



**Administrative and Educational
Support Units
(AES)**

NON-ACADEMIC PROGRAM REVIEWS
GUIDELINES AND PROCEDURES

Table of Contents

<i>INTRODUCTION</i>	3
<i>TIME LINES AND PROCEDURES</i>	3
<i>CONDUCTING THE AES NON-ACADEMIC PROGRAM REVIEW</i>	3
<i>APPOINTMENT AND ROLE OF AN REVIEW TEAM (IRT)</i>	4
<i>ADMINISTRATIVE AND EDUCATIONAL SUPPORT DATA</i>	4
<i>SUBMISSION OF THE SELF-STUDY REPORT</i>	4
<i>ASSESSMENT AND IMPROVEMENT PLAN (AIP):</i>	4
<i>DOCUMENTATION OF INSTITUTIONAL ASSESSMENT PROCESS</i>	4
<i>THE AES NON-ACADEMIC PROGRAM REVIEW REPORT</i>	4
<i>AES NON-ACADEMIC PROGRAM REVIEW STANDARDS</i>	6
Standards 1 – 9: AES Unit Mission, Goals and Objectives/Learning Outcomes	6

INTRODUCTION

The systematic assessment of an institution's administrative and educational support (AES) programs is essential for ensuring that a quality educational experience is provided to all students. Internal AES Non-Academic Program is a central component of institutional effectiveness, strategic planning, assessment of student learning outcomes and in achieving organizational goals and objectives. The Non-APRs standards and requirements are in alignment with regional and other specialized accreditation bodies like the Southern Association of Colleges and Schools Commission on College (SACSCOC), internal non-academic program review at Clark Atlanta University (CAU) is recognized as a core component of the institutional mission.

The impetus for Non-APRs at CAU is guided by Section 2.13 Academic Program Reviews of the Faculty Handbook (Approved by the CAU Board of Trustees, May 17, 2013). This section guides the purpose of determining, at a minimum, the utilization of existing resources, service activities, long-range plans and objectives, adequacy of financial support and the physical facilities, and the appropriateness of the departmental structure. The non-academic review will determine the effectiveness of each non-academic program.

The guidelines and procedures allow flexibility in conducting a review process that meets the unique needs and circumstances of each AES unit at the University, including the one-person administrative department to the more complex, multifunction administrative units.

TIME LINES AND PROCEDURES

Each Administrative and Educational Support (AES) unit will complete an AES Non-Academic Program Review (Non-APR) every **five- (5) year cycle**. If an AES unit is scheduled for review by an external specialized, professional or licensing agency **in the same year as the internal assessment is scheduled**, it may request a modification of the five-year review cycle from the Office of the Provost and Vice President for Academic Affairs. ***The request must be made in writing.***

The Non-APR Process consist of revisiting prior assessments/evaluations within the 5-year cycle to assess the program's status of improvement according to findings and recommendations:

- Administrative and Educational Support (AES) unit Annual Assessment and Improvement Plans
- Prior AES Non-Academic Program Reviews
- Performance Evaluations/Unit SWOT Analysis
- Use of results for continuous improvement.

CONDUCTING THE AES NON-ACADEMIC PROGRAM REVIEW

The Non-APR report must be completed in the fall/spring semester of the academic year immediately following the official notification that the unit is scheduled for review. The responsibility for completing the Non-APR will rest with the Unit's Dean, Director, or Program Coordinator and the staff following the guidelines set for in the Standards for Internal AES Non-Academic Program Reviews.

APPOINTMENT AND ROLE OF AN REVIEW TEAM (IRT)

The Provost and Vice President for Academic Affairs in collaboration with the unit head (or designated Director/Coordinator), will appoint a 3-5-member team to review the Non-APR report.

ADMINISTRATIVE AND EDUCATIONAL SUPPORT DATA

Data for the review should cover that from the previous academic year, or fiscal year for the finance units. The Office of Planning, Assessment and Institutional Research (OPAR) will provide data needed for the Non-APR. The use of data developed by an AES Unit, is permissible, as long as the validity of such data is documented. The unit is free to include any other information deemed important to the effective functioning of the unit, including policies and procedures that affect the unit, environmental factors that impact the unit's leadership and/or staff changes, etc. *Units planning to conduct Non-APR should consult with the OPAR regarding data requirements in the year prior to the actual report.*

SUBMISSION OF THE SELF-STUDY REPORT

A draft report will be submitted to the University Effectiveness Committee (UEC) no later than April 30th. The report will be reviewed by the UEC in conjunction with the IRT. The Review Team will conduct a series of activities designed to review and evaluate the report between May and June. This will include (1) evaluation of the report, (2) interviews with faculty, students and staff, and (3) a review of additional data as needed. An original and three (3) electronic copies (Flash Drives) of the Non-APR report should be submitted to the Office of the Provost and Vice President for Academic Affairs no later than July 31st.

ASSESSMENT AND IMPROVEMENT PLAN (AIP):

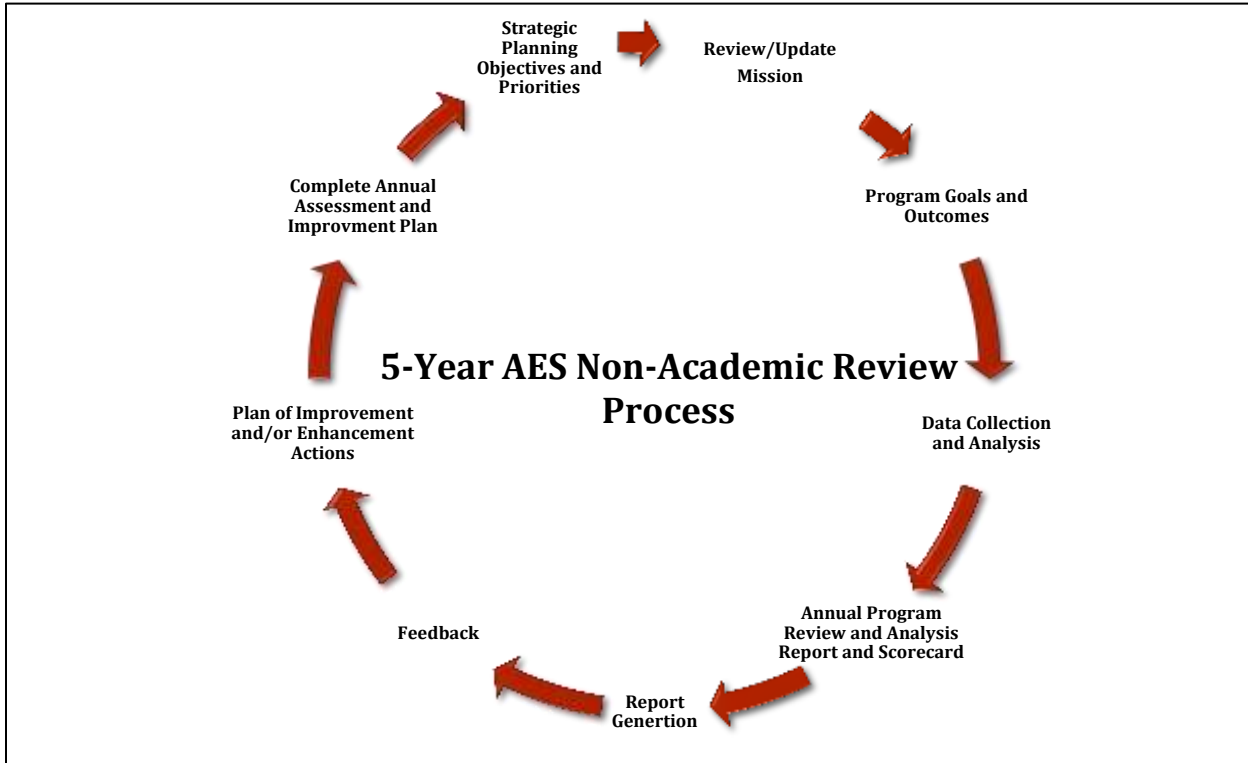
The Annual Assessment and Improvement Plan (AIP) will be developed by the unit head or designated coordinator for AES unit. It should identify plans to address those findings in the Non-APR report and recommendations in the report of the Internal Review Team. This plan should be submitted to the Provost and Vice President for Academic Affairs by June 30 following the self-study year.

DOCUMENTATION OF INSTITUTIONAL ASSESSMENT PROCESS

An electronic copy of the Non-APR report of the Review Team, and Assessment and Improvement Plan should be provided to the Office of Planning, Assessment and Institutional Research (OPAR) and the Provost and Vice President for Academic Affairs by June 30th.

THE AES NON-ACADEMIC PROGRAM REVIEW REPORT

The assessment of any AES unit must flow from its mission, major goals, objectives, and student learning outcomes as well as benchmarking of best practices at peer and aspirant institutions. Therefore, the process should identify peer and aspirant institutions, expected outcome measures, the collection and analysis of valid, relevant, and timely data, and a set of actions to improve the quality and competitiveness of the degree program based on the assessment results. Such assessment requires feedback to the respective department and school and to the university. The Non-APR process flow is shown below.



Non-APRs are conducted against sets of *standards*, including regional SACSCOC accreditation standards and in some cases, professional accreditation standards as they affect the evaluation of degree program and educational support services quality and benchmarks of best practices at peer and aspirant institutions. The unit head/dean or unit director/coordinator in coordination with OPAR should identify at least two peer and two aspirant institutions with a similar degree program as the one scheduled for self-study. OPAR will assist the unit head/dean or unit director/coordinator in identifying appropriate data points to be used in benchmarking. Standards and benchmarks frame the essential processes used by educational institutions in determining the quality of administrative and educational support units and should form the basis for the Non-APR report. The standards and benchmarks should be applied to the following:

- The Non-APR Report should be concise, focus on the key issues and include an overall review of the administrative and educational support units reviewed.
- The Non-APR Report is a written evaluation addressing recommendations of priorities for the AES unit’s continued improvement.

The completed report should be presented to the Provost and Vice President for Academic Affairs

CONTINUOUS ENHANCEMENT AND IMPROVEMENT

The results of the review process are used for improvement of the unit under review. When the review is completed, the responsible senior administrator will: (1) discuss the review findings and recommendations with the unit’s head administrator; (2) in collaboration with the unit’s head administrator, identify strategies to ensure improvements based on the recommendations; and (3) in collaboration with his or her administrator, approve the unit’s moving forward with the

department's improvement plan. The outcome of the review process should be a well-designed and agreed upon Plan of Action formulated by the unit for continuous improvement. As the Non-APR Report is prepared, areas of concerns and issues developed from the review process should be addressed.

AES NON-ACADEMIC PROGRAM REVIEW STANDARDS

Standards 1 – 9: AES Unit Mission, Goals and Objectives/Learning Outcomes –

The AES unit should have a mission that is current and comprehensive. It must provide an educational philosophy that links the unit to the University's mission. The unit mission should clearly distinguish it from all other units as a unique entity. It defines and justifies the unit's purpose and function, identifies stakeholders, and gives meaning to all aspects of the unit. Unit goals are intended general objectives of the unit.

1. Unit's mission (purpose) and goals statement.
2. Functions performed and type of services provided, including examples.
3. Organizational structure of the unit within the context of the University.
4. Resources available, including staff, space, equipment and funding and a statement regarding the effective use and adequacy of resources.
5. Results of student/customer/client surveys used to evaluate services, or data collected from affected constituents to provide feedback on performance, applicable, over several planning, assessment and evaluation cycles.
6. Statement on status against findings and recommendations of prior internal or external reviews or evaluations
7. Statement on status of compliance with applicable governing regulations, professional standards, and internal policies and procedures.
8. Analysis of the unit's strengths and weaknesses.
9. Recommendations for improvement based on findings of the Self-Study Report.