

# Student Affairs Program Review

## Why Program Review in Student Affairs?

The program review process allows for analysis of the currency, quality, effectiveness, and alignment of student affairs programs, services and departments with divisional and institutional objectives and outcomes. The benefits of a program review process include:

- Assessment of a unit's effectiveness and sustainability
- Guidance on unit decision making, planning, development, and improvement
- Insight on budget planning, while providing opportunity to implement changes
- Informed justification and management of areas, people, and resources
- Resource justification/budget management/quality assurance
- Alignment, higher visibility, and collaboration with Academic Affairs
- Consistency between divisional units and Academic Affairs

## WASC Accreditation Standards

The Standards of Accreditation consist of four broad, holistic statements that reflect widely accepted good practices in higher education. WASC institutions are diverse in terms of mission, character, and type. The Standards are broad enough to honor that diversity, respect institutional mission, and support institutional autonomy. At the same time, institutions must demonstrate that they are in substantial compliance with the four Standards and related Criteria for Review in order to become and remain accredited. The four standards are:

Standard 1: Defining institutional purposes and ensuring educational objectives

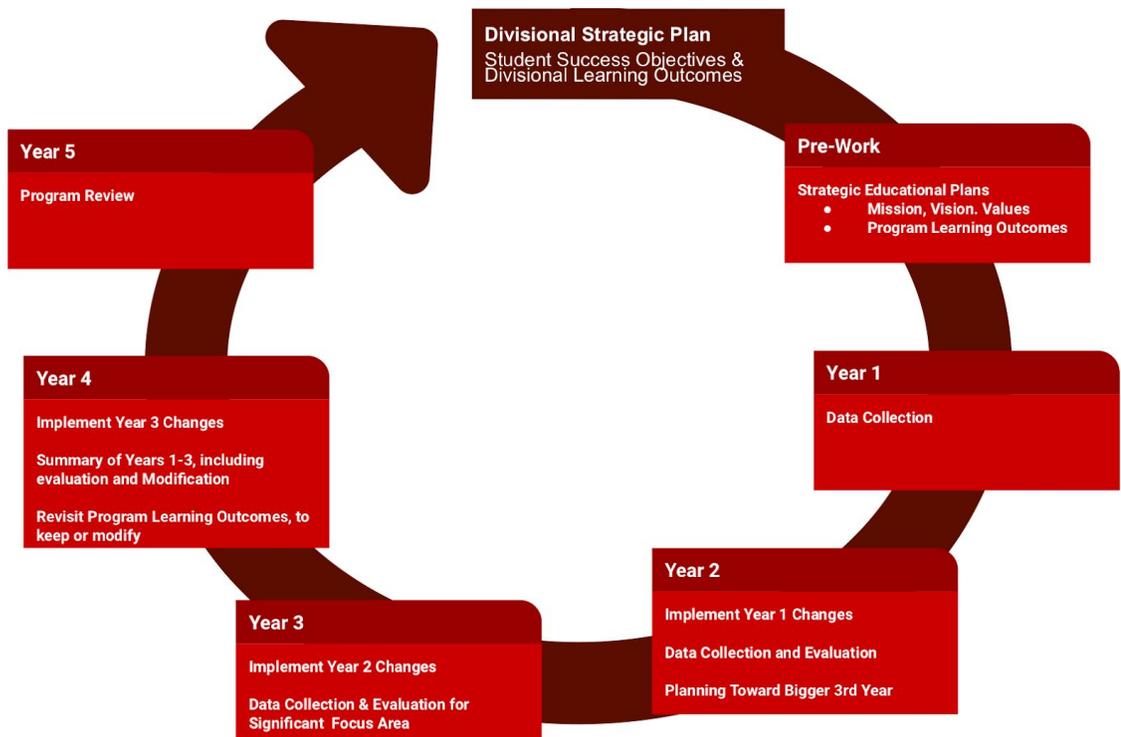
Standard 2: Achieving educational objectives through core functions

Standard 3: Developing and applying resources and organizational structures to ensure quality and sustainability.

Standard 4: Creating an organization committed to quality assurance, institutional learning, and improvement

<https://www.wscuc.org/resources/handbook-accreditation-2013/part-ii-core-commitments-and-standards-accreditation/understanding-wasc-standards>

## Student Affairs Program Review Cycle



Adapted from the “Student Affairs Program Review Cycle” by Kevin Grant

This cycle reflects a roughly five-year process that begins the first year subsequent to the submission of the action plan and thus serves as a guide for the future course of the unit. Most programs viewing this document for the first time will be most interested in AY 4, the year prior to the review, and AY 5, the year of the review.

<b>Pre-Work</b>	Strategic Educational Plans <ul style="list-style-type: none"> <li>• Mission, Vision, and Values</li> <li>• Program Learning Outcomes</li> </ul>
<b>AY 1</b>	Data Collection and Evaluation
<b>AY 2</b>	Implement Year 1 Changes Data Collection and Evaluation Planning towards bigger 3rd year
<b>AY 3</b>	Implement Year 2 Changes Data Collection and Evaluation Significant Focus Area
<b>AY 4</b>	Implement Year 3 Changes Summary of Years 1-3 (Evaluation and Modification) Revisit Program Learning Outcomes (Keep or Modify?)
<b>AY 5</b>	Program Review

## **Student Affairs Program Review Schedule**

The Student Affairs Program Review Schedule is set by the Vice Chancellor for Student Affairs (VCSA) with the intent that the cycle repeats every 5 years.

An **example** for a program review schedule could be listed as follows:

### **2020-2021 (Campus Facilities)**

- Campus Center
- Campus Recreation
- University Housing

### **2021-2022 (Enrollment Services and EOP)**

- Admissions
- Financial Aid (inclusive of Student Employment)
- Office of the Registrar
- SSSP
- Upward Bound

### **2022-2023 (Student Development)**

- Career and Academic Advising Center
- First Year Experience
- Student Conduct

### **2023-2024 (Select Population Services)**

- International Student Services
- Kīpuka Native Hawaiian Student Center
- LGBTQ+ Center
- Center for Global Education and Exchange (International Exchange Programs)
- National Student Exchange

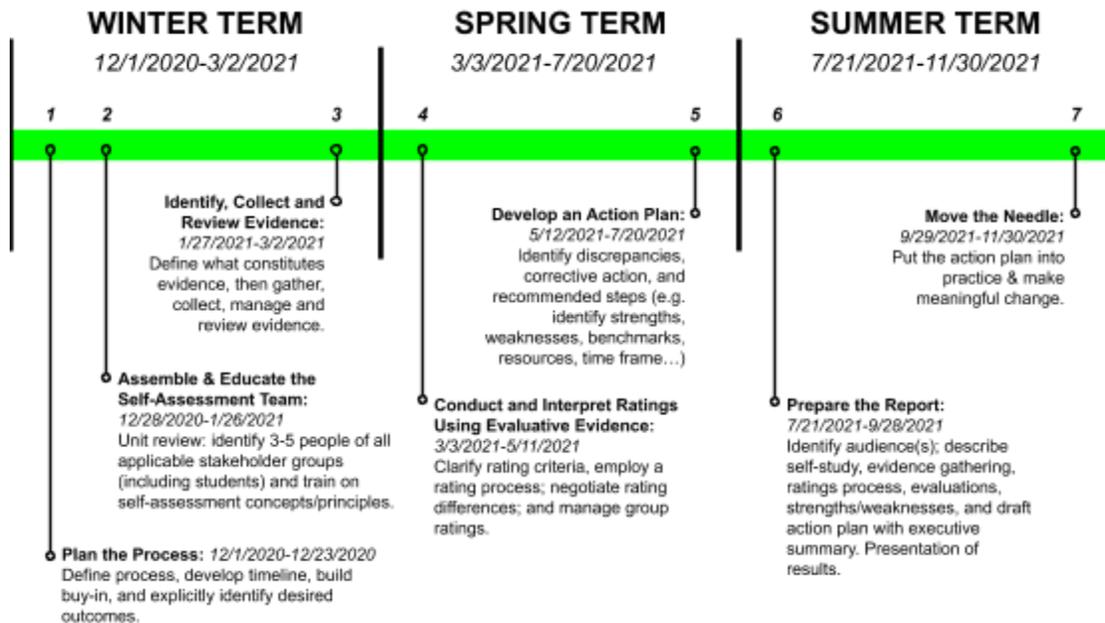
### **2024-2025 (Health and Wellness)**

- Counseling Services
- Disability Services
- Student Health and Wellness Programs
- Student Medical Services

# Student Affairs Program Review and Annual Timeline for 2020-2021



“Student Affairs Program Review Cycle” from Kevin Grant



“Adapted from the “Student Affairs Program Review Roadmap” by Kevin Grant

**1. Winter Term (December 1, 2020 – March 2, 2021: 13 weeks)**

**Plan the Process:**

*December 1-23, 2020: 4 weeks*

Define process, develop timeline, build buy-in, and explicitly identify desired outcomes.

**a. Assemble and Educate the Self-Assessment Team:**

*December 28, 2020 - January 26, 2021: 4 weeks*

Unit review: identify 3-5 people of all applicable stakeholder groups (including students) and train on self-assessment concepts/principles.

**b. Identify, Collect and Review Evidence:**

*January 27 - March 2, 2021: 5 weeks*

Define what constitutes evidence, then gather, collect, manage and review evidence.

**2. Spring Term (March 3 – July 20, 2021: 20 weeks)**

**a. Conduct and Interpret Ratings Using Evaluative Evidence:**

*March 1 - May 11, 2021: 10 weeks*

Clarify rating criteria, employ a rating process; negotiate rating differences; and manage group ratings.

**b. Develop an Action Plan:**

*May 12 - July 20, 2021: 10 weeks*

Identify discrepancies, corrective action, and recommended steps (e.g. identify strengths, weaknesses, benchmarks, resources, timeframe...)

**3. Fall Term (July 21 – November 30, 2021: 19 weeks)**

**Prepare the Report:**

*July 21 - September 28, 2021: 10 weeks*

Identify audience(s); describe self-study, evidence gathering, ratings process, evaluations, strengths/weaknesses, and draft action plan with executive summary. Presentation of results.

**a. Move the Needle:**

*September 29 - November 30, 2021: 9 weeks*

Put the action plan into practice & make meaningful change.

## Major Components of a Program Review

### I. Self-Assessment/Self-study for internal/mixternal/external guidance

This section provides **foundational information** about the unit, including guiding documents and reference materials to assist with self-study.

#### A. Mission

1. Program Mission and Goals
2. Mission Implementation and Review
3. Mission Statement

#### B. Program Organization

##### 1. Programs with Learning Outcomes

- a) Program Contribution to Student Learning and Development (Utilizing CAS Learning and Development Outcomes when applicable)

- (1) Judgment-Review and consider directives and initiatives
- (2) Narrative

- b) Assessment of Learning and Development

- (1) Description
- (2) Narrative
- (3) Campus Review Team Comments
- (4) External Review Team Comments (if applicable)
- (5) Self-Study Team Follow-Up Comments

##### 2. Programs with Operational Outcomes

- a) Desired outcomes that helped achieve unit's priorities
- b) Contribution to UH Hilo's student success, recruitment, retention, and/or graduation?

- (1) Judgment-Review and consider directives and initiatives
- (2) Narrative

- c) program alignment with UH institutional documents such as the [University of Hawai'i Strategic Directions, 2015–2021](#), [UH Hilo's Enrollment Management Report](#), [Strategic Directions for International Engagement](#), and industry standards such as [CAS Standards](#) for your unit. Some professional organizations do provide guidance in this area (e.g. [Advising](#)) so you're free to include, if relevant

- (3) Campus Review Team Comments
- (4) External Review Team Comments (if applicable)
- (5) Self-Study Team Follow-Up Comments

#### C. Organizations and Leadership

##### 1. Organization Documents

- a) i.e. Organizational Chart, Policies & Procedures
2. Strategic Planning documents (if applicable)
3. Program Advancement

### II. Internal Review Committee

#### A. Membership

1. The Internal Review Committee (“Internal Committee”) consists of at least three staff/faculty members from outside the department or program under review, but still within the Division of Student Affairs.
  2. The Vice Chancellor for Student Affairs or delegate(s) selects committee members from a list of nominees submitted by the department or program.
  3. To inform the committee selection process, the Vice Chancellor for Student Affairs or delegate(s) will provide a brief description of the desired overall composition of the committee.
  4. The description might specify, for example, that a department or program wishes the committee to have representatives from particular departments, programs, or divisions that have knowledge of processes and procedures of the department to review.
- B. Directive of the Internal Committee
1. Review information and data pertinent to the department or program and its operation can be obtained from the self-study.
  2. Uses those data to assess the department’s or program’s effectiveness in furthering its goals and objectives and the mission of the college, identifying strengths and weaknesses, and highlighting key issues it wishes to raise during the review
  3. Creates a document that presents the results of the review and provides recommendations.
- C. Suggestions to include reviewing unit for the following:
1. Discrepancies
  2. Strengths
  3. Needed Improvements
  4. List items that merit follow-up, and describe the practice weaknesses that require attention
  5. Follow-up action

### **III. Mixternal Review (when available)**

#### **A. Membership**

1. The Mixternal Review Committee is a combination of internal and external participants (“Mixternal Committee”) consisting of the following possible variables for membership:
  - a) One staff/faculty member from outside the department or program under review, but still within the Division of Student Affairs.
  - b) One staff/faculty member from outside the Institution under review.
  - c) One staff/faculty member can be from outside the department or program under review within the Division of Student Affairs or not.
2. The Vice Chancellor for Student Affairs or delegate(s) selects committee members from a list of nominees submitted by the department or program.
3. To inform the committee selection process, the Vice Chancellor for Student Affairs or delegate(s) will provide a brief description of the desired overall composition of the committee.
4. The description might specify, for example, that a department or program wishes the committee to have representatives from particular

departments, programs, or divisions that have knowledge of processes and procedures of the department to review.

- B. Directive of the Mixternal Committee
  - 1. Review information and data pertinent to the department or program and its operation can be obtained from the self-study.
  - 2. Uses those data to assess the department's or program's effectiveness in furthering its goals and objectives and the mission of the college, identifying strengths and weaknesses, and highlighting key issues it wishes to raise during the review
  - 3. Creates a document that presents the results of the review and provides recommendations.
- C. Suggestions to include reviewing unit for the following:
  - 1. Discrepancies
  - 2. Strengths
  - 3. Needed Improvements
  - 4. List items that merit follow-up, and describe the practice weaknesses that require attention
  - 5. Follow-up action
- D. Types of external review:
  - 1. Consultancy
  - 2. Institutional Program Review
  - 3. Accreditation
  - 4. Audit

#### **IV. External Review (when available)**

- A. Membership
  - 1. The External Review Committee ("External Committee") consists of at least three staff/faculty members from outside the Institution under review.
  - 2. The Vice Chancellor for Student Affairs or delegate(s) selects committee members from a list of nominees submitted by the department or program.
  - 3. To inform the committee selection process, the Vice Chancellor for Student Affairs or delegate(s) will provide a brief description of the desired overall composition of the committee.
  - 4. The description might specify, for example, that a department or program wishes the committee to have representatives from particular departments, programs, or divisions that have knowledge of processes and procedures of the department to review.
- B. Directive of the External Committee
  - 1. Review information and data pertinent to the department or program and its operation can be obtained from the self-study.
  - 2. Uses those data to assess the department's or program's effectiveness in furthering its goals and objectives and the mission of the college, identifying strengths and weaknesses, and highlighting key issues it wishes to raise during the review
  - 3. Creates a document that presents the results of the review and provides recommendations.

- C. Suggestions to include reviewing unit for the following:
  - 1. Discrepancies
  - 2. Strengths
  - 3. Needed Improvements
  - 4. List items that merit follow-up, and describe the practice weaknesses that require attention
  - 5. Follow-up action
- D. Types of external review:
  - 1. Consultancy
  - 2. Institutional Program Review
  - 3. Accreditation
  - 4. Audit

**V. Evidence of Program Quality (Assessment)**

This section presents an opportunity for programs to demonstrate their strengths and acknowledge their weaknesses using quantitative evidence. It contains evidence collected by individual units, and may include Institutional Research provided data (depending on relevancy, based on the unit's function, outcomes, and services provided), and other data that is collected as a part of relevant community, campus, division, and unit activities.

Pre-formatted tables are provided and units are encouraged to include a critical analysis of the data, including the financials.

- A. Quantitative Data Tables: Pre-Formatted Tables
  - 1. Expenditure Detail: Includes cost/revenue data (available through Kualii and annual budget requests) **(Appendix )**
    - a) Analysis could include a five-year summary and compilation of resource (re)allocation, resulting productivity and efficiency gains/losses as provided in annual reports
  - 2. Student Engagement & Impact Data: Includes student population, student usage data (overall and by events/activities/services provided), student engagement/service data (determined by unit activities), and other data that is relevant to the unit being reviewed. The list provided is not exhaustive, and units are encouraged to include additional data that may be relevant. For example, this table can include: **(Appendix )**
    - a) Overall Event/Activity/Service Totals for: Individual Student Sessions, Advising Meetings, Presentations/Workshops, Student Engagement Activities
    - b) Attendance by Constituency: Usage by unit's target populations where applicable (e.g. First-Year, Native Hawaiian, Freshmen, Transfer, etc.). For some units this could be the total student population.
    - c) Major and Graduation Data for Students Served (if applicable): Number of Degrees Earned, Number of Minors and Certificates Earned, Top Majors served (determined by declared majors of students served), etc.

- d) Analysis could include information from annual reports, an evolution of events/activities/services and resulting changes in priorities, programming, etc.

## B. Evidence of Student Success

1. Where applicable, assessment-based evidence of student success including a Curriculum Matrix and an Annual Assessment Plan. The Curriculum Matrix and the Annual Assessment Plan form the Basis of the Action Plan, which is meant to guide the Unit in addressing any deficiencies that may be identified in these assessments and in spurring further improvement and innovation in the programming curriculum **(Appendix )**
  - a) Curriculum Matrix will provide a visual representation of student learning or service provision via a unit's programming
  - b) Annual Assessment Plan will identify outcome(s) to be targeted each year, and potential evidence to be collected
2. Other evidence of Student Success: When considering student success, other evidence may be available, particularly for service-based units that do not have an established curriculum and learning outcomes. Units may want to consider the following questions: **(Appendix )**
  - a) Are the unit's programs fulfilling institutional, state, regional, and/or national regulations?
  - b) Feedback from stakeholders (e.g. students, faculty, staff, etc.), and an analysis of how these are used to improve on the unit's curriculum/services.

## VI. Action Plan

- A. Future Unit goals and Resource Requirements
  1. What are your plans to revisit and revise your unit's core mission in the immediate future?
  2. How will your unit work toward fulfilling the unit's core mission for the next AY?
  3. What will be your unit's top three (3) identified priorities for the next AY?
  4. Current and future resource requirements (operating budget, space and facilities for programming, assessment needs, membership to professional associations, technology and equipment, tutoring resources, etc.)
- B. Potential questions to include in Action Plan:
  1. Specific area where improvement is needed
  2. Evidence to support the recommended change(s)
  3. Person responsible for implementing the change(s)
  4. Timeline for implementing the change(s)
  5. Plan to assess change(s) after implementation
- C. Use of Results: Moving beyond individual program improvement to align programs with strategic and institutional priorities.

e.g. department action plan

	Plan
<b>Goal</b> Purpose of plan	
<b>Objectives</b> What will be accomplished and measured	
<b>Measures and Finding</b> How will you know the objectives have been achieved?	
<b>Action Plan</b> What is the implementation plan?	
<b>Achievement Summary/Analysis</b> What was learned from assessment results? What changes will you make in the coming year?	
<b>Learning Outcome</b>	
<b>Strategic Plan Outcome</b>	

e.g. action plan worksheet

GOAL 1	ACTION STEPS	WHO'S RESPONSIBLE	DATE TO START	DATE DUE
GOAL 2	ACTION STEPS	WHO'S RESPONSIBLE	DATE TO START	DATE DUE
GOAL 3	ACTION STEPS	WHO'S RESPONSIBLE	DATE TO START	DATE DUE

## VII. Best Practices Research

### A. Professional development activities (conferences, seminars etc.)

#### 1. Student Affairs Conferences

- a. NAFSA Annual Conference & Expo (<https://www.nafsa.org/>)
- b. Annual AHEAD Conference (<https://www.ahead.org/home>)
- c. NACADA Annual Conference (<https://nacada.ksu.edu/>)
- d. NODA Annual Conference (<https://www.nodaweb.org/>)
- e. Lead365 National Conference (<https://www.lead365.org/>)
- f. NCSL  
(<https://www.magnapubs.com/national-conference-on-student-leadership/>)
- g. ASCA Annual Conference (<https://www.theasca.org/>)
- h. ACPA Convention (<https://www.myacpa.org/>)
- i. NASPA (<https://conference2021.naspa.org/>)
- j. ACUI Annual Conference (<https://www.acui.org/home>)
- k. ACUHO-I Conference & Expo (<https://www.acuho-i.org/>)

### B. Researchers

#### 1. Research Resources for Student Affairs

- a. Studentaffairs.com (<https://www.studentaffairs.com/resources/>)
- b. NASPA (<https://www.naspa.org/resources/resources>)
- c. Journals Related to Higher Education  
(<https://studentlife.umich.edu/research/content/12>)
- d. Higher Education & Student Affairs: Peer-Reviewed Journals  
(<https://libguides.bgsu.edu/c.php?g=227115&p=1505430>)