

**SUPPORT SERVICES REVIEW GUIDELINES
ACADEMIC AFFAIRS
LOYOLA COLLEGE IN MARYLAND**

The Strategic Plan calls for the College to assess the quality of services provided to constituencies; to continually improve those services to better meet the needs of students, faculty, and staff; and to better support the College's mission. The purpose of the Support Services Review process is to evaluate the effectiveness, quality, and efficiency of services provided and the degree to which these services are central to the mission of the College. These reviews seek to identify critical functions, services, and processes; internal and external constituencies served; and challenges that impede the attainment of performance objectives. The reviews are also an important tool for identifying services and processes within the College that cross departmental lines so that interdependencies and cross-functional responsibilities can be assessed. Finally, this process is intended to assist units with self-evaluation, problem-solving, strategic planning, and continuous improvement efforts.

For the sake of simplicity, please note that these guidelines refer to the entity under review as a "unit." However, it is important to acknowledge that the "unit" may be a single office, entire department, cross-functional service, or administrative process, depending upon the scope and focus of the review.

Timeline of a Typical Review Cycle

We anticipate that the typical Support Services Review will take approximately three to six months. Units participating in the review process are free to determine their own schedules based on their workflow during various times of the year. While some units may choose a review cycle to correspond with the beginning of a semester or academic year, others may want to conduct their reviews over the summer. The following is suggested as a "typical" timetable for a review:

Months One - Two

Units meet with the Director of Institutional Research and the Assistant Vice President for Academic Affairs to plan for the review and seek clarification when necessary. The unit works on its self-study using the suggested guidelines in this document. It may choose to collect data and information via surveys, focus groups, interviews, benchmark comparisons, and other methods deemed appropriate.

Month Three

Self-Study Report is sent to the Assistant Vice President for Academic Affairs. He reads the Self-Study Report, meets with constituents of the process or service under review, and, after consulting with the VPAA, prepares a written response. Should revisions or additions be necessary, they are incorporated into the Self-Study Report at this time.

Month Four

The Self-Study Report is forwarded to the VPAA. The director of the unit under review meets with the VPAA to discuss the outcomes of the review process and recommendations for action.

Guidelines for Preparing the Self-Study Report

At a minimum, the Self-Study Report should address the topics that are described in this section. The College's self-study review indicators are organized along the following six dimensions:

- A. Mission and Purpose
- B. Responsibilities, Functions, and Services
- C. Staffing and Resources
- D. Assessment of Quality
- E. Self-Study Findings
- F. Outcomes and Strategies for Change

If units already have assessment or review standards in place that have been established by external professional organizations (e.g., Council for the Advancement of Standards in Higher Education ["CAS Standards"] for student affairs, APA accreditation standards for the Counseling Center, etc.), they are encouraged to use these criteria to shape the self-study and review process. However, the College's self-study review indicators should be addressed in the final Self-Study Report if they are not directly addressed by the external standards.

A. Mission and Purpose

- A.1. Describe the mission, goals, and purpose of the unit.
- A.2. Describe the relationship of the unit to the mission of the College and the Strategic Plan.

B. Responsibilities, Functions, and Services

- B.1. Identify the major services provided by the unit. Who are its primary stakeholders and constituencies?
- B.2. Describe the relationship between the unit and other units on campus. How is work coordinated among the units? Are there areas where consolidation or streamlining could occur?
- B.3. Discuss the unit's history over the past six years (or since its last formal review). In what ways have its goals, activities, and responsibilities changed over this time period?

C. Staffing and Resources

- C.1. Describe the unit's staffing, including brief position descriptions. Summarize any significant changes (including increases, decreases, and turnover) over the past six years and discuss services affected by them.
- C.2. Describe the unit's fiscal resources, including budgetary data. Summarize any significant changes over the past six years and discuss services affected by them.
- C.3. If applicable, describe adequacy of other resources (e.g., technology, space allocation, professional development opportunities, etc.) to support the unit in fulfilling its mission.
- C.4. Describe any recent changes in efficiency and effectiveness within the unit. Could further efficiencies be achieved without decreasing effectiveness?

D. Assessment of Quality

- D.1. Describe the kinds of assessment data that are regularly collected to provide feedback to the unit on the achievement of its objectives and the satisfaction of its stakeholders and constituencies.
- D.2. Describe how assessment data are currently used or can be used to improve the unit.
- D.3. If available, provide evidence of the effectiveness of unit's performance compared to norms or benchmarks established by external associations/organizations or compared to other units that perform similar functions.

E. Self-Study Findings

- E.1. Examine and discuss areas of strengths identified by internal and external sources (internal staff, staff outside the unit, faculty, students, consultants, etc.).
- E.2. Examine and discuss areas of weakness identified by internal and external sources.
- E.3. Examine and discuss any significant opportunities identified by internal and external sources.
- E.4. Examine and discuss any significant threats, challenges, or barriers identified by internal and external sources.
- E.5. Examine and discuss recommendations identified by internal and external sources to improve the unit's services.

F. Outcomes and Strategies for Change

- F.1. Based on the self-study findings, what areas should be addressed over the next six years to improve the quality of the unit and its services? What is the unit's plan for prioritizing, implementing, and monitoring these recommendations?
- F.2. Describe any barriers, limitations, or challenges that may impede the success of the proposed changes or recommendations.
- F.3. Describe any other anticipated future needs, changes, or plans for the unit (both short-term and long-term). How do these plans relate to the changing needs of the College?