**Six Steps of the Program Review Process**

1. Assemble Your Team(s)
2. Educate Your Team(s)
3. Review Evidence & Conduct Rating
4. Complete Action Plan
5. Prepare a Descriptive Report
6. Close the Loop

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**Step 1: Assemble Your Teams**

- Work Teams &/or Evaluation Teams
- **Size:**
  - 3-5 members for a single functional area comprised of stakeholders including students
  - 8-10 members for a diverse department or division comprised of stakeholders including students
- **Composition:** internal, external
- Coordinator/Leader

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**Step 2: Educate Your Teams**

- Watch CAS CD/PowerPoint Presentation or attend training session
- Establish team ground rules
- Review Standards and Guidelines
- Discuss meaning of each standard
- Establish team's inter-rater reliability
  - Discuss, consider & set criteria
  - Build a common language, i.e. “well met”, “full met”, standards, guidelines
- Encourage team discussion; expect disagreements; commit to consensual resolution

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**LU’s CAS Orientation Meeting**

- Scheduled and facilitated by Associate Dean of Student Affairs
- Customized PowerPoint Presentation (25 slides) that serves as an introduction to CAS and the Self-Study Process clarifying all roles, expectations, and time-line
  - Helpful in educating faculty as to the contributions to student learning that Student Affairs can make
- **Ideally at this first meeting,** printed copies of the customized Self-Assessment Guide (SAG) are distributed as well as a complete INDEXED collection of electronic documentation and evidence with links to websites
Critical Points Made During LU's CAS Orientation

- Purpose is to improve programs and services so we can enhance the quality of student learning and development; no job is on the line
- Seek to evaluate the program and services, not the evidence provided
- Clarity on the rating scale is essential; consensus on the ratings is not expected
- Educate team as to how the work of this one department fits into the bigger picture focusing on the CAS Guiding Principles and Student Learning and Development Outcome Domains

CAS Outcome Domains and Guiding Principles

**Learning and Development Outcome Domains**
- Knowledge acquisition, construction, integration, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and Civic Engagement
- Practical competence

**Guiding Principles**
- Students and their Institutions
- Diversity and Multiculturalism
- Organization, Leadership, and Human Resources
- Health Engendering Environments
- Ethical considerations

CAS Self-Assessment Process

**Step 3: Review Evidence & Conduct Rating**
- Should rate all standards (in bold type), but sometimes a standard won’t apply (rarely)
- Design process for compiling evidence
- Gather evidence and conduct rating
- Team uses scale based on established criteria
- Individuals rate each and every criterion measure and then gather consensus
- Identify quality indicators
- Document all strengths & deficiencies

LU Documentation to be Indexed Across the 14 Component Areas

<table>
<thead>
<tr>
<th>14 Components for Index</th>
<th>Types of Documentation</th>
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<tbody>
<tr>
<td>1. Mission</td>
<td>• Student Marketing Materials</td>
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<td>2. Program</td>
<td>• Program Documents</td>
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<td>3. Leadership</td>
<td>• Website Rhetoric and Materials</td>
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<td>4. Human Resources</td>
<td>• Institutional Administrative Documents</td>
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<td>5. Ethics</td>
<td>• Research, Assessment, and Evaluation Reports and Data</td>
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<td>6. Legal</td>
<td>• Annual Reports</td>
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<td>7. Equity and Access</td>
<td>• Committee Meeting Minutes</td>
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<td>9. Organization and Management</td>
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<td>13. Facilities and Responsibilities</td>
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<td>14. Assessment and Evaluation</td>
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CAS Criterion Measure Rating Scale

- ND (Not Done)
- 1 (Not Met)
- 2 (Minimally Met)
- 3 (Well Met)
- 4 (Fully Met)
- NR (Not Rated)
CAS Self-Assessment Process

Step 4: Complete Action Plan
• Respond to the Overview Questions at the end of each rating section
  – Designed to stimulate summary thinking about overarching issues
• Identify areas of program strength
  – Where excellent performance or accomplishment exceeds criterion and is viewed as excellent or exemplary
• Identify areas of program weakness
  – Program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two point or more
  – Viewed as unsatisfactory by at least one rater
• Describe practices requiring follow-up
  – Notes criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened

Step 4: Complete Action Plan (Continued)
• Summarize & prioritize actions required for program to meet standards
  – List each criterion measure and/or related practices that the self-study process identified as being “Not Done,” “Unsatisfactory,” or where rater discrepancies were noted.
  – List specific actions identified in the self-study that require implementation
  – Prioritize the list by importance, need, and achievability of the desired change
• Write program action plan for implementing program changes
  – Prepare a comprehensive action plan
  – Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement
  – Set dates by which specific actions are to be completed
  – Identify responsible parties to complete the action steps
  – Set tentative start-up date for initiating a subsequent self-study

Step 5: Prepare a Descriptive Report
• Explain the mission, purpose, and philosophy of the program
• Summarize the available data
• Recommend specific plans for action
• Include resources needed, dates for completion & identify responsible persons

Step 6: Close the Loop
• Special actions for program enhancement are recommended
• Action plan is communicated
• Specific actions are aligned with strategic plans
• Go through channels to request resources needed
• Thank members of the evaluation team

Final Report Format Used by ASU-Beebe
• Executive Summary
• Copy of Standards
• Summary of Initial Findings
• Copy of Original Action Plan
  Scores, strengths, & recommendations
• List of Actions Taken with Completion Dates & Evidence of Completion
• Lessons Learned to be Used for Next Program Review
• Final Comments

Elements of LU’s CAS Executive Summary and Action Plan
I. Summary of the Self-Assessment Process
II. Executive Summary of Selected and Consolidated Overview Questions from the 14 Component Areas
III. Summary of areas of Program Strength (considered to be “well met” or “fully met” with a rating of 3.0 or higher)
IV. Summary of areas with Insufficient Evidence and Rating Discrepancy
V. Summary of areas of Program Weakness (considered to be “minimally met” or “not met” with a rating of 2.9 or lower) with a prioritized Action Plan based on importance, need, and achievability
VI. Appendices (including Collective Ratings)

Decisions to be Made Before Beginning Process
• What is your purpose for using the CAS standards?
  – Assessment and/or accreditation, other
• How much do you want to know?
  – Extensive study or snap shot?
• Do you have other things on the agenda?
  – Enhance collaboration
  – Enhance consistency between campus sites
  – Need evidence to increase funding, facilities or staffing
Why Used CAS 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 others 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

Why CAS Is Used at LU?

- The requirement is for a formal program review that includes some kind of external component
- Brought structure and confidence back to assessment process; sought input and gave users a voice in the process which leads to trust
- Chance to partner with faculty and others across campus regarding student learning
- Offers some degree of consistency across departments and websites

Lessons Learned at ASU-Beebe

- Leadership is critical (cheerleader, monitor progress, provide resources)
- Allowed staff to implement change
- Raters were afraid to be honest despite what I said over and over, had to wait to see the results and actions taken
- CAS materials are flexible – use as needed
- Evidence is key
- Can shorten the time frame for the ratings if data/evidence is gathered ahead of time

Lessons Learned at LU

- Give your Directors input into the process and schedule
- Invest time up front in preparing the SAG and indexing the documentation and evidence
- Clarify roles and expectations; anticipate and troubleshoot problems
- Make the process as streamlined as possible; minimize unnecessary meetings and hassles for all involved; provide clerical support (e.g., computing collective averages)
- Give Self-Study Coordinators an opportunity to formally present results to VPSA and colleagues
- Ensure some kind of follow-up to the original Executive Summary and Action Plan Report

Sample Results from ASU-Beebe

- Learned about best practices from our other campuses.
- Created more consistency among services from campus-to-campus, especially with students attending more than one.
- Created more system-wide efforts and things such as common elements for programs but with different delivery systems.
- Created more centralized data.
- Increased our assessment efforts in addition to our use of CAS.
- Built two new residence halls.
- Revamped new student orientation.
- Caused better professional dialogue among members of the Student Services Leadership Team through the use of a common language, common learning experiences, training materials, and support for one another.
- Created new partnerships and enhanced relationships (internal and external) and allowed others to see the scope of what we do in Student Services.
1. Identify appropriate individuals for the Review team
2. Identify any CAS Guidelines that are to be used and write criteria for them
3. Prepare a list of documentary evidence and a timeline
4. Collect and disseminate the Executive Summary and Action Plan
5. Complete tasks in accordance with the agreed upon deadlines

LU’s Student Affairs Formal Program Review Rotation (2010 – 2015)

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<thead>
<tr>
<th>Year</th>
<th>Dept A</th>
<th>Dept B</th>
<th>Dept C</th>
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LU’s Internal Tracking of Departmental Averages (Four-point Scale)

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How LU Defines the Role of the CAS Review Team

- Attend a minimum of four meetings throughout the Self-Study Process
- Complete an individual rating of each criterion statement using the scale provided in the Self-Assessment Guide (SAG)
- Participate in a group interpretation of the collective ratings and help determine appropriate corrective actions and/or steps for program enhancements where there are discrepancies between the Standards and practice
- Help edit an Executive Summary and Action Plan drafted by the Self-Study Coordinator
- Complete tasks in accordance with the agreed upon deadlines

Questions?

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