The Chair serves as the liaison to the Institutional Effectiveness Committee and Dean of Academic Compliance.
3. The information checklist should include a copy of this manual; the current Strategic Plan and College Catalog; and current organizational chart. Non Academic/Administrative Program Review checklist should include: Program Review templates; the department/unit mission statement, goals, objectives (3-5) and/or operational plan; information from relevant professional associations; information on best practices; any advisory or department/unit meeting minutes; any marketing materials, newsletters, etc.; and relevant collected data are optional.
4. A Non-Academic/Administrative Program Review report needs to satisfy the requirements for the program (in some cases) and institutional accreditation (Internal Evaluation).
5. The Non-Academic/Administrative Program Review document should be comprehensive, descriptive, and evaluative based on the data collected and the conclusions drawn from the internal evaluation activities.
6. Formal recommendations for the program that include goals and action items to be accomplished within a specified time period (Evaluative Report).
7. Final reports are due to the Dean of Academic Compliance by June 30<sup>th</sup> of the fiscal year.
  - a. The action plan should include ties to the budget and to the Strategic Plan.
8. A progress report will be filed by June 30<sup>th</sup> of each year.

### Scope

Non-Academic/Administrative Program Review shall be evaluated every five years. Non-academic programs include all functional areas of the college as represented in the organizational chart. Functional areas that offer multiple programs or services shall evaluate all units within a single comprehensive program review, where appropriate. Functional areas subject to specialized or mandated review shall be reviewed in accordance with that review cycle. When deemed necessary, the President or a designee may require an alternative review period for any program.

## Evaluation Criteria

Non-Academic/Administrative Program Review utilizes the Council for Advancement of Standards as the framework for review. Each functional area shall be evaluated on the following four criteria:

1. Program Viability. (CAS Standards: Parts 1-2)
  - This component examines the program's alignment with the mission of the college and sustainability (i.e. demand) of the program.
2. Program Organization. (CAS Standards: Parts 3-11)
  - This component examines the unit structure including organization and leadership, human resources, integrity with respect to policies and practices, and program resources including facilities, equipment and use of technology.
3. Program Effectiveness. (CAS Standard 12) This component examines unit goals and outcomes:
  - A unit assessment plan should document achievement of stated goals/outcomes such as efficiency rates, satisfaction levels, and compliance status, etc.
  - Student Learning Outcomes: Examine impact of non-academic unit on student learning outcomes where appropriate.
  - An analysis of how the unit meets the Middle States Commission on Higher Education Characteristics of Excellence.
  - Departments and units are strongly encouraged to research professional organization standards and guidelines and to incorporate them into the review where appropriate.
4. Recommendations and Improvement Plan.
  - Program reviews are most effective when the information collected and analyzed is used. As such, this component examines the major findings of the self-study and the recommendations for the program that includes goals and action items for making the program more effective and a plan for continuous improvement.



Figure 1: Non-Academic/Administrative Program Review Process

		<b>Phase I. Information Gathering</b>
Oct.- Nov.		Non-Academic/Administrative Program Review Committee established. Chairperson designated.
Oct.- Nov.		Request and schedule meeting to discuss process for the unit.
Oct.- Nov.		Identify External Evaluator (where needed)
Oct.- Nov.		Collect Additional Program Information
Oct.- Nov.		Secure External Evaluator (where needed)
		<b>Phase II. Internal and External Evaluation</b>
December		Non-Academic/Administrative Program Review Team begins evaluating program information and drafting the Non-Academic/Administrative Program Review Report
March		Draft reviewed by the division director
Apr.-Jun.		Revisions made as necessary. Send a final report including action plan to External Evaluator, if applicable.
June 30th		Review External Evaluator's Report, if applicable.
		<b>Phase III. Non-Academic/Administrative Program Review Report Due</b>
June		Final Report and Evaluator's Report (if applicable) due to Dean, Academic Compliance
		<b>Phase IV. Response and Follow-Up</b>
Jul.-Aug		Program Reports Reviewed by Executive Cabinet
October 1st		Responses to Recommendations sent to Non-Academic/Administrative Program Review Committee.

Table 1: Non-Academic/Administrative Program Review Timeline and Checklist

## Underlying Principles of Non-Academic/Administrative Program Review

- **Define quality in terms of outcomes.** Exemplary departments determine their students' needs and then work to meet them. Similarly, quality in terms of services provided by a department to clients should drive business practices. The service outcome needed by students, faculty, staff, and community partners, etc. should define what the department is seeking to deliver and should inform practice so that such services are well done.
- **Base decisions on facts.** Non-Academic/Administrative Program departments should collect evidence to guide decisions on staffing related to the volume of work needing to be accomplished, how best to deploy new technological solutions, identifying where synergy resulting in efficiencies exist, etc.
- **Focus on assessment.** Non-Academic/Administrative Program departments should promote a 'culture of inquiry' to provide continual improvement in how services are provided. Assessment should form the backbone of continual improvement efforts so that change is well-informed change based on knowledge of how well a department is achieving its outcomes.
- **Strive for coherence in educational activities.** Departments should view learning through the lens of the student's entire educational experience. Student support services should be aligned with the goal of helping students learn how to learn. Administrative efforts should be geared toward student success. Efforts of all departments should be woven together in a seamless support structure aimed at learning and student success.
- **Work collaboratively to achieve mutual involvement and support.** Departments should encourage staff members to work together, hold one another accountable, and bring a broad array of talent to bear on difficult problems. Such teamwork can make the department a "learning organization" as well as a provider of services to its clients.
- **Identify and learn from best practices.** Departments should seek out examples of good practice and adapt the best to their own circumstances. Departments should compare good versus average or poor-performing methods, assess the causes of the differences, and seek ways to minimize the variation. Continual benchmarking against peers helps keep activities current and relevant to students, staff, community partners, etc. being served.
- **Make continuous improvement a priority.** Departments should strive to improve the quality of services on a regular basis and seek ways to provide optimal services. All departments should embrace a culture of inquiry.

([Arizona Western College](#) )

What follows are suggested sections for a Non-Academic/Administrative Program Review report that addresses the CAS standards and provides some structure for a department/unit to complete a self-analysis that answers the questions posed and report the information.

1. Executive Summary
2. Mission and Program
3. Quality Assurance
4. Summary of Developments Since the Last Non-Academic/Administrative Program Review
5. Recommendations
6. Action Plan
7. Appendices

The questions and guidelines that follow should provide a framework for the sections under review but at the same time are flexible enough to apply to different departments/units. Please refer to Appendix A for additional guidelines from the CAS Standards.

### Choosing Data for the Non-Academic/Administrative Program Review

The data a department/unit needs to complete the Non-Academic/Administrative Program Review will vary. The data should be supportive and meaningful to allow the department/unit to learn about itself and to make informed decisions.

Ask:

- Are the data credible and engaging to staff and stakeholders?
- Can the data be used to show that the department/unit is meeting its stated purpose and goals?
- Can the data make a conclusion on performance and be used to make a decision?
- Are there benchmarks set?
- Are there data to measure outcomes related to staff, finance, unit performance indicators?

## Executive Summary

Starting with a brief overview of the department/unit for readers who may be unfamiliar with the department/unit, this section may also serve to describe the process used to conduct the review. Executive summary is typically the last section of the report written. The executive summary should briefly describe the process and highlight the major findings of the review including major strengths and weaknesses, areas identified for improvement, and future plans.

## Mission and Program

- Mission Centrality – Review the unit mission statement. When was the last time the mission statement was reviewed? Are any changes necessary to reflect current unit purpose/function? Please see Appendix C for guidelines on developing a mission statement.
- How well does the department/unit mission relate to college's mission? The Non-Academic/Administrative Program Review Report should include the unit mission statement and a mission centrality statement which serves to demonstrate how the program supports the mission of the college. Generally, a mission centrality statement references the portions of the college's mission, goals that the program supports.
- Is the mission consistent with the Strategic Plan?
- How is the mission communicated to the staff and constituents?
- What are the functional responsibilities of the department/unit, and to whom does the department/unit report?
- How does the department/unit compare with similar departments/units at peer institutions in terms of structure, responsibilities, size, and budget?
- Are there any unique or innovative aspects of the department/unit compared to similar departments/units? What criteria were used to make this determination?
- Does the department/unit reflect the practice of standards from any professional organizations or best practices models?
- What are the department's/unit's goals and objectives? Are they consistent with the defined mission and responsibilities of the department/unit?
- To what extent have the goals and objectives been achieved?
- What are the department's/unit's accomplishments? How is this measured?

## Quality Assurance

- What services does the department/unit provide?
- How does the department/unit make students and others aware of these services?
- How are services prioritized and scheduled?
- How does the department/unit make others aware of its policies and procedures?
- Are there services that the department/unit would like to provide? What resources would be needed to do this?
- What is the organizational structure? Is \_\_\_\_\_ the structure appropriate to meeting the department's/unit's goals and objectives?
- Do all critical staff functions have a back-up?
- What is the relationship of this department/unit to others in the institution?
- Are there any duplicate services offered in other areas of the institution?
- What are the planning, decision-making, and evaluation processes in the department/unit?

- Are work responsibilities clearly defined?
- What measures are taken to ensure that the department/unit is appropriately sensitive to the cultural backgrounds of staff and other constituents?
- What measures has the department/unit taken to create and maintain a work environment that is welcoming, accessible, and inclusive to persons of diverse backgrounds, equitable and non-discriminatory, and free from harassment?
- Have staff sought grants, collaborated with others in partnerships, made presentations, or otherwise participated in any form of professional development?
- Have there been surveys or other assessment instruments that have been used in making changes in the department/unit?
- Describe the extent to which the department/unit is staffed by full-time versus part-time employees. Is the ratio a good one for the department/unit?
- Do employee's skills match the department/unit needs? Is additional training needed?
- Is there a mechanism for providing training? What resources are needed for this?
- What is the space and facilities allocation? To what extent does this allocation allow the goals and objectives to be realized?
- Provide a budget allocation and expenditure summary over the last five years (or since the last review).
- Review the budget trend for the department/unit. What is the process for budget decisions? Trends in budgeted resources and the effect on the department/unit should be discussed.
- Are there any high schools, community agencies, or other forms of community involvement that should be discussed?
- What assessment instruments or data provide information on community involvement and how is that used?

### Summary of Developments Since the Last Non-Academic/Administrative Program Review

During the five years between program reviews, things change. Some of these may be addressed in the Quality Assurance part of the review. This portion of the review should address significant changes and provide a summary of these changes since the last review, with emphasis on the challenges identified during the last review, accomplishments relating to the action plan, progress on recommendations that were made, and work yet to be done. Using the yearly progress reports helps keep the department/unit on track and makes it less likely that something will be forgotten or omitted.

### Recommendations

The purpose of this section is to describe what is planned as a result of this program review. Recommendations that will improve or sustain quality and address weaknesses should be stated. If there are areas where departments/units outside the one being reviewed can be better utilized, that should be discussed here. Any external factors that will affect the department's/unit's ability to achieve future goals should be discussed. If an activity needs to sunset, discuss what path that should take. Think of this section as a guide to the future.

- What areas need improvement?
- Where are the greatest strengths?
- How can the department/unit leverage these strengths?
- Do the mission, goals, and/or objectives need to be changed?

- Are there better measures of achievement?
- Are there services that should be changed, added, deleted?
- Does the organizational structure need to be changed?
- What resources are needed to function better?
- What is a realistic timetable for any recommendations?
- How should the recommendations be prioritized?
- How will progress be measured?

## Action Plan

The Non-Academic/Administrative Program Review document should provide a plan of action as to how the objectives that will be part of the future of the department/action will be accomplished. The action plan will require the department/unit to do some analysis to determine how things will be accomplished. The yearly monitoring report will be useful in determining the progress of the action plan.

The Non-Academic/Administrative Program Review should be an evidence-based assessment of your unit. The goal is to identify what the unit does, what it does well, and what needs to improve. The next step is deciding how to continue to do what is working and how to improve. Setting up an Action Plan with steps and a timeline is part of the “next steps”. Keeping track of the action steps and assessing progress at specified times also necessary. Some of these questions might have been considered when the Non-Academic/Administrative Program Review was produced. Here, the department/unit will look forward in answering these questions and in formulating the next steps. Some questions you might want to consider when setting up your plan:

- How well do your unit’s goals and objectives represent the scope and depth of the services your unit provides to the College?
- How well do your unit’s goals and objectives represent the scope and depth the standards or best practices for your unit?
- How did the unit’s performance outcomes compare with its goals?
- What have you learned about your unit’s quality by examining your performance indicators? What changes do you want to make?
- How does your unit use information about its performance to work on ongoing improvement? Do you use any survey results?
- Are your annual measures of success giving you useful information for guiding improvement initiatives?
- In what ways have your improvements affected unit employees, other College staff and programs, students, or alumni? How do you know this?
- What are particular areas of strengths and areas for improvement in your unit’s personnel composition? Examine areas of expertise, experience, qualifications.
- Is the workload in your unit well distributed to accomplish all the responsibilities of the unit? Use data to support this and to plan for resources needed.
- What are the indicators for performance success in your unit?
- What additional data are needed to answer questions about your unit’s performance indicators?
- Do you benchmark or compare your unit’s performance against similar units at other institutions?
- Which areas of your budget are sufficient, and which need to be enhanced?
- Explain the budget review process your unit uses and how this review is used to increase efficiency.

Non-Academic Program Review will be performed on five-year cycles as follows:

Division	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24
President's Office	TRIO/SSS	MILE Human Resources	Equity & Diversity EOF	Athletics Workforce	Vice President's Office
Academic Services	Academic Support and Tutoring Assessment	Rowan Choice Adjunct Faculty	Cultural Programs Education, Behavioral Sciences, and Humanities STEM	Testing Law and Justice Business	Institutional Research Nursing and Health Sciences
Student Services	Career Services Retention Services 3 + 1 People in Transition University Center	Student Life Academic Advising	Veteran Affairs Counseling & Wellness Center Student and Judicial Affairs	Special Services & Disabilities and Support Services Registrar	Admissions Enrollment College & Career Readiness Information Center Financial Aid
Operations	Safety & Security Foundation and Alumni	Facilities CTL Communications and Marketing	College Services	Instructional and Informational Technology Finance Conference and Events Center	Art and Innovation Center Library and Learning Resources

Table 3: RCSJ Non-Academic Program Review Schedule

## Appendices

### APPENDIX A: CAS Standard Summaries



#### GENERAL STANDARDS SUMMARIES

##### Part 1. MISSION

Programs and services must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

##### Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Programs and services must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success. Where institutions provide distance education, programs and services must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

##### Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, programs and services must be structured purposefully and organized effectively.

Programs and services must have:

- Clearly stated goals
- Current and accessible policies and procedures
- Written performance expectations for employees
- Functional workflow graphics or organizational charts demonstrating clear channels of authority

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

###### *Strategic Planning*

- Articulate a vision and mission that drive short- and long-term planning
- Set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes including diverse perspectives to inform decision making
- Facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
- Provide an environment that develops and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities in student learning, development, and engagement

###### *Supervising*

- Manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
- Offer appropriate feedback to colleagues and students on skills needed to become more effective leaders and advocate for the pursuit of leadership opportunities

- Encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession contribute to the effectiveness and success of the unit

#### *Managing*

- Identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- Plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- Be informed and use current, valid evidence and resources such as relevant laws and codes, or appropriate technologies, to inform decisions
- Incorporate sustainability practices in the management and design of programs, services, and facilities
- Assess potential risks and take action to mitigate them

#### *Advancing the Organization*

- Communicate effectively in writing, speaking, and electronic venues when advocating for programs and services
- Advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- Initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
- Facilitate processes to reach consensus where wide support is needed
- Inform other areas within the institution about issues affecting practice

#### *Maintaining Integrity*

- Model ethical behavior and institutional citizenship
- Share data used to inform key decisions in transparent and accessible ways
- Monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible

### **Part 4. HUMAN RESOURCES**

Programs and services must be staffed adequately by individuals qualified to accomplish our mission and goals.

Within institutional guidelines, programs and services must:

- Assess the performance of employees individually and as a team
- Create a diverse staff; programs and services must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.
- Develop promotion practices that are fair, inclusive, proactive, and non-discriminatory. To further the recruitment and retention of staff, programs and services must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.
- Ensure that professional staff members engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.
- Ensure that professional staff members hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.
- Ensure that staff members are knowledgeable about and trained in safety and in emergency procedures for securing and vacating facilities, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.
- Establish procedures for staff recruitment and selection, training, performance planning, and evaluation
- Have all staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

- Have all staff members, including student employees and volunteers, receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.
- Have degree- or credential-seeking interns or graduate assistants be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.
- Have student employees and volunteers carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.
- Have technical and support staff members accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.
- Maintain position descriptions for all staff members.
- Provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.
- Set expectations for supervision and performance

## Part 5. ETHICS

Moral principles set in place for the expected conduct of behavior in the organization. The following criteria ensures that the ethics of the organization is met:

- As appropriate, staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- Programs and services must adhere to institutional policies regarding ethical and legal use of software and technology.
- Programs and services must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.
- Programs and services must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.
- Programs and services must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.
- Promotional and descriptive information must be accurate and free of deception.
- Staff members must perform their duties within the limits of their position, training, expertise, and competence.
- Staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- Statements of ethical standards must address issues surrounding scholarly integrity.
- Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.
- Statements of ethical standards must include the expectation that staff members confront and hold accountable other staff members who exhibit unethical behavior.
- Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

- Statements of ethical standards must reference the management of institutional funds.
- Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards must specify limits on the disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.
- When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

#### Part 6. LAW, POLICY, AND GOVERNANCE

To achieve this goal of the organization, regulatory compliance ensures that law, policy, and governance is followed. The following criteria help to ensure that the organization abides by law, policy and governance:

- Programs and services must follow laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.
- Programs and services must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- Programs and services must have written policies on all relevant operations, transactions, or tasks that have legal implications.
- Programs and services must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- Programs and services must obtain permission to use copyrighted materials and instruments.
- Programs and services must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.
- Programs and services must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.
- Staff members must be knowledgeable about internal and external governance systems that affect programs and services.
- Staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
- Staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.
- The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

#### Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, programs and services must create and maintain educational and work environments that are:

- Welcoming, accessible, and inclusive to persons of diverse backgrounds
- Equitable and non-discriminatory
- Free from harassment

Programs and services must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Programs and services must:

- Advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel through multicultural training and hold staff members accountable for integrating the training into their work
- Ensure physical, program, and resource access for persons with disabilities and modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities
- Include diversity, equity, and access initiatives within their strategic plans
- Promote respect about commonalities and differences among people within their historical and cultural contexts
- Address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices through purposeful communication
- Respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources
- Recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region.

#### Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Programs and services must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to:

- Establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- Garner support and resources for programs and services as defined by the mission statement
- Disseminate information about the programs and services
- Collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- Engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents

Programs and services must have procedures and guidelines consistent with institutional policy for:

- Communicating with the media
- Contracting with external organizations for delivery of programs and services
- Cultivating, soliciting, and managing gifts
- Applying to and managing funds from grants

#### Part 9. FINANCIAL RESOURCES

Programs and services must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

Programs and services must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

#### Part 10. TECHNOLOGY

Programs and services must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

Programs and services must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

Programs and services must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, programs and services must select technology that reflects intended outcomes.

Programs and services must:

- Maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- Have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- Develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems
- Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.
- When providing student access to technology, programs and services must have clear, easy to understand policies on providing assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- Provide students, staff, and faculty instruction or training on how to use the technology
- Inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

#### Part 11. FACILITIES AND EQUIPMENT

Programs and services must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, programs and services must take into account expenses related to regular maintenance and life cycle costs.

- Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.
- Staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities.
- Staff members who share workspace must be able to secure their own work.
- The design of the facilities must guarantee the security and privacy of records and events to ensure the confidentiality of sensitive information.
- The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

#### Part 12. ASSESSMENT AND EVALUATION

Programs and services must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

- Programs and services must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.
- Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met effectively and efficiently.

- Sufficient and comprehensive data collection processes must include responses from students and other constituencies, and aggregated results must be shared with appropriate stakeholders and constituents.
- Results of assessments and evaluations must be used to for revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

Revision approved November 2011

## APPENDIX C: WRITING A MISSION STATEMENT

### How to Write a Program Mission Statement

#### *Mission Statement of the Program*

The *Program Mission Statement* is a concise statement of the general values and principles which guide the curriculum. It sets the tone and a philosophical position from which follow a program's goals and objectives. The Program Mission Statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.

Program mission statements must also be consistent with the principles of the purpose set forth in the University's mission and goals statements. Accrediting bodies expect that program mission statements are in harmony with mission statements of the institution, school/college, and/or department. Therefore, a good starting point for any program mission statement is to consider how the program mission supports or complements the University, school/college, and department missions and strategic goals.

#### *A Program Mission Statement*

- Is a broad statement of *what the program or unit is, what it is, what it does, and for whom it does it*
- Is a clear description of the *purpose* of the program or unit and the learning environment
- Reflects how the program contributes to the education and careers of students graduating from the program or how the unit supports its customers
- May reflect how the teaching and research efforts are used to enhance student learning
- Is *aligned* with the department, college, and university missions
- Should be distinctive for the program or unit

#### *Components of a Program Mission Statement*

- **Primary functions** or activities of the program unit—most important functions, operations, outcomes, and/or offerings of the program or unit
- **Purpose** of the program or unit—primary reasons *why* you perform your major activities or operations
- **Stakeholders**—groups of individuals that participate in the program and those that will benefit from the program or unit.

#### *Attributes of a well-written Mission Statement*

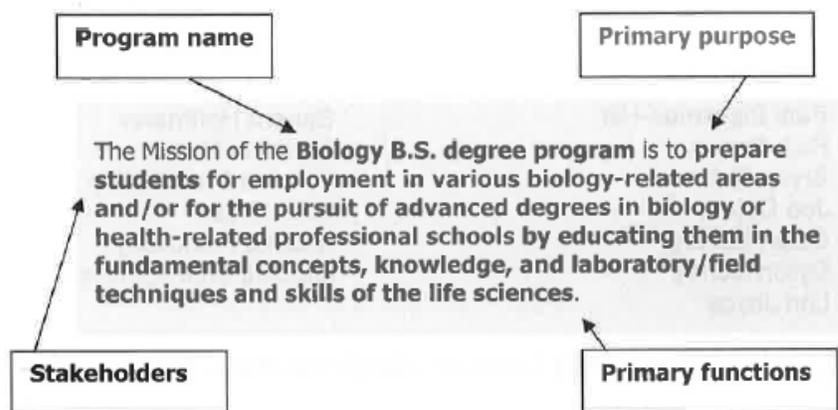
- The statement leads with the educational purpose distinctive to the degree and field of study
- The statement identifies the signature feature of the program
- The statement defines clarity of purpose and sticks in your mind after one reading
- The statement explicitly promotes the alignment of the program with system, campus, college and department missions.
- An expanded statement of purpose explicitly states vision, and values that are realistic and achievable, and is based on expressed understanding of student served and interests of other important stakeholders

#### Structure of a Program Mission Statement

“The Mission of your (named of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” (Additional clarifying statements).

(Note: the order of the pieces of the mission statement may vary from the above structure)

### Program Mission Statement Example



Another similar simple format:

*The \_\_\_\_\_ (organization) will \_\_\_\_\_ for \_\_\_\_\_ by \_\_\_\_\_.*

This tells *who* the organization is, *what* it intends to do, *for whom* it intends to do it, and *by what means (how)* it intends to do it.

#### **Checklist for a Mission Statement**

- Is the statement clear and concise?
- Is it distinctive and memorable?
- Does it clearly state the purpose of the program?
- Does it indicate the primary function or activities of the program?
- Does it indicate who the stakeholders are?
- Does it support the mission of the department, college, and university?
- Does it reflect the program's priorities and values?

Based on material from the University of Central Florida: "UCF Academic Program Assessment Handbook", 2005 and material from the University of San Diego.

Yearly Update Template:

<b>Unit: Academic Services</b>					<b>YEAR 2 REPORT 2012-2013</b>
<b>Recommendation: Consider program offerings that are more current.</b>					
<b>Action Item Addressed: New programs that are attractive to students will be developed.</b>					
<b>Timeline from Action Plan</b>	<b>People Responsible</b>	<b>Activity Toward Goal (Describe steps taken, how progress is measured, results, analysis of results—especially impact on other units, the College, etc.)</b>	<b>Budget and Strategic Plan Tie-ins</b>	<b>Next Steps (Include relevant information here—what is planned, who will participate, etc.)</b>	<b>Date (when was this report submitted for review?)</b>
2012-2013	Program coordinators all divisions	Program coordinators in several divisions worked to develop programs that will serve students well and attract enrollment. A program in Homeland Security has been proposed. Progress is measured by written analyses and reviews of teaching materials and best practices for this type of program, number and quality of discussions with other academic departments who are affected by course in this program, and the transferability study.	Budget needs include technology resources for XYZ course in the program.  Strategic Plan code:	The Curriculum Committee will have to review and approve the program. It then needs to go through the state approval process. Once scheduled to be implemented, the program must be promoted. Faculty will work with advising, the registrar, and marketing to advertise the new program.	May 2013
<b>REVIEWED BY:</b>					<b>Date:</b>