

Administrative and Support Services Self-Study Process Mount Vernon Nazarene University

Overview

The University employs an administrative and support services unit review process to evaluate the unit's performance and contribution to the University's mission. For effective and responsive operations of the University, its administrative and support units must accomplish their respective tasks in a manner consistent with the University's mission, in harmony with the University's culture and values, and at an identified level of performance. Unit reviews constitute a method for enhancing the University's overall performance, demonstrating the University's commitment to continuous improvement, and incarnating its mission into action.

To that end, functional units engage in three (3) interrelated activities: [1] develop unit goals, outcome statements, and strategies for assessment, [2] report on unit activities and performance through the annual reporting process, and [3] engage in a periodic, systematic review of achievement and survey of key constituencies. The program review report is submitted to and reviewed by the unit's senior level administrator and the Institutional Effectiveness Committee.

Calendar

The Senior Leadership Team has adopted the following calendar for functional units within the divisions to engage in the self-study review process.

Division/Unit	2011-12	2012-13	2013-14	2014-15	2015-16
<i>President's Office</i>					
University Relations			X		
<i>Enrollment Development and Marketing</i>					
Traditional Admissions	X				
GPS Admissions		X			
Marketing			X		
Events				X	
<i>Student Life</i>					
Inter-Cultural Life	X				
Student Health Services	X				
Campus Life		X			
Athletics				X	
Residence Life/Student Accountability			X		
Counseling/Wellness			X		
Student Success					X
Campus Life			X		
<i>Financial Services</i>					
Accounting	X				
Human Resources				X	
Auxiliary Enterprises		X			
Facility Services		X			
Campus Safety	X				
Student Financial Services				X	
Information Technology					X

<i>Academic Affairs</i>					
University Registrar		X			
Library			X		
Academic Support				X	
Institutional Effectiveness					X
<i>University Chaplain</i>					
Chapel	X				
Small Groups			X		
Mission and Ministry Opportunities					X
Church Relations					X
GPS Chaplains		X			

Guiding Principles

1. The program review involves all individuals within the unit. Each member is encouraged to engage in active participation, and the final report should constitute the collective consensus of unit members. The process and report are to demonstrate ownership by the unit and the individuals within the unit. Typically the unit’s mid-level manager will lead the unit’s program review.
2. The review process should provide for dialog within the unit in its evaluation, reflection, and planning aspects.
3. The program review begins by the unit developing a self-study design that must be approved by divisional leadership. Units are encouraged to consult with the Institutional Effectiveness Committee or the Institutional Effectiveness Office for direction and counsel.
4. The unit review should be summative and formative in perspective, summarizing past performance and reporting on current developmental activities.
5. The program review is evaluative, reflective, and anticipatory in focus. The review looks backward to what has happened, what the unit achieved, and how the unit will use that information to make strategic plans for the future.
6. Assessment of unit performance is designed to answer meaningful questions for the unit under review.
7. Unit review is an ongoing and iterative process with annual elements and the periodic reflective review.
8. Compliance with confidentiality and informed consent standards is required in collecting, interpreting, and reporting key findings. The methodology of collecting data is subject to review by the Institutional Review Board.
9. Data related to unit performance should be multi-faceted, coming from within the unit, from units that participate with the unit in upstream and downstream processes, from external (to the unit) consistencies and stakeholders, and include multiple organizational performance categories.
10. When available or appropriate, units are encouraged to relate unit performance to external best practice standards and benchmarks provided by professional organizations or peer institutions.
11. Requests for funding (for the program review and for unit action initiatives) should be determined in negotiation with the applicable senior administrator.

12. Findings and recommendations meant to apply to specific individuals must not be included in the final unit review report. Evaluation of individuals should be addressed in the confidential, annual personnel performance reviews.

Elements of Program Review

The self-study design, process, and final report should examine and report on each of the following elements.

1. **Roles and Responsibilities.** Each unit has a purpose determined by its roles and responsibilities within the University. Therefore the review process and the final report should describe those roles and present systematic evidence that its roles and responsibilities advance the University.
 - a. The unit will summarize its roles and responsibilities as directed by the following questions.
 1. How do the unit's roles and responsibilities align with and contribute to the University's mission?
 2. What are the goals and objectives of the unit?
 3. What outcomes (i.e., results) does the unit seek to achieve in its operation?
 4. What evidence determines if the desired outcomes are achieved?
 - b. The unit will evaluate how its goals, objectives, and desired outcomes advance the University, using assessment resources and tools that provide appropriate evidence.
2. **Resources.** Units bring resources to their roles and responsibilities. The program review will examine and evaluate how the human resources, the unit's space and facilities, and technology and tools contribute to the unit's performance. The focus here is on the unit, not on specific individuals; evaluating individual personnel is a separate and distinct process from unit appraisal. The assessment applies to the unit as a whole team.
 - a. The resource review will address the following questions.
 1. Over the past five (5) years, what have been the levels and trends in staffing? How does this align with peer institutions, benchmarks, and best practice standards?
 2. Are the human resources sufficient and effective? What training and expertise is needed for continuous improvement?
 3. Are the space allotment, facilities, and technological resources appropriate to the unit's responsibilities and external regulatory requirements?
 - b. The unit will evaluate the effectiveness of resources in terms of their contributions to the University's mission and overall University performance. The final report will specify the strengths, weaknesses, opportunities, and threats associated with the unit.
3. **Process.** Units carry out tasks and work processes within the context of the macro, external environment of society and within the internal, organizational environment of the University. Most units do not operate in an isolated institutional vacuum, but contribute to ongoing institutional processes, and as such typically function both downstream and upstream from other units. Integrated and effective organizational performance requires [1] the effective processing within a unit, and [2] the effective transition of work load and processes from one unit to another.

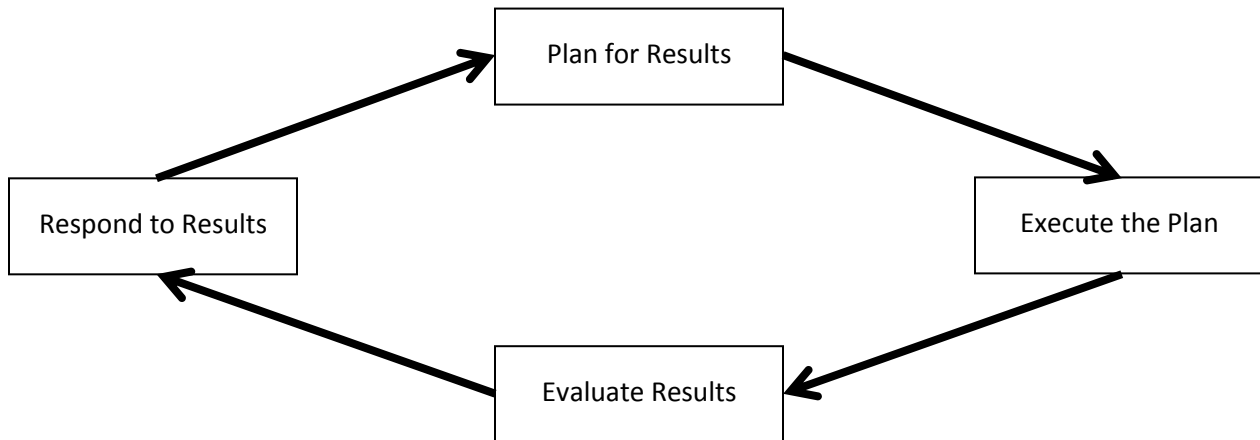
- a. Each functional unit will address the following environmental concerns.
 1. How have demands from the external environment changed the type and amount of work required of the unit (e.g., regulatory and reporting requirements)? What are the trends across the past five (5) years?
 2. How effective, efficient, and productive is the unit? What are the trends across the past five (5) years?
 3. How have the unit's resources changed over the past five (5) years?
 4. What revenues are generated by the unit? How have these changed over the past five (5) years?
 5. What are the unit's costs? How have these changed over the past five (5) years?
 6. What would enable the unit to be more effective, efficient, and productive?
 7. How is the unit organized, administered, and led?
 8. What professional organizations and best practice standards does the unit reference during its operations?
 - b. Each functional unit will assess its unit performance, including appropriate measures from several of the following organizational performance categories (effectiveness, efficiency, productivity, innovation, quality, stakeholder and constituent satisfaction, financial sustainability).
4. **Plan.** The review of roles, responsibilities, resources, and process constitute background and feedback information for unit planning. The concern is for "closing the feedback" loop and for empowering the planning process at the unit and institutional levels. The major findings in the review should be specified and then prioritized to develop concrete, actionable steps.

PEER Support Planning Cycle

The program review builds on the annual reporting process, and should summarize the annual report assessments over the review period. The PEER planning process is designed as an annual iterative process, and these are incorporated into the structure of the annual unit report. At least three assumptions underlie its effective operation.

1. The process is founded in a commitment to continuous improvement.
2. The process reflects the value of transparency.
3. The process links to annual planning and reporting processes.

The central concept is a four (4) step, iterative process. Initially the "plan for results" is the starting point, but at the end of the first year, "respond to results" informs the next "plan for results" step, and that then becomes an ongoing, cyclical process.



During the 5-year review, the unit steps back from the annual focus, and adopts a big picture perspective to reflect upon the total time since the previous 5-year review, evaluates trends across that time frame, and uses the more global picture to think strategically for the long-term (i.e., strategic planning versus tactical or operational planning).

Review Timeline

The self-study process is designed to be accomplished within the parameters of one (1) fiscal year; therefore the expectation is that unit self-study process will begin on or about June 1 and be completed in its entirety, including submission of the final report by May 31 of the next calendar year.

Self-Study Activity	Timeframe or Deadline
<ul style="list-style-type: none"> The unit consults with the Institutional Effectiveness staff and/or members of the Institutional Effectiveness Committee about the process and self-study design. 	<ul style="list-style-type: none"> June through May
<ul style="list-style-type: none"> The unit develops the <u>key questions</u> that will guide the self-study. 	<ul style="list-style-type: none"> June
<ul style="list-style-type: none"> The unit develops the <u>self-study design</u> and submits the design for approval to the divisional senior-level administrator 	<ul style="list-style-type: none"> July
<ul style="list-style-type: none"> The unit assembles and summarizes <u>evidence</u> presented in the previous five (5) annual reports 	<ul style="list-style-type: none"> August through September
<ul style="list-style-type: none"> The unit determines the <u>type and nature of key stakeholder or constituency survey</u>, and engages the Institutional Effectiveness Office to administer the survey. 	<ul style="list-style-type: none"> October
<ul style="list-style-type: none"> The unit seeks approval from the Institutional Review Board related to <u>confidentiality and informed consent</u> with human subjects. 	<ul style="list-style-type: none"> October
<ul style="list-style-type: none"> The Institutional Effectiveness Office conducts the <u>survey</u>. 	<ul style="list-style-type: none"> November through February
<ul style="list-style-type: none"> The Institutional Effectiveness Office completes the <u>survey results summary report</u> and submits the report to the unit. 	<ul style="list-style-type: none"> March 31 (deadline)
<ul style="list-style-type: none"> The unit completes the <u>draft report</u> and submits to unit members for review, critique, revision, and consensus adoption. 	<ul style="list-style-type: none"> April

<ul style="list-style-type: none"> ▪ The unit submits the <u>final report</u> to the senior-level administrators and the designated peer reviewer from the Institutional Effectiveness Committee. 	<ul style="list-style-type: none"> ▪ May 31 (deadline)
<ul style="list-style-type: none"> ▪ The senior-level administrator and peer reviewer provide <u>feedback</u> to the unit. 	<ul style="list-style-type: none"> ▪ June 15 (deadline)
<ul style="list-style-type: none"> ▪ The unit begins to <u>implement continuous action steps</u> as described in the final report. 	<ul style="list-style-type: none"> ▪ June

Report Format

No specific formatting template is required of units for the final report. The organization and format are flexible and should be adjusted to fit the complexity, scope, span, and size of the reporting unit, as long as the key elements of the review, as specified above, are incorporated into the report. The final report should be no longer than twenty pages (20) of narrative; with some small units the report may be shorter. Appendices presenting data or evidence in graphical or numerical are suggested. The unit’s report structure should demonstrate the initial approved self-study design. The report narrative should include:

1. An executive summary, first page of narrative;
2. Basic self-study design;
3. Roles, responsibility, and a brief unit history (only last five [5] years, after the initial program review, i.e., recent history);
4. Goals, objectives, and designed outcomes;
5. Description of assessment strategies;
6. Major findings from assessment evidence; and
7. Rationale for specific actions to be taken with a suggested timeline for corrective action.

In the event that the unit has not achieved consensus on findings or recommended actionable steps, this should be noted within the report and identify the areas of discrepancy.

Report Destiny and Disposition

Copies of the final report are to be filed with the following with the purposes identified:

1. Unit members (ownership and operational use);
2. Peer reviewers from the Institutional Effectiveness committee for guidance and counsel; and
3. Divisional administrator (reporting, institutional and budget planning).