

Rowan University

2009

**Middle States Commission on Higher Education
Self-Study**

**Division of Student Affairs
Addendum to Appendix 6.1
(Standards 8 & 9)**

Rowan University
Division of Student Affairs
Addendum to Appendix 6.1
(Standards 8 & 9)

Table of Contents

Mission Statement, Core Values, Student Learning Outcomes.....	1
2008-2009 Assessment Planning Calendar.....	3
Five Year Program Review Calendar.....	4
Program Review Process.....	6
Program Review Guidelines.....	8

Rowan University

Division of Student Affairs

Mission Statement

The Division of Student Affairs provides and supports a collaborative learning environment that promotes the education of the whole person within a global society. Student Affairs is dedicated to actively engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, campus and community involvement, civic responsibility and leadership development. As an integral partner in the educational process, Student Affairs is committed to student learning and continual improvement through ongoing assessment and review of its programs and services.

Core Values

Inclusiveness

We value cultural, individual, and role differences by creating a supportive and affirming climate for individuals of all races, ethnicities, national origins, genders, gender identities, sexual orientations, religions, ages, abilities, sizes, socioeconomic statuses, and languages. We value the dignity of each individual as well as the ethical and equitable treatment of all members of the community in an atmosphere of mutual trust. We are guided by the principle that celebrating diversity enriches the lives of all people.

Integrity

As individual members of this community, we strive to live within the principles of honor, truth in character, and ethical decision-making.

Leadership

We value leadership that exemplifies professionalism, competence, community engagement, and entrepreneurial initiative.

Service

We encourage an engaged student body that is civically and personally responsible for the welfare of others, by providing opportunities for service learning, volunteerism, and holistic community service on campus and in the broader community.

Collaboration

We value collaboration and strive to develop effective working relationships with the entire Rowan community.

Approved 12/16/08

Revised 2/26/09

Statement of Student Learning Outcomes

“Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience. Student development and the adaptation of learning to students’ lives and needs are fundamental parts of engaged learning and liberal education.”* The assessment of student learning involves thoughtful creation of desired outcomes, application of theoretically based learning programs, interventions and activities, followed by appraisal of desired outcomes.

These Student Affairs Divisional student learning outcomes provide the basis from which departments and programs determine their scope and focus of work with Rowan University students.

As a result of participation in programs and services sponsored by the Division of Student Affairs, Rowan University students will be able to:

- Communicate and act in accordance with a clarified value system based upon integrity and ethical resolve;
- Acknowledge the value of participating in social and educational interaction with others who are different;
- Articulate the role of civic engagement, service learning and volunteerism in building inclusive global societies;
- Describe the role of self-awareness and physical and emotional well-being in becoming responsible and contributing members of society;
- Apply reasoning skills based upon critical, creative and reflective thinking;
- Apply decision-making skills that have a positive impact on career and educational opportunities, relationships, health and reputation;
- Demonstrate competency related to workplace skills, communication, financial literacy and related professional and practical abilities;
- Recognize the foundation and role that collaborative leadership and service play as a part of individual success and worth;
- Describe how the content of their learning connects to their persistence, success, university engagement, and future life experiences.

**Learning Reconsidered (2004)*

02//24/09

Edited 3/18/09

Rowan University
Division of Student Affairs
Assessment Planning Calendar
2008-09

Activity	Person(s) Responsible	Completion Date
1. Division Mission Statement	All	12/1/08
2. Division Core Values	All	12/1/08
3. Departmental Mission Statements	Department Managers (Write/Review/Revise)	12/15/08
4. Determine Needs for January Retreat	Assessment Group	12/15/08
5. January Assessment Retreat (Topic: Divisional Student Learning Outcomes; Department Student Learning Outcomes)	Assessment Group	1/12-13/09
6. SLO's and Prog./Services Chart	Department Managers	3/13/09
7. Measurement Methods Chart	Department Managers	4/15/09
8. Off-site Strategic Planning Retreat	Department Managers	5/09

All Departmental projects should be submitted to the appropriate Asst./Assoc. VP or Director for feedback, review and approval prior to becoming final.

11/20/08

Edited 3/18/09

Rowan University
Division of Student Affairs
Program Review Schedule

Program/Department	07-08	08-09	09-10	10-11	11-12	12-13	Reviewer(s)
Intercollegiate Athletics	x					F/S	TBD
Campus Safety			F				TBD
Campus Security/Police			F				CALEA
Parking			F				TBD
Emergency Management			F				FEMA
CAP Center			F				TBD
Judicial Affairs				F			ASAJ
Greek Life		S					TBD
Academic Success Center			S				TBD
Residential Learning/Univ. Housing	x					F/S	Keeling & Assoc
EOF/MAP				F			TBD
Counseling and Psych Services	x			S			Keeling & Assoc
Health Services	x					F/S	Keeling & Assoc
CASA			S				Kruger & Assoc
Camps, Conferences & Events				F			ACCED-I
Student Center		S					ACUI
Recreation Center		S					NIRSA

Rowan University
Division of Student Affairs
Program Review Schedule

Program/Department	07-08	08-09	09-10	10-11	11-12	12-13	Reviewer(s)
SL, Volunteerism & Comm. Engage.					F		TBD
SUP/Student Activities			S				TBD
SGA			S				TBD
Multicultural Affairs		S					TBD
H. Flack Mentoring Program					F		TBD
Orientation		S					TBD
Sophomore Year Experience Program			S				TBD
Family/Parent Programs		S					TBD

Rowan University
Division of Student Affairs
Program Review Process

Purpose

The Division of Student Affairs is committed to a continual improvement process through regular assessment and review of our programs and services. The program review process provides an opportunity for:

- a comprehensive, collaborative, and focused study of an individual department or program;
- determination of departmental effectiveness around stated goals, objectives, learning outcomes and strategies;
- determination of efficient use of its associated resources;
- a sufficient examination of information so that recommendations for improvement, potential direction and growth may become a part of the implementation process for future departmental goals, objectives, learning outcomes and strategies.

Review Cycle

The Student Affairs Program Review Cycle will occur within a five year timeline, unless a particular department/program is monitored by an external accrediting agency, in which accrediting timetables will be followed.

Review Process

To provide for both a comprehensive and collaborative approach, the program review process usually involves administrators, staff, students, faculty and external evaluators. The following activities should occur as a part of the review:

- Development/selection of Internal Program Review/Self-Study Committee
- Departmental/Program Self-Study, using the Council for the Advancement of Standards (CAS) guidelines, or external accreditation guidelines from the associated accrediting agency.
- External Review Team Visit: In conjunction with the VPSA, the appropriate member(s) of the VPSA's Council will commission an external review team to examine the self-study, conduct a campus visit, and prepare a summary and recommendations.
- Action Plan: Based upon the self-study and external review recommendations, the department/program will prepare an action plan that includes action items, responsible individuals, necessary resources, and a timetable for completion.

2/10/09

Rowan University
Division of Student Affairs
Program Review Planning Guide

Dept/Program _____ Dept/Prog. Head _____

Internal Program Review/Self Study Committee Members: (Responsible for preparing the Self-Study)

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

External Review Team: (Commissioned)

Name	Title	Contact Information
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Self-Study Completion Date: _____

External Review Campus Visit Date(s): _____

Standards to be used for review: CAS _____ **Other (List)** _____

Rowan University
Division of Student Affairs
Program Review Guidelines
2/16/09

I. Outline of the Program Review Process

- a. Selection of the Self-Study Team**
 - i.** The self-study team is responsible for preparing the self-study report for the external review team. The size of the self-study team will be dependent upon whether it is a departmental or program review.
 - ii.** The self-study team should consist of:
 - 1.** The Department/Program Director;
 - 2.** One to three additional departmental/program team members;
 - 3.** One additional Student Affairs member from outside the department;
 - 4.** One additional team member from University faculty and/or staff;
 - 5.** One to two student team members.
- b. Development of Format (table of contents) & Timeline for Self-Study**
 - i.** The self-study team is responsible for creating the format for the self-study. (A recommended format for the self-study is included in Appendix A.) The team should also take into consideration guidelines as presented by the Council for the Advancement of Standards (CAS), or other appropriate accrediting guidelines, when creating the format for the self-study. (General CAS Guidelines are presented in Appendix B.)
 - ii.** The self-study team is also responsible for creating the program review timeline. (A sample timeline is included in Appendix C.)
- c. Selection of Site Review Team**
 - i.** With approval from the VPSA, the site review team should consist of one to three **external** Site Review Team members, who have expertise in the discipline. One external review team member should be chosen as the team leader. The number of external review team members will vary according to the size of the department or program. The Site Review Team will review the self-study, arrange for an on-campus visit, report on their findings and make recommendations to the department/program and to the VPSA.
 - ii.** As soon as the site review team is chosen, the site visit should be scheduled, and the visit schedule should be reviewed with the external site review team leader.
- d. Completion of Self-Study**
 - i.** Following the recommended format, the Self-Study Team should determine which members are responsible for each section of the self-study. Members should take approximately 6 weeks to complete the self-study and forward it to the AVPSE and VPSA for review and recommendations.

Appendix A

Recommended Self-Study Format

The self-study report should accurately document the mission, goals, history, resources and current status of the department or program, including its activities and accomplishments during the past five years. The report should identify strengths as well as challenges, and any proposals for future growth and/or development.

I. Introduction

- a. Briefly introduce Rowan University, the Division of Student Affairs, and the goals and components of the Program Review. (See Appendix D for Sample Introduction)

II. Departmental/Program History

- a. Provide a brief history of the department/program 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.
- b. Detailed information and/or time lines may be provided in an Appendix.

III. Description of Department/Program

- a. **Overview:** 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.
- b. **Mission and Goals:** Describe the department's mission and its major goals.
- c. **Student Learning Outcomes:** List your department/program's developed student learning outcomes. If you have information/data that has assessed these outcomes, include this information.
- d. **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.

- i. **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.
 - ii. **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
 - iii. **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.
 - iv. **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.
 - v. **Other Resources:** Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.
- e. **Programs and Services Provided:** For each major program and/or service of the department/program please provide a description that includes the following information, if applicable:
- i. General Description
 - ii. Target Audience
 - iii. Delivery and Marketing of Program
 - iv. Collaborative Efforts
 - v. Resources and Fund Raising (*if not covered in "B" above*)
 - vi. Primary Obstacles and Challenges
 - vii. Assessment and Evaluation

IV. Analysis/description of how the department/program has successfully met CAS or Accrediting standards, along with department/program challenges in doing so. (See Appendix B for a listing of CAS Standards.)

V. Findings and Recommendations

- a. The department should summarize the major findings of the self-study and provide recommendations to:
 - i. Build on or use its strengths
 - ii. Address areas of weakness or deficiency

VI. Conclusion (optional)

- a. This section may contain any personal observations from the Director on the Program Review process or its outcomes.

Acknowledgement is given to the Illinois State University Division of Student Affairs Comprehensive Program Review Manual, 2002, for information included in this document.)

Appendix B

CAS General Standards

www.cas.edu

Revised October, 2008

Part 1: MISSION

Programs and services must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. Programs and services in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

Part 2: PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- Knowledge acquisition, integration, construction, and application (dimensions: Understanding knowledge from a range of disciplines; Connecting knowledge to other knowledge, ideas and experiences; Constructing knowledge; and relating knowledge to daily life);
- Cognitive complexity (dimensions: Critical thinking; Reflective thinking; Effective reasoning; and Creativity);
- Intrapersonal development (dimensions: Realistic self-appraisal, self-understanding, and self-respect; Identity development; Commitment to ethics and integrity; and Spiritual awareness);
- Interpersonal competence (dimensions: Meaningful relationships; Interdependence; Collaboration; and Effective leadership);
- Humanitarianism and civic engagement (dimensions: Understanding and appreciation of cultural and human difference; Social responsibility; Global perspective; and Sense of civic responsibility); and
- Practical competence (dimensions: Pursuing goals; Communicating effectively; Technical competence; Managing personal affairs; Managing career development; Demonstrating professionalism; Maintaining health and wellness; and Living a purposeful and satisfying life).

[See The Council for the Advancement of Standards Learning and Developmental Outcomes statement for examples of these outcomes].

Consistent with the institutional mission, programs and services must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, programs and services must explore possibilities for collaboration with faculty members and other colleagues. Programs and services must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. Programs and services must articulate how they contribute to or support students learning and development in the domains not specifically assessed.

Programs and services must be:

- Integrated into the life of the institution
- Intentional and coherent
- Guided by theories and knowledge of learning and development
- Reflective of developmental and demographic profiles of the student population
- Responsive to needs of individuals, diverse and special populations, and relevant constituencies

Part 3: LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, leaders with organizational authority for the programs and services must:

- Articulate a vision and mission for their programs and services
- Set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- Advocate for their programs and services
- Promote campus environments that provide meaningful opportunities for student learning, development, and integration
- Identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- Advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- Initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- Apply effective practices to educational and administrative processes
- Prescribe and model ethical behavior
- Communicate effectively

- Manage financial resources, including planning, allocation, monitoring, and analysis
- Incorporate sustainability practices in the management and design of programs, services, and facilities
- Manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- Empower professional, support, and student staff to accept leadership opportunities
- Encourage and support scholarly contribution to the profession
- Be informed about and integrate appropriate technologies into programs and services
- Be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- Develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- Recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

Part 4: HUMAN RESOURCES

Programs and services must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

Professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy

laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states, provinces, or countries.)

Programs and services must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities. All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

Programs and services must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

Programs and services must maintain position descriptions for all staff members.

To create a diverse staff, programs and services must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

Programs and services must conduct regular performance planning and evaluation of staff members. Programs and services must provide access to continuing and advanced education and professional development opportunities.

Part 5: ETHICS

Persons involved in the delivery of programs and services must adhere to the highest principles of ethical behavior. Programs and services must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. Programs and services must publish these statements and ensure their periodic review by relevant constituencies.

Programs and services must orient new staff members to relevant ethical standards and statements of ethical practice.

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

Staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research, student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

Staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 6: LEGAL RESPONSIBILITIES

Staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

Programs and services must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

Staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 7: EQUITY AND ACCESS

Programs and services must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. Programs and services must maintain an educational and work environment free

from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, programs and services must take action to remedy significant imbalances in student participation and staffing patterns.

Programs and services must ensure physical and program access for persons with disabilities. Programs and services must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

Programs and services must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, programs and services must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

Programs and services must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. Programs and services must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

Programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 9: ORGANIZATION AND MANAGEMENT

To promote student learning and development outcomes, programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

Programs and services must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions; clear sources and channels of authority; effective communication practices; procedures for decision-making and conflict resolution; responses to changing conditions; systems of accountability and evaluation; and processes for recognition and reward. Programs and services must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

Part 10: CAMPUS AND EXTERNAL RELATIONS

Programs and services must reach out to relevant individuals, campus offices, and external agencies to:

- Establish, maintain, and promote effective relations
- Disseminate information about their own and other related programs and services
- Coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

Programs and services must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations.

Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

Programs and services must have procedures and guidelines consistent with institutional policy for communicating with the media.

Part 11: FINANCIAL RESOURCES

Programs and services must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

Programs and services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 12: TECHNOLOGY

Programs and services must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

Programs and services must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, programs and services must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the programs and services for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When programs and services provide student access to technology, they must provide:

- Access to policies that are clear, easy to understand, and available to all students
- Access to instruction or training on how to use the technology
- Access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13: FACILITIES AND EQUIPMENT

Programs and services must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, programs and services must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

Staff members must have workspace that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

Staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

Programs and services must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Part 14: ASSESSMENT AND EVALUATION

Programs and services must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. Programs and services must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures

to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Programs and services must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

Appendix C

Sample Program Review Timeline

<u>Date (Wk of)</u>	<u>Activity</u> <u>Responsible</u>	<u>Person(s)</u>
2/2/2009	Selection of Self-Study Team	Department/Program Director
2/9/2009	Meeting of Self-Study Team (Charge given to the team) (Discussion of Format & Timeline)	Department/Program Director and AVPSE
2/15/2009	Selection and Notification of External Site Review Team	Director, AVPSE, VPSA
2/15-3/27/2009	Completion of Self-Study	Department/Program Director
3/30/2009	Draft of Self-Study to AVPSE and VPSA	Department/Program Director
4/6/2009	Completion of Revisions and Forward Self-Study to External Review Team	Department/Program Director
5/4/2009	External Review Team Visit	Department/Program Director and AVPSE
6/1/2009	Summary Report and Recommendations Received	External Review Site Team Leader Department/Program Director
6/30/2009	Action Plan Submitted to VPSA & AVPSE	Department/Program Director

Appendix D

Sample Introduction

Rowan University

A modest start

In September 1923, Glassboro Normal School opened with 236 young women arriving by train to convene in the school's first building, now called Bunce Hall. Dr. Jerohn Savitz, the school's first president, expanded the curriculum as the training of teachers became more sophisticated. Despite the rigors of the Depression, the program was expanded to four years in 1934, and in 1937 the school changed its name to New Jersey State Teachers College at Glassboro.

The college gained a national reputation as a leader in reading education and physical therapy when it opened a clinic for children with reading disabilities in 1935 and added physical therapy for the handicapped in 1944. The college was one of the first in the country to recognize these needs and established itself early at the forefront of the special education movement.

Rowan's second president, Dr. Edgar Bunce, created a junior college program in 1946 to serve World War II veterans taking advantage of the GI Bill.

In the 1950s, Dr. Thomas Robinson, the University's third president, expanded the curriculum, increased enrollment and added several buildings to the campus. In 1958, the school's name was changed to Glassboro State College to better reflect its mission.

Cold War Connection

The college received worldwide attention when it hosted an historic summit conference between President Lyndon Johnson and Soviet Premier Aleksei Kosygin—in Hollybush, the former Whitney Mansion -- in 1967. The University was chosen because of its strategic location midway between Washington, D.C. and New York. The meetings between the two leaders on June 23-25 led to a thaw in the Cold War and eased world tensions.

Rowan's fourth president, Dr. Mark Chamberlain, guided the college through its next phase of growth as enrollment doubled and Glassboro State became a multi-purpose institution. As new majors and a Business Administration Division were added, the four divisions grew into schools, a board of trustees was formed and a branch campus was added in Camden. With a 1978 Division III National Championship in baseball—the first of 11 national championships—the athletic program established itself as one of the premiere athletic programs in the country.

The institution's fifth president, Dr. Herman James, was appointed in 1984. Under his direction Rowan established the first doctorate program among the state's public institutions and added the

colleges of engineering and communication. Dr. James also was responsible for construction of Campbell Library, the Student Recreation Center and Rowan Hall.

A New Beginning

In July 1992, industrialist Henry Rowan and his wife, Betty, donated \$100 million to the institution, then the largest gift ever given to a public college or university in the history of higher education. Later that year, the school changed its name to Rowan College of New Jersey. The college achieved university status in 1997 and changed its name to Rowan University.

To lead Rowan University into the 21st century, the Board of Trustees named Dr. Donald J. Farish as the sixth president in July 1998. Under his leadership, the University is working on an aggressive improvement plan that will give the university a national reputation for excellence and innovation and will make it the public university of choice in the region. The plan calls for a greater campus-wide focus on academic and student support initiatives as well as more than \$500 million in campus construction and renovation projects.

Recent campus improvements include the construction of the University townhouses, Science Hall, Education Hall and the Samuel H. Jones Innovation Center, the first building within the South Jersey Technology Park at Rowan University. The University also has seen a marked increase in private and alumni giving, as well as its student and institutional profile.

These efforts have caught the attention of national organizations that evaluate colleges and universities. US News & World Report ranks Rowan University in the "Top Tier" of Northern Regional Universities. Kaplan included the University in "The Unofficial, Biased Insider's Guide to the 320 Most Interesting Colleges." Also, Kiplinger's named Rowan University one of the "100 Best Buys in Public Colleges and Universities" and the Princeton Review included Rowan in the latest edition of "The Best Northeastern Colleges."

Rowan University is divided into seven academic colleges: Business, Communication, Education, Engineering, Fine & Performing Arts, Liberal Arts & Sciences, the College of Professional and Continuing Education and a Graduate School. Rowan's nearly 10,000 students may pursue degrees in 36 undergraduate majors, seven teacher certification programs, 26 master's degree programs and a doctorate in educational leadership.

From the modest normal school begun more than 80 years ago, Rowan University has become an extraordinary comprehensive institution that has improved the quality of life for the citizens of New Jersey and the surrounding states.

The Division of Student Affairs

The Division of Student Affairs provides comprehensive and integrated services, programs and activities that help students successfully transition into, through and out of Rowan University. In addition to the knowledge, skills and broadened perspectives students acquire in the classroom,

we assist students in clarifying their educational, career and life plans, developing critical leadership and decision-making skills, making healthy, safe choices, and becoming engaged members of our diverse, vibrant community

Mission Statement

The Division of Student Affairs provides and supports a collaborative learning environment that promotes education of the whole person within a global society. Student Affairs is dedicated to actively and civically engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, campus and community involvement, and leadership development. As an integral partner in the intellectual process, Student Affairs is committed to student learning and continual improvement through ongoing assessment and review of its programs and services.

Core Values

Inclusiveness

We value cultural, individual, and role differences by creating a safe, supportive and affirming climate for individuals of all races, ethnicities, national origins, genders, gender identities, sexual orientations, religions, ages, abilities, sizes, socioeconomic statuses, and languages. We value the dignity of each individual and provide ethical and equitable treatment of all members of the community in an atmosphere of mutual trust. We are guided by the principle that celebrating diversity enriches the lives of all people.

Integrity

As individual members of this community, we strive to live within the principles of honor, truth in character, and personal responsibility for the welfare of others.

Leadership

We value leadership that exemplifies professionalism, ethical decision-making, competence, community engagement and service.

Service

The Division of Student Affairs encourages an engaged student body that is civically responsible, by providing opportunities for service learning, volunteerism, entrepreneurial initiatives and holistic community service on campus and in the broader community.

Collaboration

We value collaboration and strive to develop effective working relationships with the entire Rowan community.

Departments

Academic Success Center	Judicial Affairs	Student Center
Athletics	Multicultural Affairs	Student Health Center
Career and Academic Planning	Public Safety	
Counseling and Psychological Services	Service Learning and Volunteerism	
Dining Services	Recreational Center	
EOF/MAP	Residential Learning and University Housing	

Program Review Process

Purpose

The Division of Student Affairs is committed to a continual improvement process through regular assessment and review of our programs and services. The program review process provides an opportunity for:

- a comprehensive, collaborative, and focused study of an individual department or program;

- determination of departmental effectiveness around stated goals, objectives, learning outcomes and strategies;
- determination of efficient use of its associated resources;
- a sufficient examination of information so that recommendations for improvement, potential direction and growth may become a part of the implementation process for future departmental goals, objectives, learning outcomes and strategies.

Review Cycle

The Student Affairs Program Review Cycle will occur within a five year timeline, unless a particular department/program is monitored by an external accrediting agency, in which accrediting timetables will be followed.

Review Process

To provide for both a comprehensive and collaborative approach, the program review process usually involves administrators, staff, students, faculty and external evaluators. The following activities should occur as a part of the review:

- Development/selection of Internal Program Review/Self-Study Committee
- Departmental/Program Self-Study, using the Council for the Advancement of Standards (CAS) guidelines, or external accreditation guidelines from the associated accrediting agency.
- External Review Team Visit: In conjunction with the VPSA, the appropriate member(s) of the VPSA's Council will commission an external review team to examine the self-study, conduct a campus visit, and prepare a summary and recommendations.
- Action Plan: Based upon the self-study and external review recommendations, the department/program will prepare an action plan that includes action items, responsible individuals, necessary resources, and a timetable for completion.