

ELEMENTS OF THE SELF-STUDY FOR PROGRAM REVIEW
OF
ACADEMIC ADVISING SUPPORT UNITS
Approved May 5, 2010; Revised October 2019

Review of Academic Support Units is conducted by the Program Assessment and Review Council of the Academic Senate and the Division of Academic Affairs and is done to meet CSU system wide policy. An academic support unit (unit) is defined as a non-degree unit within the Division of Academic Affairs that supports student learning.

Academic Advising units should follow the Council for the Advancement of Standards in Higher Education (CAS) Standards while addressing the key questions in the template below.

SECTION I. MISSION, GOALS, AND ENVIRONMENT (CAS STANDARDS 1 & 6)

- A. Briefly describe the academic support unit's mission and goals and note any changes since the last program review. Identify areas of distinction or special competence.
- B. Briefly describe the changes and trends of the unit's field and how the unit is doing to respond to these changes and continue to meet the mission and goals of the university.
- C. Identify the unit's priorities for the future. Indicate how the unit arrived at these priorities.

SECTION II. SUPPORT TO EDUCATIONAL PROGRAMS (CAS STANDARD 2 & 3)

- A. Briefly describe functions of the unit in supporting the University. Describe the existing programs, any new programs that support the university or programming that were developed since the last program review and any that have been discontinued.
- B. Comment on the unit's usage and trends since the last program review.
- C. Provide statistical data to show contacts with students, types of students using this academic support unit. (See Appendix 1).

SECTION III. ASSESSMENT (CAS STANDARDS 3, 4, & 5)

- A. Describe current assessment programs in place for this unit, especially if it deals with student learning outcomes or general education goals.
- B. Describe the process for using the results of assessment for improvement and provide at least two examples from the past five years of changes in the unit that were made on the basis of the results of assessment.

C. Attach all annual reports on assessment since the last program review in an appendix.

SECTION IV. FACULTY INVOLVEMENT (CAS STANDARD 8)

A. Describe any curricular activities that are the responsibility of the unit and provide the faculty and/or staff involvement. (See Appendix 2).

B. Describe how the program is enhanced by faculty and/or staff participants.

C. Describe any use of students for peer-mentoring, teaching or support of program.

D. Describe changes anticipated over the period until the next program review and indicate the unit's priorities for future hiring. Note any issues of faculty involvement that need to be address, i.e. faculty diversity not matching student diversity, constant staffing or faculty changes. Identify how these priorities and future hiring plans relate to relevant changes in the unit and relationship to the strategic plans of the University.

SECTION V. RESOURCES AND FACILITIES (CAS STANDARDS 10, 11, & 12)

A. List the state-support and non-state resources received by the unit since the last program review and the source of these revenues (e.g., state budget, UCES, external funding, etc.).

B. Identify any special facilities and/or equipment used by the unit. Identify any changes since the last program review, and priority needs for the future.

SECTION VI. PLANNING

A. Summarize all the major changes planned in the period until the next review.

B. Summarize all new or additional resources needed to support the planned major changes.

What are the CAS Standards and What are Key Questions?

- 1. Mission:** This section identifies the purpose and essential characteristics of the functional area. It may also provide guidance on themes that are important to include in a [mission statement](#) for the functional area. Guidelines in this section may provide insight into how the functional area's scope varies depending on institutional type or context. This section does not include details of specific program elements and/or services provided by the functional area.
- 2. Program and Services:** This section explains how the functional area is structured and what it does. It further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.\
- 3. Student Learning, Development, and Success:** This section explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.
- 4. Assessment:** This section addresses the functional area's approach to assessment, including how it is conducted, analyzed, and used. It addresses the key assessment practices for this functional area.
- 5. [Access](#), Equity, Diversity, and Inclusion:** This section outlines the functional area's role in advancing and maintaining access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.
- 6. Leadership, Management, and Supervision:** This section describes the responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.
- 7. Human Resources:** This section covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area's employment practices, and personnel training and professional development. Communication and Collaboration
- 8. Communication and Collaboration:** This section identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.
- 9. Ethics, Law, and Policy [align to CSULB Academic Senate Policies -- optional]:** This section describes standards for ethical practice, points to key legal issues and obligations

of practitioners, and outlines policies and procedures that are critical to the work of the functional area. This section may identify laws or policies specific to the functional area that should be followed to ensure compliance with institutional policy or with state, provincial, or federal law. This section also addresses required or recommended ethical considerations that are unique to the field.

- 10. Financial Resources [not used at CSULB]:** This section provides an overview of important fiscal considerations for the functional area, including how programs and services must or should be funded; [financial planning](#) and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.
- 11. Technology:** This section describes the role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.
- 12. Facilities and Infrastructure:** This section details the facilities, equipment, space, and other infrastructure needs of the functional area. It may address issues related to how or where the functional area should be physically located; requirements or restrictions related to space, sustainability, or safety; and considerations that may exist regarding equipment acquisition and/or use.

APPENDICES TO THE SELF-STUDY

APPENDIX 1. STUDENT PARTICATION IN UNIT

TABLE 1. Provide any captured Data on Student Participation in the Unit Instructions.

Please describe how this data was gathered. If data is provided by Institutional Research or the Chancellors office, please list the source of the table.

EXAMPLE TABLE 1. Number of Student Participants

Academic Year	Undergraduate Participants	Graduate Participants
2015-2016		
2016-2017		
2017-2018		
2018-2019		
2019-2020		

APPENDIX 2. FACULTY/STAFF INVOLVEMENT IN UNIT

TABLE 2. Provide any captured data on Participants who support the unit and contact with students.

Please describe how this data was gathered. If data is provided by Institutional Research or the Chancellors office, please list the source of the table.

EXAMPLE TABLE 2. Number of Faculty/Mentor Participants

Academic Year	Faculty Participants	Contact Hours	Staff Participants	Contact Hours	TAs or Student Mentors	Contact Hours
2015-2016						
2016-2017						
2017-2018						
2018-2019						
2019-2020						

APPENDIX 3. ADDITIONAL DATA AS NEEDED