



Comprehensive Program Review Manual

**Division of Student Affairs
Illinois State University**

June 2002

TABLE OF CONTENTS

<u>Topic</u>	<u>Page</u>
Introduction to Comprehensive Program Reviews	3
Acknowledgements	4
Timeline	5
Schedule of Department Comprehensive Program Reviews	7
General Procedures	
• Notification	8
• Advance Planning	8
• Estimated Cost	9
• Membership on Teams	9
• Self Study Process	11
• Site Review Process	12
• Follow Up	
○ Strategic Planning Response	15
○ Comprehensive Program Review Summary Report	16
○ Reviews of Accredited Programs	16
The Self-Study Report	
• Guidelines for Preparing the Report	17
• Outline for the Report	19
Appendices	
• Appendix A: Sample Table of Contents	25
• Appendix B: Sample Site Visit Schedule	27

COMPREHENSIVE PROGRAM REVIEWS

Comprehensive program reviews (CPRs) in Student Affairs serve many purposes, the most important is to improve departments and programs and identify opportunities for future development. CPRs provide a systematic mechanism to monitor the status, effectiveness, efficiency and progress of departments in the Division of Student Affairs and to provide information that:

- identifies future directions, needs, and priorities;
- recognizes and responds to the strengths and weaknesses of programs and identifies important trends in the profession;
- assists in assessing a department's relationships with and contributions to other programs within the University; and
- strengthens and improves its programs and services to students.

The primary purpose of the comprehensive program review is program improvement as determined by:

- quality of programs, services and activities;
- availability of educational and program resources;
- adequacy of administrative, professional and classified staffing patterns;
- available facilities; and
- expert evaluation.

Comprehensive program reviews assist in long-range planning and are valuable in setting priorities for the department, the Division of Student Affairs and Illinois State University. CPRs set future goals and directions and assure that co-curricular and service decisions, as well as budgets, are based on real and verifiable data and priorities.

Most importantly, CPRs provide the mechanisms and impetus for change. CPRs build upon information gathered through CAS assessments and certification reviews by some departments. Departments participating in accreditation reviews should be able to coordinate such reviews with the CPR process and use information gathered for both purposes. By developing a plan for comprehensive program reviews and evaluations, a strategy exists for improvement that is systematic, thoughtful, long-range, and apolitical.

CPRs are coordinated by the Associate Vice President for Student Affairs (AVPSA), and each department in Student Affairs is reviewed on a five-year cycle unless accreditation reviews influence the cycle. Comprehensive program reviews have the following characteristics:

1. They are evaluative, not just descriptive. They are more than data collection and meeting minimum criteria; program reviews require professional judgments about the department, programs, services, staffing, resources, and future directions.

2. They are forward-looking. While assessment of current status is important, improvements are of the greatest concern.
3. Departments are evaluated on professional standards and criteria—strengths and weaknesses—rather than financial and political criteria.
4. They include six major types of assessment - use of services (demographic analysis), needs assessment, customer satisfaction, program evaluation, impact or outcomes assessment and benchmarking.
5. They result in a public and objective process.
6. They result in action. They are the basis for strategic planning and budget process in Student Affairs.

The Division of Student Affairs at Illinois State University wants to recognize and thank the Division of Student Affairs and Department of Student Life Studies at Texas A&M University for permission to directly “borrow” ideas from its Comprehensive Program Review Manual. It should be noted that Dr. Leellen Brigman, former AVPSA at Southwest Texas State University, introduced the concept of comprehensive program reviews to key staff in Student Affairs at Texas A&M University and provided initial training for staff in the Department of Student Life, the first department at TAMU to complete a comprehensive program review.

Comprehensive Program Review Process Outline

<i>Time Line</i>	<i>Major Action</i>
Orientation Semester	Office plans the CPR
Step 1	Appoint Self-Study Team <ul style="list-style-type: none"> ▪ Minimum of 3 persons including the Director ▪ Identify and confirm the Student Affairs representative from outside the department
Step 2	Train Self-Study Team
Step 3	Conduct departmental orientation to CPR
Step 4	Create Table of Contents for the Self-Study Report
Step 5	Select the Site Review Team (SRT) Team Leader who is the external consultant and reviewer with expertise in the discipline AND <ul style="list-style-type: none"> • 1 Student Affairs representative from outside of the department • At least 1 ISU representative from outside of Student Affairs • ISU academic administrator/faculty • 2 or more student representatives Confirm the Team Leader and schedule the site visit
Writing Semester	Self-Study Report developed
Step 6	Develop a complete draft of the self-study
Step 7	Confirm all members of the Site Review Team Prepare the SRT agenda and notify the Site Review Team and interviewees
Step 8	Review/revise Self-Study based on departmental feedback
Step 9	Review/revise based feedback from the Vice President for Affairs and AVPSA
Visit Semester	Site Review Team visits the campus
Step 10	Deliver Self-Study to the SRT members
Step 11	SRT visits the ISU campus

- Step 12 SRT develops a written report of recommendations
- Step 13 CPR Summary Report

Tentative Department Comprehensive Program Reviews Schedule

2002-2003	Vice President for Student Affairs Student Life
2003-2004	Recreation Services and University Golf Course Campus Dining Services Disability Concerns
2004-2005	Student Legal Services Student Dispute Resolution Services Bone Student Center
2005-2006	Student Health Services Student Counseling Services
2006-2007	Intercultural Programs and Services Student and Alumni Placement University Housing Services

GENERAL PROCEDURES

Guidelines and procedures for the review process including the selection of teams and national or regional experts, their functions and responsibilities in the process, and suggestions for maximizing the effectiveness and outcome of the site visit and final report are included in the following text to assist the department to effectively and efficiently conduct the Comprehensive Program Review.

NOTIFICATION

The Vice President for Student Affairs (VPSA) establishes the schedule for departmental comprehensive program reviews on a five – year cycle. However, the schedule may be modified by the VPSA to accommodate changes in the organizational structure within the division, personnel issues within a department, or accreditation visits.

The CPR process is divided into four phases: 1) advance planning, 2) self-study, 3) site visits, and 4) follow up. No more than one long semester should be devoted to any one of these phases. The best times for site visits within most departments are during the months of October, November, February or March. To host a fall site visit, the CPR should be initiated during the previous September; to host a spring site visit, the CPR should be initiated during the previous February.

ADVANCE PLANNING

Three areas of advance planning are required for a department to initiate a CPR: 1) assessment plans are implemented within the department, 2) budgets and strategic plans are augmented for the fiscal year(s) in which the department undergoes the CPR and 3) time lines are established in concert with the annual workload cycle of the department.

- A. Assessment Plans:** Each department in the Division of Student Affairs is expected to conduct six major assessments within a strategic planning cycle: 1) tracking use of services (demographic analysis), 2) needs assessment, 3) customer satisfaction, 4) program evaluations, 5) impact or outcomes assessment, and 6) external comparison (peer or benchmark). While these assessments provide the basic foundation for the self-study report, budget analyses and other assessments used by the department to improve programs and services may provide additional information (think assessment – planning – resource allocation triangle).

NOTE: Departments participating in the CPR process early in the initial cycle may not have conducted the six major assessments. These departments should report assessments completed and show plans to complete the other assessments within the five year cycle.

- B. Budgets and Strategic Plans:** For the fiscal year(s) in which the department undergoes the CPR, the strategic plan and budget should reflect the departmental cost and effort.

Estimated Costs

Department expenses:

Self-Study Team Training (depends if on or off campus, overnight or one day)	xxx
Contract for site review team leader(s)	\$500 - \$2,000
Travel for out of town SRT members	\$400 - \$2,000
Food & Refreshments for Site Visit	\$ 1,000+
Housing of Site Review Team Leader(s)	200+
Housing of Additional SRT Members as Needed	xxx
Miscellaneous (recognitions, thank yous, etc.)	200

Office of the Vice President provides: \$2500.00

C. Time Lines: In concert with the annual cycle of the department, the director will prepare a time line that includes four dates:

- 1) appointment and orientation/training of the departmental self-study team,
- 2) start writing the self-study report,
- 3) complete the draft self-study report for internal review and
- 4) two week period for the site review team visit in fall (October or November) or in spring (February or March).

These time lines provide a mutual understanding of deadlines related to completion of the review and must be coordinated with the AVPSA.

MEMBERSHIP ON TEAMS

Two teams must be appointed as part of the CPR: 1) self-study and 2) site review. The membership on these teams must reflect the various interests of the department, division, university and the profession. The teams must reflect gender and ethnic diversity as well as the diversity in roles at Illinois State University. The director will recommend the names of persons to serve on each of these teams to the AVPSA as follows:

A. Self-Study Team:

Departmental Members: At least three members of the departmental staff are responsible for organizing and preparing the self-study report in concert with the director, who is ultimately responsible for the product and process. The size of the self-study team depends on the size and complexity of the department. Self-study teams may have associate members who are trained with the core team but who participate in meetings only when their area of responsibility or expertise is discussed or evaluated.

B. Site Review Team (SRT):

The composition of the SRT may vary from department to department due to the functions within each department and the number of liaisons within the university that are essential to

the operations of the department. In general, the SRT should be comprised of a minimum of four persons and led by a national or regional expert who ultimately is responsible for the SRT Report.

SRT members should be familiar with the purpose and roles of Student Affairs and the primary roles and purpose of the department under review. Nominees to the SRT should reflect gender and ethnic representation. In recommending SRT names, it is best to avoid former mentors or close friends of the director or departmental staff, former Illinois State University employees, people from institutions significantly different from Illinois State University who might not understand the problems/special circumstances of a public, four-year, university and people who are retired from the profession. The department director recommends members of the SRT as follows:

National or regional expert(s): An external consultant(s), approved by the AVPSA must be able to evaluate, analyze, provide constructive feedback and recommend strategies to improve the quality of the programs and services within the department. The expert is important in the review process to ensure the objectivity of the process and should be selected, confirmed and scheduled at least six months prior to the campus visit of the Site Review Team.

The external consultant/expert will serve as the Site Review Team leader and should be knowledgeable of operations and resources of similar departments at comparable institutions. If the CPR is in concert with an accreditation review, the national or regional expert should have a thorough knowledge of the accreditation procedures that will be used. The expert is responsible for producing the final written report from the Site Review Team.

Illinois State University representatives: This group is drawn from the university community, and the director should determine that each individual is willing to serve before recommending the names to the AVPSA. The director submits recommendations for site review team members, with consideration given to gender and ethnic diversity. Final appointments of team members are made as follows:

- **Academic Administrator** should be at the level of chair of an academic department or higher and represent a field or discipline related to the operations of the Student Affairs department under review.
- **Student Affairs Representative:** director or associate director from a department with upcoming CPR review. The representative may also serve as an outside consultant, reader, and editor to the self-study team. During the campus visit of the Site Review Team, the Student Affairs Representative may assist the Director as host to the Team and facilitate introductions and discussions during meetings as requested by the director or team leader.
- **Other University Administrator/Faculty** who should have or has a close working relationship with the department under review,

- **Student Representatives:** Students should represent the undergraduate and graduate perspective, where appropriate and cannot be employees of the department or an affiliate of the department under review.
- **Other Representatives (OPTIONAL):** Based upon department functions and working relationships other representatives may be added. For example, representatives from the community agencies might be added.

The VPSA sends a letter of appointment to each member of the SRT. The director coordinates the travel arrangements with the Site Review Team Leader, calendars targeted persons to be interviewed during the Site Review, orders food services and schedules rooms for the interviews.

SELF STUDY PROCESS

Departments scheduled for review must prepare a comprehensive self-study report that includes:

- a brief history of the department;
- response to findings and recommendations made during the previous review, if applicable;
- a description of the department (e.g., mission and goals; programs and services offered; staff and physical resources; assessment activities; research and creative activity; outreach and community service); and
- strategic plans, including goals, needs, anticipated problems and opportunities for development.

If the department is accredited, the self-study should incorporate the guidelines of the accrediting agency. The Vice President for Student Affairs must approve the self-study report before it is distributed to the site review team.

Step 1: Appoint Self-Study Team (SST): The department director should select a minimum of three persons including the Director to self on the department self-study team. In conjunction with the AVPSA, the Director will identify and confirm the Student Affairs Representative who serves as a consultant to the self-study team.

Step 2: Train Self-Study Team (SST): Within one month after the appointment of the SST, the team should meet to prepare for the self-study process. The director and/or the designated team leader will work with the team to draft a time line for the self-study (coordinated with the AVPSA) and a draft of the table of contents for the department's self study or examples from other departments. The self-study team should review the CPR manual and develop a detailed time line for the various tasks to ensure the completion of the CPR within the approved schedule. In addition, the committee should begin to identify data to demonstrate the department's productivity and effectiveness during the last five years.

- Step 3: Conduct Departmental Orientation for Self-Study Report:** The director and the self-study team should provide an orientation to the Comprehensive Program Review process for the department staff. The orientation should include the purpose and scope of the CPR, proposed timeline, draft of contents of the study, the site review, and expectations for department staff involvement.
- Step 4: Create Table of Contents for the Self-Study Report:** Based upon the outline provided in the CPR Manual the Self-Study Team will identify specific areas to be reviewed. The areas may be adapted to fit individual department needs with approval of the AVPSA.
- Step 5: Select the Site Review Team Leader and members of the Site Review Team:** The site review team leader should be identified and confirmed at least 6 months before the expected visit. Confirm with the team leader dates for the site review. Other members of the site review team should be selected after the site review team leader is confirmed.
- Step 6: Developing a Draft of the Self-Study:** It is critical for the success of the process that everyone within the department is involved in the self-study; this assures that all aspects of the current status and further developments of the department are considered. The draft should be completed in the semester prior to the site review.
- Step 7: Confirm Site Review Team:** The selected members of the Site Review Team should be confirmed with the AVPSA. The Director should formally contact these individuals and confirm their interest and availability to participate on the Site Review Team. The Director should prepare the agenda for the Site Review Team and notify members of the team and individuals who may be interviewed by the Site Review Team at least 3 months prior to the Site Review Team visit.
- Step 8: Review/Revise Self-Study Draft:** A draft of the self-study report should be distributed or circulated to all members of the department for their comments and suggestions and this information should be used to revise the draft report.

***NOTE ON Editing the Self-Study Report:** While the writing and editing is a primary responsibility of the departmental members of the SST, the Student Affairs representative on the SRT provides an outside perspective on information in this critical report. During the development of the report, the Student Affairs representative should review drafts of the sections of the report as they are written and meet periodically with the team or representatives to provide constructive feedback. Specifically, the Student Affairs representative should raise questions whenever there is lack of clarity in the textual information or presentation of information/data in the report. In addition, the representative should carefully consider the adequacy and presentation of assessment information to support the text and recommendations of the report.*

- Step 9: Internal Review of the Self-Study Report:** The draft self-study report should be completed and forwarded to the AVPSA and VPSA. Reviews focus on the content, completeness and accuracy of information. All comments are provided to the department for adjustments and/or revisions.

Step 9: Deliver Final Self-Study Report: The final report is presented to members of the Site Review Team and the VPSA at least 4 weeks prior to the scheduled visit. As a courtesy, a copy of the Self-Study Report is provided to each director in the Division of Student Affairs.

SITE REVIEW PROCESS

The Site Review is conducted as part of the 2 - 3 day visit of the national or regional expert to the ISU campus. Appointment of the membership of the SRT is described in the previous section of this manual. At least four (4) weeks before the site review, the members of the SRT are provided copies of the self-study and a draft schedule for the site visit.

- A. Appointment of SRT:** At least six months before the site visit, the SRT should be appointed by the VPSA; the director should confirm that the persons are willing to serve on the team. In addition, the director will work directly with the AVPSA to negotiate the dates of the SRT visit, develop letters of appointment for SRT members and the national/regional expert to be signed by the VPSA and draft a schedule of meetings for the site visit. Letters of appointment should also include a copy of the current CPR manual for orientation, the university and divisional organizational charts and the Division's Strategic Plan, mission and goals.
- B. VPSA Charge to the SRT:** After review of the Self-Study Report and consultation with the AVPSA, the VPSA will provide additional direction to the SRT. If possible, this charge should be communicated with the Site Review Team leader prior to arrival for the SRT visit. The basic charge to the SRT is to address and/or consider the following:
- 1) Who are the department's current consumers and are there potential audiences in the community who may be appropriate targets for future services and programs?
 - 2) Based on your knowledge of the profession and/or the university environment, is the department's programming current and does it provide adequate development and learning opportunities for students?
 - 3) Are the programs, services or activities within the department appropriate given the human and physical resources, and do these activities address institutional, community, and state/regional/national needs?
 - 4) Does the department have adequate processes in place to evaluate the effectiveness of its programs, i.e., assessments?
 - 5) How does the level of professional development, research, scholarly and creative activity, and funding for such activities compare with those at peer institutions? What changes are needed to elevate the program to the next higher level?
 - 6) What are the major limiting factors in the quality and future growth and development of the department?

- 7) If the department has an accredited program, does the program meet accreditation standards at the present time? If not, what is needed to bring the program into conformity with accreditation standards? Does the documentation clearly address accreditation standards?

Comments from the SRT and the national or regional expert on how effectively the program is being administered and impressions of the morale and commitment of the staff are welcomed. However, references to specific individuals or groups viewed as “troublesome” should NOT be included in the report. If the latter type of information is believed to be critical to the evaluation, this should be communicated via a confidential letter to the VPSA.

C. Schedule for the Site Visit: The schedule for the site visit is drafted by the director and approved by the AVPSA. During the 2-3 days that the SRT is on campus, team members will participate actively in each of the following sessions:

- 1) welcome and orientation dinner with the VPSA, AVPSA, supervisor of the director if other than AVPSA, the Student Affairs representative on the Self-Study, director, and SRT team members; the VPSA will discuss how the department fits organizationally into the division and the university and the expectations of the site review team during their visit to Illinois State University;
- 2) ample planning times for the SRT to identify interview questions, formulate a plan for conducting the interviews and strategies for processing the information obtained during the Site Visit;
- 3) visit with the director for an orientation to the department and any general introductory questions that the team has about the self-study;
- 4) tour of the facility and any special facilities relevant to the department;
- 5) conduct individual interviews with each major administrative person within the department to discuss the findings of the self study and questions identified by the SRT; the team should be allowed to meet without the director in attendance in order to encourage open dialogue;
- 6) conduct group interviews with professional staff, classified staff and student employees of the department;
- 7) conduct group interviews with key constituencies of the department (student users, academic representatives, and major users or departments). The schedule of these meetings should be provided to these representatives at least one month prior to the review to minimize scheduling conflicts;
- 8) process, identify and discuss major findings and individual assignments and strategies for finalizing the SRT written report; and

- 9) participate in an exit interview with the VPSA, AVPSA, department director's supervisor if other than AVPSA, and the Department Director.

D. Hospitality: Site review teams are guests of the department and the University. Every effort should be made to make their experience comfortable. The Student Affairs representative on the Site Review Team should be designated as assistant to the Director as the local host. Site review team members should be provided transportation, escorted to their first meetings each day and provided general assistance throughout the process. The site review team has a very busy schedule during their two or three days on campus and will probably appreciate a few hours of unstructured time.

At the beginning of each meeting, the Student Affairs representative or SRT leader should introduce the members of the team and state the purpose of the meeting; staff hosts should leave the meeting so that students, as well as other staff and faculty, feel free to discuss issues that they or the SRT members consider important in the evaluation of the department, its programs and services.

E. Exit interview: It is critical for the SRT to have some quality time to process and summarize the findings of the Site Review and establish a strategy to finalize the written report. At the exit interview, the SRT will provide an overview of their findings and possible recommendations.

F. Site Review Team Report: There are no format requirements for the Site Review Team report. The content and length may vary, depending up on the nature and size of the department and on personal preferences of the authors. The SRT is encouraged to comment on any aspect of the department that is important to program quality and future development. From an organizational standpoint, it is useful to begin the report with an overview of the department and to conclude with recommendations and a summary. The report should address issues such as the:

- effectiveness and productivity of programs, services and activities;
- level of professional development, research and/or creative activity of the staff;
- opportunities for development and weaknesses or deficiencies in the program or its resources; and
- appropriateness of short- and long-term goals and objectives within the strategic plan as well as the prospects for achieving the objectives.

Within three weeks after completing the site visit, the national or regional expert will provide a draft report that evaluates the self-study, provides the findings of the site review team and recommends actions for future improvement of the programs and services.

The SRT is encouraged to use electronic mail for compilation and editing of the report. The draft report is mailed to the VPSA who circulates it to the Department's director to review for any inaccuracies. All editorial comments are returned with changes in red ink on the copy to the VPSA, who will return it to the SRT leader. The SRT leader will incorporate

the comments and provide the final SRT report to the VPSA to share it with the director and other appropriate administrative staff.

Finally, if there are any questions or concerns about the report, these should be directed to the VPSA. The importance of the external consultant's participation in the review process is recognized and sincerely appreciated in helping to make the comprehensive program review a productive and valuable exercise.

- G. Summary Interview with ISU Academic Administrator:** Within four weeks of the SRT visit, the VPSA and the AVPSA will conduct a summary interview with the academic administrator who served on the Site Review Team to review and evaluate the Self-Study and Site Visit with particular attention to the communication/collaboration with and service to academic departments and support of the mission of the university.

FOLLOW UP

A. Strategic Planning Response

Within sixty (60) days of receiving the final site report, the director in consultation with departmental staff will submit a written plan to the VPSA and AVPSA outlining steps to be taken to correct deficiencies, to build upon strengths in the program, and to incorporate various recommendations into the future plans of the department. The structure of this report should include the following parts:

- I. Introduction:** Identify/interpret major strengths, weaknesses, and opportunities discussed in the self study and the site review reports.
- II. Specific Issues to Be Addressed**
 - A. Issue 1 (identify issue)**
 1. Proposed Action, Expected Outcome
 2. Cost/Resource Implications
 3. Source of Funds/Resources
 4. Benchmark and Time Line for Solution
 - B. Issue 2 (identify issue)**
 1. Proposed Action, Expected Outcome
 2. Cost/Resource Implications
 3. Source of Funds/Resources
 4. Benchmark and Time Line for Solution
 - C. Etc.**
- III. Findings Not Addressed in the Current Strategic Plan:** Discuss any major findings that are not addressed in the current strategic plan and the reason for not including.
- IV. Additional Information:** List and discuss any other changes and developments in this program that are related to the comprehensive program review.

Within ninety (90) days after receiving the final report from the Site Review Team, the director and any line supervisor will meet with the VPSA and AVPSA to discuss the findings of the self-study report and the site visitation report. The director should be prepared at this meeting to discuss findings of the self-study and the site review reports and to prioritize the findings for action by the department.

B. CPR Summary Report

The self-study report, the site review team report and the department's strategic plan constitute the permanent record of the comprehensive program review. A letter highlighting the findings and strategies from the CPR is prepared by the director, reviewed by the AVPSA and sent to the Site Review Team Leader (s) and to appropriate University personnel, as determined by the VPSA and AVPSA.

C. Reviews of Accredited Programs

Some student affairs departments have accrediting associations that establish standards of professional service in the discipline. While comprehensive program reviews (CPRs) and accreditation program reviews may be conducted in concert with each other, the two do not result in identical self-studies. CPR is more comprehensive and broader in scope, with a focus on achieving program excellence within the institution as opposed to ensuring performance at minimal professional standards within the discipline.

Departments that pursue accreditation are encouraged to conduct the comprehensive program review in concert with the accreditation reviews. A copy of the accreditation guidelines and a brief statement that the department is seeking accreditation in accordance with the guidelines should be included in the written notification to the SRT. Where possible, the Site Review Team leader should have experience with the accreditation standards and serve as a site visitor so as to provide pre-accreditation feedback.

THE SELF STUDY REPORT

The primary element of a Comprehensive Program Review is the development of a self-study report that provides an accurate assessment and interpretation of the history, resources and current status of the department based on its programs, activities, and achievements over the **last five years**. Also, the document should identify strengths and weaknesses and establish goals, including student outcomes and criteria for measuring goal attainment. The self-study report is a vehicle for the department, in conjunction with the University, to plan for its future. It should include short-range--1, 2, or 3-year--activities and objectives, as included in its Strategic Plan, as well as long-range goals. In addition, the self-study report should include proposals to solve current and projected obstacles, build on existing strengths, and maximize opportunities that may develop in the future.

The director and staff are involved in the preparation of the self-study. The director initiates the process by appointing a self study committee responsible for collecting the appropriate

information, analyzing the data, and preparing the text. Since the department director is responsible for the content, accuracy and completeness of the self-study, the director should continually and actively oversee the preparation of the report.

❖ **Guidelines for Preparing a Report**

The self-study report should be an **evaluative** document incorporating the types of information previously described as well as other information that committee members identify as important to the department and its programs. The self-study is a unique opportunity to inform the university of the department's strengths, weaknesses, plans and goals.

An unduly self-serving document loses credibility! While resource needs are an important element of the self-study, the self study report is NOT a budget request. The report will have the most favorable impact when the department seizes the opportunity to think creatively about its future.

The self study team should consider the following questions:

- Is the delivery of programs and services to students and other stakeholders useful/effective?
- Is the department meeting its goals? Is it contributing to the institution's goals?

- Is the department responding to the needs of the profession and advancing the state of the knowledge and practice within the profession?
- How is the program assessed by experts in the field?

The following guidelines should be adhered to in preparing a useful self-study report. Specific areas to be addressed in the report are described in the section, “Suggested Outline for the Self-Study Report.”

1. **Evaluative:** This should be an evaluative report. A report that only describes the program or services of the department is inadequate as a CPR Self-Study.
2. **Responsiveness:** The report should adhere to the outline for the self-study and be thorough while succinct and readable. It should address issues of program quality and its products while ignoring extraneous issues or details.
3. **Documentation:** The report should be **data based**. Any data presented should be interpreted and evaluated, NOT just inserted in the document. Valid internal and external comparisons are helpful. Simplistic, selective and out-of-context data summaries are not useful and may be counterproductive.
4. **Tone:** The report should be constructive. Rather than dwelling on problems, it should focus on challenges, aspirations and goals. Avoid defensive, accusatory or lecturing styles.
5. **Objectiveness:** The report should be appropriately candid, introspective and analytical. The department should present an honest review of its status and opportunities. The report must be credible to be useful.
6. **Perspective:** The report should be forward-looking, consistent with departmental, divisional and university strategic plans; it should not be an unconstrained “wish list” nor an exercise in self-congratulation. Address needs comparatively, with appropriate attention to priorities and sequencing.
7. **Accuracy:** Errors of fact should be avoided. The Self-Study Committee must work in concert with the director to ensure the accuracy of the information contained in the document.
8. **Utility:** Comprehensive program reviews are time-consuming; therefore, every effort should be made to ensure that the full benefit of the process will be derived. Avoid posturing or using the self-study to “leverage” the institution; these strategies detract from and thereby diminish the value of the review. A thorough, accurate, and neutral self-study provides the best guarantee that the university will understand and appreciate the needs of the department.

Outline of the Self-Study Report

(An outline of the self-study report is found in Appendix A.)

- I. **Introduction:** Briefly introduce Illinois State University, the Division of Student Affairs, and the goals and components of Comprehensive Program Review.

- II. **Brief History of the Student Affairs Department:** Provide a brief history of the department and how it currently fits into the organization of the Student Affairs Division. Include major changes in the department's organizational structure and organizational relationships within the division, e.g., changes in reporting lines; staffing; facility issues such as major renovations, rehabilitation or new construction; orientation or focus of programs and services; major new services and programs that have been added or deleted; and primary changes in programs or services within the department, e.g., loss of personnel due to university budget cuts.

Detailed information and/or time lines may be provided in an Appendix.

EXAMPLE

Year	Director/ Reporting Line	Annual Budget	Staff FTE	Student FTE	Program/Facility Changes	Numbers Served
------	-----------------------------	------------------	--------------	----------------	-----------------------------	-------------------

- III. **Findings and Recommendations Made During Previous Reviews:** Specify the types and years of the latest program reviews including Comprehensive Program Review (CPR) in Student Affairs; accreditation by a national professional organization such as APA or AAHC or IACS; reviews using national guidelines or standards such as the ones provided by the Council for Advancement of Standards (CAS), ACUHO-I, NIRSA, NCAA, etc.; or accreditation by the North Central Association of Colleges and Schools (NCA). Indicate even if no recommendations related to the department were made during a NCA accreditation.

What were the primary strengths and weaknesses of the department identified in the review? Summarize the major findings and recommendations from each of these reviews or none, if applicable. Did the director and staff of the department agree with the recommendations? Describe the changes in the department made to date and any planned changes incorporated into the strategic plan of the department. What major changes, if any, have been implemented to strengthen the department that was NOT specific recommendations from a review?

- IV. **Description of the Student Affairs Department:** Provide a brief overview (1- 2 pages) of the department including the major programs and services; an organizational chart reflecting each staff member, and the numbers of supervisory student and non-supervisory student positions; staffing (administrative, professional, classified and students); major

funding sources and amounts; budget; physical space (square footage or building information), equipment; etc. Detailed information should **not** be included in the introduction of this section but included in the subsections for each program/service or an appendix.

Departments have various funding, personnel and programmatic structures. Subsection B in this portion of the self study report may be presented in sequential order or combined under each of the various programs or services of the department. A combined format results with the “resources” (subsection B) becoming “5” under subsection C, “programs and services”. It is the discretion of the director or the Self-Study Team as to the structure of the information in these two subsections.

A. Mission and Goals: Describe the department’s mission and its major goals. In an appendix, provide the most recent version of the department’s strategic plan. Be sure that department initiatives relate to Educating Illinois. Your strategic plan should be a stand alone document that provides a comprehensive picture of the major changes or improvements that are planned for the department in the near future. The Strategic Plan should contain initiatives proposed for the next 3 to 5 years.

B. Resources:

Resources: Charts are useful to provide overviews of the staffing, budget, funding source, assignable or gross square feet, equipment, and student employment for each program or service within the department. Budget summaries or detailed data about resources may be included in the appendices of the Self-Study Report or provided in separate binders for reference during the site visit.

If resources are allocated and tracked at the departmental level, not at the program or service level, this section of the Self-Study Report should be a separate section “B”. If resources are allocated and tracked primarily within the major programs or services of the department, the Self Study Report may incorporate the resource information in the description of each program or service; in other words, resources would be “5” in the description of each program or service (see section C below).

For each program, service or for department, provide a detail description of the resources including the following information, when applicable.

1. **Personnel:** For the department or for each program or service, summarize the personnel resources and provide a chart that lists each person with responsibility for program delivery. All administrative, professional and classified staff should be listed with the person’s departmental title, brief description of current job responsibilities and duties and basic demographic information including years in present position, highest degree earned and institution granting the degree and ethnic origin.

For secondary program assignments of a staff member, do not repeat demographic information; only describe the approximate percent of time, the person’s duties within that program and his/her related experience.

Student employee information should be presented in a separate chart. For graduates and undergraduates in supervisory roles, provide similar information and include current academic major and class level. For non-supervisory student employees, list each position title with a description of the position and number of students employed in the position annually. Do not list each individual non-supervisory student.

2. **Funding and Budgets:** Briefly describe the source of funds for the program or service and indicate amounts budgeted for salaries, wages and operations. In addition, identify income generating accounts and how the funds are generated and expended.
 3. **Equipment:** Identify the capital equipment or inventory that contribute to the success of the program or service; detailed information may be included in an appendix. Briefly describe the status of these resources and replacement plans for equipment to deliver the program or service; if needed, detailed information should be included in appendices.
 4. **Facilities:** Briefly describe all facilities, i.e., the buildings, office space, labs and property devoted to the program or service, and any renovations or new facilities approved for future use. If available, floor plans should be provided in the appendices.
 5. **Other Resources:** Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.
- C. Programs and Services:** For each major program and/or service of the department and for any Student Affairs program team for which the director serves as the lead, please provide a detail description that includes the following information, if applicable (see example of a Table of Contents, appendix A1):
1. **General Description of the Program or Service:** Provide a brief description of the program or service including the elements of the program/services and two or three major **statistics** that reflect the scope of the program/service, e.g., numbers of students served, number and composition of teams. Tables or charts that clearly summarize the scope of services are useful.
 2. **Target Audiences:** Describe the primary target audience for the program or service and any secondary or tertiary audiences served, e.g., disabled, Greek organizations, ethnic minorities, graduate students, faculty and staff.
 3. **Delivery and Marketing of Program or Service:** Briefly describe how programs and services are provided to students and other stakeholders, e.g., on-site, outreach, individual, group activities. Include information about the primary methods used to make Illinois State University students and other stakeholders aware of this service or program.
 4. **Collaborative Efforts:** Briefly describe the major collaborative relationships with other departments or units within the university or with external agencies. Describe

how these collaborative efforts serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within these working relationships.

5. **Resources and Fund Raising** (if not included in “B”)
6. **Assessment and Evaluation:** Describe the assessment methods used to determine the quality and effectiveness of programs and services, i.e., use and demographics, needs, satisfaction, program evaluation, impact or outcomes assessments, and benchmarks. **Identify significant changes in the program/service that have been driven by the evaluation of assessment results.** Copies of major assessment instruments should be included in the appendices.
7. **Primary Obstacles and Challenges:** Describe the PRIMARY challenges and/or obstacles experienced in providing general or specific programs and services, e.g., loss of facilities space, conflicting programs, university calendar, inadequate technology. In other words, what are the things that prevent the department from doing what it needs to do to have the best program? **For each primary obstacle or challenge, provide a viable solution(s) that should be considered for overcoming the obstacle in the near future.** See **Tone** on page 19.

Identify any professional standards for the area and describe how they have been used in assessment and evaluation. Copies of major professional standards should be included in the appendices.

D. Assessment and Evaluation: Briefly describe each major assessment and evaluation activity within the department in the last five years, report the major findings and indicate any changes that have been implemented based on the evaluation of these assessment activities. Include a list of assessment strategies planned for the department over the next three years in following categories:

1. Demographic and/or user studies of the clients served by the department.
2. Assessment of the needs for service and programs within the Illinois State University student population and other constituents as appropriate.
3. Customer satisfaction with current programs and services.
4. Program evaluation.
5. Impact or outcomes assessments.
6. Peer or benchmark studies with other organizations.
7. Any other types of assessment activities, e.g. Climate surveys.

E. Staff Development, Research and Creative Activity: This section focuses on the efforts of the department to develop its staff. For current staff members, include all activities during the last five years, regardless of the place of employment at the time of the activity. Provide an introductory statement on staff productivity over the last five years with highlights of major activities in each of the categories below:

1. Conferences, Seminars, and Workshops

2. **Publications or Funded Projects:** List staff's contributions to professional publications, editorial work, or major funded projects with funding agency, date and amounts using an APA format for citations.
3. **Professional Leadership:** List all state, regional or national conferences or organization in which staff have served in a leadership role; include person's name and his/her activity, such as planning/hosting, presenting, keynoting or serving as a officer.
4. **Service to Divisional and University Committees, Teams and Task Forces.**
5. **Teaching:** Identify all academic courses taught by departmental staff.
6. **Honors and Awards:** List all state, regional or national recognition, awards or honors received by the staff during the last five years. Include University and Divisional awards.
7. **Other evidence of staff productivity important to the department.**

F. Diversity Initiatives: A brief summation of the last five years of activity is appropriate here with the bulk of the documentation in an appendix. In the summary the following type of activities should be examined:

1. Professional Development – active participation in a diversity-related conference, training program or workshop; active teams that are culturally diverse; membership in diversity related problem-solving groups.
2. Management Directed – using one's authority or position to instruct a diversity activity, initiative, procedure or program to take place
3. Program Development – creating a new program that supports a commitment to diversity

G. Outreach, Community Service and Collaboration

Summarize the department's — not individual staff member's — major outreach a community service activities conducted over the past five years. Include outreach services to target populations, presentations and consultations to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public. Summarize the department's collaborative efforts with Illinois State University divisions and departments and any external constituencies over the past five years.

V. Departmental Challenges and Obstacles (if not covered in programs and services or to summarize from those sections).

VI. Findings and Recommendations: The department should summarize the major findings of the self-study and provide recommendations to:

- Build on or use its strengths

- Address areas of weakness or deficiency

VIII. Conclusion (optional): This section may contain any personal observations from the Director on the CPR process or its outcomes.

IX. Appendices

Appendix A

COMPREHENSIVE PROGRAM REVIEW SAMPLE TABLE OF CONTENTS

- I. Introduction
 - To Illinois State University
 - To the Division of Student Affairs
 - To the CPR process

- II. Departmental History

- III. Findings and Recommendations Made during Previous Reviews (*if applicable*)

- IV. Description of Department
 - (Overview)
 - A. Mission and Goals
 - B. Resources
 - C. Programs and Services (*smaller departments may address the items in this section centrally rather than divide into functional areas*)
 - 1. Central Office Administration
 - a. General Description
 - b. Coordination Activities
 - c. Collaborative Efforts
 - d. Resources and Fund Raising (*if not covered in "B" above*)
 - e. Assessment and Evaluation
 - f. Primary Obstacles and Challenges
 - 2. Service/program area
 - a. General Description
 - b. Target Audience
 - c. Delivery and Marketing of Program
 - d. Collaborative Efforts
 - e. Resources and Fund Raising (*if not covered in "B" above*)
 - f. Primary Obstacles and Challenges
 - g. Assessment and Evaluation
 - 3. Service/program area
 - a. General Description
 - b. Target Audience
 - c. Delivery and Marketing of Program
 - d. Collaborative Efforts
 - e. Resources and Fund Raising (*if not covered in "B" above*)
 - f. Assessment and Evaluation
 - g. Primary Obstacles and Challenges
 - D. Assessment and Evaluation
 - 1. Demographics/User surveys
 - 2. Student and Other Clients Needs and Wants
 - 3. Climate Surveys

4. Program Evaluation
 5. Outcomes or Impact
 6. Benchmarks
 7. Other
- E. Staff Development
1. Conferences, Seminars and Workshops
 2. Publications or Funded Projects
 3. Service to Professional Associations
 4. Service on Division and University Committees, Teams and Task Forces
 5. Teaching and Scholarly Activities
 6. Honors and Awards
 7. Other
- F. Diversity Initiatives
- G. Outreach and Community Service
- V. Department Challenges and Obstacles (optional)
- VI. Findings and Recommendations
- VII. Conclusion

Appendix B**COMPREHENSIVE PROGRAM REVIEW
SAMPLE SITE REVIEW SCHEDULE****Day 1**

5:30 - 7:00pm	DINNER Dinner with Vice President for Student Affairs, Associate Vice President, Director of Department, and supervisor of Department Director.
7:15 – ? pm	Site Review Team Preparation Meeting - Review Agenda, Questions and Make Assignments, Orientation to Office

Day 2

8:00 -9:00 am	Continental Breakfast for Site Review Team: Review agenda for day, team member assignments, questions
9:00–10:00 am	SRT Tour of Department
10:00-10:15 am	Break
10:15–11:30 am	SRT meets with Director staff
11:30-11:45 am	Break
11:45 am-1:15 pm	Lunch with students
1:15 pm-2:15 pm	SRT meets with program/service area staff
2:15 pm-3:15 pm	SRT meets with program/service area staff SRT Team Leader meets with VPSA
3:15 pm-3:30 pm	Break
3:30 pm-4:30 pm	SRT meets with program/service area staff SRT Team Leader meets with Director's supervisor
4:30 pm-5:30 pm	SRT Process Check: Review information from meetings that day
6:00 pm-7:30 pm	SRT Dinner hosted by Student Affairs Representative on SRT

7:30 pm-9:00 pm SRT Meeting: Outline and assign sections of the report and establish time lines. Review schedule for next day.

Day 3

8:00 am-9:00 am Continental Breakfast for SRT

9:00am-10:00 am SRT meets with Student Affairs Council
(VPSA, AVPSA, Director's supervisor, and Department Director do not attend this meeting)

10:00 am-10:15 am Break

10:15 am-11:15 am SRT meets with program/service area staff

SRT Team Leader meets with Department Director

11:15 am-12:15 pm SRT meets with department service users/constituents

12:15 pm-2:15 pm SRT Lunch: Discuss findings, finalize report assignments, and prepare preliminary thoughts for exit interview

2:30 pm-3:30 pm SRT Exit Interview

- SRT
- VPSA
- AVPSA
- Department Director
- Department Director's supervisor

4:00 pm SRT Team Leader leaves for airport

