

**Iowa State University Division of Student Affairs  
Program Review  
Self-Study Outline - DRAFT**

Updated January 22, 2020

Adapted from <http://planning.iupui.edu/accreditation/program-review-files/servicedepartmentguidelines.pdf>

**I. Preamble (provided by Student Affairs Assessment & Research)**

- a. Introduction
- b. Iowa State University Overview
  - i. Mission
  - ii. Vision
  - iii. Principles of Community
- c. Division of Student Affairs overview
  - i. Organization
  - ii. Mission, Core Values, Priorities
  - iii. Co-Curricular Learning Domains
  - iv. Career Readiness Competencies

**II. Description of the Department**

- a. What staff in the department do (broadly; more specifics in III.a. below)
- b. Overall budget (breakouts will come later in III.b below)
- c. Where the department fits in the Division of Student Affairs

**III. Vision, Mission, Goals of the Department**

- a. Statement of vision and mission
  - i. if no department-specific vision/mission statements exist, use Division's vision/mission statements
  - ii. if department-specific vision/mission statements exist, relate department's to the Division's vision/mission statements
- b. Specific goals
  - i. These can come from Division goals, strategic objectives, or specific areas of focus in the department
- c. Evidence of external demands, University, and campus needs for the department
  - i. How is the department interacting with the campus, University, and community?
  - ii. What is the department being asked to do that it is able to accommodate?
  - iii. What specific need is the department and its activities/services fulfilling?
- d. Long-term outlook
  - i. What long-term changes are envisioned within the department?
  - ii. What long-term changes are envisioned in the field/functional area of the department, and how will that affect the department over time?

#### IV. The Department's Resources

- a. Staff
  - i. Who are the current staff?
  - ii. What are the roles each fulfills in their job duties?
  - iii. What is the current organizational chart:
    1. For the department?
    2. For the department within the Division?
  - iv. Staff involvement
    1. Accomplishments on/off campus
    2. Involvement in professional organizations
    3. University-wide (if applicable) initiative participation
    4. Campus-wide initiative participation
    5. Division-wide initiative participation
  - v. Specific questions to answer:
    1. Have any significant staffing or organizational changes taken place in the last five years? How have these changes affected the department? Have there been any recent changes in leadership? How have these changes affected the department's operations? Morale? Service orientation?
    2. What efforts have been made to make the department more diverse with regard to ethnicity and gender? At what levels in the organization has hiring of minorities and/or females occurred? What has been the pattern of employee retention overall, and by ethnicity and gender?
    3. How have changes in service delivery required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years?
- b. Program costs
  - i. Discussion of department's budget(s) in depth, looking both forward and backwards at funding
  - ii. Specific analysis of income/expenses associated with the department for current or most recently completed academic/fiscal year (whichever is most appropriate)
  - iii. Discussion of planned or anticipated changes in funding for the department
- c. Physical facilities
  - i. Overview of the physical environment for the department, including but not limited to:
    1. Buildings/facilities

2. Technologies
3. Other equipment
4. Supplies

- ii. How well does the department's current space meet its needs? Is reallocation or renovation of space needed to accomplish goals? What are the department's long-term space needs?
- iii. How has technology been integrated into the service and administrative functions of the department? How successful have these efforts been?

**V. What the Department Does**

- a. Describe the demand for the programs/services your department offers
- b. Describe how the program contributes to increased student success, including retention and graduation.
- c. How does the department determine who the users are and what is of value to them? How does the department assess its users' needs? How flexible is the department in responding to those needs? What steps have been taken as a result of determining needs?
- d. What improvements have been made in the delivery of services from the department to its constituencies?
- e. How has the department implemented innovative or state-of-the-art approaches to improve its effectiveness and efficiency?
- f. If applicable, what new services/programs being planned by the department based upon current or anticipated needs of students, faculty/staff, campus, University, Indianapolis, etc.? How will these change current department operations?
- g. Is there overlap or duplication of services with other departments of the Division or campus? How could/should this be reduced, if appropriate? If they shouldn't be reduced, explain why it is believed that duplication is necessary.
- h. If applicable, describe how the programs or services you offer promote/aid in University/campus research.
- i. Describe how your programs or services connect to the Ames community and/or enhance your profession.
- j. Describe any benchmark data from professional associations that you use for analysis of your programs or services (i.e., financial ratios, levels of service, service ratios, staffing ratios, etc.).

**VI. Outcomes of Department Work/Efforts**

- a. Evidence of demand for your programs/services

- b. Evidence of quality derived from any surveys, assessments, or quality improvement efforts (Matt can help here)
- c. Evidence of how your programs/services exemplify the principles of good practice in your profession or discipline
  - i. Refer to Council for the Advancement of Standards (CAS) information or other appropriate standards (e.g., NASPA, ACPA, NIRSA, ACHA, ACUHO-I, NAFSI) where applicable
- d. Evidence of the level of achievement of your implementation processes/plans (i.e. comparison of your initial scope, time, cost, and needs/expectations to be met to the actual results).
- e. Evidence of the ease of use of your programs/services by clients, students, faculty, or staff (Are there established standards? If so, how are those standards met?)

#### **VII. Department-Specific Questions**

- a. List the four (4) to seven (7) questions that will serve as the focus of the External Review Team's visit.
- b. Answer the specific questions written for the program review to the extent possible
  - i. If a question is aspirational (e.g., what else could be done in this area?), address what is present that could make growth/change possible
- c. Link answers back to specific parts of the narrative to reinforce what is/isn't known

#### **VIII. SOAR – Strengths, Opportunities, Aspirations, Results – Analysis**

Similar to a SWOT analysis, a SOAR analysis allows for the contemplation and examination of growth opportunities and excellence in practice, staffing, etc., as opposed to a deficit analysis of threats and weaknesses. This can be seen as a high-level overview of what's already written above, and department staff may actually consider doing the SOAR first and see what develops as far as answering the above questions.

#### **IX. Overall Assessment of Department Strengths and Concerns**

This is the summary of the entire document. Keep this section focused on the following questions:

- a. Based on the preceding narrative, what is the department pleased about and what are the principle/most pressing concerns?
- b. Where are the self-identified areas of improvement?
- c. What areas of the department (functional, programmatic, service delivery, etc.) should be emphasized?

- d. What does the future of the department entail? What are the current priorities in the near- (less than two years), medium- (two to five years), and long-term (five or more years)?

**X. Appendices, as appropriate**