

# **Non-Academic Departmental Review**

## **Institutional Effectiveness Manual**

**Fall 2021**



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# 1. Purpose of this Manual

This manual provides procedures, definitions, guidelines and timelines to assist non-academic programs and their component departments with plans and actions that document effectiveness and alignment with institutional priorities.

# 2. Purpose of Non-Academic Departmental Review

The Garden City Community College Non-Academic Departmental Review is a comprehensive, systematic method of self-evaluation and a review of progress toward achievement of departmental purposes and goals. This review process has been developed to complement on-going institutional effectiveness. This process is the means by which all departments periodically review themselves according to a set of established criteria. The end product will assist the College's decision makers with the strategic analysis of the College and all College operations.

The Non-Academic Departmental Review process is intended to:

1. Identify roles and functions of the department and its sub-units and their impact on the institution by:
  - a) Enhancing knowledge of department functions and activities
  - b) Validating strengths of department functions
  - c) Ascertaining opportunities for improvement
  - d) Determining future directions and needs
  - e) Defining goals and identifying obstacles that may inhibit the division/department from achieving them
  - f) Documenting evidence of excellence
  
2. Assess department strengths and opportunities for improvement by:
  - a) Facilitating and encouraging feedback from all stakeholders
  - b) Holding department administrators accountable for achievement
  - c) Ascertaining whether resources are adequately and properly utilized
  - d) Determining whether a department is supporting the College's mission
  - e) Generating information and statistics that serve other institutional purposes
  - f) Serving as a checkpoint between the College and the Higher Learning Commission or other accreditation agencies, between reaccreditation visits
  
3. Apply assessment results by:
  - a) Linking stakeholders to improvement opportunities
  - b) Providing a mechanism for improvement of department services and ensuring improvement of same
  - c) Fostering a collaborative workplace
  - d) Accelerating progress toward institutional goals by supporting institutional effectiveness
  - e) Developing ways in which department obstacles can be overcome

### 3. Institutional Effectiveness and Continuous Improvement

Institutional Effectiveness at Garden City Community College is an ongoing systematic set of documented institutional processes and practices utilized for strategic planning, evaluation, and assessment of outcomes at the institution, department and division levels. Institutional effectiveness uses performance indicators to provide substantive information for both strategic and operational decision making. It also includes all non-instructional (non-academic) components of the institution that either directly or indirectly contribute to student success in college. In doing so, it recognizes that a well-rounded college experience extends to co-curricular and residential life experiences. These experiences influence and shape students’ maturation and personal development. The Higher Learning Commission’s Criterion 4 requires institutions to demonstrate responsibility for the quality of educational programs, learning environments and support services and to evaluate their effectiveness through processes designed to promote continuous improvement.

The basis for continuous improvement for Garden City’s non-academic departments is the review and assessment of business processes related to efficiencies. This review and assessment is used along with Academic Program Review to inform decision makers in the resource allocation process, improving programs and services, increasing student success, and improving institutional quality. Beyond demonstrating commitment to institutional effectiveness and continuous improvement, the Non-Academic Departmental Review process is intended to create greater awareness and understanding of the interdependencies that exist among all of Garden City’s programs and departments. Collaboration and trust are best achieved through overt and transparent processes.

### 4. Definition of Non-Academic Department

For the purpose of the Non-Academic Departmental Review process a Non-Academic Department is defined as a set of services, functions or activities that supports or enhances the college. Non-Academic Departments are comprised of functional areas that do not produce credit hours.

The list of Non-Academic Departments is shown in Appendix A of this manual.

### 5. Timeline

Each non-academic department will perform a Department Review every five years. The Reviews will be staggered so that approximately one-fifth are performed each year.

The annual review schedule below serves as a guide for dates and steps of the review process. Dates are set as a reference point during the academic year. College Council chair may modify this timeline in certain circumstances.

Time Frame	Process
September	<ul style="list-style-type: none"> <li>• Kick-Off Meeting</li> <li>• Faculty/Division Chair meeting with Institutional Research and Data Support to discuss data parameters</li> </ul>
October, November, December	<ul style="list-style-type: none"> <li>• Faculty/Division Chair complete Program Review document, with facilitation from Dean and Institutional Research and Data Support</li> </ul>

January	<ul style="list-style-type: none"> <li>• First draft of review due for peer review. (One College Council member selected to review document and suggest feedback)</li> </ul>
February	<ul style="list-style-type: none"> <li>• Revisions of Program Review</li> </ul>
March	<ul style="list-style-type: none"> <li>• Discussion of Program Review at PDRC/College Council meeting</li> <li>• Council submits review to President’s Cabinet with recommendation for approval.</li> </ul>
April-October	<ul style="list-style-type: none"> <li>• Department representative and/or Division chair present findings (strengths, what was learned, potential initiatives moving forward) to the Board of Trustees at a regular meeting.</li> </ul>

## 6. Non-Academic Departmental Self-Assessment Process

Each non-academic department shall:

1. Document its **mission** to ensure alignment with the institutional mission and other strategic priorities.
2. **Gather feedback** regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate methods. This feedback shall be considered when selecting performance measures and when developing the Continuous Improvement Plan.
3. Provide a **narrative description** of the department that identifies the following items as applicable and how the department supports the institutional mission and other strategic priorities:
  - a) Key functions, processes and services provided – including production level data such as students/customers served, transactions processed, etc.
  - b) Compliance duties or responsibilities
  - c) Enhancements to the institution
  - d) Existing continuous improvement activities
  - e) Staffing information for the last five years
  - f) Other relevant information needed for a complete understanding of the department
4. Document its intended **outcomes** to ensure alignment with institutional essential skills and other strategic priorities.
5. Provide a set of **assessment measures**. For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use as a basis for assessing efficiency and improving processes.
6. Describe the **target level of achievement** for each measure. Levels of achievement shall be:
  - a) Specific and measurable.
  - b) Stated in numerical terms.

- c) Stated in realistic terms.
- d) Directly related to the outcome.
- e) Inclusive of all aspects of the outcome.
- f) Manageable and practical.

**Use the SMART Goals planning process:**

S-Specific  
 M-Measurable  
 A-Attainable  
 R-Realistic  
 T-Time-based

7. **Collect appropriate data.** Determine how and by whom the results will be collected, tabulated, analyzed and disseminated. **Determine if external or internal benchmarks are available for comparison. (Can use NCCBP, Noel-Levitz, CCSSE or other benchmark options if available)**
8. **Analyze the data** by comparing the actual result to the targeted levels of achievement and document what was learned.
9. Use the results of the analysis to develop and implement a **Continuous Improvement Plan** for the department. Each department Continuous Improvement Plan shall focus on improving efficiencies and include targeted outcomes and a description of the efforts and resources needed to achieve those outcomes.
10. **Document evidence of improvement** that results from the Continuous Improvement Plan.

## 7. Review and Approval Process for Non-Academic Departmental Reviews

Upon completion of the Non-Academic Department Review, the appropriate administrator (Dean, Executive Director, Director, Vice President, etc.) should provide feedback to ensure the data is linked to continuous improvement strategies.

A more formal review will then take place with at least one member of College Council providing a reading and feedback. This feedback may or may not result in requested changes to the Department Review.

After this feedback process, the Department Review will be placed on the agenda for a College Council meeting. College Council will vote to approve and send to President's Cabinet or will vote to not approve and send back for additional changes.

After receiving the recommendation from PDRD/College Council, President's Cabinet will then approve or disapprove the Department Review.

The appropriate department representative will then provide a short, **5-minute** presentation to the Board of Trustees at a regular meeting. This presentation should provide **strengths of the program, what was learned in the Program Review process, and potential initiatives moving forward**. The Board of Trustees will not have the full review (which will be posted to the public-facing college web site at the end of the process), so it is *essential* that presentations condense information effectively and present only a few key initiatives and supporting information.

Department representatives will translate the Department Review plan into initiatives

- Initiatives which do not have a budgetary impact can be inserted directly into the Strategic Plan initiative form on the college web site: [https://gcccks.formstack.com/forms/strategic\\_plan](https://gcccks.formstack.com/forms/strategic_plan)
- Initiatives which *would* have a budgetary impact should be routed through the college's annual budget planning process, which typically begins with department-level requests in March.

## 8. Posting of Department Review

In order to provide transparency, after the Non-Academic Departmental Review Report and Continuous Improvement Plan are approved by President's Cabinet, those documents will be archived on the college's web site:

[https://www.gcccks.edu/about\\_gccc/accreditation/assessment.aspx](https://www.gcccks.edu/about_gccc/accreditation/assessment.aspx)

## Appendix A: Assessment Measures for Non-Academic Departments

Once an outcome has been identified and the method for assessment has been chosen, performance measures will need to be determined. These measures identify how well a program or department is expected to perform on the assessment, or to what extent the objective has been met based on the actual outcome. These measures should be quantitative so that it is clear the objective was or was not met.

### **Examples of Measures**

- a) Increase participation in (name event here) by 10% for AY XXXX.
- b) Launch new website by MM/YYYY.
- c) Student feedback on the CCSSE survey will indicate a 5-point increase in overall satisfaction with student services.

The expected target or performance threshold for each assessment measure should be determined before data on that measure is collected. Note that the examples show a set target for a set timeframe. Be specific, but reasonable (10% increase, 5-point increase). Do not be vague such as "...increase participation over the next year". You want to establish an attainable target but not one so low that success is ensured. Not reaching a target doesn't negate improvement, but does give you a threshold to aspire to.

### **Methods for Assessing:**

Some examples of methods that can be used to assess non-academic programs:

Satisfaction Surveys	Tracking complaints and their resolution
Retention and Graduation Rates	CCSSE results/Other survey results
Recruiting results	Use of program or service
Benchmark comparisons	Focus groups
Setting timelines or budgets	Participation data
Tracking use of a service	Behavioural observation data
Tracking participation rates	Activity volume
Quality measures (i.e. average errors etc.)	Efficiency level (i.e. response time)

### **Example of Assessment Results**

**Results:** New website launched in January XXX. Unique visitors increased by XX% from January-December WWW compared to January-December XXXX. Page visits increased by XX% for that same time period.

**Use of results:** (1) continue marketing website. (2) Monitor for updates. (3) Push for online scheduling and applications.

**Results:** Non-traditional male enrollment increased by 2% for Fall 2016, exceeding the established target of 1.5%.

**Use of results:** Target increase for the next year will be 2%. Continue recruiting efforts.



## Appendix C

## Appendix B

**Non-Academic Department – Maturity Rating Rubric**

	Mission Statement	Outcomes	Assessment Measures	Levels of Achievement	Implementation Strategies	Results	Use of Results
Developing Score 1	Mission statement identifies who the department serves.	Outcomes are stated for some functions and are/or difficult to measure.	Contains one assessment measure that is directly related to the outcome.	Measurable levels of achievement have been specified for some assessment measures.	Strategies have been identified for some outcomes.	Results are shown for some outcomes.	The department decides what changes will be made.
Competent Score 2	Mission statement identifies who the department serves and its primary function(s).	Measurable outcomes are stated for the majority of the functions of the department and support the college's mission.	Contains at least two assessment measures that address all aspects of the outcome and provide measurable results.	Measurable levels of achievement have been specified for the majority of all assessment measures.	Strategies have been identified for the majority of the outcomes as well as responsible parties.	Results are shown for the majority of the outcomes, aggregated and communicated to the department.	The department develops an action plan with general changes that includes a timeline and responsible parties.
Exemplary Score 3	Mission statement identifies who the department serves, its primary function(s), and supports the college's mission.	Measurable outcomes are stated for all functions of the department and support the college mission.	Contains at least two assessment measures that address all aspects of the outcome and provide measurable results and adequate data for analysis.	Measurable levels of achievement have been specified for all assessment measures and represent success at achieving the outcome.	Strategies have been identified for all outcomes as well as timelines for collection, analyzing, reporting and use of results with the responsible parties.	Results are shown for all outcomes, aggregated and communicated to the department. Results are used to develop a plan to address gaps or weaknesses identified as a result of assessment.	The department develops a detailed action plan with specific changes that includes a timeline and responsible parties as well as a plan to evaluate changes.