



Introduction to Program Review for Student Affairs

University of Idaho – 11/16/2020





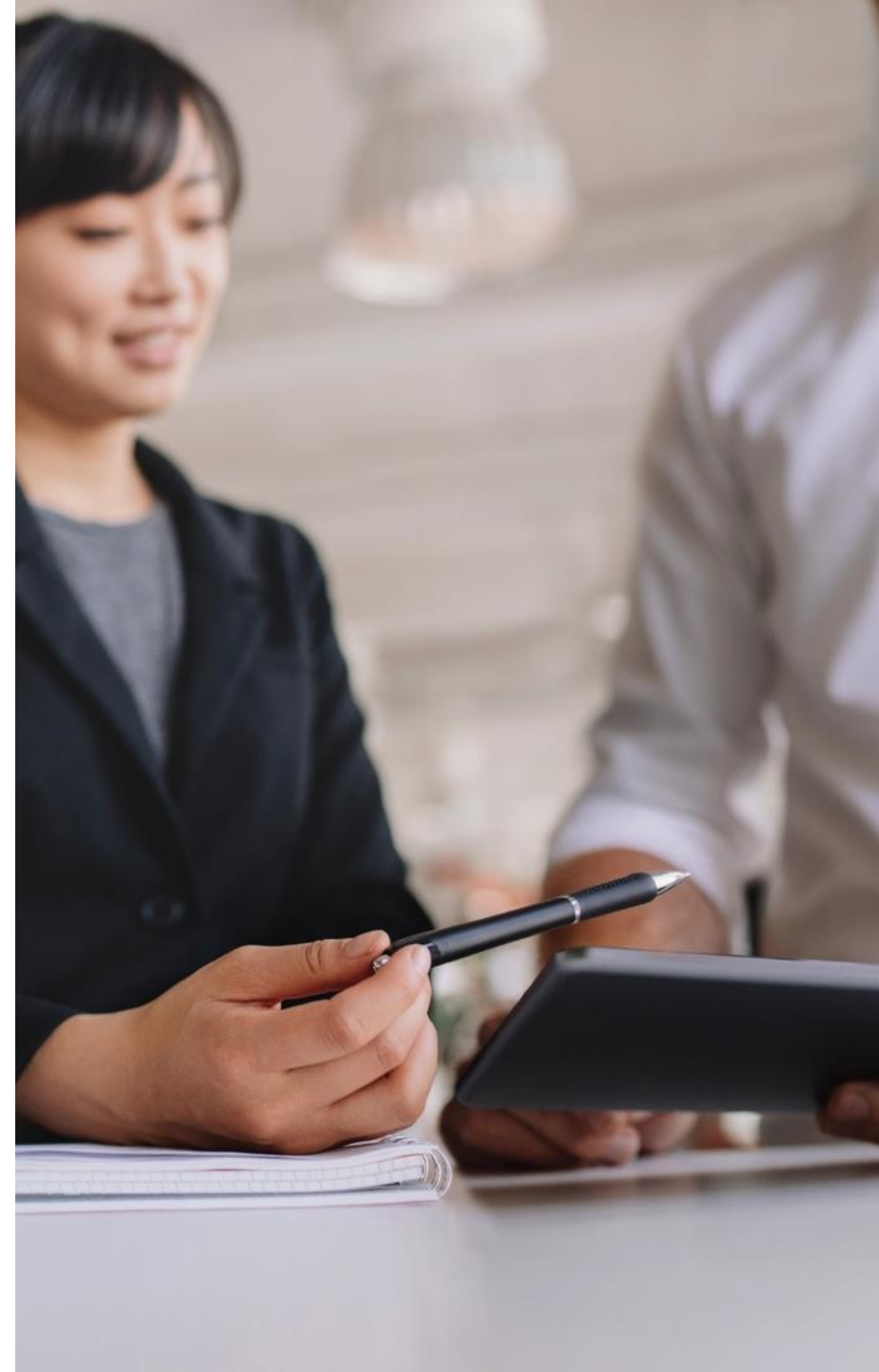
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As a result of this training, attendees will be able to:

- Describe the Council for Advancement in Standards (CAS) program review process
- Explain how to apply the Self-Assessment Guide (SAG) to the program review process
- Efficiently navigate their units' template
- Edit the content of any page using the "Options" dropdown
- Identify the available sources options



Our Definition of Program Review

Comprehensive and systematic process that involves the collection and analysis of in-depth information about a program or department.

Program Review

- | Comprehensive look at a department
- | Evaluate opportunities and challenges
- | Report on progress since last review
- | Assess where the department is going
- | Develop plan (*PR is not about taking action at that time, but about planning to take action*)

The Process

Preparation	<i>1 – 2 months</i>
Author Self-study	<i>3-6 months</i>
Review & Rating	<i>2 months</i>
Action Plan Development	<i>2 months</i>
Follow-up	<i>1 year later</i>

Broad questions that Program Review answers:

(<http://www.esp.msu.edu/APR.asp>)

- | What do we do?
- | Why do we do it?
- | How well do we do it? (and who thinks so?)
- | What difference does it make whether we do it or not?
- | Given where we are, how do we intend to change the way we do it?
- | How will we evaluate our progress?

Benefits

- | Time for reflection
- | Time for creating a plan
- | Time for celebrating accomplishments
- | Opportunity to tell the department's story
- | Reaffirm connections to institutional priorities

Challenges

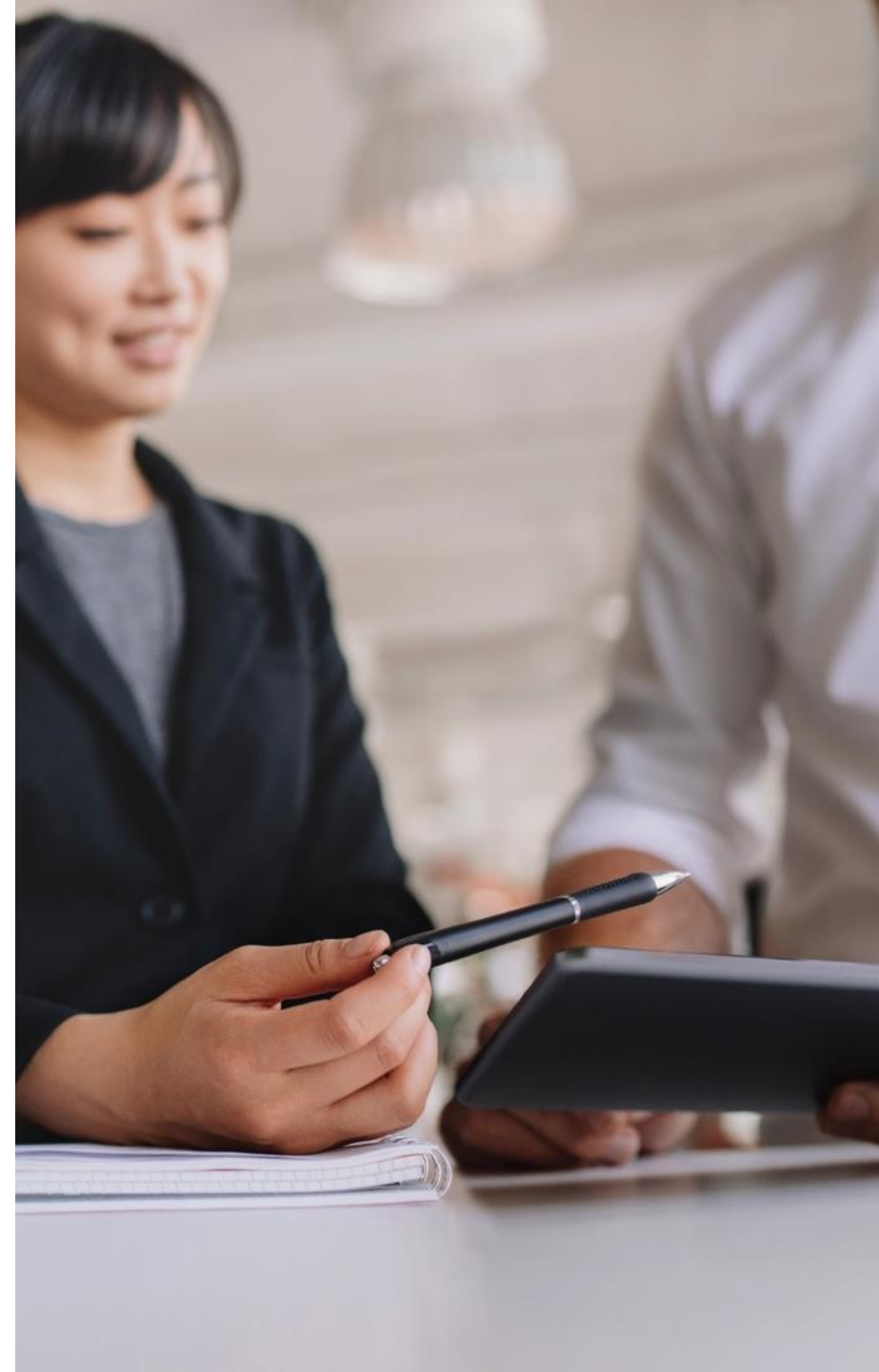
- | Departmental resistance.
- | Departments that are asked to do duplicate work whether that be documentation about learning outcomes or separate assessment plans.
- | Streamlining the process, while still allowing for uniqueness of each program or department.
- | Keeping the standards clear, concise, and at a manageable number.

The Council for Advancement of Standards in Higher Education (CAS)



Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Consortium of 43 higher education member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 45 standards and self-assessment guides (SAGs)



47 Functional Area
Standards

3 Cross-Functional
Frameworks



The General Standards

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy and Governance
7. Diversity, Equity, and Access
8. Institutional and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment

General & Specialty Standards

General Standards

- | Common across all functional areas
- | *Programs & services must develop, disseminate, implement, and regularly review their mission.*

Specialty Standards

- | Address issues specific to the functional area
- | *The primary mission of career services is to assist students and other designated clients through all phases of their career development.*

Learning and Development Outcome Domains and Dimensions

- Six Student Learning & Development Outcome Domains are a part of the CAS General Standards
- Stated expectation in the CAS General Standards that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by students



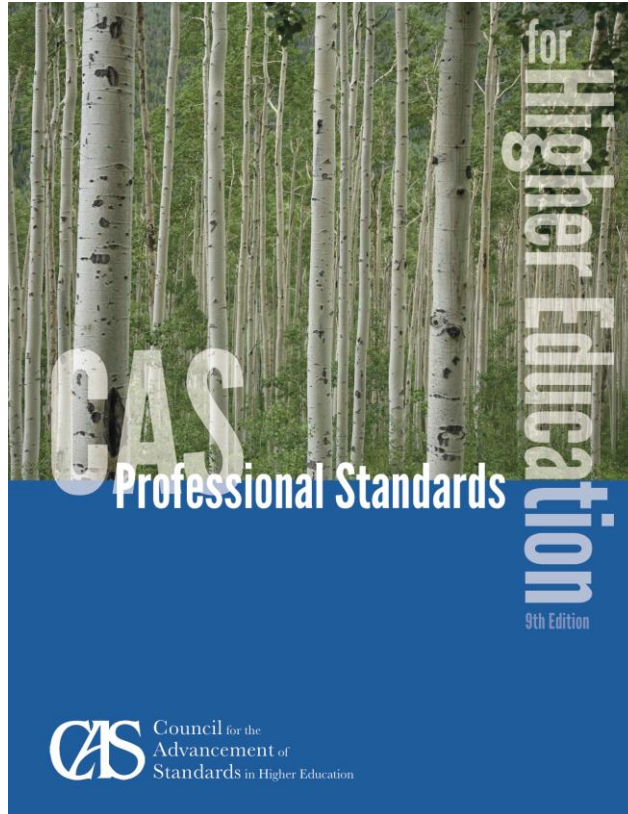
Learning and Development Outcome Domains and Dimensions

- | Knowledge acquisition, integration, construction, and application
 - | Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- | Cognitive complexity
 - | Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity
- | Intrapersonal development
 - | Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Learning and Development Outcome Domains and Dimensions

- | Interpersonal competence
 - | Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership
- | Humanitarianism and civic engagement
 - | Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- | Practical competence
 - | Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Applications for CAS Standards



- | Design new programs and services
- | Focus time, energy, and resources
- | Devise staff development
- | Guide strategic planning
- | Develop learning and development outcomes
- | Measure program and service effectiveness

Why Use CAS Standards?

- | Help you to measure program and service effectiveness
- | Provide you with information to inform your decision to design new programs and services
- | Identify where you should be focusing your time and energy (and budget!)
- | Pinpoint areas for future staff/professional development opportunities
- | Guide your Strategic Planning processes
- | Develop or establish outcomes for programs, services, or your divisions



TIPS & TRICKS

Advice for our campuses:

- | Keep everything in one place so you don't have to spend your time hunting for data
- | Create annual processes that lead up to your review so you are reflecting, not assessing
- | Programs with an existing accreditation or authorizing body (e.g., Boards of Nursing) can use approval as meeting standards for most of the Program Review to prevent duplication of effort, with fewer local supplemental questions needed.
- | Keep an open ear at meetings for successes or Program Review standard(s) being met and document it.
- | Create standards or rubrics to be used during the review process

Next Steps

- | Review the additional materials on the Program Review Support Site
- | Review the CAS website and additional CAS resources available on the Program Review Support Site
- | Reach out to your institution's Regional Consultant with any questions



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