



**Guidelines for the  
Implementation of Support  
Services Administrative  
Review**

**Office of Institutional Research and Effectiveness  
October 2008**

Available online at <http://www.delmar.edu/IRE/support.html>

# **Del Mar College**

## **Guidelines for the Implementation of Support Services Administrative Review**

### **Purpose**

The purpose of the support services administrative review is to ensure the long-range success, quality, and efficiency of the support service being considered. The internal review of support services will help ensure that services are meeting the needs of students, faculty, staff, the institution as a whole, and the community. The objectives of the administrative review are overwhelmingly positive in intent:

1. To assure that the appropriate missions of the College, the division, the department, and the support service are being fulfilled;
2. To guarantee excellent support services to the unit's clientele;
3. To identify support service needs so that resources may be adequately applied;
4. To encourage professional staff development;
5. To revise support service delivery to better address changing educational needs;
6. To demonstrate and reaffirm the need for the support service;
7. To build upon the support service's strengths and promote its continuing progress;
8. To help prepare the College for periodic reaffirmation of institutional accreditation.

### **Definitions**

*Support Services* include departments or units with separate cost centers that provide for the delivery of student support services or institutional support for the operation of the College. Offices with primary responsibilities of oversight and supervision of other support or educational areas, such as the Vice President of Instruction, are not included within the definition of support services.

*Administrative Review.* The administrative review is a formative examination and evaluation of a given set of support service activities in the nature of an analytical self-study.

### **Administrative Review Schedule**

Support service units are reviewed on a five-year cycle period. This allows the support services administrative reviews to be synchronized with the academic program reviews. The Student Services Survey is administered biannually, in the spring semester of even numbered years, alternating with the administration of the Community College Survey of Student Engagement which is completed during the spring semesters of odd numbered years.

Beginning with the support services administrative reviews scheduled for academic year 2003-04, a **two-year follow-up report will be due on May 15, to be submitted through the unit supervisors to the President.** During the current five-year cycle, support service units will be reviewed as indicated in the following chart:

Administrative Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Business and Finance	<ul style="list-style-type: none"> <li>• Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Business Office</li> <li>• Payroll</li> </ul>	<ul style="list-style-type: none"> <li>• Purchasing and Property Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Health, Safety, and Risk Management</li> <li>• Physical Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Cash Management</li> </ul>
Student Development	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Advising</li> <li>• Special Services</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Aid and Retention Services</li> <li>• Career Planning and Placement</li> </ul>	<ul style="list-style-type: none"> <li>• Student Activities</li> <li>• TRiO Grant</li> <li>• Student Recruitment and Outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support Services</li> <li>• Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Services and Registrar</li> </ul>
Instruction		<ul style="list-style-type: none"> <li>• Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Grants and Sponsored Research</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning Center</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Resources</li> <li>• Title V</li> </ul>
Administration: Other	<ul style="list-style-type: none"> <li>• In-House Counsel</li> <li>• EEO/AA</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Development</li> <li>• Institutional Research and Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• PBX and Mailroom Services; Duplicating Services</li> </ul>	<ul style="list-style-type: none"> <li>• College Relations</li> <li>• Records Management</li> </ul>

## Calendar

For each administrative review year, support service units will use the following calendar:

- By December 1:** Support service units will complete their administrative review and forward documentation to their divisional supervisor.
- By February 1:** Divisional supervisors will complete a review and prepare a written report with recommendations to forward to the appropriate vice president.
- By April 1:** Vice presidents and supervisors reporting to the President will forward their reports and recommendations to the President, and will provide copies of these completed reports and recommendations to the Office of Institutional Research and Effectiveness.

## **Performance Criteria**

The administrative review for each support service unit will include sections on each of the areas listed below. Primary consideration should be given to the concepts of (1) clearly defining the unit's mission; (2) formulating objectives that support the purpose of each unit; (3) developing and implementing procedures to assess the achievement of objectives; and (4) using the results of assessment to improve services. These elements address the SACS principles for planning and evaluation of administrative and educational support services.

### **Mission of Support Service Unit**

1. State the mission of the support service unit.
2. How does the mission of the service unit support the overall Mission of the College as adopted by the Board of Regents?

The mission of the support service unit should be the same as the "unit mission" identified on annual unit assessments in WEAVEonline. The objectives of a unit should always link back to the mission of the unit and the overall Mission of the College.

### **Service Unit Objectives**

1. State each outcome/objective and achievement target of the service unit. With each outcome stated, an achievement target should be identified that is measurable. For example, if the objective is to provide efficient service, the target performance might be written as "Ninety percent of requests for services will be handled within three working days." All objectives for the service unit should be listed in WEAVEonline for each academic year. It is not required to assess all objectives each year, but each objective must be assessed at least once within a five-year period. In addition to on-going objectives, you may identify additional objectives that are applicable to a limited time period (such as one year) that will be assessed within that time period and then will no longer be listed as one of the unit's objectives for the coming year after completion of the objective has been accomplished.
2. Beginning with the 2006-07 assessment cycle, a Detailed Assessment Report should be generated in WEAVEonline and included in the report as documentation of your unit's objectives and the assessment of those objectives. Provide copies of the unit plans and assessments of unit plans for the service unit for the years prior to 2006-07 in order to document five years of assessment activities.

### **Evaluation**

1. What methods have been used to evaluate the success of the service unit in carrying out its mission and stated objectives? Each unit should create a method of regularly assessing its objectives. An explanation of the assessment to be used should be

included here. Some typical methods of assessment are as follows:

- Focus groups
  - Archival data (numbers served, successful completions, etc.)
  - Surveys and feedback from current students
  - Surveys and feedback from faculty and staff
  - Surveys and feedback from graduates/program completers
2. Summarize the extent to which the unit has been successful in carrying out its mission. The results of assessments are to be used to make suggested improvements in services.
  3. How has the unit used these evaluations? What changes have been made as a result? **Using assessment results to improve services is the most important aspect of administrative review.** By assessing objectives, units may find that client satisfaction is less than ideal in certain areas, or that changes need to be made to keep up with trends in the field. Identifying program challenges or the need for change is something that should be sought after and promoted. This gives a unit direction for making changes and the ability to document the efforts made to achieve improvements. Also, it is not uncommon for proper assessment to demonstrate that a program is much more successful than may have been supposed or perceived. Recognition of exemplary quality requires consistent, ongoing assessment and comprehensive documentation. Documentation on the use of assessment will be shown in the WEAVEonline Detailed Assessment Report under Analysis. On the older unit planning and assessment forms, this information was captured under “Use of Assessment Findings.”

## **Service Unit Functions**

1. Indicate the principal functions or types of services performed by this service unit. Most units have regular, day-to-day functions that must be accomplished, and these should be enumerated and explained in this section.
2. Provide indications of the service unit’s activity in relation to these functions over the past five years (e.g., user trends, service unit output, clients served, materials collected and/or distributed, etc.).

## **Service Unit Clientele**

1. Identify the principal clientele served.
2. Approximate the number and/or percentage of services provided to each clientele.

It is important to discuss the type of clients or students that the unit serves. Many units serve only faculty and staff, while other units serve students, the Texas Higher Education Coordinating Board, other state and federal agencies, the community, and/or the faculty and staff. Describe the internal and external service population and how characteristics of those served affect the delivery of services.

## **Personnel**

1. Supply the information requested below for all full- and part-time personnel:
  - Exempt employee positions, full-/part-time status, degrees required, number of full-time equivalents (FTEs)
  - Non-exempt employee positions, full-/part-time status, number of FTEs
  - Faculty positions, full-/part-time status, degrees required, number of FTEs
2. Is the number of staff adequate to support the service unit? If not, explain.
3. Do the available staff possess all the specialized skills required to support the service unit? If not, explain.

## **Professional Activities**

1. In which professional organizations do staff in this service unit participate? (Give number of personnel in organization and any offices held and by whom.)
2. What honors, awards, or recognitions have service unit personnel received during the previous five years?
3. What projects, presentations, or publications have staff completed during the previous five years?

## **Professional Development**

1. What professional development activities have staff members participated in during the previous five years? (List conferences, workshops, seminars, courses attended, degrees or certificates attained, etc.)
2. Are there areas of unmet professional development needs among staff in this service unit? If so, list those areas of need and the individual staff members concerned.

## **Facilities and Equipment**

1. Are available general-use facilities, such as office and workspaces, adequate to support the service unit?
2. Is available dedicated space adequate to support the service unit?
3. Is available equipment adequate to support service unit objectives?
4. Is available equipment in satisfactory working order and up-to-date?

5. Are additional facilities or equipment required to support the service unit?

## **Budget and Expenditures**

1. Indicate service unit expenditures for the previous five years for operating expenses and equipment.
2. Indicate service unit budget for the previous five years.
3. Does the service unit generate revenue? If yes, please explain.
4. Is service unit budget adequate to meet department needs?

## **Accreditation**

1. Is the service unit subject to accreditation by state, regional, or national accrediting agencies? If yes, answer the remaining questions for this section.
2. What is the service unit's accreditation status?
3. Indicate the recommendations of the most recent accreditation evaluation of the service unit and corrective actions taken or planned.

## **Service Unit Evaluation Summary and Recommendations**

Provide a summary evaluation of the support service unit. Include in this summary the following:

- ***Service Unit Strengths:*** List and comment on the major strengths of the service unit.
- ***Service Unit Weaknesses:*** List and comment on the major weaknesses or needs for improvement of the service unit.
- ***Recommendations:*** List and comment on suggestions and recommendations for improvements that are derived from this administrative review.
- ***Two-year Follow-up on Recommendations:*** Beginning with the support services Administrative Reviews scheduled for academic year 2003-04, a two-year follow-up report will be due on May 15, to be submitted through the unit supervisors to the President. Unit managers will review recommendations made in the administrative review and provide a progress report to supervisors. Follow-up reports for the Administrative Reviews for 2006-07 will be due on **May 15, 2009**.