

Non-Academic Program Review (APR) Guide and Glossary of Terminology

What is a Non-Academic Program Review?

Systematic process for evaluating and improving programs, programming, operational functions, and/or services through self-evaluation, peer evaluation, and assessment

"Non-APR"



What are the Differences and Similarities Between

Academic Program Review (APR)

- A study of instructional program effectiveness that assesses:
 - student learning
 - relevance of course offerings to industry needs and standards
 - instructional support services
 - student access, persistence, retention and completion
 - costs and return on investment
 - adequacy of faculty and staff

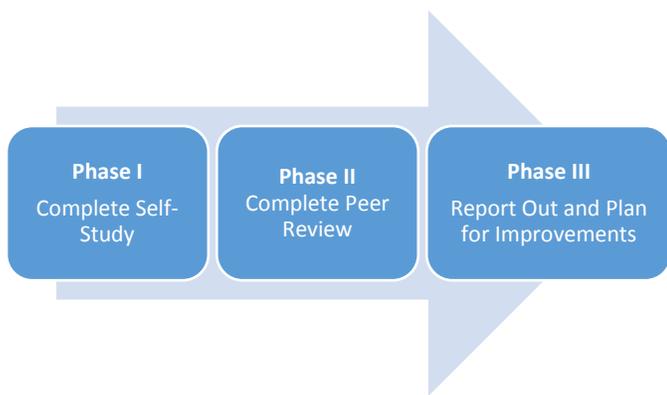
Non-Academic Program Review (Non-APR)

- A study of non-instructional departments, operational offices, services, or initiatives that assesses:
 - functional or operational effectiveness and efficiency
 - direct or indirect impact on student success
 - costs and return on investment
 - professional standards of practice
 - customer service
 - adequacy of staff
 - adequacy of technology and facilities



Non-academic program reviews are:

- Completed every 3 years and align with BMCC's annual planning and assessment timeline
- Comprised of 3 phases



Sample Non-APR Rotating Schedule

	2017-18	2018-2019	2019-2020	2020-2021
Phase I – Self Study F/W Phase II – Peer Review W Phase III – Report S	Enrollment Serv. Outreach/Req. Success Center Facilities	Inst. Technology Business Services Public Relations Foundation/Alumni	Office IE Athletics Financial Aid Human Resources	Enrollment Serv. Outreach/Req. Success Center Facilities



- Intended to be led by Unit or Department Dean, Director, Supervisor, or Manager with significant contribution by departmental staff
- Administered by the Office of Institutional Effectiveness
- Shared with Vice President, Cabinet, and Coordinating Council
- **Facilitated by the Office of Institutional Effectiveness:**
 - ✓ Oversees the Non-APR Self-Study Process and develops a rotating schedule for all non-academic departments
 - ✓ Meets with departments who are beginning the self-study to explain the process and offer assistance
 - ✓ Provides prompts and assistance to departments when they complete the self-study and are ready for phase II and phase III
 - ✓ Makes recommendations to departments as needed for peer mentor support and peer reviewer

Non-Academic Program Review Process and Self-Study Packet Includes:

- Instructions and guidelines sheet
- Assessment terminology and glossary of terms
- Fillable self-study template
- Availability in electronic as well as downloadable hard copy from the Institutional Effectiveness webpage

Components of the Non-APR Self-Study

- Program "Fact Sheet" – Departmental Mission/Purpose, Personnel, Functions/Services, Budget
- Changes or Improvements From Previous Self-study
- Prior Departmental Goals and Objectives Outcomes
- Current Strengths, Weaknesses, Opportunities, Aspirations (SOAR) Analysis
- Future Direction – Goals and Objectives



Components of the Peer Review

Internal Peer Review

- Department will choose from a list of BMCC peers who have been trained to evaluate program reviews
- Self-study will be evaluated based on completeness and strength of the self-reflection
- Peer Reviewer provides a narrative evaluation with recommendations
- Intent of the peer review is to provide valuable feedback that will support a comprehensive report out in year 3

External Peer Review (optional)

- Department may choose an external peer from within their professional area (i.e., Financial Aid) to evaluate the program review
- Self-study will be evaluated based on industry standards and strength of the self-reflection
- Peer Reviewer provides a written narrative evaluation with recommendations
- Intent of the peer review is to provide valuable feedback from a specific professional industry perspective that will support a comprehensive report out in year 3




Components of the Report Out and Plan for Improvement

- Copy of fact sheet, self-study, and peer review is provided to the Dean and/or Vice President for review and signature
- Dean and/or Vice President meets with the Department to discuss outcomes, recommendations, future goals, and plan for improvement
- Department Lead provides fact sheet and summary report of outcomes, future goals, and plan for improvement to Cabinet and Coordinating Council
- Departmental goals and plan for improvement becomes part of on-going annual planning




BMCC's Glossary of Non-APR Assessment Terminology

ASSESSMENT

How we know what we do matters. The systematic and on-going practice of determining the impact of educational interventions and services for the purposes of: 1) Improving program quality and 2) Reporting on program outcomes.

THE PRACTICE (HABIT) OF ASSESSMENT

The habit of outcomes-based assessment is defined as:

1. **Establish** Program purpose, objectives, and intended outcomes in relationship to College mission, core themes, and strategic goals
2. **Verify** that operations or program activities align with intended outcomes – mapping is helpful!
3. **Plan** for assessment: a) identify intended outcomes to assess, b) identify assessment methods (indicators)
4. **Conduct** assessment a) gather & interpret evidence, b) pose questions – “so what?”
5. **Document** and report findings and planned/recommended changes to objectives and/or programming
6. **Re-Affirm** stage 1 – adjust and affirm as necessary

BMCC's STRATEGIC PLAN

Is a set of goals, informed by the college's core themes that provide focus on how, over a five year period, the college will accomplish its mission. It is a “habit” and way of thinking that continuously guides decisions, prioritizes activities and resources, and celebrates success in ways that are deliberate and measurable. This data driven “living” document allows for accountability and ongoing flexibility and adjustment.

- Vision – Aspirational description of what an organization would like to achieve
- Mission – Statement and/or declaration of organizational function, purpose, and scope
- Values – Statements and/or declaration of core beliefs, fundamental forces, and highest priorities that drive actions
- Core Themes – Reflective of essential components of organizational mission
- Goal – A measurable, priority accomplishment or outcome informed by core theme: “The what”
- Objectives/Activities – Intended effort or action designed to support accomplishment of the goal: “The how”
- Intended Outcome – The “so what” or what we expect to have happen as a result of the objective, activity and/or goal
- Indicator – Predetermined, measurable evidence of intended outcome
- Target – Specific criteria describing the intended outcome
- Measure – Way, means, method of evaluating indicators and outcomes

DEPARTMENTAL OUTCOMES

Our intended results regarding service delivery, processes, and/or compliance standards. Distinguished from learning outcomes, service outcomes measure how effective a program is at accomplishing its overall service or process objectives, such as customer satisfaction, timeliness of services, compliance, numbers served, demographic representation of students (or employees) served, efficiencies, etc.

ANNUAL DEPARTMENT OPERATIONAL PLANNING AND ASSESSMENT

All College departments complete an annual assessment of prior year outcomes and complete planning for the next year as part of the institution's commitment to continuous improvement as well as the annual planning and assessment process. This process helps departments and the College document assessment practice, accomplishment of intended outcomes, and findings that can lead to changes increasing Program effectiveness. This activity takes place in the fall in

PROGRAM

Used interchangeably with "Department", a Program is intended to define a unit of service with a common operational purpose. Examples of Non-Academic Programs or Departments within BMCC will typically be found in the following areas of the College: Administrative Services, Presidents Office, Public Relations, and Student Affairs.

PURPOSE

Why we exist. The purpose is a statement describing the core mission of the Program in relationship to the overall College mission and core themes.

NON-ACADEMIC PROGRAM REVIEWS

All non-academic areas of the College complete a comprehensive program review comprised of 1) self-study, 2) internal/external evaluation and 3) report of findings every 3-5 years and on a rotating schedule. Program Reviews are more evaluative than the annual assessment, in that they focus on the overall quality and the cumulative contribution of a Program within the College.