



# ADMINISTRATIVE PROGRAM REVIEW

## PROGRAM REVIEW GUIDE FOR ADMINISTRATIVE UNITS

John Carroll University

2016-2017



## **JOHN CARROLL UNIVERSITY PROGRAM REVIEW GUIDE FOR ADMINISTRATIVE UNITS**

Program review is a University requirement for all units and programs.

Program review is an ongoing process involving the vice presidents, directors, managers, and staff concerned with meeting the stated goals and objectives of an administrative unit. The guidelines established will ensure that evaluation of each department will occur formally at regular intervals. This document describes the guidelines for the systematic evaluation of all administrative units at John Carroll University.

### **PURPOSE OF PROGRAM REVIEW**

The fundamental purpose of program review is to promote and maintain academic and operational excellence, and ensure that co-curricular activities, services and administrative processes are being efficiently administered and working in ways consistent with the University's mission and values. The review process, therefore, permits administrative units to craft clearly articulated goals for which measurable outcomes are identified and are systematically assessed by the administrative unit.

Administrative program review provides an opportunity for units to identify areas of strength and address areas that need improvement and is also an important source of information for making resource allocation decisions. Accordingly, at each level of the review process (director/dean, vice president), recommendations will be made that the University preserve the strengths of particular departments or address specific weaknesses. The primary goal is to ensure that the process improves institutional effectiveness in realizing the mission of John Carroll University.

Each administrative/support Unit will complete a comprehensive review every 5 years. In most cases, a team of reviewers comprised of John Carroll University staff, existing advisory committees, and when deemed appropriate, an external reviewer, will examine the self-study and provide a report. This report will be shared with the unit under review and the relevant administrator supervising the unit.

### **DEFINITION OF ADMINISTRATIVE PROGRAMS**

Administrative programs shall be defined as units at the university that support the students or institution but are not part of the grade-granting academic experience; such as:

Non-academic program (e.g., Office of Financial Aid, Department of Human Resources, Student Engagement).

University programs and services (e.g., Facilities, Campus Police, and Computer Services).

### **STRUCTURE OF THE PROGRAM REVIEW DOCUMENT**

#### **I. TABLE OF CONTENTS**

#### **II. PREVIOUS PROGRAM REVIEW (When available)**

Executive Summary from last Program Review.

Program Review Report and Recommendations from last Program Review

Comments from Divisional Vice President from last Program Review (if included)

Unit Action Plan from last Program Review

#### **III. EXECUTIVE SUMMARY FOR CURRENT PROGRAM REVIEW**

The executive summary is a three to five page overview of the results of the program review. This summary should provide the reader with a general understanding of the primary results and recommendations contained in the main body of the program review report.

#### **IV. SECTIONS AND SUPPORTING DOCUMENTATION**

##### **Section 1: Mission (HLC Criterion 1; Core Components A to D)**

A unit's mission articulates a statement of a shared purpose of the role of the unit within the University and should align with and support the mission of the University

<http://sites.jcu.edu/mission/pages/vision-mission-core-values-and-strategic-initiatives-statement/>, identify the central activities that take place within the unit, and identify how student success is supported and promoted by the unit. When applicable, a unit's mission and goals should align to the University Learning Goals <http://sites.jcu.edu/assessment/sample-page/learning-goals/university-learning-goals/>. The mission of the unit should be current, reviewed regularly, and shaped by the input of administrators and staff, students, and other stakeholders.

1A. Unit's mission statement: (provide text)

1B. Alignment of the mission statement:

- i. How are the services that the unit provides to students, staff, faculty or other constituents aligned within the mission of the unit?
- ii. Briefly describe how the unit's mission articulates with the mission of the university.
- iii. How do the mission and activities of the unit relate to goals established in university strategic planning documents?  
[http://webmedia.jcu.edu/uspg/files/2016/02/StrategicPlan\\_FINAL\\_spreads.pdf](http://webmedia.jcu.edu/uspg/files/2016/02/StrategicPlan_FINAL_spreads.pdf)
- iv. Briefly reflect on if/how the mission statement articulates a shared vision of stakeholders within the unit.

1C. Diversity and Inclusive Excellence:

- i. Briefly reflect on how the units' processes and activities articulated in the mission statement reflect attention to diversity and inclusion for the constituencies it serves.

1D. Mission Evaluation:

- i. When was the unit mission developed?
- ii. How often has the unit mission been reviewed and/or revised?
- iii. If changes were made, what motivated the changes?
- iv. When did your unit last review and evaluate your mission? (in the last year, in the last two years, in the last three years, in the last four years, five or more years ago)
- v. How is the mission of the unit communicated publicly?
- vi. Who is involved in evaluation and review of the unit mission? (Director (administrators), committee, full time staff, faculty and students, etc.)

**Section 2: Organizational Structure and Unit Services (HLC Criterion 5, Core Components B to D)**

This section of the AdPR asks you to describe:

- the function and activities of your unit;
- the strengths and challenges faced by your unit;
- how your unit plans for the future;
- your administrative unit program goals;
- the methods you use to assess the performance of your unit as it relates directly to the unit's goals, and;
- how the unit connects with the student support infrastructure that provides services to students (prospective, current, and past), faculty, staff and administration at John Carroll University or other stakeholders.

2A. Please describe:

- i. the functions and activities of your unit;
- ii. the strengths and challenges faced by your unit;
- iii. how your unit plans for the future, and;
- iv. how your unit has responds to significant changes in the external environment such as societal, technological, environmental, political and economic trends impacting higher education and our stakeholders.

2B. Please list the Administrative Unit Program Goals that establish the criteria for the effective functioning of the unit. Administrative Unit Program Goals are specific, programmatic, operational and administrative activities engaged by the unit to achieve success and support the institutional strategic goals. An Administrative Program Goal is a statement that articulates what a unit does if it is operating effectively. Please use the AdPR Program Matrix to list your goals.

**Examples of Administrative Unit Goals.** For example a set of Administrative Goals for Student Health Services may be: (1) provide efficient, quality health clinic services to JCU students, faculty and staff (2) Provide low cost flu shots to JCU students, faculty and staff (3) Inform the University community about pertinent information on infectious disease threats (4) counsel students on health issues (etc.). You should be able to measure (assess) the effectiveness of the unit in achieving its Administrative Goals.

Please describe:

- the process used to set goals (i.e. strategic planning, yearly operational goals);
- who is involved in setting goals;
- whether your unit consults externally established standards in the field, e.g., CAS standards, professional associations or guidelines, and;
- the types of measures used to capture performance on meeting unit goals.
- the administrative structure of the unit including an organizational chart.

- Describe how the current administrative structure of your unit support effective leadership and collaborative processes relative to:
  - i. collaboration within your unit and with other units across campus or the communities you serve off-campus;
  - ii. determining budget and resource allocations, and;
  - iii. reviewing and evaluating the unit's services. Consider all stakeholders involved including but not limited to: all full time staff, a committee (subset of staff), Director or administrator, student representatives, and others.

2C. How does the unit support other student services units and units/departments that provide services to prospective, current, and past students and stakeholders of John Carroll University?

2D. Describe the resources available to the unit? Technological infrastructure, office and meeting space, activity space (recreation, sacred space, or other) as appropriate to the unit's offerings. Please use the accompanying AdPR matrix for your work.

### Section 3: Unit Effectiveness

Unit effectiveness is evaluated by determining the extent to which the unit is achieving its goals. For each goal defined on the AdPR Matrix, please: (1) indicate how the goal aligns with the institutional strategic plan; (2) provide a brief summary statement of how the unit achieves (or does not achieve) the goal; (3) list the performance measures used to assess the goal; (4) provide data (budgetary, program evaluations, student learning assessments, space utilization) that demonstrates that the unit is meeting (or not meeting) the goal (5) analyze the data and evaluate unit performance, and; (6) finally describe any programmatic changes based on assessment results to improve unit performance. Please use AdPR Project Reporting matrix included at the end of this document.

- 3A. Reporting of Unit Goals: Use AdPR Matrix to account for unit goals.
- a) Summary of how goal aligns with institutional strategic plan. (Limit, 300 words)
  - b) Summary of how unit achieves goal. (Limit 300 words)
  - c) Description of assessment or performance method(s) for the goal (Limit 300 words)
  - d) Data
    - i. Provide evidence from program evaluations (where appropriate) to demonstrate program impact.
    - ii. Provide evidence demonstrating the integration of program resources with program initiatives. Resources include: staff, capital, space, and budget.

iii. Student learning goals assessment will be presented in the next section.

e) Evaluation and analysis (Limit 500 words)

Describe changes identified as necessary or undertaken as a result of assessment:

- i. What benchmarks or indicators does this program use to measure its effectiveness, i.e., CAS Standards, association standards, or best practices?
- ii. How could this program operate more efficiently without adversely affecting quality of service?
- iii. How has its efficiency changed since the last review?

**Macro Departmental Budget**

	FY		FY		FY		FY		FY	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
<b>Operating Expenses</b>										
Programs										
Supplies										
Travel										
Fees										
Entertainment										
Equipment										
<b>Staff</b>										
Salaries & Wages										
Fringe Benefits										
<b>Fund Source</b>										
Institutional										
Endowment										
Unrestricted										
Restricted										
Gifts										
Grants										
Revenue										

Assign resource allocations by unit goal in the AdPR matrix.

#### **Section 4: Promoting Student Success and Student Learning**

All administrative units at John Carroll University provide essential programs and services that ultimately facilitate and promote student success. From University Mail and Printing Services to Information Technology Services (ITS), to the Student Recreation Center, each unit is an important partner in the educational process. At John Carroll University we hope to produce graduates with the intellect and character to lead and to serve. Students need the broader intellectual capabilities and moral character that underlie success in the long term. As staffs in administrative units interact (both directly and indirectly) with students they educate students and empower them to navigate their worlds more effectively. Although units interact with students in different ways; all units help students acquire the critical competencies of intellect, character, leadership and service.

4A. Please describe how the unit supports and promotes student success.

4B. Please identify which University Learning Goals can be achieved by students through their interaction (direct and indirect) with your unit. Describe how the unit facilitates student learning in this area.

4C. Describe how your unit assesses student learning related to the University Learning Goals.

4D. How do services or skills learned through interaction with your unit enable students to live and work in a global, diverse, and technological society?

#### **Section 5: Resources**

##### **Staff**

Staff members gain their expertise through a variety of methods that could include formal education, professional development, professional experience, and/or active employment in their discipline/field. This section of the AdPR focuses on the qualifications and responsibilities of staff.



List each person, including budgeted vacant positions, in the unit and his or her function (FY XX)

Budgeted Staff Positions	Year of last program review	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Change
<b>Full-time</b>							
<b>Administrative</b>							
<b>Hourly</b>							
<b>Subtotal Full-time Staff</b>							
<b>Part-time</b>							
<b>Administrative</b>							
<b>Hourly</b>							
<b>Subtotal Part-time Staff</b>							
<b>Student Employees</b>							
<b>Total</b>							

Please note and briefly explain any significant changes or trends in the number of full-time and/or part-time staff since the last program review.

**Staff Qualifications**

Please provide information for each full-time staff member in your unit: (Fill in last name for column headings).

Please add position descriptions in an appendix.

	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7	Staff 8
Qualifications								
Position Title								
Highest Degree								
Certifications								

**Staff Achievements**

Scholarly Achievements	Year of last program review	Year 1	Year 2	Year 3	Year 4	Year 5	Total
National conference presentations							
Regional conference presentations							
Other conferences attended							
Shows/exhibits/creative works							
Grants submitted							
Grants funded							
Grant amounts							
Editorships							
Review panels for scholarly works							
Officer of professional organizations							
Community outreach							

Other							
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## Section 6: Action Plan

Once the designated review team (see page 2), submits their report, it will be distributed to staff and members of the administration. The Unit will have the opportunity to respond to the report's findings. The department head and the Unit will then begin formulating a plan of action for the future.

The action plan is a crucial step in the AdPR process. It is designed to respond to the findings of *both* the self-study and the review report. The action plan indicates how the Unit plans to address the findings raised during the review process. The most important elements in the formulation of the action plan are:

- Compiling recommendations resulting from the self-study and the reviewers report.
- Identifying and outlining suggested strategies and ideas for responding to Unit goals and reviewer recommendation.
- Prioritizing goals and recommendations.
- Identifying and listing needed resources to support the action plan, clearly differentiating between what can be accomplished by redistributing existing resources and what requires new resources.
- Outlining a timeline for completion and implementation of each item.
- Documenting all actions and providing written reports of progress as scheduled.

The final goal of co-curricular program review is an action plan that not only records accomplishments but also acts as a guide for Unit continuous improvement.