Department Review Manual

2021

Enhancing Performance Excellence

Student Affairs
Student Life Analytics

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Student Affairs Office of Student Life Analytics
Department Review Guidelines

Introduction

Texas Christian University's goal to become a world class, values-centered university requires all curricular and co-curricular Departments to be of high quality. This commitment to excellence is emphasized in the Division of Student Affairs' Values Statement (2006). Incorporated in the Division's overarching goals are a number of continuous quality enhancement strategies including the use of a systematic Department review process designed to assess the overall organizational effectiveness of each Student Affairs Department or department.

The original Department review process, developed by the Student Affairs Office of Student Life Analytics (formerly Student Life Analytics) in 2001, was primarily based on the 2001 Comprehensive Department Review guidelines published by the Division of Student Affairs at Southwest Texas State University (currently, Texas State University). However, various established Department review models helped shape the current TCU process. These models included the Texas A&M University Student Affairs' Department review procedures, the Ohio State University Department Review Guidelines, the Baldrige Education Criteria for Performance Excellence, and the Council on the Advancement of Standards (CAS) review criteria. The development of the original Department review process coincided with university re-accreditation by the Southern Association of Colleges and Schools (SACS).

To ensure that the review timeline, procedures, and evaluative criteria used in the current Department review continue to be relevant to the Division's dynamic portfolio of responsibilities and functions and stand as benchmarks of professional excellence, members of the Student Affairs Assessment Council review these guidelines every two years. The current Department review process and guidelines were compared to current key University documents and national benchmarks (Student Affairs Mission Statement, TCU Vision In Action Strategic Plan, TCU Mission Statement, The Diversity Plan, The TCU Promise, SACS review criteria, and current CAS review criteria) in an effort to satisfy this imperative. The current edition of this manual was reviewed in the Fall semester 2021.

The Assessment Council, in its development and review of these guidelines, acknowledges that no one process or single set of performance criteria can apply to the broad range of Departments, units, services, and activities comprising the Division of Student Affairs. 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 the Division.

The Assessment Council presented its recommendations to the Director of Student Affairs Student Life Analytics in the Fall semester of 2021 for consideration and approval.

Purpose

Conducting a Department review is admittedly time consuming for departments and Departments 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 benefits the review process is expected to have on the Division's planning, decision-making, overall performance, and stature within the University.

Department review provides an opportunity for the Program and/or Department under review to: 1) examine current services, directions, and organizational efficiency and resource capabilities; 2) validate strengths; 3) identify opportunities for improvement; and 4) achieve high-level performance results. The review also serves as an important mechanism for communication both within the department and between the department and other stakeholding entities.

The objectives of the Department review process are to:

- Assess how well a Program/Department performs in relation to its objectives, the Division of Student Affairs' goals, Institutional Priorities, and VIA Strategic Initiatives;
- Encourage strategic thinking about a Program/Department's plans for the future;
- Define ways, primarily within existing resources, that a Program/Department can continue to enhance the quality of its staffing patterns, services, activities, and operations;
- Provide evidence of the excellence and effectiveness of a Program/Department's 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 Program/Department has successfully addressed student learning and development outcomes and/or business and service outcomes; and
- Identify obstacles that inhibit a Program/Department from achieving its desired goals and identify ways in which these obstacles might be managed.

Principles

Fundamental to the success of the Department review is the use of a core set of principles that serve as important criterion for our work. These principles are listed as follows:

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

Principle #2: What can be gained from the *process* of evaluating Departments and services is as important for attaining Department quality and effectiveness as is the report or conclusions derived from the reviews.

Principle #3: All Programs/Departments contribute to the work of the Division and therefore will be a part of the Department review process.

Principle #4: It is important to establish a safe climate for inquiry as we conduct our Department reviews. Participants need to experience a sense of trust and confidentiality in the evaluation 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 Program/Department strengths.

Principle #6: Department reviews are independent of any other type of review but should be scheduled to complement and support other Program/Department-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 Program/Department-specific it is important that the initiative be financially supported and administered centrally through the Student Affairs Office of Student Life Analytics and the Vice-Chancellor for Student Affairs Office. This central office commitment to evaluating Departments and services sends a strong message about the importance the Division places on Department review as a continuous improvement strategy. Central office coordination of Department reviews also ensures consistency in the evaluation process and monitoring of results.

Oversight and Coordination

The Student Affairs Office of Student Life Analytics, within the Division of Student Affairs, oversees the Department review process. Costs and funding associated with conducting Department reviews resides in the Student Affairs Office of Student Life Analytics. The amount of funding allotted for each review is dependent upon the size and complexity of the Program/Department being reviewed. Responsibilities for carrying out Department reviews will be shared between the Student Affairs Office of Student Life Analytics and the Program/Department under review.

The Department review administration responsibilities handled by the Student Affairs Office of Student Life Analytics include:

- Serving as Student Affairs liaison with Institutional Research Office & the Office of Institutional Effectiveness in conducting Student Affairs Program/Department reviews and other University Assessment-related activities and/or committees;
- Establishing and maintaining the overall Student Affairs Department Review Cycle and coordinating this schedule with the University Department Review Cycle;
- Coordinating the notification of Programs/Departments scheduled for review;
- Planning and conducting Department review orientation meetings with requisite stakeholders;
- Arranging meetings/meeting room space for all Department review sessions;
- Participating in Program/Department review meetings as needed;
- Developing and overseeing Department review budgets;
- Forming internal review team (IRT) in consultation with the Program/Department under review. The Director of the Student Affairs Office of Student Life Analytics has final approval of IRT composition;
- Reviewing Program/Department self-studies for completeness of information;
- Ongoing consultation with members of the IRT and the Program/Department under review to ensure that the process stays on schedule, that issues/questions arising during Department reviews are addressed, and that all steps in the Department review process take place;
- Coordinating discussion meetings, and compilation and distribution of the Response/Action Plans resulting from Department review reports;
- Evaluating the Department review process itself and implementing recommendations for improvements/changes to the process as deemed necessary.

The Department review coordinator will also serve in a *support* role for the Department review responsibilities assigned to the Program/Departments under review. These responsibilities include:

- Appointing a Program/Department staff member to serve as the primary contact person for review related activities;
- Contributing to the formation of the IRT;
- Conducting the self-study and compiling information for use by the IRT;
- Assisting with the gathering of additional data requested by the IRT;
- Meeting and meeting room coordination for all Department review related sessions;
- Providing electronic/hard copies of the various Program/Department review reports and action plans for distribution to stakeholders and University administrators;
- Drafting the Department review report in consultation with members of the IRT and the Director of the Student Affairs Office of Student Life Analytics;
- Compiling the Department review report and the Response/Action Plan for electronic storage and retrieval during future accreditation processes.

Review Cycle

The Division of Student Affairs Program/Department reviews will occur on a ten-year cycle. The Vice-Chancellor of Student Affairs, in consultation with the Director of Student Affairs Student Life Analytics and members of the Assessment Council 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 Department 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.

The ten-year cycle is flexible and may be revised by the Vice-Chancellor, in consultation with the Director of Student Affairs Office of Student Life Analytics. A Program/Department can request a Department review at any time. When circumstances warrant, a Department review may be extended or postponed. In situations where Department review indicates very serious problems in the Program/Department, the Program/Department will be added back into the schedule for re-evaluation on an accelerated basis to ensure that identified problems have been addressed.

Review Process and Timeline

The Student Affairs Department review process consists of the seven steps outlined below. These steps are: (1) kick-off meeting & stakeholder orientation, (2) IRT strategy meeting, (3) self-study review, (4) Program/Department review, (5) writing of the final Department review report, (6) development and writing of the response/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 Program/Department under review, they should be followed as closely as possible.

The normal timeline required for a Department review covers approximately 12 months. Actual time for each step may vary according to the Program/Department and the unique needs of each review. The 12 month schedule, however, creates a timeline that serves to structure and standardize the review process.

The review timeline is as follows:

Wk 1:	Kick-off meeting with stakeholders
Wk 2-3:	IRT meets to develop strategy
Wk 4-6:	IRT reviews last self-study
Wk 7-20:	IRT meets with Department staff
	IRT conducts Department review
Wk 21-30:	IRT writes report
Wk 31:	IRT submits report to Student Life Analytics
Wk 32-40:	Student Life Analytics edits report for continuity and clarity
Wk 41:	Student Life Analytics submits report to Department staff and supervisor

Wk 42-46: Department staff and supervisor meet to discuss report and response/action plan

Wk 47-52: Department staff write response/action plan and submit to Student Life Analytics
(Due one month from date received)
Report and response are kept on file for accreditation review

Kick-off meeting with stakeholders

The IRT meets with Program/Department staff to discuss the review process, answer questions and provide clarification about the process, and to emphasize the importance of all members of the Program/Department being active participants in the review. A copy of the *Department Review Manual* and other specific information regarding the review is distributed at this orientation meeting.

IRT meets to develop strategy

Using the Department Review Performance Criteria (see Appendix A), the IRT, the Program/Department coordinator/director, the Director of Student Affairs Student Life Analytics, and the Department review coordinator meet to finalize the list of issues, topics, and performance criteria that will be used in the Department review. The IRT develops a strategy to review the Program/Department, assigns tasks, delineates scope and limitations, identifies target populations, and develops a specific timeline for the process.

IRT reviews last self-study

The previous self-study/Department review report is reviewed in an effort to familiarize the IRT with the department and its history. The previous self-study/Department review report provides the baseline for the current departmental review. Previous self-study reports are located in the Assessment Council internal sharepoint site.

IRT meets with Department staff

IRT conducts Department review

The Department review procedure and itinerary should be flexible and may be influenced by the results of the self-study. Generally, the IRT will conduct its review based on the performance criteria outlined in Appendix A in combination with the previous self-study/Department review report. The IRT may wish to administer surveys, conduct interviews or focus groups with students, faculty, administrators and other stakeholders who have contact with the department under review. Additional data may be gathered as deemed necessary. A listing of suggested supporting documentation which may be suitable for review is included in Appendix B.

IRT writes report

The IRT will draft a preliminary report of their findings and recommendations with emphasis being given to strengths and weaknesses of the department, how the department can continue to improve the quality of its Departments and services and efficiencies of its operational practices, and where appropriate contribute more fully to Divisional/University priorities.

In general the purpose of the Department Review Report should be to: 1) address how well the unit performs in relation to its objectives, institutional priorities, and Student Affairs goals and strategic initiatives; 2) define ways, primarily within existing resources, that the unit can continue to improve in the quality of its Departments, services, activities, and operations, and 3) provide evidence of the excellence and effectiveness of departmental Departments, activities, services, and operations.

The length of the narrative portion of the report should not exceed 20 pages (exclusive of appendices and vitae/resumes). The complete report (including appendices) should be submitted to the Student Affairs Office of Student Life Analytics. 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. Appendix C outlines the key elements that should be included in the final draft of the Department Review Report.

IRT submits report to Student Life Analytics

Student Life Analytics edits report for continuity and clarity

Student Life Analytics is responsible for final edits of the final draft of the IRT Department Review Report. Student Life Analytics reviews the report for continuity, clarity, and overall quality.

Student Life Analytics submits report to Department staff and supervisor

The Department Review Report is then forwarded to the Department director, Unit head, and Vice-Chancellor for Student affairs. Following the receipt of the report a meeting is scheduled with the Coordinator of the IRT, Student Life Analytics Director, Unit Head, Vice-Chancellor, and members of the department to discuss the findings and recommendations presented in the final review report. Electronic submission of the Department Review Report is preferred; however, if there are documents for which an electronic copy is unavailable, an unbound, print copy should be submitted.

Department staff and supervisor meet to discuss report and response/action plan

Department staff write response/action plan and submit to Student Life Analytics

(Due one month from date received)

Following consultation with the IRT, the department will develop a plan of action that addresses the recommendations outlined in the Department Review Report. The Action Plan should specify proposed actions, implementation strategies, and who is responsible for carrying out each action. If there are review recommendations that the department is not in agreement with, the action plan should acknowledge these differences in thinking and where appropriate, present alternative recommendations.

Report and response are kept on file for accreditation review

The completed Department Review Report and Action Plan is submitted to the Vice Chancellor for Student Affairs for review and approval. The completed Department Review Report and Action Plan is kept on file in the Student Affairs Office of Student Life Analytics and on the Assessment Council internal sharepoint site.

APPENDIX A:
Department Review Performance Criteria

The Division of Student Affairs 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 department's role and the contributions they make to the Division and the University's success. However, regardless of the nature of a department'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 performance relative to standards of practice.

Category 1. Mission and Strategic Position

1. What is the purpose of the Program/Department and how does it fit into the bigger picture of Student Affairs? How does the department uniquely contribute to and advance the University's goals and objectives (Vision In Action, Mission Statement, Strategic Initiatives), and more specifically Student Affairs overarching goals and values (Student Affairs Values statement)?
2. How is the mission appropriate for the TCU students or the target population and other constituents? What are the stated learning or developmental outcomes for students?
3. What are the primary strengths of the department, and how have these changed over time? Identify the principal factors that determine the department's success. What innovative Departments/services/practices have the department instituted that puts it out front in the "best practices" category? How, using existing resources, can the department maintain and build on these strengths?
4. What aspects of the department 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 the department use to prepare for the future? Who are the key participants in these planning activities? What are the short- and long- term planning time horizons?
2. How does the department collect and analyze relevant data and use this information in its planning and decision-making?
3. What are the department's key strategic goals and timetable for accomplishing them? How do these planned objectives address identified challenges?
4. How does the department develop and carry out action plans to achieve key strategic objectives? How does the department make decisions about the allocation/ reallocation of resources to make certain that action plans are accomplished?

Category 3. Leadership

1. What leadership practices are used to establish and promote departmental values, short- and long-term directions, and performance expectations? How are employees helped to understand how their work contributes to the success of the Division?
2. How does departmental 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 stakeholders?
3. How does departmental leadership encourage organizational and staff learning?
4. How does departmental leadership address individual, organizational, and environmental conditions that inhibit goal achievement?

Category 4. Programs and Services

1. What are the department's key Department/service performance goals or targets?
2. How do Departments and services interface with and support related activities/functions in other departments/units?
3. How does the department determine Department/service requirements, expectations, and preferences of primary/secondary user groups and other stakeholders? How effective is the department in using this information for purposes of planning, improving, and developing new Departments and services?
4. How does the department establish and maintain communication with students and other stakeholders? What key methods are used to assist students and/or other stakeholders in getting information about the department's Department and service offerings? Where appropriate, how does the department help students and/or other stakeholders connect who have similar interests?
5. What procedures/communication mechanisms do students/other stakeholders 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 Department/service functions being planned by the department based upon participants' current or anticipated needs? What is the rationale for initiating these Departments/services? How will these new Department/service functions change current departmental operations? How will these new initiatives be funded/ operationally supported?
7. Do any Departments/service functions exist that should be deleted from the department'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 Departments/service functions with other departments of the University? If so, why do these similar Departments/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, Equity, and Inclusion

1. How does your unit advance the University's/Student Affairs diversity agenda specific to:
   - Department/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 the department contribute to the Division's values statement regarding diversity?
3. In the recruitment, hiring, and retention of employees, how does the department 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 does the department obtain and use comparative/benchmark data to stay current with peers and/or aspirant institutions delivering similar Departments/services? What does this information tell about the department's performance relative to peer and /or aspirant institutions?
2. How does the department determine students' and/or other participants'' satisfaction and dissatisfaction with the department's performance? How does the department use this

information for improvement?

3. What student learning and development outcomes are associated with the department's Department/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 Department/service improvements?
4. What specific business and/or service outcomes are associated with the department'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 the department's operations? How has the assessment of these outcomes contributed to Department/service improvements?
5. What measures and methods does the department use to assess whether its diversity goals are being achieved?
6. How does the department monitor compliance with the laws/other regulatory requirements that apply to the department's Department and service responsibilities?
7. What formal and informal assessment methods and measures does the department use to determine staff well-being, satisfaction, and motivation? How does the department use assessment findings to improve the work environment?
8. How does the department 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 the department 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 the department's ability to be a high performing unit? If the department is understaffed, what strategies does the department use to deal with these shortages and continue to meet service demands?
3. What strategies does the department 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 departmental staff being trained and developed to keep current with changes in service delivery, technology, and participant expectations?
5. How does the department reinforce high-performance and a student and/or other stakeholder focus?
6. How does the department manage appropriate career progression for staff throughout the department?

Category 8. Financial Resources

1. What is the funding model for the department? How has departmental funding structure/level changed over the past 5 years? What factors have influenced these changes? Does the department anticipate adjustments in this funding model based on the identified challenges? If so, how will the department's funding strategy change? What are the anticipated effects of this new funding plan on service delivery?
2. How are budget allocation/reallocation decisions made? What factors influence priority use of these resources?
3. How does the department determine value and value added in Departments, 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 department;
- The department's financial contribution (income generating potential) to the University and its own operating costs; and
- Cost comparisons (based on comparable performance standards) with other departments providing similar services at peer and /or aspirant institutions?

Category 9. Facilities, Technology, and Equipment

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

Category 10. Outreach and Engagement

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

Category 11. Legal and Ethical Responsibility

1. How does the department ensure non-discriminatory, fair, and equitable treatment of staff and constituents the department serves?
2. What is the department's policy/strategy for managing student/other participant and staff member confidentiality issues? How are students/other participant 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 Departments, services, and operations?
5. What Department and service changes have occurred as a result of new laws/legal mandates? What cost/staffing/technology/facility implications have they imposed? How have these changes affected how the department operates?

APPENDIX B:
Suggested Supporting Documentation

Mission, Vision, and Values statement

Goals

Department rationale/philosophy/ theoretical foundation

Strategic Plan

Manuals

Policies

Evaluation tools and results

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

Participant rosters

Organizational chart

Previous annual reports

Previous annual budgets

Cost/Revenue data

Professional staff resumes

Benchmark data

Summary of staff contributions to the University's strategic initiatives (*VIA*)

Appendix C:
Departmental Profile

1. Explain your department's strategic plan: mission, vision, core values, key goals, objectives, and key functions as appropriate.
    1.1. Identify the key student learning and Department outcomes around which all other elf-study categories will work to achieve.
    1.2. Describe your department's Strengths, Opportunities, Aspirations, and Results (SOAR).
2. Identify the primary and secondary student users, student groups or other stakeholders that your department serves and attracts.
3. Highlight your department's core functions, services and activities and the methods/strategies used to deliver them to students and stakeholders.
4. Explain your department's organizational structure. (Use of an organizational chart is appropriate here, which may be the first appendix in the final self-study report.) Identify your department's senior leadership team and why they are identified as the senior leadership team.
5. Describe your department's staff demographics and contributions using the forms provided in Appendix A of this document. The Staff Profile Form is consistent with SACSCOC reaffirmation and only includes professional staff. The other forms can include graduate and associate staff.
    5.1. Describe any significant staffing changes over the past five years and any future anticipated changes.
6. Provide a financial overview of your department. (Include an overview table of revenue and expenditures.) Include a pie chart that illustrates the sources of funding (University Advancement Fee, E&G, rental, endowments, etc.) and a second pie chart that illustrates expenditures (salaries, technology, equipment, travel, etc.)
    6.1. Describe resource changes over the past five years and future anticipated changes.
7. Describe the major facilities, equipment, and technologies that support your department's operations.
8. Describe the key collaborative relationships (with and beyond Student Affairs) that your department is involved in and how they strengthen your department.
9. Describe your department's contributions to the advancement of University and Division goals and outcomes. (VIA, Student Life Analytics Plan, Diversity Plan, etc.)
10. Explain the challenges your department faces and how they may be affecting the department's performance. These could include areas such as key Department/service, learning and Department outcomes; operations; resources; and campus environment.
11. Describe the overall approach your department uses to maintain a focus on departmental improvement.
12. Describe what being a "preeminent" department among your peers would look like and efforts you have taken to get there.
13. Provide a summary of major findings, recommendations, and subsequent actions taken from your last Department review and any self-assessments against national standards such as the Council for the Advancement of Standards in Higher Education (CAS), if applicable.
    13.1. What were the primary strengths and weaknesses of the department as identified in each review?
    13.2. Describe any major changes, if any, which have been implemented that were NOT specific recommendations from a review.

APPENDIX D:
Final Report Outline

The Department review report should contain the following sections: Department Profile, Department Performance Evaluation, Major Findings and Recommendations, and Appendices. The report should be concise, but thorough in the analysis. The appendices can provide supporting material and context to keep the actual report manageable.

Section 1: Departmental Profile (5 pages or less)

The Departmental Profile sets the context for the way the department operates. The environment, key working relationships, strategic challenges and previous recommendations and follow through from the last Department Review serve as an overarching guide for the departmental performance management system.

The Departmental Profile is critically important because:

- It helps everyone understand what is most relevant and important to the department and its performance both now and since the last Department Review;
- It helps identify potential gaps in key information, key outcomes and results; and
- It also may be used by itself for an initial self-assessment prior to initiating a full Department review. Topics for which conflicting, little, or no information is available, can be used for action planning.

The Departmental Profile should be completed by the IRT and reviewed by the Office of Student Life Analytics before the departmental workshops that begin the self-study process. All departmental staff should have the opportunity to read the profile before the departmental workshops occur (usually by posting it in a shared drive). Because the self-study will be read by people without previous knowledge of the department or functional area, it is helpful to avoid jargon/acronyms or at least include a glossary of terms.

Section 2: Departmental Performance Evaluation (20 pages or less)

In keeping with the Department Review Performance Criteria (Appendix A), this section should reflect the structure of the criteria used to evaluate the Program/Department.

Category 1: Mission and Strategic Position
Category 2: Strategic Planning
Category 3: Leadership
Category 4: Programs and Services
Category 5: Diversity, Equity, and Inclusion
Category 6: Measurement, Analysis, and Information Management
Category 7: Human Resources
Category 8: Financial Resources
Category 9: Facilities, Technology, and Equipment
Category 10: Outreach and Engagement
Category 11: Legal and Ethical Responsiility

The report will provide answers to the questions and then articulate 3-4 strengths, opportunities for improvement, and actions for improvement. As much as possible, each category should be self-contained. When responses in one category can mutually reinforce those in another, it is appropriate to refer to other responses rather than repeat the information.

Make the best use of pages by using tables, graphs, flowcharts, and bullets to present information concisely while still maintaining reader friendliness. All graphs, tables and charts should be labeled for easy interpretation.

For each area, each staff member will respond individually to rating scale and open-ended questions (usually through a web-based survey; consult Student Life Studies for assistance), including the rationale and evidence for the rating. The self-study team will then review the findings, resolve the rating discrepancies, and identify strengths, areas for improvement, and action plans.

Section 3: Major Findings and Recommendations (5 pages or less)

Discuss major findings and recommendations, describe what has been learned through the process, and identify overarching themes and preliminary suggestions for action plans. This may be a good place to summarize your Strengths, Opportunities, Aspirations, and Results (SOAR) after completing the elf-study process. This section should be sent to Student Life Studies for review before the final document is submitted.

Section 4: Appendices

A. Organizational Charts (University, Division, and Department)
B. Staff Profile (See Appendix A)
C. Other Pertinent Information (Division strategic plan, Department assessment plan, Department strategic plan, Department business continuity plan, University Diversity Plan, etc.)

The self-study report should be shared with all staff in the department and should represent consensus, or it should state the nature of differences in viewpoints before it is submitted as a final report.

The final report should be sent electronically to the Office of Student Life Analytics.

An in-depth explanation of each section may be found on the following pages.