

# Program Review

## Self-Study Panel Orientation



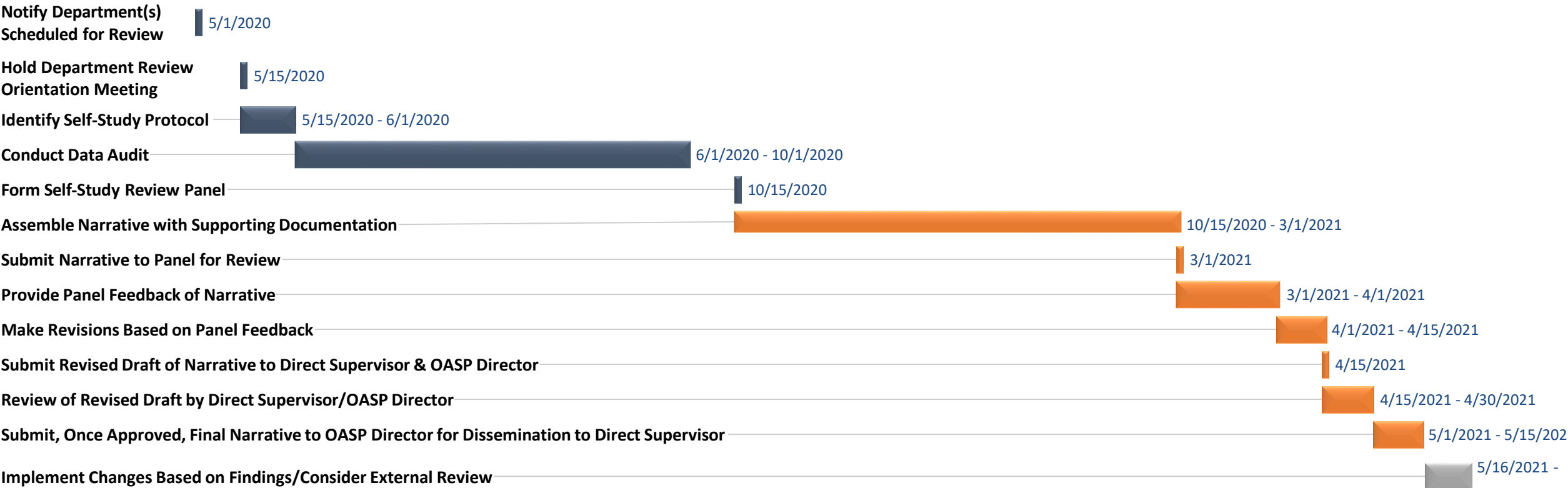
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STUDENT AFFAIRS

Provided by: Assessment & Strategic Planning

# Program Review Self-Study Timeline - Auburn University Student Affairs

- 1 Pre-Review - Preparation
- 2 Review - Department Self-Study/Report
- 3 Post-Review - Findings/Consider External Review



# Recommended Self-Study Process

<p>1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p>5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p>2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process</p>	<p>6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p>3. Identify, Collect, and Review Evidence Define what constitutes evidence; then gather, collect, manage, and review evidence</p>	<p>7. Close the Loop Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results</p>
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating (small group, individual, staff); negotiate rating differences; and manage group ratings</p>	<p><a href="https://www.cas.edu/programreview">https://www.cas.edu/programreview</a></p>

# Twelve Parts of the General Standards

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1. Mission
2. Program and Services
3. Student Learning, Development and Success
4. Assessment
5. Access, Equity, Diversity and Inclusion
6. Leadership, Management and Supervision
7. Human Resources
8. Communication and Collaboration
9. Ethics, Law and Policy
10. Financial Resources
11. Technology
12. Facilities and Infrastructure



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# Panel Meeting Structure

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- Meeting 1: Introduction and Training (*October 2020*)
  - Attend introductory online training session with department and Assessment & Strategic Planning (A&SP) staff
  - Panel members are to individually record their scores prior to meeting 2.
- Meeting 2: Narrative and Scoring Part 1 (*January 2021*)
  - Using completed individual ratings of each criterion statement with the scale provided in the CAS Self-Assessment Guide (SAG), decide on team scores and collectively complete Work Forms A–C
- Meeting 3: Narrative and Scoring Part 2 (*February 2021*)
  - Finalize the collective ratings and help determine appropriate corrective actions and/or steps for program enhancements. Discuss where there are discrepancies between the CAS Standards and practice. Review benchmark institutions for best practices. Work as a group to begin drafting the review narrative using Work Forms D and E.
- Meeting 4: Action Plan and Final Wrap-Up (*March 2021*)
  - Work as a group to finalize the narrative, develop an executive summary, and establish an action plan



# Panel Meeting 1: Introduction and Training

- Discuss expectations for panel members
- Introduce Compliance Assist software: <https://auburn.compliance-assist.com>



Navigate through the site resources by using tabs

- Compliance Assist Program Review training video:
  - <https://auburn.box.com/s/0jxlipmmt5xu90fkgm65y07bua6qodlo>
- Review CAS Self-Assessment Guide (SAG)
  - <https://auburn.box.com/s/ew6l67ad0t9hn7k6oo5y7ms8nnl5d1vi>



# Campus Labs (Compliance Assist) Program Review Tutorial



CA Campus Labs



Your Campus Labs Platform at  
**Auburn University Main Campus**

## Baseline

Assess student learning and success through surveys, rubrics, and benchmarking

## Compliance Assist

Connect and manage your program review and accreditation efforts

## Engage

Promote meaningful engagement experiences across campus

## Faculty

Manage course rosters, course evaluations, and more with a personalized dashboard

## Outcomes

Assess academic and co-curricular alignment and performance

## Planning

Connect and manage your strategic planning efforts

 **Need Help?** Visit our Support Center for articles, webinars, and other resources!

# Self-Assessment Guide (SAG) Scoring

- SAG Scale

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 3-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

- Utilize Excel score sheet for the individual scoring process





# Components of the SAG

Suggested Evidence: This evidence should be loaded into the 'Document Directory' by the Data Audit team for each of the standards.

Description: This list is loaded into the 'Self-Study' tab in Compliance Assist for each standard. Rating/scoring will be assessed by how well each of these statements are met.

Justification: This will be written by the Panel Review team and input into Compliance Assist in the 'Self-Review Panel Report/Narrative Box'.

Overview Questions: These questions should be used to develop the text of the narrative that is entered into 'Self-Review Panel Report/Narrative Box'.

## GENERAL STANDARDS CAS Self-Assessment Guide

### Part 1: MISSION

#### Suggested Evidence and Documentation for Part 1:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

#### 1.1 Program and Services Mission

- The functional area develops and defines its mission.
- The functional area mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- The functional area mission is appropriate for the institution's students, designated clients, and other constituents.
- The functional area advances its mission.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

*Justification for 1.1 Rating:*

#### 1.2 Mission Statement

- The functional area implements, disseminates, regularly reviews, and updates its mission statement.
- The mission statement references student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

*Justification for 1.2 Rating:*

#### Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does the functional area mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

# Introduction Tab


The Introduction Tab includes links from CAS materials including background, examples, and instructions, part descriptions, and work form instructions.

[Home](#) [University Housing](#) > [Housing and Residence Programs](#) [Options](#)

[Introduction](#) [Self-Study](#) [Assessment, Ratings, and Significant Items](#) [Document Directory](#)

## Introduction

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**Council for the  
Advancement of  
Standards** in Higher Education

CAS Self-Assessment Guide for

**HOUSING AND RESIDENTIAL LIFE**

**Background Materials**

[CAS Standards Contextual Statement](#)  
[Introduction and Instructions](#)  
[Self-Assessment Process](#)  
[Rating Examples](#)  
[Formulating an Action Plan, Preparing a Report, and Closing the Loop](#)

**Part Descriptions**

[Part 1. Mission](#)  
[Part 2. Program and Services](#)  
[Part 3. Student Learning, Development, and Success](#)  
[Part 4. Assessment](#)  
[Part 5. Access, Equity, Diversity, Inclusion](#)  
[Part 6. Leadership, Management, and Supervision](#)  
[Part 7. Human Resources](#)  
[Part 8. Collaboration and Communication](#)  
[Part 9. Ethics, Law, and Policy](#)  
[Part 10. Financial Resources](#)  
[Part 11. Technology](#)  
[Part 12. Facilities and Infrastructure](#)

**Work Form Instructions**

[Work Form A – Rating Discrepancies](#)  
[Work Form B - Good Practices](#)  
[Work Form C - Areas for Improvement and Recommended Action](#)  
[Work Form D – Beginning the Action Plan](#)  
[Work Form E – Action Plan](#)

[Other CAS Resources](#)

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# Self-Study Tab

Home University Housing > Housing and Residence Programs Options

Introduction Self-Study Assessment, Ratings, and Significant Items Document Directory

## Report Overview

**Part 1: Mission**  
[1.1](#) - Program and Services Mission  
[1.2](#) - Mission Statement  
[Part 1: Mission Overview](#)

**Part 2: Program and Services**  
[2.1](#) - Program and Services Goals  
[2.2](#) - Facilitative Opportunities, Experiences, and Services  
[2.2a](#) - Community Development Programming  
[2.2b](#) - Advising, Counseling, and Crisis Intervention  
[2.2c](#) - Administrative Activities  
[2.3](#) - Program Structure and Framework  
[2.4](#) - Program Design  
[Part 2: Program and Services Overview](#)

**Part 3: Student Learning, Development, and Success**  
[3.1](#) - Program Contribution to Student Learning, Development, and Success  
[3.2](#) - Student Learning and Development Domains and Dimensions  
[3.3](#) - Assessment of Student Learning and Development  
[Part 3: Student Learning, Development, and Success Overview](#)

**Part 4: Assessment**  
[4.1](#) - Establishing a Culture of Assessment  
[4.2](#) - Program Goals, Outcomes, and Objectives  
[4.3](#) - Assessment Plan and Process  
[4.4](#) - Gathering Evidence  
[4.5](#) - Review and Interpret Findings  
[4.6](#) - Reporting Results and Implementing Improvement  
[Part 4: Assessment Overview](#)

**Part 5: Access, Equity, Diversity, and Inclusion**  
[5.1](#) - Inclusive and Equitable Educational and Work Environments.  
[5.2](#) - Organizational Aspects of Access, Equity, Diversity, and Inclusion  
[5.3](#) - Advocating for Access, Equity, Diversity, and Inclusion

**Judgments**

- ✗ Insufficient Evidence/Unable to Rate
- Does Not Apply
- ✗ Does Not Meet
- ✓ Partly Meets
- ✓ Meets

**Part 1: Overview Questions**

1. How does the mission embrace student learning and development?
2. In what ways does the HRLP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

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\*These Overview Questions are listed in the SAG and should be used to develop the text of the narrative that is entered into 'Self-Review Panel Report/Narrative Box'.

# Self-Study Tab

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[Introduction](#) [Self-Study](#) [Assessment, Ratings, and Significant Items](#) [Document Directory](#)

## Report Overview

### Part 1: Mission

- [1.1 - Program and Services Mission](#)
- [1.2 - Mission Statement](#)

[Part 1: Mission Overview](#)

### Part 2: Program and Services

- [2.1 - Program and Services Goals](#)
- [2.2 - Facilitative Opportunities, Experiences, and Services](#)
- [2.2a - Community Development Programming](#)
- [2.2b - Advising, Counseling, and Crisis Intervention](#)
- [2.2c - Administrative Activities](#)
- [2.3 - Program Structure and Framework](#)
- [2.4 - Program Design](#)

[Part 2: Program and Services Overview](#)

### Part 3: Student Learning, Development, and Success

- [3.1 - Program Contribution to Student Learning, Development, and Success](#)
- [3.2 - Student Learning and Development Domains and Dimensions](#)
- [3.3 - Assessment of Student Learning and Development](#)

[Part 3: Student Learning, Development, and Success Overview](#)

### Part 4: Assessment

- [4.1 - Establishing a Culture of Assessment](#)
- [4.2 - Program Goals, Outcomes, and Objectives](#)
- [4.3 - Assessment Plan and Process](#)
- [4.4 - Gathering Evidence](#)
- [4.5 - Review and Interpret Findings](#)
- [4.6 - Reporting Results and Implementing Improvement](#)

[Part 4: Assessment Overview](#)

### Part 5: Access, Equity, Diversity, and Inclusion

- [5.1 - Inclusive and Equitable Educational and Work Environments](#)
- [5.2 - Organizational Aspects of Access, Equity, Diversity, and Inclusion](#)
- [5.3 - Advocating for Access, Equity, Diversity, and Inclusion](#)

#### Judgments

- ☒ Insufficient Evidence/Unable to Rate
- ☐ Does Not Apply
- ☒ Does Not Meet
- ☒ Partly Meets
- ☒ Meets

Click on the Options menu to access the Edit Item option and edit the report/narrative sections.

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[Introduction](#) [Self-Study](#) [Assessment, Ratings, and Significant Items](#) [Document Directory](#)

## Item 1.1

### 1.1

#### Program and Services Mission

- The mission of Housing and Residential Life Programs (HRLP) is to provide for a living environment that promotes learning at the broadest sense and an emphasis on supporting the academic mission of the institution.
- The mission of HRLP addresses reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, safe, and include contemporary safety features.
- The mission of HRLP addresses programs, services, and experiences occurring in living facilities.
- HRLP develops and defines its mission.
- The HRLP mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- HRLP standards apply to residence halls, apartment communities, and other facilities that are managed or owned by private operators whenever there is a formal relationship with the institution.
- The HRLP mission is appropriate for the institution's students, designated clients, and other constituents.
- HRLP advances its mission.

#### Judgment

- ☐ Insufficient Evidence/Unable to Rate ☐ Does Not Apply ☐ Does Not Meet ☐ Partly Meets ☐ Meets

#### Self-Review Panel Report/Narrative

- Edit Item
- Copy Item
- Check-out
- Printable File
- Manage Site Structure
- Credentials Rosters
- Users

\*This is the Description of the Standard 1.1 as listed in the SAG. Rating/scoring will be assessed by how well each of these statements are met.

# Self-Study Tab: Edit Item Screen

Home

Student Affairs

Housing and Residence Life Programs

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Assessment, Ratings, and Significant Items

Document Directory

Edit Item 1.1

Edit

Preview

Activity Log

Permissions

Number: 1.1

Title: Program and Services Mission

Status: Under Development

Judgment:

Due Date: MM/DD/YYYY

Assigned User:

Save

Save & Close

Cancel

Insufficient Evidence/Unable to Rate

Does Not Apply

Does Not Meet

Partly Meets

Meets

Description

•The mission of Housing and Residential Life Programs (HRLP) is to provide for a living environment that promotes learning and development in the broadest sense and an emphasis on supporting the academic mission of the institution.

•The mission of HRLP addresses reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, sustainable, and which include contemporary safety features.

•The mission of HRLP addresses programs, services, and experiences occurring in living facilities.

•HRLP develops and defines its mission.

•The HRLP mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.

•HRLP standards apply to residence halls, apartment communities, and other facilities that are managed or owned by private operators whenever there is a formal relationship with the institution.

•The HRLP mission is appropriate for the institution's students, designated clients, and other constituents.

•HRLP advances its mission.

Design

HTML

Words: 141 Characters: 1036

Step 4: Review Panel selects final Judgment Rank [Meeting 4]

Pre-Loaded from the SAG

## Self-Review Panel Report/Narrative

B

I

U

abe

Normal

Custom Links

## Self-Review Panel Report/Narrative

B

I

U

abe

Normal

Custom Links

Step 2: Review Panel builds narrative based on evidence and comments from Data Audit Team and Work Forms A-C. Include responses from Overview Questions as well as Justification statement(s) for ratings. [Meetings 2-3]

Design

HTML

Words: 0 Characters: 0

## Department Review/Data Audit Team Comments

B

I

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abe

Normal

Custom Links

Step 1: Department Data Audit Team prepares brief comments regarding Suggested Evidence that has been collected and added to the Document Directory to support the standard. This is to be entered before individual ratings take place.

Design

HTML

Words: 0 Characters: 0

## Self-Study Review Panel Feedback of Panel/Report Narrative

B

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abe

Normal

Custom Links

Step 3: Review Panel uses this space to comment on narrative from Step 2 and to document changes that need to be made in order to the finalize the narrative. Utilize Work Forms D-E during this phase. [Meetings 3-4]

Design

HTML

Words: 0 Characters: 0

## Assessment, Ratings, and Significant Items Tab (Steps 1–4 and Step 5)

Click on the Options menu to access the Edit Item option and edit the sections.

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University Housing > Housing and Residence Programs

Options

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Assessment, Ratings, and Significant Items

Document Directory

1 - [Mission](#)

2 - [Program](#)

3 - [Organization and Leadership](#)

4 - [Human Resources](#)

5 - [Ethics](#)

6 - [Law, Policy, and Governance](#)

7 - [Diversity, Equity, and Access](#)

8 - [Institutional and External Relations](#)

9 - [Financial Resources](#)

10 - [Technology](#)

11 - [Facilities and Equipment](#)

12 - [Assessment and Evaluation](#)

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Document Directory

Item 1

1

Mission

Discrepancies

Use this tab to document discrepancies (Work Form A), strengths and standards of good practices (Work Form B), areas for improvement (Work Form C), specific items for action (Work Form D), and to complete the action plan (Work Form E). Each of the items 1–12 should have an Action Plan with follow up steps documented. (Meetings 2–4)

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**Item 1**

**1**

**Mission**

**Discrepancies**

**Follow-Up Actions**

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates

Options

Edit Item

Copy Item

Check-out

Printable File

Manage Site Structure

Credentials Rosters

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# Assessment, Ratings, and Significant Items Tab: Edit Item Screen

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Document Directory

Edit Item 1

EditPreviewActivity LogPermissions

SaveSave & CloseCancel

Number: 1

Title: Mission

Status: Under Development

Due Date: MM/DD/YYYY

Assigned User:

Discrepancies

Work Form A – Rating Discrepancies

Strengths

Work Form B – Good Practices

Needed Improvements

Work Form C – Areas for Improvement and Recommended Action

List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

Work Form D – Beginning the Action Plan

Follow-Up Actions

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates

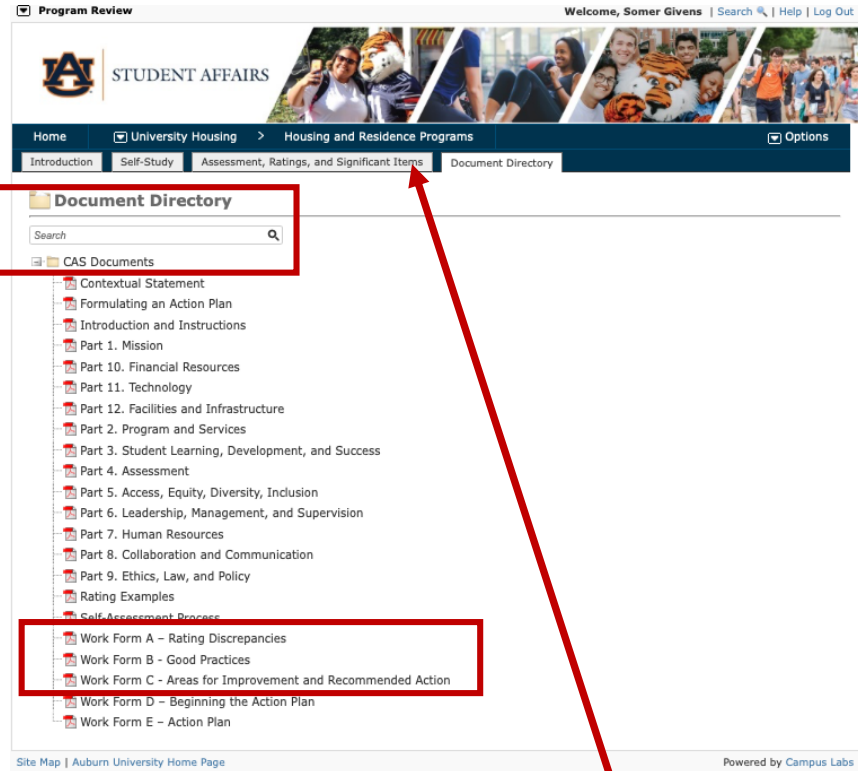
Work Form E – Action Plan

Summary Action Plan

Step 5: Narrative summary statements to be used in final Executive Summary

# Panel Meeting 2: Narrative and Scoring Part 1

- Complete Work Forms A–C
- Forms located in Document Directory
- Enter Work Form content into ARSI tab



Use the Assessment, Ratings, and Significant Items Tab to document the information from Work Forms A–C

Work Form A – Rating Discrepancies

**INSTRUCTIONS:**  
This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program and Services		
3. Student Learning, Development, and Success		
4. Assessment		
5. Access, Equity, Diversity, and Inclusion		
6. Leadership, Management, and Supervision		
7. Human Resources		
8. Collaboration and Communication		
9. Ethics, Law, and Policy		
10. Financial Resources		
11. Technology		
12. Facilities and Infrastructure		

Work Form B – Good Practices

**INSTRUCTIONS:**  
This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Good Practices: Item number(s) for which all participants have given a rating of 2, indicating agreement that the criterion *meets* the standard.

Part	Standards of Good Practice
1. Mission	
2. Program and Services	
3. Student Learning, Development, and Success	
4. Assessment	
5. Access, Equity, Diversity, and Inclusion	
6. Leadership, Management, and Supervision	
7. Human Resources	
8. Collaboration and Communication	
9. Ethics, Law, and Policy	
10. Financial Resources	
11. Technology	
12. Facilities and Infrastructure	

Work Form C –Areas for Improvement and Recommended Action

**INSTRUCTIONS:**  
This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet or partly meets* the standard. Items rated 1E for *insufficient evidence/unable to rate* should be listed here as well.
- Recommendations: List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)	Recommendations for Functional Area Action:
1. Mission		
2. Program and Services		
3. Student Learning, Development, and Success		
4. Assessment		
5. Access, Equity, Diversity, and Inclusion		
6. Leadership, Management, and Supervision		
7. Human Resources		
8. Collaboration and Communication		
9. Ethics, Law, and Policy		
10. Financial Resources		
11. Technology		



# Panel Meeting 3: Narrative and Scoring Part 2

- Review benchmark institutions for best practices
- Complete Work Forms D–E
- Enter Work Form content into ARSI tab

### Work Form D – Beginning the Action Plan

**INSTRUCTIONS:**  
This work form is for use by the staff of the functional area being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program and Services

Part 3. Student Learning, Development, and Success

Part 4. Assessment

Part 5. Access, Equity, Diversity, and Inclusion

Part 6. Leadership, Management, and Supervision

Part 7. Human Resources

Part 8. Collaboration and Communication

### Work Form E – Action Plan

**INSTRUCTIONS:**  
Using this work form, the functional area staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Form C, functional area staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

Program Review

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Formulating an Action Plan

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Part 10. Financial Resources

Part 11. Technology

Part 12. Facilities and Infrastructure

Part 2. Program and Services

Part 3. Student Learning, Development, and Success

Part 4. Assessment

Part 5. Access, Equity, Diversity, Inclusion

Part 6. Leadership, Management, and Supervision

Part 7. Human Resources

Part 8. Collaboration and Communication

Part 9. Ethics, Law, and Policy

Rating Examples

Self-Assessment Process

Work Form A – Rating Discrepancies

Work Form B – Good Practices

Work Form C – Areas for Improvement and Recommended Action

Work Form D – Beginning the Action Plan

Work Form E – Action Plan

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Use the Assessment, Ratings, and Significant Items Tab to document the information from Work Forms D–E

## Panel Meeting 4: Action Plan and Final Wrap-Up

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As a group, work to:

- Finalize narrative
- Establish action plan
- Develop executive summary



# Executive Summary Template

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Key components of the Executive Summary are as follows:

- Department Introduction
  - Department History
  - Organizational Framework
  - Constituents Served
  - Department Strategic Plan
- Summary of Relevant Data
  - Overall judgment rating of each self-study protocol standard
  - Statement of how/why each item received the judgment rating
  - Specific statements regarding follow-up actions or future plans for each item
- Key Issues
  - Overall departmental strengths
  - Overall departmental concerns
  - Key issues to be addressed by the department



## Next Steps

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- Set dates for panel meetings 2-4
- Select date for AVP discussion and department tour
- Rate individually before meeting 2



## Practice – Evaluate Item 1.1 (Program and Services Mission)

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1. Review the Overview Questions for Part 1
2. Review the bulleted list in the description of item 1.1
3. Review the Suggested Evidence and Documentation provided in the Self-Assessment Guide
4. Identify what evidence has been uploaded by the Data Audit team for this section
5. Review the Department Review/Data Audit Team Comments provided in Program Review.
6. After reviewing the evidence, read through the bulleted list in the description of item 1.1 again
7. Make a rating judgment based on the evidence and comments provided for each bullet and then provide an overall score for that section (Does not meet–0, Partly meets–1, Meets–2)
  - As you rate this item make a note of what evidence supports this rating and what the strengths and areas for improvement are



# Questions?

Thank you.



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# **Assessment and Strategic Planning**

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