Detailed Outline for Self-Study Report

I. Introduction:
   a. Introduce committee, timeline, and process used to develop this report.

II. Description of the Division of Student Affairs Department
   a. Brief History of the Department
      i. Provide a brief history of the department.
      ii. Describe how the department currently fits into the organization of the Division of Student Affairs.
      iii. Discuss 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, e.g., mentor program, part-time job services; and primary changes in programs or services within the department, e.g., loss of personnel due to University budget cuts.

   b. Department Overview
      i. Provide a brief overview of the department including the major programs and services.
      ii. Provide a list of staff by category of administrative, professional, classified and student (this can be achieved using an organizational chart).
      iii. Describe major funding sources and amounts; indicate amounts budgeted for salaries, wages, and operations and facilities.
      iv. Describe the physical space used by program.
c. **Statement of Purpose**
   i. Include the department’s statement of purpose.
   ii. In an appendix, provide the most recent version of the department’s strategic plan (if available).

d. **Programs and Services**
   i. **General Description of each Program or Service provided by the Department**
      1. Provide a brief description of the program.
   ii. **Student Needs**
      1. Describe the student needs that each program addresses.
   iii. **Delivery and Marketing of Program or Service**
      1. Describe the methods used to make CI students, faculty, and staff aware of each service or program.
   iv. **Collaborative Efforts**
      1. Briefly describe the major collaborative relationships with other departments or units within the University. Summarize how these collaborations address student needs and efficient use of resources.
   v. **Other Resources**
      1. Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department’s programs and services.
   vi. **Assessment**
      1. Briefly describe each major assessment and evaluation activity used within the department.
         a. Report major findings of each assessment and evaluation activity.
         b. Indicate any changes that have been implemented based on assessment activities.
      2. Include a list of assessment strategies planned for the department over the next five years in the following categories:
         a. Demographic studies of the students served by the department
         b. Customer satisfaction with current programs and service
c. Assessment of the needs for service and programs within the CI student population
d. Peer or benchmark studies with other organizations
e. Student learning and development outcomes assessment

e. **Professional 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 past three years.

i. **Publications or Funded Projects:** List staff’s contributions to professional publications, editorial work or major funded projects with funding agency, dates and amounts using an APA format for citations.

ii. **Professional Leadership:** List all state, regional or national conferences or organizations in which staff have served in leadership roles; include person’s name and their activity, such as planning/hosting, presenting, keynoting or serving as an officer.

iii. **Honors and Awards:** List all state, regional or national recognition, awards or honors received by the staff during the past year.

iv. **Teaching:** Identify all academic courses taught by departmental staff.

v. **List other evidence of staff productivity important to the department.**

III. **Findings and Recommendations Made During Previous Reviews**

a. 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 ACPA or NASPA; reviews using national guidelines or standards such as those provided by the Council for Advancement of Standards (CAS), ACUHO-I, NIRSA, ACPA, etc.; or accreditation by the Western Association of Schools and Colleges (WASC). Indicate even if no recommendations related to the department were made during a WASC accreditation.

i. Describe the changes in the department made to date and any planned changes as a result of findings from these reviews.

IV. **Findings and Recommendations** *(refer to Work Forms A, B and C to assist with completing this section; however, it is not required that these forms are completed.)*
a. **Answer Overview Questions (from the CAS Self-Assessment Guide)**
   i. Respond to the Overview Questions (A., B., C., etc.) that immediately follow the rating section of each of the 12 parts.

b. **Identify Areas of Program Strength**
   i. Identify criterion statement ratings where excellent performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
   ii. Identify criterion statements in which performance was found to be satisfactory or good (acceptable practice).

c. **Identify Areas of Program Weakness**
   i. Identify criterion statements where program weaknesses (i.e., program shortcomings that failed to meet criterion statements and/or rating discrepancies among raters of two points or more) were noted.
   ii. Identify criterion statements viewed as being unsatisfactory by one or more reviewer.

d. **Describe Practices Requiring Follow-up**
   i. Note criterion statement numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

e. **Summarize Actions Required for the Program to Meet Standards**
   i. List each criterion statement and/or related practices that the self-study process identified as being “Not Done,” “Unsatisfactory” or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
   ii. List specific actions identified in the self-study that require implementation.
   iii. Prioritize the list by importance, need, and achievability of the desired change.

f. **Summarize Program Enhancement Actions**
   i. List each specific action identified in the self-study that would enhance and strengthen services.
   ii. Establish specific priorities for the action plan.

g. **Write Program Action Plan**
   i. Prepare a comprehensive action plan for implementing program changes.
ii. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.

iii. Set dates by which specific actions are to be completed.

iv. Identify responsible parties to complete the action steps.

v. Work with the Director of Student Affairs Assessment, Research and Staff Development to set a tentative start-up date for initiating a subsequent self-study.

V. Appendices and Other References:

a. The body of the self-study should consist of summary or evaluative information that may be captured in tables and figures where appropriate. These tables and figures should not interfere with the reading of the textual information; most of these insertions should be one page or less and no more than two pages in length.

b. Detailed information and more extensive tables or figures should be included in appendices. Extensive detail information and bulky materials or items should be available in the departmental office for the Site Review Team during their visit to the campus.

Introduction to CAS Standards

It is recommended that the team, in collaboration with the full staff, discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted. Deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. It is important that the team achieve consensual resolution of such differences before proceeding.

CAS Standards represent the best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, CPR Process facilitators may include additional guidelines to be rated along with the standards and, in some cases, in lieu of the CAS Standards (e.g. other professional associations). Criterion statements must be written for any guidelines that are added. The self-study team can readily create statements to be judged as part of the rating process.
CAS Guidelines are suggestions for practice that elaborate and amplify standards through the use of suggestions, descriptions, and examples. Standards (i.e., essentials of quality practice) are printed in **bold type** (see figure 1. below). Guidelines, which complement the standards, are printed in slightly smaller, light-faced type. Many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion statements that allow raters to judge it part-by-part rather than broadly.

Figure 1.

<table>
<thead>
<tr>
<th>PART 2. PROGRAM <em>(Criterion Measures)</em></th>
<th>Rating Scale</th>
<th>NOTES: List Criterion Number</th>
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<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic.</td>
<td></td>
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<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose.</td>
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<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.</td>
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Each criterion measure focuses on a particular aspect of the standard. For each of the 14 component parts (identified below), there is a series of numbered criterion measures that team members may rate.

**CAS - 14 Components:** CAS Standards and Guidelines are organized into 14 components that are examined and evaluated using standard criteria rating scales.

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