Presented by:
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Is a cyclical process for **evaluating and continuously enhancing** the **quality** and **currency** of programs.

Some departments will use licensure/certification processes for program review.

Most departments will use a self-study.

All departments will participate in a peer review process.
WHY

- To focus on continuous quality improvement
- To comply with WASC accreditation
- To identify gaps and/or areas needing improvement
- To identify areas of strength and best practices
- To provide development for staff
- To develop an action plan for program enhancement
WHAT

- Tools for Program Review
  + CAS – Council for the Advancement of Standards
    - Consortium of professional associations concerned with the development and dissemination of professional standards and guidelines for student support services in institutions of higher learning

CAS Professional Standards for Higher Education
CAS

- Standards
  + Statement framed within the context of a professional arena designed to provide practitioners with **criteria** against which to **judge** the **quality** of programs and services offered
    - reflects an **essential level of practice**
    - when met – represents **quality performance**
    - uses words “**must**” and “**shall**” and are presented in **bold print**
Guidelines

- Statement that clarifies or amplifies professional standards
  - Designed to provide suggestions/illustrations that can assist in establishing programs and services that more fully address the needs of students
  - Provide guidance in ways to exceed essential requirements, approach excellence, to function at a more optimal level
  - Uses words “should” and “may” or “could” and are NOT presented in bold print
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<th></th>
<th>CAS Functional Areas</th>
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<td>Disability Support Services</td>
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<td>21. Financial Aid Programs</td>
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<td>22. Fraternity and Sorority Advising Programs</td>
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<td>23. Graduate and Professional Student Programs and Services*</td>
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<td>24. Health Promotion Services</td>
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<td>26. International Student Programs and Services*</td>
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<td>32. Orientation Programs</td>
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<td>33. Recreational Sports Programs*</td>
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<td>34. Registrar Programs and Services*</td>
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<td>35. Service-Learning Programs</td>
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<td>36. Student Conduct Programs</td>
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<td>37. Student Leadership Programs*</td>
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<td>38. TRIO and Other Educational Opportunity Programs*</td>
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<td>39. Undergraduate Research Programs*</td>
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<td>40. Women Student Programs and Services</td>
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Determine which area(s) most closely align with your primary functions

*New or revised since the 2006 edition of CAS
CAS – COMPONENT AREAS

1. Mission
2. Program
3. Leadership
4. Human Resources
5. Ethics
6. Legal Responsibilities
7. Equity and Access
8. Diversity
9. Organization and Management
10. Campus and External Relations
11. Financial Resources
12. Technology
13. Facilities and Equipment
14. Assessment & Evaluation
Campus Activities Programs (CAP)

**Part 1. MISSION**

The purpose of Campus Activities Programs (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution’s academic programs.

These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.

CAP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. CAP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

CAP must provide opportunities for students to:

- Participate in co-curricular activities
- Participate in campus governance
- Advocate for their organizations and interests
- Develop leadership abilities
- Develop healthy interpersonal relationships
- Use leisure time purposefully
- Develop ethical decision-making skills
- Advocate for student organizations and interests
Departments should routinely collect and file/store relevant data that can be used to document program effectiveness over time.

Examples include:

- **Program documents**
  - Mission statements
  - Brochures
  - Staff & student manuals
  - Policy and procedure statements

- **Administrative Documents**
  - Statements about program purpose/philosophy
  - Organizational charts
  - Financial statements/budgets

- **Student Directed Materials**
  - Brochures
  - Participation policies
  - Reports about program results
  - Marketing for programs
DOCUMENTARY EVIDENCE (CONT.)

- Research, assessment and evaluation data
  - Needs assessments
  - Program evaluations
  - Outcome measures and methodologies
  - Previous self-study reports

- Staff Activity Reports
  - Annual reports
  - Student Affairs annual strategic priorities reports
  - Staff members résumé/vitae (contributions to institution, department, profession)

- Student Activity Reports
  - Development transcripts, e-portfolios
  - Evidence of student contribution to the institution, community, professional organization
SAG – SELF-ASSESSMENT GUIDE

- An operational version of the CAS Standards and Guidelines
- An assessment tool for self-study
- Contains criterion measure statements for rating purposes – the extent to which you are meeting the standards

Not Done  ND  not applicable to a particular program
Not Met
Minimally Met
Well Met
Fully Met
Not Rated  NR  relevant data unavailable to support a judgment
Part 1. MISSION
Programs and services must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. Programs and services in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

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<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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Criterion Measures

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<thead>
<tr>
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<th>Rating</th>
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<tbody>
<tr>
<td>1.1</td>
<td>The program develops, disseminates, and implements its mission</td>
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<td>1.2</td>
<td>The program regularly reviews its mission</td>
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<td>1.3</td>
<td>The mission statement is consistent with that of the host institution and with professional standards</td>
</tr>
<tr>
<td>1.4</td>
<td>The program enhances overall educational experiences by incorporating learning and development outcome domains in the mission statement</td>
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Mission Overview Questions

1. What is the program mission?
2. How does the mission embrace student learning and development?
3. In what ways does the program mission compliment the mission of the institution?
Part 11. FINANCIAL RESOURCES
Assessment Services (AS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

AS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Financial resources should be sufficient to support study conceptualization, data collection, data entry and analysis, and the dissemination of assessment and research findings, as well as methodological training for staff.

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**Criterion Measures**

Guideline 11: Financial resources are sufficient to support:

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<tr>
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<th>Rating</th>
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<tbody>
<tr>
<td>11.a</td>
<td>Study conceptualization</td>
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<td>11.b</td>
<td>Data collection</td>
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<td>11.c</td>
<td>Data entry and analysis</td>
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<td>11.d</td>
<td>Dissemination of findings</td>
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<tr>
<td>11.e</td>
<td>Methodological training</td>
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Can also use CAS guidelines along with the standards

Department program review team would need to write criterion measure statements

Could be implemented when programs are generally considered to be already in compliance and want to enhance program quality
<table>
<thead>
<tr>
<th>ITEM</th>
<th>TIMELINE</th>
<th>RESPONSIBLE PARTY</th>
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<tbody>
<tr>
<td>Orientation and training</td>
<td>11/4/2010</td>
<td>Debra &amp; SALT</td>
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<tr>
<td>Submission of Preferred Cycle of Review &amp; CAS Area(s) of</td>
<td>11/12/2010</td>
<td>Department Directors</td>
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<td>Alternate Process</td>
<td></td>
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<tr>
<td>Determination of Department Cycle/Areas Of Review/Alternate Process</td>
<td>11/16/2010</td>
<td>VP, AVPs</td>
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<tr>
<td>Planning Process Document to WASC*</td>
<td>1/2011</td>
<td>Debra</td>
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*WASC Program Review Team will incorporate our plan into the EER – Educational Effectiveness Review 3/2011

- Institutional and program-specific mechanisms that allows institution to explore holistically, approaches to educational effectiveness, assess institutional systems and review program for evidence of student learning and consistency with educational goals and standards of the institution

(WASC Handbook of Accreditation 2001)
HOW (OVERVIEW)

- Departments select program review team
- Program Review Team understands CAS Standards/Guidelines and Self-Assessment Guide (or alternate process)
- Program Review Team/Department compiles and reviews Documentary Evidence
- Peer Review Team is selected
- SAG is used to judge performance
  + Individually
  + Group consensus
- Complete Assessment Tool
  + Ratings
  + Discrepancies
  + Strengths
  + Needed improvements
- Peer Review Team – receives and reviews Documentary Evidence and SAG
- Peer Review Team – 2 day on-site visit
- Peer Review Team - report received
- Program Review Team/Department - reviews and clarifies SAG/Peer Review Report
- Program Review Team/Department - develops action plan – tie into Strategic Priorities
- Action Plan implemented as appropriate
HOW LONG
- Process will take 6 – 9 months for review
- Additional time may be required for action planning / follow-up

HOW MUCH
- Time and energy of department management and program review team
- Funds ($) for peer review supplied by Division of Student Affairs 😊

HOW OFTEN
- Approximately 3 per year
  - Currently 14 departments, some which may have multiple functional areas
  - Approximately once every 5 years
STUDENT INVOLVEMENT

It is expected that students will be involved in the program review process

- Serve as member(s) of program review team
- Participate in surveys, needs assessment, open forums, satisfaction surveys, learning outcomes assessment, etc.
1. Answer Overview Questions (in SAG instrument)
2. Identify Areas of Program Strength (Work Form A)
3. Identify Areas Needing Improvement (Work Form A)
4. Describe Practices Requiring Follow-Up (Work Form A)
5. Summarize Actions Required for Program to Meet Standards (Work Form B)
6. Summarize Program Enhancement Actions (Work Form C)
7. Write Action Plan – Tie into Strategic Priorities
Student Learning Outcomes – ties into CAS Standard #2 Program

Strategic Priorities – ties into Program Review Action Plan

Student Voice – use for assessments, surveys, documentary evidence and compilation of the SAG
NEXT STEPS

PowerPoint and Training Materials sent to SALT (electronically) 11/5/10

Submission of Preferred Cycle of Review & Area(s) of Review or Alternate Process 11/12/10

Determination of Department Cycle/Areas of Review/Alternate Process 11/16/10

Additional training and/or consultation assessment will be set up for SALT/others in the spring and as needed
QUESTIONS
RESOURCES

WASC Handbook for Accreditation, 2001

www.cas.edu
www.csun.edu/~instrsch/wasc