

The Ohio State University

Program Review Guidelines Manual

Office of Student Life

Building and Sustaining Performance Excellence

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OFFICE OF STUDENT LIFE

Program Review Guidelines

Introduction

The Ohio State University's goal to become one of the leading public research universities in the country requires all academic and academic support units to be of high quality. This commitment to excellence is emphasized in the Office of Student Life 2003-2007 Strategic Plan. Incorporated in the plan are a number of continuous improvement strategies including the use of a systematic program review process designed to assess the overall organizational effectiveness of each Student Life unit.

The 2003 Academic Support Unit Program Review guidelines published by the Office of Institutional Research & Planning serve as a basis for the Office of Student Life program review process. However, to ensure that the review timeline, procedures, and evaluative criteria used in the Student Life reviews are relevant to the division's broad portfolio of responsibilities and functions, a Student Life Program Review Ad Hoc Committee was formed to develop guidelines for a review process that would be specific to units in Student Life. Members of the Ad Hoc Committee included:

Connie S. Boehm, Director – Student Wellness Center
Mary A. Daniels, Special Assistant to the Vice President for Student Life
J. Michael Dunn, Director – Department of Recreational Sports
Ron T. Kochendoerfer, Director – Residence Education
Tina S. Love, Director – Human Resources
Molly Ranz-Calhoun, Director – Facilities Planning & Support
Tracy L. Stuck, Director – Ohio Unions & Student Activities
Willa N. Young, Associate Director – Multicultural Center

The Student Life Program Review Ad Hoc Committee met throughout winter 2004 developing procedural guidelines, framing important questions to be addressed in the unit self-study, clarifying processes for peer review, and developing a review timeline. The group drew from various established program review models to help shape a process for its use. These models included the Northwestern Program Review Procedures, the Baldrige Education Criteria for Performance Excellence, and the Council on the Advancement of Standards review criteria. Drawing from these institutional/agency models, measurement criteria for evaluating organizational performance in Student Life units was developed. To ensure that these performance categories addressed the priorities and relevant areas presented in key university documents (Student Life Mission Statement, Student Life Strategic Plan 2003-2007, The Academic Plan, The Diversity Plan, The Leadership Agenda 2003, and the State of the University Address 2004) the Student Life Program Review Ad Hoc Committee analyzed these important documents using NUD*IST, grouping their contents into the evaluative criteria categories the committee created. This analysis was conducted to ensure that the criteria used to evaluate unit performance adequately addressed institutional priorities and themes.

The committee in its development of these guidelines acknowledged that no one process or single set of performance criteria can apply to the broad range of programs, units, services, and activities

comprising Student Life, but that the review guidelines outlined here are intended to create a level of rigor and consistency in review focus that will be applied across all units within Student Affairs.

The committee presented its recommendations to the Vice President for Student Life in spring 2004 for consideration and approval. This document provides guidelines for use in our ongoing program review activities. These guidelines reflect Student Life commitment to provide the information and procedural coordination needed to support the university-wide support unit program review process.

Purpose of Program Review

Program review is admittedly time consuming for units as well as for the faculty, staff, and students involved in the process. In light of these costs of time and resources, it is important to emphasize the positive effect the review process is expected to have on Student Life planning, decision-making, overall performance, and stature within the university. As units become more familiar with the review procedures it is anticipated that they will value their use and the benefits derived from the process.

Program review provides Student Life an opportunity to: 1) examine the current programming, services, directions, and organizational efficiency and resource capabilities of a unit; 2) validate strengths; 3) identify opportunities for improvement; and 4) achieve high-level performance results; while also serving as an important mechanism for communication within a unit and between a unit and central administration.

The objectives of program review are to:

- Assess how well a unit performs in relation to its objectives, university priorities, and the Office of Student Life' goals and strategic initiatives;
- Encourage strategic thinking about a unit's plans for the future;
- Define ways, primarily within existing resources, that a unit can continue to improve in the quality of its programs, services, activities, and operations;
- Provide evidence of the excellence and effectiveness of a unit's programs, activities, services, and operations;
- Determine the extent to which a unit has managed its resources in an efficient and effective manner;
- Evaluate the extent to which a unit has successfully addressed student learning and development outcomes and/or business and service outcomes; and
- Identify obstacles that inhibit a unit from achieving its desired goals and develop ways in which these obstacles can be managed.

Principles of Program Review in Student Life

Fundamental to the success of program review is the use of a core set of principles that serve as important criterion for our work.

Principle #1: The primary reason for conducting program reviews is to ensure the continuation of high quality programs and services in Student Life and to make sure that our offerings are central to the role and mission, overarching goals, and priorities of Student Life and the University.

Principle #2: What can be gained from the process of reviewing programs and services is as important for attaining program quality and effectiveness as is the report or conclusions derived from the reviews.

Principle #3: All Student Life units contribute to the work of the division and therefore will be a part of the program review process.

Principle #4: It is important to establish a safe climate for inquiry as we do our program reviews. Participants need to experience a sense of trust and confidentiality in the review process knowing that sensitive information will not be shared or reported publicly.

Principle #5: Broad faculty, staff and student participation in the reviews is essential in order to gain important insights and ideas for improvement as well as a broad recognition and understanding of unit strengths.

Principle #6: Program reviews are independent of any other type of review but should be scheduled to complement and support other unit-specific accrediting processes to reduce unnecessary duplication of effort and help ease the overall workload of preparing for agency accreditation.

Principle #7: Although reviews are unit-specific it is important that the initiative be financially supported and administered centrally through the Office of Student Life. This central office commitment to evaluating its programs and services sends a strong message about the importance Student Life places on program review as a continuous improvement strategy. Central office coordination of reviews also ensures consistency in the review process and monitoring of results.

Oversight and Coordination of the Program Review Process

The Office of Student Life oversees program review with a designated staff person in the office assigned the responsibility of program review administration. Costs and funding associated with conducting unit reviews will reside in the Office of Student Life. The amount of funding allotted for each review will vary depending upon the size and complexity of the unit being reviewed. Responsibilities for carrying out reviews will be shared between the Office of Student Life and the unit under review.

Program review administration responsibilities handled by the Office of Student Life Program Review Administrator will include:

- Serving as Student Life liaison with Institutional Research & Planning in conducting Student Life unit reviews and whenever Student Life units participate in university functional reviews;
- Establishing and maintaining the overall Student Life Program Review Cycle and coordinating this schedule with the University Program Review Cycle;
- Managing individual Unit Program Review Calendars;
- Coordinating the sending of notification letters to units scheduled for review;
- Planning and conducting Unit Program Review Orientation meetings with participation from Institutional Research & Planning's program review coordinator;
- Arranging meetings/meeting room space for all program review sessions;
- Participating in Unit Program Review meetings as needed;
- Developing and overseeing Unit Program Review Budgets, in consultation with the units under review;
- Forming Internal Unit Review Panels and External Unit Review Panels in consultation with the units under review and the Office of Institutional Research and Planning. The Vice President for Student Life will have final approval of panel composition;
- Reviewing Unit Self-Studies for completeness of information;
- Making arrangements related to the External Review Panel site visit; including hotel reservations, travel, and honorarium;
- Ongoing consultation with members of the Self-Study Teams, Internal Review Panels, and External Review Panels to ensure that the process stays on schedule, that issues/questions arising during unit reviews are addressed, and that all steps in the review process take place;
- Coordinating discussion meetings, and distribution and sign-off of the Action Plans resulting from unit reviews;
- Monitoring the Action Plan follow-up reporting; and
- Evaluating the review process itself and implementing recommendations for improvements/changes to the program review process as deemed necessary.

The Student Life Program Review Administrator will also serve in a support role for the program review responsibilities assigned to the units under review. These responsibilities include:

- Appointing a unit staff member to serve as the primary contact person for review related activities;
- Forming their Unit Self-Study Team;
- Contributing to the formation of the Internal and External Program Review Panels;

- Conducting the self-study and compiling information for use by the Internal and External Review Panels;
- Assisting with the gathering of additional data requested by the Internal and External Review Panels;
- Meeting and meeting room coordination for all program review related sessions;
- Providing electronic/hard copies of the various unit review reports and action plan for distribution to review panel members and university administrators;
- Drafting the Action Plan in consultation with members of the Internal Review Panel, Vice President of Student Life and senior line reporting supervisor;
- Executing the Action Plan and submitting Action Plan progress reports.

Program Review Cycle

Student Life unit reviews will occur on a seven-year cycle. The Vice President of Student Life in consultation with senior Student Life staff and unit directors develops this schedule. When possible, the schedule is coordinated with other review and accreditation activities. It is important to note that accreditation reviews are conducted for other purposes and do not take the place of student affairs' program reviews. However, elements of and preparation for these reviews may overlap and therefore coordination of these reviews will occur to eliminate unnecessary duplication of effort. It is agreed that Institutional Research & Planning and Student Life will consult with each other in drafting and modifying its respective review schedules. Where possible, University functional reviews involving Student Life units will be scheduled to coincide with the Student Life review of that unit.

The seven-year cycle is flexible and may be revised by the Vice President in consultation with senior staff. A unit can request a program review at any time. When circumstances warrant, a review may be extended or postponed. In situations where program review indicates very serious problems in the unit, the unit will be added back into the schedule for re-review on an accelerated basis to ensure that identified problems have been addressed.

A schedule of the complete Student Life unit review cycle is presented in **Appendix A**.

Program Review Process and Timeline

The Student Life program review process consists of the seven steps outlined below. These steps are: **(1) pre-review preparation, (2) unit self-study, (3) internal panel review, (4) external panel review and site visit, (5) writing of the final program review report, (6) development of the action plan, and (7) implementation of the action plan.** The explanation of each step includes guidelines for the review process. While guidelines are not binding and may be adapted to the needs of the individual unit under review, they should be followed as closely as possible.

The normal timeline required for a Unit Program Review includes a pre-review preparation period that establishes the groundwork for the review and 12 months for the review itself. Actual time for each step may vary according to the unit and the unique needs of each review. The one-year schedule, however, creates a timeline that serves to structure and standardize the review process.

The review timeline is as follows:

Step I: Pre-Review Preparation (September-December)

Notification in Writing to Unit(s) Scheduled for Review

Using the established 7-year review calendar units slated for review will be formally notified of the review in writing via a letter from the Vice President for Student Life. The letter of notification will include a copy of the Program Review Guidelines Manual and other specific information regarding the review.

Unit Review Orientation Meeting Scheduled/Held

The Student Life Program Review Administrator will meet with unit staff to discuss the review process, answer questions and provide clarification about the process, and to emphasize the importance of all members of the unit being active participants in the review.

Formation of the Self-Study Review Panel

The Unit Director in consultation with unit staff will identify/invite people to serve as members of the self-study team. It is suggested that where unit/program advisory councils exist that representation from these groups be included on the Self-Study Team.

Identification/Formation of Internal Review Panel

The Internal Unit Review Panel will consist of 5-8 people from outside Student Life, but from within the University, who can provide an objective and informed institutional level perspective to the program review process. Panel members will be chosen based on their suitability for a specific unit review.

Half of the individuals serving on a Internal Unit Review Panel will be selected using the Student Life appointment process; the other half of the panel will be comprised of individuals identified through the Senate Fiscal Central Services Subcommittee appointment process.

The Student Life process for selecting panel members will be as follows:

- a) The Unit Director, Unit Supervisor, and Program Review Administrator will generate a list of potential panel participants for their collective deliberation. More names should be identified than there are slots to fill. Sound rationale should be presented for why each person has been nominated. From these names a list of suitable panel members is developed, again including more names than panel slots.
- b) This list of suitable panel members is forwarded to the Vice President for Student Life for consideration. In consultation with senior staff, a final list of approved panel members is identified. Invitations to serve on an internal review panel will

come from the Vice President for Student Life. If a person is asked and cannot serve, another person from the approved list will be contacted until the panel is formed.

Identification/Formation of External Unit Review Panel/Site Visit Scheduled

The External Unit Review Panel will consist of 2-3 people from outside the University and are expected to have expertise in the area being reviewed. Where appropriate, experts should be selected from similar offices/functional areas at other universities and from the private sector.

The process for selecting External Review Panel will be as follows:

- a) The Unit Director, Unit Supervisor, and Program Review Administrator will generate a list of potential external panel participants for their collective deliberation. More names should be identified than there are slots to fill. Sound rationale should be presented for why each person has been nominated. From these names a list of suitable panel members is developed, again including more names than panel slots.
- b) This list of suitable panel members is forwarded to the Vice President for Student Life for consideration. In consultation with senior staff, a final list of approved panel members is identified. Invitations to serve on an external review panel will come from the Vice President for Student Life. If a person is asked and cannot serve, another person from the approved list will be contacted until the external review panel is formed.

The external review panel will be invited to campus to conduct a 2-3 day site visit.

Unit Review Issues/Topics/Performance Criteria Finalized

Using the Student Life Performance Review Criteria (see Appendix B), the Unit Director in consultation with the Vice President for Student Life and the Student Life Program Review administrator, will finalize the list of issues, topics, and performance criteria that will be used in the unit's review.

Step II: Unit Self-Study/Report (January/ February/March)

The Unit Self-Study provides the basis for the entire review process. It represents a valuable opportunity for the unit to make a candid assessment of itself and to consider future directions and options that would strengthen it. Each unit will prepare a self-study report using as its framework the Student Life performance criteria/questions listed in **Appendix B** and any other questions and/or topics that have been identified for study. These criteria are intended to provide a structure for the review and should be augmented by whatever information is deemed necessary to create an effective self-assessment.

In general the purpose of the Unit Self-Study Report should be to: 1) address how well the unit performs in relation to its objectives, institutional priorities, and Student Life goals and strategic initiatives; 2) define ways, primarily within existing resources, that the unit can continue to improve

in the quality of its programs, services, activities, and operations, and 3) provide evidence of the excellence and effectiveness of its units' programs, activities, services, and operations.

Included in the Unit Self-Study Report should be documents and other materials that will inform the Internal and External Review Panels about the unit, including data on performance measures through which a unit's success in meeting its goals can be determined. **Appendix C** lists a number of suggested Unit Self-Study Report documents that should be included as appendices.

The Unit Self-Study Report should be shared with all staff of the unit and should represent consensus, or it should state the nature of differences in viewpoints before its submission as a final report. In general, the length of the narrative portion of the report should not exceed 30 pages (exclusive of appendices and vitae/resumes). The complete report (including appendices) should be submitted to the Office of Student Life Program Review Administrator. Electronic transmission of the complete report is the preferred method. If electronic copies of all materials are not available, unbound print copies of these documents should be submitted. The Program Review Administrator will review the Unit Self-Study Report for completeness. Incomplete reports will be returned to the unit with detailed feedback on how the report is to be revised. Copies of the report will be sent to members of the Internal Review Panel in preparation for their review.

Step III: Internal Program Review (April/May/June)

The internal review procedure and itinerary should be flexible and may be influenced by the results of the self-study. Generally, the Internal Review Panel will conduct its review based on the unit's Self-Study Report. In addition, the panel may wish to conduct interviews or focus groups with students, faculty, university administrators and other staff and individuals who have contact with the unit under review. Additional data may be gathered as deemed necessary.

The Internal Review Panel will draft a preliminary report of their findings and recommendations with emphasis being given to strengths and weaknesses of the unit, how the unit can continue to improve the quality of its programs and services and efficiencies of its operational practices, and where appropriate contribute more fully to Student Affairs/University priorities. Copies of the preliminary Internal Review Report will be sent to members of the External Review Panel in preparation for their site visit.

Step IV: External Program Review/Site Visit (July/August)

The External Review Panel, as experts in the field, will be encouraged to evaluate the unit in its national context and provide insight and feedback on issues and trends particular to the unit operations being reviewed. The external reviewers will receive and are asked to study the Unit Self-Study Report/documents and the Internal Review Panel preliminary report in advance of their site visit. The site visit should span a 2-3 day period to allow sufficient time for the reviewers to meet with the Internal Review Panel, unit staff, administrators, faculty, students, and others, to visit facilities, and meet as a review team to discuss points that will be included in their analysis.

The Internal Review Panel is encouraged to use the External Review Panel to answer questions and address issues that they are not qualified to answer. These questions and issues should be posed to the external reviewers in advance of or at the beginning of their campus visit. Because of their expertise in the specific field, members of the unit under review may view the external reviewers with more credibility than the Internal Review Panel and may raise different issues with the external reviewers than with the Internal Review Panel. Thus, External Review Panel should view the list of issues/questions provided by the Internal Review Panel as a guide, but be open to different issues/questions that are raised during their site visit by the unit under review.

At the conclusion of their visit, the External Review Panel will meet with the Vice President for Student Affairs, members of the Internal Review Panel, and unit personnel to share their initial observations. Within two to four weeks of their visit the external reviewers will be asked to provide a written assessment of the strengths, weaknesses, operational practices, leadership, and opportunities for the unit. This report will be sent to the Program Review Administrator for distribution the Internal Unit Review Panel for their use in writing the final report.

Step V: Writing of the Unit Program Review Report (September)

The Internal Review Panel is responsible for preparing the final Unit Program Review Report using information from the unit self-study, their Internal Review Panel findings, and the External Review Panel findings. **Appendix D** outlines the key elements that should be included in the final Unit Program Review Report.

To avoid any factual errors in the final report, the Unit Program Review Report will be shared by the Chair of the Internal Review Panel with the unit director. If factual errors are discovered they are corrected prior to submitting the report. The unit director is advised not to discuss the report since it has not yet been distributed to anyone.

The Unit Program Review Report with the External Review Panel Report attached as an addendum, is then forwarded to the Vice President for Student Affairs, Program Review Administrator, Unit Supervisor, and Unit Director. Following the receipt of the report a meeting is scheduled with the Chair of the Internal Review Panel, Vice President for Student Affairs, Unit Supervisor, and members of the unit management team to discuss the findings and recommendations presented in the final review report. Electronic submission of the Unit Program Review Report is preferred; however if there are documents for which an electronic copy is unavailable, an unbound, print copy should be submitted.

Step VI: Developing the Unit Action Plan (October/November/December)

Following consultation with the Internal Review Panel, Vice President for Student Life, and the Unit Supervisor, the unit will develop a plan of action that addresses the recommendations outlined in the Unit Program Review Report. The Unit Action Plan should specify proposed actions, implementation strategies, and who is responsible for carrying out each action. If there are review recommendations that the unit is not in agreement with, the action plan should acknowledge these differences in thinking and where appropriate, present alternative recommendations.

The completed Unit Action Plan is submitted to the Vice President for Student Life for review and approval. The Vice President for Student Life will circulate the action plan for sign-off by the appropriate parties (as determined by the Vice President for Student Life) with signed copies of the Unit Action Plan distributed to the proper offices.

Step VII: Implementing the Unit Action Plan (January of the next year and beyond)

The Office of Student Life will evaluate progress on the unit's action plan via updates included in the unit's annual budget report and annual year-end report.

Student Life Cycle for Unit Program Reviews

YEAR 1 (2004-05) Pilot Year

Student Wellness Center
Schottenstein Center

YEAR 2 (2005-06) *

Multicultural Center
Career Services
Information/Technology Services (to be completed in 2006-07)

YEAR 3 (2006-07)

Assessment Office
Judicial Affairs
Information/Technology Services

YEAR 4 (2007-08)

Counseling & Consultation Services
Off Campus Student Services
Hospitality & Conference Services

Tentative

YEAR 5 (2008-09)

Student Housing Legal Clinic
Fiscal Support Services

YEAR 6 or 7 (2009-10 or 2010-11)

Campus Dining Services
Human Resources
Student Health Services
Blackwell Inn
Recreational Sports
Parent Association
Disability Services
Ohio Union & Student Activities
University Housing**
Student Advocacy Center
Facilities Planning & Support

* Student Life Administration was removed from this year's review schedule and will be reassigned to a future year.

** University Housing consolidates areas once scheduled as separate units, including Residence Education, Residence Life, and Graduate/Family/Regional Housing

Office of Student Life Program Review

Review Criteria for Performance Excellence

UNIT SELF-STUDY

Step 1: Creating an Organizational Profile

Your unit's self study begins with a description of your organization, including key information about the factors that affect how you operate and the major challenges you face. **Provide a short narrative in response to each item and, where appropriate, include documentation in the self-study report appendices to further inform the reader.**

1. Explain your unit's mission, key goals, and key functions.
2. Highlight your unit's core programs and services and the methods used to deliver them to students and other clientele. Identify the primary and secondary student user groups, other clientele, and/or market segments your unit attracts and serves.
3. Explain your unit's organizational structure, including reporting relationships, distribution of responsibilities/authority, formal and informal lines of communication, and use of management and/or cross-functional work teams.
4. Describe the major technologies, equipment, and facilities that support your unit's operation.
5. Describe the key collaborative relationships (within and beyond Student Affairs) that your unit is involved in and explain how these partnerships strengthen its capacity to: 1) advance student learning; 2) enhance the quality of services and programs provided; and/or 3) create greater operational efficiencies for the unit.
6. Describe your unit's staff profile. Include a breakdown of the unit's workforce by position type and staff diversity within each position category. In the self-study report appendices list the qualifications required for the various position categories and include vitas of professional staff. Describe staffing changes over the past five years and future anticipated changes. Explain the circumstances that brought about these changes and how these changes have/will affect your unit's operations and services.
7. In the appendices showcase the contributions individual staff members make to the University's academic enterprise (teaching, university committee work, etc.) and to their respective professions (publications, presentations, leadership roles in professional associations, etc.)

8. Provide a financial overview of your unit. Describe resource changes over the past five years and future anticipated changes. Explain what circumstances prompted these changes and how these changes have/will affect your unit's operations and services.
9. Discuss the key program/service, operational, resource, and campus environment challenges your unit faces and explain how these conditions are and/or will be affecting unit performance.
10. Describe the overall approach your unit uses to maintain focus on organizational improvement.

Step 2: Gauging Unit Performance

Student Life is comprised of a diverse group of units that vary in size, funding structure, student/clientele focus, and function. Acknowledging these differences is essential in considering each unit's role and the contributions they make to Student Life and the University's success. However, regardless of the nature of a unit's purpose and focus, there exists a fundamental set of organizational requirements that are necessary for performance excellence and the attainment of desired/valued added results. These criteria are presented here and will be used to gauge your unit's performance relative to standards of practice.

Category 1. Unit Mission and Strategic Position

1. How does your unit uniquely contribute to and advance the University's goals and objectives (Academic Plan, Diversity Plan, Leadership Agenda), and more specifically Student Life overarching goals and strategic plan initiatives?
2. What are the primary strengths of your unit, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
3. What aspects of your unit need the most improvement and how have these changed over time? What needs to occur, primarily within existing resources, to successfully make these improvements?

Category 2. Strategic Planning

1. What overall planning methods does your unit use to prepare for the future? Who are your key participants in these planning activities? What are your short and long term planning time horizons?
2. How does your unit collect and analyze relevant data and use this information in its planning and decision-making?

3. What are your unit's key strategic goals and timetable for accomplishing them? How do these planned objectives address the challenges you identified in Item 8 of your Organizational Profile?

4. How do you develop and carry out action plans to achieve your key strategic objectives? How do you make decisions about the allocation/reallocation of resources to make certain that your action plans are accomplished?

Category 3. Leadership

1. What leadership practices are used to establish and promote your unit's values, short and long term directions, and performance expectations? How are employees helped to understand how their work contributes to the success of Student Affairs?

2. How does unit leadership promote a work culture that encourages staff empowerment, innovation, risk taking, and organizational agility to more effectively meet the needs of students and other clientele?

3. How does unit leadership encourage organizational and staff learning?

4. How does unit leadership address individual, organizational, and environmental conditions that inhibit goal achievement?

Category 4. Programs and Services

1. What are your unit's key program/service performance goals or targets?

2. How do your programs and services interface and support related activities/functions on the regional campuses?

3. How does your unit determine program/service requirements, expectations, and preferences of our primary/secondary student user groups and other clientele? How effective is your unit in using this information for purposes of planning, improving, and developing new programs and services?

4. How do you establish and maintain communication with students and other stakeholders? What key methods are used to assist students and/or other clientele in getting information about your unit's program and service offerings? Where appropriate, how do you help students and/or other clientele connect who have similar interests?

5. What procedures/communication mechanisms do students/other clientele use to make a complaint? How do you ensure that complaints are resolved effectively and promptly? How are complaints aggregated and analyzed for use in improvement throughout your unit?

6. Are there any new program/service functions being planned by your unit based upon users' current or anticipated needs? What is the rationale for initiating these programs/services? How will these new program/service functions change current unit operations? How will these new initiatives be funded/operationally supported?

7. Do any programs/service functions exist that should be deleted from your unit's responsibilities? If so, how would such cuts be determined and how would their removal affect current operations?

8. Is there any overlap or duplication of programs/service functions with other units of the University? If so, why do these similar programs/service functions exist/ what makes them different enough to justify both being sustained? Is there any place where unnecessary overlap occurs, and if so how could this be reduced?

Category 5. Diversity

1. How does your unit advance the University's/Student Life diversity agenda specific to:

- Program/service offerings
- Recruiting, hiring, retaining, and promoting staff
- Student learning and development
- Staff training and development
- Outreach and engagement activities
- Campus and work environments

2. How does your unit contribute to the University's minority purchasing program?

3. In the recruitment, hiring, and retention of employees, how do you ensure that staff and student employees represent the diverse ideas, cultures, and thinking of the campus community? What evidence suggests that diverse viewpoints are nurtured and valued?

Category 6. Measurement, Analysis, and Information Management

1. How do you obtain and use comparative/benchmark data to stay current with your peers and/or competitors delivering similar programs/services? What does this information tell you about your unit's performance relative to your peers and /or competitors?

2. How do you determine students' and/or other clientele's satisfaction and dissatisfaction with your unit's performance? How do you use this information for improvement?

3. What student learning and development outcomes are associated with your unit's program/service goals? What assessment methods are used to determine whether students have achieved these learning outcomes? What assessment information and data are gathered? What do they say about the extent to which learning outcomes are achieved? How has the assessment of these outcomes contributed to program/service improvements?

4. What specific business and/or service outcomes are associated with your unit's operation? What assessment methods are used to determine whether these outcomes are being achieved? What assessment information and data are gathered? What do they say about the success of your operations? How has the assessment of these outcomes contributed to program/service improvements?
5. What measures and methods does your unit use to assess whether its diversity goals are being achieved?
6. How does your unit monitor compliance with the laws/other regulatory requirements that apply to your unit's program and service responsibilities?
7. What formal and informal assessment methods and measures do you use to determine staff well being, satisfaction, and motivation? How do you use assessment findings to improve the work environment? How has your unit incorporated findings and recommendations from Work/Life Quality Report into your workplace policies and culture?
8. How does your unit make needed data and information available to faculty, staff, students, and other stakeholders, as appropriate?

Category 7. Human Resources

When responding to these questions the term "staff" can refer to full time, part time, and/or student employees.

1. What criterion does your unit use to accurately determine the correct number of personnel that are needed to effectively fulfill its mission and meet the needs of those it serves?
2. How do the current qualifications and number of staff facilitate or impede your ability to be a high performing unit? If your unit is understaffed, what strategies do you use to deal with these shortages and continue to meet program/service demands?
3. What strategies do you use to recruit, hire, and retain staff?
4. How are staff performance expectations established, effectively communicated, and understood? How is staff performance evaluated? How is your staff being trained and developed to keep current with changes in service delivery, technology, and user expectations?
5. How does your unit reinforce high-performance and a student and/or other clientele focus?
6. How do you manage appropriate career progression for staff throughout your organization?

Category 8. Financial Resources

1. What is the funding model for your unit? How has your funding structure/level changed over the past 5 years? What factors have influenced these changes? Do you anticipate adjustments in this funding model based on the challenges you have identified in Item 8 of your Organizational Profile? If so, how will your funding strategy change? What are the anticipated affects of this new funding plan on program/service delivery?
2. How are budget allocation/reallocation decisions made in your unit? What factors influence priority use of these resources?
3. How does your unit determine "value" and "value added" in your programs, services, and key functions using such indicators as:
 - The ratio between cost and quality;
 - Productivity/efficiency measures;
 - The availability of substitute services with equal or greater value;
 - An effective system of financial control and accountability within the unit;
 - Percentage of program/service funds derived from the General Fund;
 - The unit's financial contribution (income generating potential) to the University and its own operating costs; and
 - Cost comparisons (based on comparable performance standards) with other units providing similar services

Category 9. Facilities, Technology, and Equipment

1. How effectively do your unit's current facilities/space and equipment support the work of your unit? How well do the related Student Life and/or other campus maintenance services support the work of your unit? How must these requirements change in order to keep pace with the future needs and expectations of students and/or other clientele? What strategies will you use to institute these changes?
2. How has technology been integrated into the program, service, and operating functions of your unit? How successful have these efforts been? How have you kept pace with the development of hardware, software, maintenance, and training support? What are your projected technology needs for the future? What strategies will you use to address these needs?

Category 10. Outreach and Engagement

1. What strategies does your unit use to establish, maintain, and promote positive/collaborative relations with relevant campus and external individuals and agencies? How do these initiatives benefit the surrounding community and the state of Ohio?
2. What short and long-term goals has your unit set for itself in strengthening these types of relationships?

Category 11. Legal and Ethical Responsibility

1. How do you ensure non-discriminatory, fair, and equitable treatment of staff and constituents your unit serves?
2. What is your unit's policy/strategy for managing student/other clientele and staff member confidentiality issues? How are students/other clientele and staff members informed of these practices?
3. How is staff trained to ensure that they are knowledgeable about the laws and regulations, and professional ethics that apply to their respective job responsibilities?
4. What processes are in place for managing risks (regulatory, safety, legal) associated with your programs, services, and operations?
5. What program and service changes have occurred in your unit as a result of new laws/legal mandates? What cost/staffing/technology/facility implications have they imposed? How have these changes affected how your unit operates?

Step 3: Major Findings and Recommendations

Based on this self-assessment provide a summary of your major findings. Include in this write-up a candid evaluation of your unit's current performance, future directions, and a description of what you believe your unit needs to do to improve and be innovative in its thinking and actions. Based on this analysis, make recommendations on how your unit can best accomplish desired results.

**Suggested List of Supporting Documents for Inclusion
in a Unit Self-Study Report**

Mission, Vision, and Values document

Organization Chart

Strategic Plan

Previous Annual Reports (past 3 years)

Previous Annual Budget Reports (past 3 years)

Cost/revenue data (past 3 years)

Assessment results/reports including:

- Customer service surveys
- Benchmark data
- Data that measures progress of performance goals
- Student learning outcomes data
- Business/service outcomes data

Professional staff resumes

Summary of staff contributions to the University's academic enterprise and their respective professions

Final Report Outline

The Internal Unit Review Panel prepares the final Unit Program Review Report using information from the Unit Self-study Report, the Internal Unit Review Panel's own findings, and the External Unit Review Panel findings. The Unit Program Review Report provides an assessment of the unit under review and recommendations regarding future improvements.

The Unit Program Review Report will include the following elements:

- **Evaluation of Mission and Key Goals:** Briefly assess the degree to which the unit's mission statement and key goals support the University's Academic plan and Student Life goals and strategic initiatives. Evaluate the unit's success in achieving its mission and key goals.
- **Customer Perception of Unit:** Summarize customer feedback regarding services provided and the quality of these services as obtained through customer surveys, interviews, and/or focus groups. Discuss additional services customers would like to receive from this unit, as well as any services that customers believe could be discontinued. Provide the unit's perspective on their customers' perceptions.
- **Use of Successful Organizational Practices:** Assess the effectiveness of the unit's processes and capacity for building and sustaining performance excellence.
- **Evaluation of Resource Usage:** Provide commentary on the appropriateness of resource allocations and use given the unit's mission and role in fulfilling the University's Academic Plan and Student Life goals and strategic initiatives. Consider financial, human, space and equipment, and technology support in this commentary.
- **Measuring of Performance Results:** Address how successful the unit is in determining intended student learning and development outcomes and/ or specific business and service outcomes, user satisfaction, financial performance, and other noteworthy performance results related to organizational effectiveness. Discuss the relevance of key performance measures the unit uses to track results.
- **Recommendations:** Discuss the strengths and weaknesses of the unit. Discuss the key program/service, operational, resource, and campus environment challenges the unit faces. Provide concrete suggestions for improvement including ways to build upon current strengths, overcome weaknesses, and increase effectiveness and efficiency. Offer specific strategies for addressing the key challenges affecting the unit. Recommend budget adjustments, providing the appropriate rationale.

STUDENT LIFE UNITS

- | | |
|---|----------------------------------|
| 1. Assessment Office | 17. Recreational Sports |
| 2. Blackwell Inn | 18. Schottenstein Center |
| 3. Fiscal Support Services | 19. Student Advocacy Center |
| 4. Campus Dining Services | 20. Student Health Services |
| 5. Career Connection | 21. Student Housing Legal Clinic |
| 6. Counseling & Consultation Services | 22. Student Judicial Affairs |
| 7. Disability Services | 23. Student Wellness Center |
| 8. Facilities Planning & Support | 24. University Housing |
| 9. Hospitality & Conference Services | |
| 10. Human Resources | |
| 11. Information Technology Services | |
| 12. Multicultural Center | |
| 13. Office of the Vice President | |
| --Asst./Associate VP's Central Office Functions | |
| --Communications | |
| --Development | |
| --Risk Management | |
| --New and Transfer Student Orientation | |
| --Council on Student Affairs | |
| --Diversity Council | |
| --Other Liaison/Support Roles | |
| 14. Off-Campus Student Services | |
| 15. Ohio Union & Student Activities | |
| 16. Parent Association | |

**Modifications to the Student Life Program Review Guidelines
Adopted by the University Coordinating Council, August 13, 2004**

The Student Life Program Review Guidelines have been modified in ways that will provide the information and procedural coordination needed to support the university-wide support unit program review process. The Office of Institutional Research & Planning who is responsible for coordinating university reviews and Student Life jointly drafted these changes. These revisions will be incorporated into the piloting of the Student Life Program Review Guidelines during 2004-05 and will be evaluated for their effectiveness at the end of the pilot year.

A detailed explanation of these procedural changes follows:

- 1) Student Life will proceed with the departmental reviews and assume responsibility for coordinating/funding these reviews. Institutional Research & Planning will continue to be responsible for coordination/funding of the functional reviews that involve Student Life units.
- 2) Institutional Research & Planning and Student Life will consult with each other in drafting and modifying our respective review schedules. Where possible, University functional reviews involving Student Life units will be scheduled to coincide with the Student Life review of that unit.
- 3) Institutional Research & Planning will consider timing of unit accreditation reviews to be a critical factor in the development of the program review schedules.
- 4) Senate Fiscal Central Services Subcommittee will review draft program review schedules from both Institutional Research & Planning and Student Life.
- 5) The Chair of the Senate Fiscal Central Services Subcommittee and the Institutional Research & Planning program review coordinator will notify the Vice President of Student Life scheduled to participate in a functional review as part of the University process. The Vice President for Student Life will notify Student Life units slated for review.
- 6) Half of the individuals serving on a Unit Internal Review Panel will be selected using the Student Life appointment process; the other half of the panel will be comprised of individuals identified through the Senate Fiscal Central Services Subcommittee appointment process.
- 7) Student Life unit reviews will use the more extensive review criteria outlined in their draft guidelines. Student Life units participating in functional reviews must follow the Institutional Research & Planning guidelines for functional reviews, but may provide additional information required by the Student Life guidelines if they choose.

8) Student Life unit orientations will be conducted by the Student Life program review administrator with the Institutional Research & Planning program review coordinator attending and participating as appropriate. The Institutional Research & Planning program review coordinator will conduct orientations for functional reviews involving Student Life units, with the Student Life program review administrator attending and participating as appropriate. The Chair of the Senate Fiscal Central Services Subcommittee may participate in any of these orientations as his/her schedule permits.

9) For Student Life unit reviews, the Student Life unit under review will consult with the Internal Review Panel and the Vice President for Student Life and develop an action plan. The Vice President for Student Life will forward the plan to the Senate Fiscal Central Services Subcommittee for comment. The unit or the Vice President for Student Life will respond to comments from this body. The Vice President for Student Life will approve the action plan and forward it to the Executive Vice President and Provost and other appropriate university administrators for sign-off.

For functional reviews, the Vice President of Student Life and other participating units will develop action plans that commit their units to addressing the concerns and/or recommendations from the Program Review Report. The Senior Vice President for Business and Finance and the Executive Vice President and Provost will approve those action plans or refer them back to the appropriate unit for additional explanation or revision. As a part of the approval, the Senior Vice President for Business and Finance and the Executive Vice President and Provost will delineate any institutional commitment of resources and append such delineation to the relevant action plan.

NOTE: These changes were successfully incorporated into the 2004-2005 pilot year and now reflect the standard operating procedures for Student Life review effective 2005-2006.