



UNIT NAME

Administrative and Educational Support Unit Review

FY2023

Unit Review Committee

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I. EXECUTIVE SUMMARY

Description: The purpose of this document is to guide the unit through the process of evaluation. While the unit conducts regular assessment of outcomes and establishes plans based upon these results, this process requires the unit to take a broad and pervasive look at the impact, effectiveness, and opportunities for enhancement of services. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college.

A. History of the Unit

- *Individuals outside the unit will be reviewing the documents and will likely be unaware of conditions that have impacted the unit over time. Provide information describing the history of the unit **over the past five years** that will provide a context for the review.*

Click or tap here to enter text.

B. Unit Summary

- *This section should describe succinctly the essential organization, staffing, and operations of the department. [Submitted in Section 2 of PBC Document]*

II. MISSION AND GOALS

Description: Units must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution. Goals, objectives, and strategies must be developed that will support the mission.

A. *Mission Statement*

- *Submitted in Section 1 of PBC Document.*

Click or tap here to enter text.

B. Unit Goals

- **Goals are general statements of what it is you want to achieve. Goals derive directly from the mission (the overall purpose and core values) of your unit and college-wide strategies. [Submitted in Section 1 of PBC Document]**

| Unit Goals | | Connection to Strategic Goals and Objectives |
|------------|--|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

III. PROGRAMS AND SERVICES

Description: Programs and services should be the main focus of the unit review and annual assessments. This portion of the review should be conducted using materials provided by the CAS Professional Standards for Higher Education 10th Edition, specifically from the following two sections.

This section utilizes the CAS Standards for “Academic Advising Programs.”

2. Program and Services: This section explains how the functional area is structured and what it does. It further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function’s performance.

2.1 Program and Services Goals

- Academic Advising Programs (AAP) must be guided by a set of written goals and objectives that are directly related to the stated mission
- The AAP goals must be aligned with institutional priorities and expectations of the functional area.
- APP must regularly develop, review, evaluate, and revise its goals.
- APP must communicate goals and progress toward achievement to appropriate constituents.

| DNA | IE | 0 | 1 | 2 | Rating: |
|----------------|-----------------------|---------------|--------------|-------|---------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

[Click or tap here to enter text.](#)

2.2 Program Information and Services

- APP must provide relevant information, services, and resources consistent with it’s mission and goals.
- AAP advisors must engage students in the shared responsibility of academic advising
- AAP must provide current and accurate advising information
- AAP must clarify institutional policies and procedures for students
- AAP must raise awareness of institutional and community resources and services for students
- AAP must monitor academic progress, proactively identify academically at-risk students, and connect those students with appropriate resources to facilitate student success
- AAP must develop and implement strategies for outreach and promotion
- AAP must promote the program such that the campus community can identify the individual or group coordinating academic advising
- AAP must clearly delineate, publish, and disseminate information about specific advisor responsibilities to the campus community

| DNA | IE | 0 | 1 | 2 | Rating: |
|----------------|-----------------------|---------------|--------------|-------|---------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

Click or tap here to enter text.

2.3 Program Structure and Framework

- AAP must have clearly stated, current, relevant and documented
 - Goals and outcomes
 - Policies and procedures
 - Responsibilities and performance expectations for personnel
 - Organizational charts demonstrating clear channels of authority
- AAP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.
- AAP must provide adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.
- Regardless of organizational structures, APP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.
- APP must collaborate with colleagues and departments across the institution to promote students learning, development, and success.

| DNA | IE | 0 | 1 | 2 | Rating: |
|-----------------------|------------------------------|----------------------|---------------------|--------------|----------------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

Click or tap here to enter text.

2.4 Program Design

- AAP must be intentionally designed to
 - Achieve predetermined student learning and development outcomes
 - Incorporate research and theories on student learning, development, and success
 - Respond to needs of individuals, constituents, and populations with distinct needs
 - Ensure access for students and designated clients
- AAP must provide the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus
- AAP must make advising available to students throughout their time at the institution

| DNA | IE | 0 | 1 | 2 | Rating: |
|-----------------------|------------------------------|----------------------|---------------------|--------------|----------------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

Click or tap here to enter text.

3. Student Learning, Development, and Success: This section explains how the functional area

contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

3.1 Program Contribution to Student Learning, Development, and Success

- AAP must contribute to student’s formal education, which includes both curricular and co-curricular experiences.
- AAP must promote students learning, development, and personal growth to encourage self-sufficiency
- AAP must contribute to students’ progression and timely completion of educational goals
- AAP must assist students in identifying the realistic timeframe to complete their educational goals and support their efforts
- AAP must help students and designated clients prepare for their careers and meaningful contributions to society
- AAP must provide opportunities that help inform student choices and decision about academic work and about educational, career, and life goals
- AAP must support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals
- AAP must work with the institution to identify relevant and desirable student success outcomes.
- AAP must advocate for appropriate resources to facilitate student success
- AAP must identify relevant and desirable student learning and development outcomes.
- AAP must implement strategies and tactics to achieve these outcomes.
- When institutional policy or process interferes with students’ learning and development, AAP must advocate for change using appropriate institutional means

| DNA | IE | 0 | 1 | 2 | Rating: |
|----------------|-----------------------|---------------|--------------|-------|---------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

[Click or tap here to enter text.](#)

3.2 Student Learning and Development Domains and Dimension

Student learning and development outcome domains and dimensions can be found in detail in the CAS standards.

- AAP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.
- AAP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

| DNA | IE | 0 | 1 | 2 | Rating: |
|----------------|-----------------------|---------------|--------------|-------|---------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

Domain: Knowledge acquisition, integration, construction, application

Dimensions: Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge ideas, and experiences, constructing knowledge, relating knowledge to daily life

Example:

Domain: Cognitive Complexity

Dimensions: Critical thinking, reflective thinking, effective reasoning, and creativity

Example:

Domain: Intrapersonal Development

Dimensions: Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Example:

Domain: Interpersonal Competence

Dimensions: Meaningful relationships, interdependence, collaboration, and effective leadership

Example:

Domain: Humanitarianism and Civic Engagement

Dimensions: Understanding and appreciation of cultural and human differences, social responsibility, global perspective and sense of civic responsibility.

Example:

Domain: Practical competence

Dimensions: Pursuing goals; communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life.

Example:

3.3 *Assessment of Student Learning and Development*

- AAP must assess the student learning and development outcome domains and dimensions relevant to the functional area.
- AAP must provide evidence of the extent to which student learning and development outcomes are achieved.
- AAP must provide evidence of the extent to which student success outcomes are achieved.

- AAP must use evidence to create strategies for improving student learning, development, and success.

| DNA | IE | 0 | 1 | 2 | Rating: |
|-----------------------|------------------------------|----------------------|---------------------|--------------|----------------|
| Does Not Apply | Insufficient Evidence | Does Not Meet | Partly Meets | Meets | |

Justification for Rating:

Click or tap here to enter text.

IV. COMMUNICATION AND COLLABORATION

Description: Units must collaborate with colleagues and departments across the institution. This section is the opportunity to reflect upon how collaboration and cross-unit synergy could potentially improve operational effectiveness.

A. Collaboration

- *Refer to the functions and services listed in section III – A. Describe the key users/participants of the unit’s programs or services and include some indication of the relative volume of support provided. The focus of this section is on unit interactions rather than a description of the services.*

Click or tap here to enter text.

- *What are the key dependencies or critical partners of the unit? What other areas, inside or outside the college, does the unit depend upon in order to provide services to the college, and to what extent, if any, do these dependencies limit the effectiveness of the unit?*

Click or tap here to enter text.

B. Communication

How does the unit communicate new programs, services, and initiatives within the unit, with key dependencies/critical partners, and with the greater college community?

Click or tap here to enter text.

V. ORGANIZATION AND LEADERSHIP

Description: To achieve program outcomes, units must be purposefully structured for effectiveness.

Note: For (B) below, please contact Christina Matuszewski cmatuszewski@ocean.edu for your unit's most up-to-date org chart.

A. Planning, Policy, and Procedure

- *Describe the planning process used by the unit in completing the PBC document and developing objectives for the year.*

Click or tap here to enter text.

- *What policies and procedures has the unit articulated and are they available for stakeholders to reference? What policies or procedures need to be articulated and/or made available?*

Click or tap here to enter text.

B. Organization

- *Attach an organizational chart demonstrating clear channels of authority.*

VI. FINANCIAL RESOURCES

Description: Units must have funding to accomplish the mission and goals. In establishing and prioritizing funding resources, units must conduct comprehensive analyses to determine cost effectiveness.

Note: Some of the below questions require you to review your financial documents for the past 3 years. Please see the bottom of this page for instructions on how to access them.

- *Analyze the unit's budgeted and actual expenses over the past three years. Briefly explain key takeaways such as causes of budget deficits or trends in expenditures. When examining budget lines, are there specific lines that have been underspent or underfunded?*

Click or tap here to enter text.

- *What are the relevant benchmarks, measurements, or assessments that are used to show that funds are contributing to unit goals and objectives.*

Click or tap here to enter text.

- *Describe what similar units at peer or benchmark institutions are doing that this unit would like to do or could be doing?*

Click or tap here to enter text.

- *Identify any potential external funding opportunities that could be pursued by this unit?*

Click or tap here to enter text.

- *In addition to the narrative in this section, attach a spreadsheet outlining revenues/resources generated (if the unit is revenue generating) and expenses incurred for the unit for the **past three years**. Spreadsheets can be accessed through Ocean Connect.*

1. *Go to Self-Service*
2. *Click Financial Management*
3. *Click Budget to Actual*
4. *Select Year - on the right-hand side. (3 Priors years will be attached)*
5. *Click on Unit*
6. *Click Actuals and Encumbrances*
7. *Export to CSV*
8. *Attach to this document*

VII. PLANNING, BUDGETING, AND ASSESSMENT

Description: Each year this unit has been assessing specific objectives through the PBC process, gauging progress, looking at how to improve results through yearly planning, and identifying available/requesting additional resources to support the unit. This section provides an opportunity to explore these results comprehensively.

A. Planning

- *For each unit goal [identified in section II in the unit's PBC document] list the objectives that have been submitted in the PBC documents since the last review. [The tables below can be completed based on PBC submissions]*

1. Unit Goal 1.

- *In the context of this Unit Goal, discuss any key accomplishments, successes, or progress made since the last unit review.*

Click or tap here to enter text.

- *In the context of this Unit Goal, list any New Money Requests that were funded through the PBC process and update any progress on how it has contributed to the success of the unit.*

Click or tap here to enter text.

- *Identify any short-term and long-term objectives that could be tied to this goal over the next review cycle.*

Click or tap here to enter text.

2. Unit Goal 2.

- *In the context of this Unit Goal, discuss any key accomplishments, successes, or progress made since the last unit review.*

Click or tap here to enter text.

- *In the context of this Unit Goal, list any New Money Requests that were funded through the PBC process and update any progress on how it has contributed to the success of the unit.*

Click or tap here to enter text.

- *Identify any short-term and long-term objectives that could be tied to this goal over the next review cycle.*

Click or tap here to enter text.

3. Unit Goal 3.

- *In the context of this Unit Goal, discuss any key accomplishments, successes, or progress made since the last unit review.*

Click or tap here to enter text.

- *In the context of this Unit Goal, list any New Money Requests that were funded through the PBC process and update any progress on how it has contributed to the success of the unit.*

Click or tap here to enter text.

- *Identify any short-term and long-term objectives that could be tied to this goal over the next review cycle.*

Click or tap here to enter text.

4. Unit Goal 4.

- *In the context of this Unit Goal, discuss any key accomplishments, successes, or progress made since the last unit review.*

Click or tap here to enter text.

- *In the context of this Unit Goal, list any New Money Requests that were funded through the PBC process and update any progress on how it has contributed to the success of the unit.*

Click or tap here to enter text.

- *Identify any short-term and long-term objectives that could be tied to this goal over the next review cycle.*

Click or tap here to enter text.

5. Unit Goal 5.

- *In the context of this Unit Goal, discuss any key accomplishments, successes, or progress made since the last unit review.*

Click or tap here to enter text.

- *In the context of this Unit Goal, list any New Money Requests that were funded through the PBC process and update any progress on how it has contributed to the success of the unit.*

Click or tap here to enter text.

- *Identify any short-term and long-term objectives that could be tied to this goal over the next review cycle.*

Click or tap here to enter text.

B. Budgeting

- *What are the greatest resource needs for the unit? These needs must be supported by evidence and data and the data must be included in this document. (No more than three) If the unit gained these additional resources, what would the expected outcomes be? Be specific and provide expected timelines, rationale, and data as appropriate. It is recommended that these needs be reflected in future PBC documents, supported by evidence and data.*

Click or tap here to enter text.

VIII. FUTURE PLANS

Description: This section should provide insight into the future of the unit based on your mission and goals (section II), opportunities you intend to pursue, and/or emerging trends that will likely impact your operations.

A. Potential Changes

- *Are there specific ways you are planning for your unit to evolve (e.g., new/discontinuation of services, changes in operational strategies) in the next 5 years? If so, what are you planning? Why is this change necessary?*

Click or tap here to enter text.

B. Trends

- *As you think about factors external to your unit (at OCC, in your field, or nationally), are there emerging trends that will significantly impact your unit? How do you plan to respond?*

Click or tap here to enter text.

C. Changes in Purpose

- *How has the purpose of the unit changed in the past five (5) years?*

Click or tap here to enter text.

- *How do you expect the purpose to change in the next (5) years?*

Click or tap here to enter text.