

STUDENT AFFAIRS ASSESSMENT INSTITUTE

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LOUISVILLE
KENTUCKY

Program Review

Pre-Institute Session

Introductions

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Session Outcomes

As a result of engaging in this session, participants will be able to:

- Identify the purpose of conducting a program review
- Describe the role of standards, including the CAS Standards, in program review
- Recall practical tips for organizing and completing a program review
- Describe strategies for sharing and using program review results

Outline

- What's a program review? (And why do I care?)
 - CAS Standards
- Overview of the Program Review Process
 - What You Can Do to Help Your Program Review
 - What Your Program Review Can Do to Help You

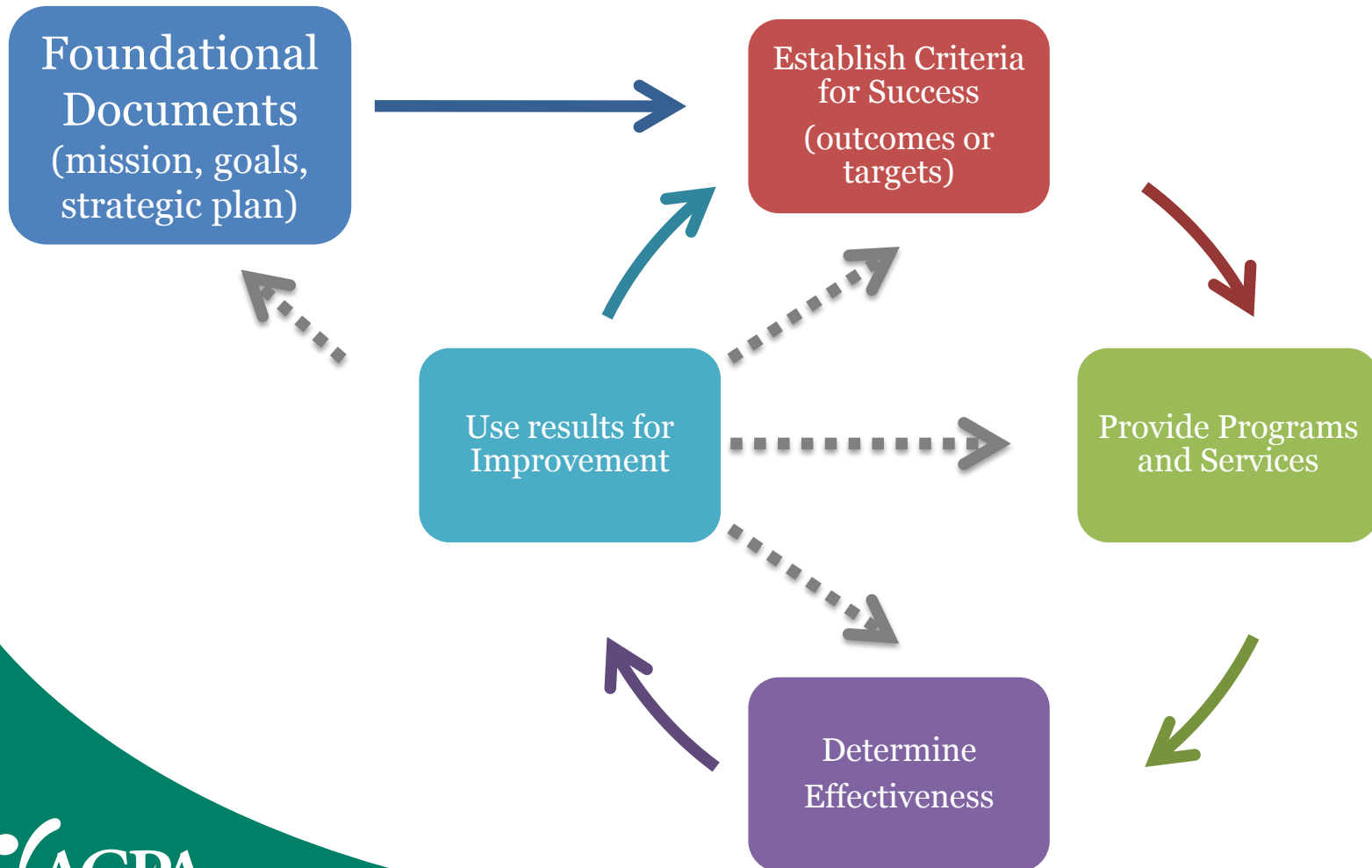
WHAT'S A PROGRAM REVIEW?

And Why Do I Care?

Program Review...

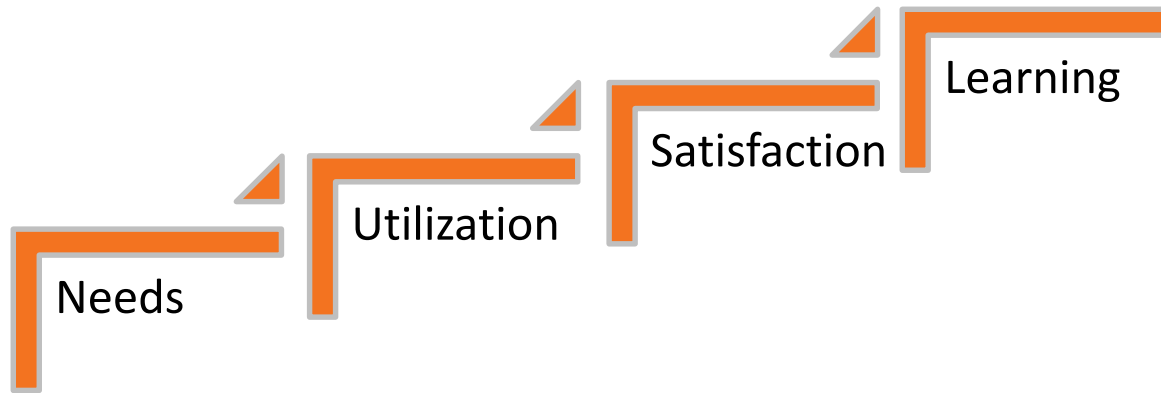
- Uses a holistic assessment tool to provide a big-picture evaluation of the health of a department
- Is a process characterized by self-reflection and evaluation whereby one can critically assess all aspects of a department or functional unit

As part of assessment cycle...



As part of collecting varied information...

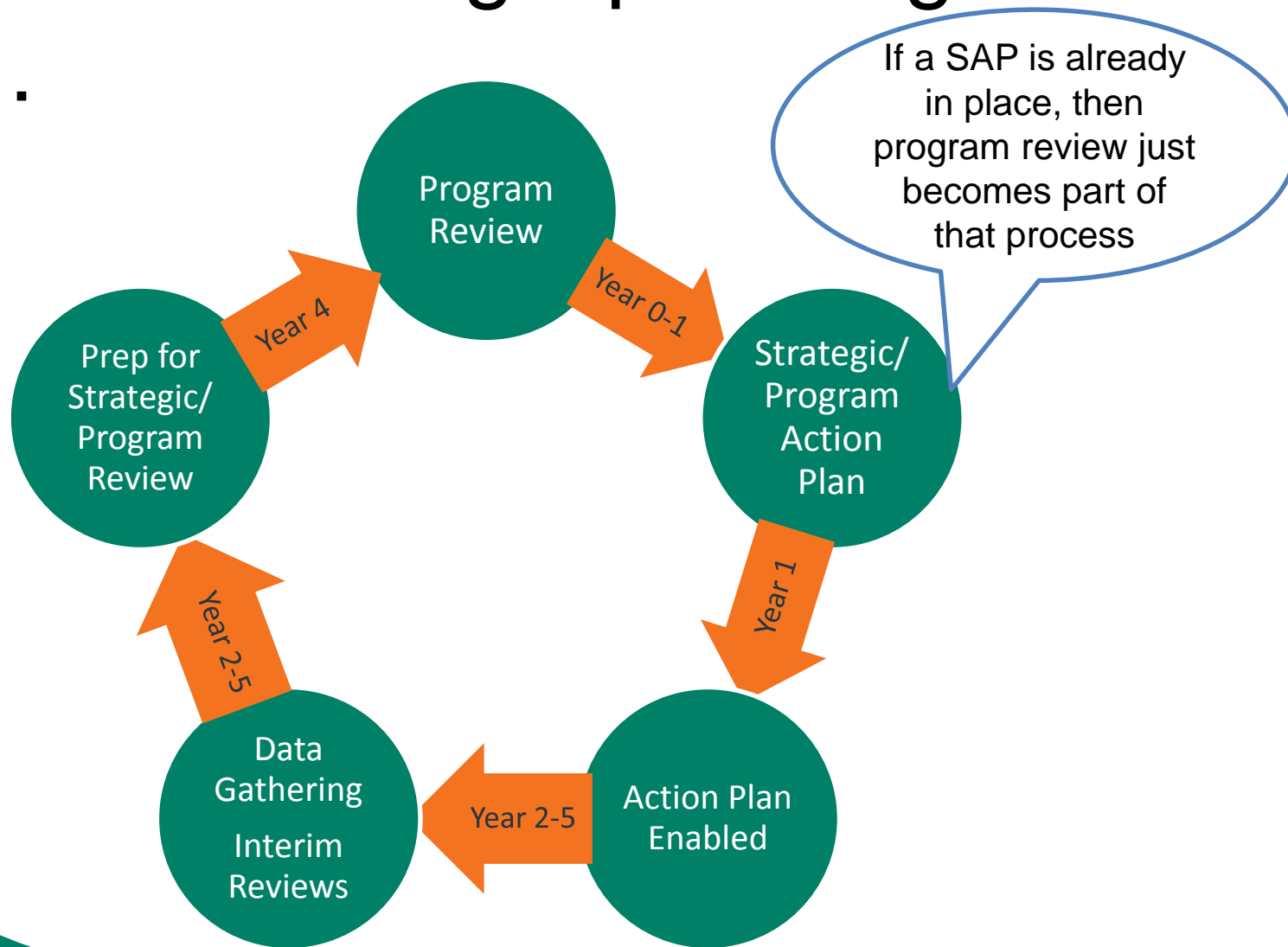
Student Assessment



Administrative Assessment

- Benchmarking
- Program Review
- Cost/Benefit Analyses
- Audits
- Etc.

As part of a strategic planning cycle...



History of Program Review

- Roots in Academics
- Accreditation
- Academic program review
- Creates opportunities for alignment and collaboration
- Council for the Advancement of Standards in Higher Education (CAS) started program review as early as 1989

Program Review...

Creates a necessary time and space for self-reflection and self-evaluation

Topics Typically Covered

- Mission
- Programs/services
- Professional standards of practice
- Leadership practices
- Staffing levels
- Staff qualifications
- Finances
- Facilities
- Constituencies served
- Ethical and legal obligations
- Technology
- Assessment

Common Sources for Standards

- Council for the Advancement of Standards in Higher Education (CAS) – www.cas.edu
 - Widely accepted, 41+ member organizations
 - Cover most student affairs, academic support and enrollment management functional areas
- Specific Professional Organizations (e.g., [ACUHO-I](#), NACUFS, [CASE](#))
- Accrediting Agencies for professional services (i.e., [health services](#), [counseling](#), [child care](#))

Establishing Purpose

- What are the needs you hope to address through program review?
- What are your goals for program review in your department and/or division?

Time for Individual Reflection

An option for your program review structure

CAS STANDARDS

Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Promotion of standards in higher education
- Promotion of self-assessment in educational practice
- Consortium of 41 member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 44 standards and self-assessment guides (SAGs)

Understanding Standards & Guidelines

Standards

Indispensable requirements

Achievable by any & all programs of quality

Appear in **bold** type

Use **must & shall**

Guidelines

Clarify & amplify Standards

Guide enhanced practice beyond essential function

Appear in light-faced type

Use verbs **should & may**

Learning and Development Outcomes

- Six Learning & Development Outcome Domains and related dimensions are a part of the CAS General Standards
 - Knowledge acquisition, construction, integration, and application
 - Cognitive Complexity
 - Intrapersonal Development
 - Interpersonal Competence
 - Humanitarianism and Civic Engagement
 - Practical Competence

Self Assessment Guides (SAG)

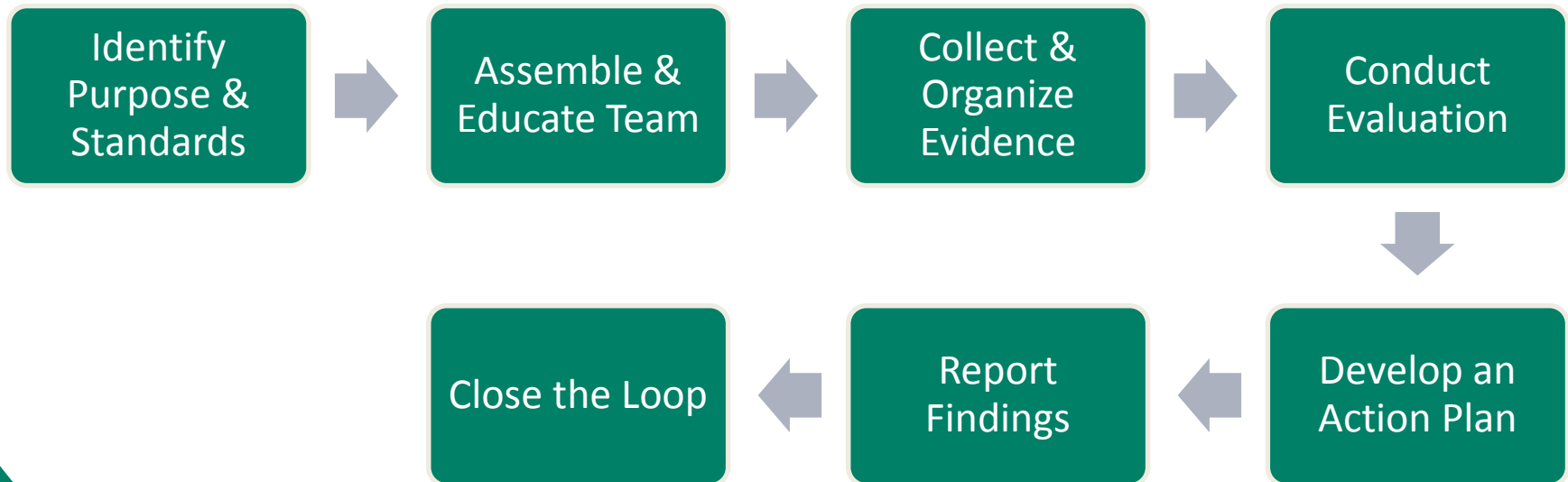
- Provides an effective workbook/format for evaluation, self assessment and institutional reviews
- Translates standards into multiple criterion statements which can be measured
- Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments
- Informs on program strengths and weaknesses
- Leads to an action plan to enhance programs and services that benefit student learning and development

For more information on CAS

- Visit www.cas.edu
- *CAS Professional Standards for Higher Education* (9th edition) - coming August 2015
- Self-Assessment Guides
 - Available for downloads with standards and resources on conducting self-assessment
- CAS Resource Center at <http://www.cas.edu/resources.asp>

PROGRAM REVIEW PROCESS

(Typical) Program Review Process



Identify Purpose & Standards

- What are the needs you hope to address through program review?
- What are your goals for program review in your department and/or division?

Identifying Purpose & Standards

- Which standards make the most sense for your program review?
- Consider:
 - Technical/specialized knowledge
 - Existing division or institution-wide processes
 - Breadth versus depth of standards
 - Specialized combinations of standards

Assemble & Educate Team

- Include representatives from key stakeholder groups (including students!)
- Think about the power dynamics
- Which set-up works best for the personalities and experience level of your group?
 - Chair // Co-chairs // Chair and Vice Chair // Others?

Assemble & Educate Team

- Make sure the team...
 - Reviews the standards/criteria being used for the evaluation
 - Has a big-picture understanding of the responsibilities of the department/area being reviewed (e.g., some stakeholders may only be aware of some of this work)
 - Knows the expectations for the group's final product

Collect & Organize Evidence

- *‘Evidence-based’* evaluation
 - While personal experiences and anecdotes will play their own role in the review, it is important to be as evidence-based as possible
- Needed evidence will vary depending on what’s being evaluated and the standards/criteria being used

Documentary Evidence to Support Evaluative Judgments

- Student Recruitment and Marketing Materials
 - brochures/sources of information about the program, participation policies and procedures, reports about program results, and participant evaluations
- Program Documents
 - mission statements, catalogs, brochures, staff and student handbooks, policy and procedure manuals, evaluations and periodic reports, contracts, and staff memos
- Institutional Administrative Documents
 - statements about program purpose and philosophy, organizational charts, financial resource statements, student and staff profiles, and assessment reports

Documentary Evidence to Support Evaluative Judgments

- Research, Assessment, and Evaluation Data
 - needs assessments, follow-up studies, program evaluations, outcome measures, and previous self-study reports
- Staff Activity Reports
 - annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; and scholarship activities
- Student Activity Reports
 - developmental transcripts, portfolios, and evidence of student contributions to the institution, community, and professional organizations; reports of student accomplishments; and reports on student employment experiences

Conduct Evaluation

- Consider the learning and communication styles present in your team → Plan for your internal processors
- Determine how committee members will share work load or if the responsibility of leading the review will rest with the chair

Develop an Action Plan

- Identify strengths and weaknesses
- Make recommendations for next steps
- Articulate recommendations, resources, timeframe, and responsible individuals

Report Findings

- With whom does this information need to be shared? Are there multiple groups?
- What format will be most effective?
 - Full report?
 - Brief report/executive summary?
 - Presentation?
 - Others?

Report Findings

- Explain the mission, purpose, and philosophy of department/unit
- Summarize the findings including strengths and areas for improvement
- Make recommendations for strengthening/improving the program

Close the Loop

- Department/unit should make a plan for incorporating recommendations of review
- Identify specific actions for program enhancement, including developing an action plan
- Communicate that plan
- Align actions with strategic plans
- Request resources as needed

Using CAS Division-wide at ASU-Beebe



- Had an insufficient culture of assessment
- Were facing a self-study and accreditation visit
- Wanted more than a “slice” of one functional area
- Considered other options but decided to use CAS because:
 - United the division on common project
 - Provided common learning experiences, language, and training materials, and reports
 - Could support each other through the process
 - Used by TRIO so we had a couple of people who were already familiar with materials and could offer guidance

Using CAS Division-wide at ASU-Beebe



- Established a 5-year cycle
- Identified which functional areas they start each year (begin 5 or 6 sets each fall)
- Program Directors in each area are in charge of their review process
- Measure identified student learning outcomes in the non-CAS review years

Assessment Cycle at ASU-Beebe



ARKANSAS STATE
UNIVERSITY
BEEBE
BEEBE • HEBER SPRINGS • LRAFB • SEARCY

- Year One
 - Determine Student Learning Outcomes and Program Outcomes to be assessed; be consistent with the CAS Standards and appropriate for the institution's student populations
 - Begin to assess and collect data
- Year Two
 - Continue to assess and collect data
- Year Three
 - Prepare for the CAS Program Review process
 - Analyze data collected from prior two years and conduct ratings
 - Develop action plan for improvement
 - Write initial report
- Year Four
 - Present report and action plans
 - Begin to implement changes
- Year Five
 - Continue to implement action plans
 - Develop final report
 - Prepare descriptive report of changes implemented
 - Describe impact of changes
 - List those changes yet to be implemented & justifications
 - Develop Student Learning Outcomes and Program Outcomes for next cycle
 - Present report to Team and/or Supervisor

Results from ASU-Beebe



- Learned about best practices from our other campuses
- Increased our assessment efforts in addition to our use of CAS
- More centralized evidence and data
- Better professional dialogue among members of Student Services Leadership Team through use of a common language, common learning experiences, training materials, and support for one another
- New partnerships and enhanced relationships (internal and external)
- Allowed others to see the scope of what we do in Student Services

Reflective Questions

SMALL GROUP PRACTICE

BREAK

WHAT YOU CAN DO TO HELP YOUR PROGRAM REVIEW

Tips

- ✓ Plan for administrative support
- ✓ Be clear regarding work load expectations
- ✓ Define your rating scale (if using one)
- ✓ Detailed timelines will save your life
- ✓ When compiling evidence, pull 'representative examples'
 - (you can always add more as needed)

Tips, continued...

- ✓ Document the rationale for your rating/evaluation as you make them
- ✓ Leave yourself time at the end to revisit ratings/areas that you struggled with the first time around
- ✓ Incorporating informational interviews can be a powerful way to fill gaps in the committee's knowledge
- ✓ Adapt the process to meet your needs

Adapting Program Review to Meet Your Needs – Example #1

- Evaluation of eight offices providing academic support in student affairs division
- Modified academic advising standard
- Self-evaluations of each office
- Aggregated responses
- Identified key strengths and weaknesses
- Made recommendations for change



Part 1: Mission

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Mission Implementation and Review

- The program develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.2 Mission Statement

- The mission statement is consistent with that of the institution and with professional

		Scale	NA	DD	1	2	3	4
			Not applicable to academic support	Applicable to AS, but this office doesn't do it	Not met	Minimally met	Well met	Fully met
			ASC	DCAD	CS	FYO	OPAL	RE
MISSION								
1.1	A program mission and goals statement is in place and is reviewed regularly.							
1.2	Student learning, development, and educational experiences are incorporated in the mission statement.							
1.3	The mission is consistent with that of the host institution and the CAS standards.							
1.4	The program functions as an integral part of the host institution's overall mission.							
1.5	Expectations of advisors and advisees are clearly detailed and written.							
PROGRAM								
2.1	The program promotes student learning and development that is purposeful and holistic.							
2.2	The program has identified student learning and development outcomes that are relevant to its purpose.							
2.3	The program provides students with opportunities designed to encourage achievement of the identified outcomes.							
2.4	The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains below:							
2.4.1	Intellectual Growth							
2.4.2	Effective Communication							
2.4.3	Enhanced Self-Esteem							

Adapting Program Review to Meet Your Needs – Example #2



- Using a blend of CASE and CAS general standards
- Condensed review
- Using SWOT framework to incorporate Alumni Association governing board input
- Informing creation of department goals and strategic plan

WHAT YOUR PROGRAM REVIEW CAN DO TO HELP YOU

University of Wisconsin-Platteville University Counseling Services

- Year 1: Completed CAS SAG (2006-2007)
- Year 2: Identifying Action Items & Timeline (2007-2008)
 - Build External Relationships (2008-2009)
 - Invest in Technology & Equipment (2008-2009)
 - Develop and measure LO's (2008-2009, ongoing)



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Northern Illinois University

Internal review lead to...



Small Group Practice

- Part 1: Mission
 - Review the sample mission you received
 - Based on Part I. Mission of the CAS self-assessment guide, assign collective ratings for the program's mission
 - What information do you still need?
 - How will your group negotiate different ratings?

Conclusion

Questions?

Organizing Program Review at Division-level

- Sign-up for roundtable on Division Program Review!