



ACADEMIC SUPPORT UNIT PROGRAM REVIEW

Academic Support Unit Program Review (ASUPR) provides a consistent, robust, and transparent way to continuously improve the quality of all services within the University community.

Guiding Principles

1. The process will lead to **continuous improvement** and based on **EHE methodology** (Brent Ruben), an adaptation of the methodologies of the Malcolm Baldrige National Quality Award.
2. Self-studies will be **evidence-based**.
3. Self-studies will **address unit goals and objectives** and **ensure linkage to Vision OHIO**.
4. The **process will be parsimonious and sensitive to time and effort** required of all participants.
5. Where possible, **external benchmarks** will be used.

Five Year Vision Ohio Implementation Plan Linkage

“Ohio University holds as its central purpose the intellectual and personal development of its students...Our academic support services exist to serve the academic mission: they should be effective, efficient, and continually improving.”

Academic Support Unit Program Review is addressed in the Five Year Vision Ohio Implementation Plan as follows:

- **Objective 16:** Increase the efficiency, quality, and accountability of academic support units and academic units through assessment, improved productivity, strengthened student, faculty and staff service, and strategic cost reductions.
- **Objective 16, Strategy 1:** Academic support units to adopt a continuous improvement and customer-focused style while reducing costs whenever possible.
- **Strategy 1 Outcome:** Through Academic Support Unit Program Review, develop and implement a Baldrige-based unit assessment process that results in a standard format for evaluating the centrality and effectiveness of every support unit. Both formative and summative evaluations will be conducted.

Governance Information: Who’s Involved?

Executive Vice-President & Provost’s Office

- Lead and support the oversight team
- Provide adequate funding for the evaluation process

Academic Support Unit Program Review Committee

Represent the more than 50 academic support units and the faculty.

Committee membership: (2007-08)

Gary Neiman, Chair	Jennifer Kirksey, President's Office
Carolyn Bailey-Lewis, Communication	Judy Piercy, Student Affairs
Jay Beam, Information Technology	DeAnna Russell, Fine Arts
Mary Alice Casey, Comm. & Marketing	Susan Sarnoff, Arts & Sci/ Dept Chair
Linda Clark, VP Research	Margaret Sheskey, Advancement
Terry Conry, Finance & Administration	Eileen Theodore-Shusta, Library
Amy Dean, ICA	Marty Tuck, Provost
Doug Franklin, Health & Human Services	Mike Williford, Institutional Research
Mark Kesler, Ctr. for Organizational Development & Education	

Institutional Research

- Provide assessment data and assist with additional assessments
- Assist with development of metrics and performance indicators
- Identify existing data availability and appropriateness
- Provide administrative support

Center for Organizational Development and Effectiveness (CODE)

- Provide training in the EHE process that is the basis of the self-study
- Provide training for units preparing for program review
- Provide training in business process redesign
- Assist departments in preparing for implementation of changes associated with continuous improvement efforts
- Provide training for employees to prepare for work redesign

Academic Support Units

- Present program review plan to ASUPR Committee for approval
- Conduct self-study-EHE analysis following CODE orientation
- Host external reviewers
- Write final report
- Develop and implement plans to address action items contained in the final report
- Provide annual updates on progress to Provost, Budget Planning Council, and ASUPR Committee

ASUPR Components & Timeframe

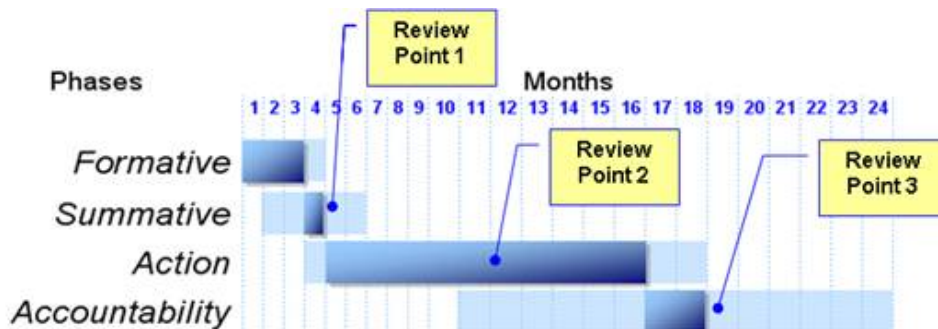
Review 1: Self-Assessment Results and Action Plan. Included in the Summative Phase, this self-review utilizes concepts included in the Excellence in Higher Education (EHE) process developed by the National Association of College and University Business Officers.

Review 2: External Review. Part of the Action Phase, this review is conducted by the external review team and models categories included in the self-assessment.

Review 3: Customer/Stakeholder Review. Part of the Accountability Phase, the focus of this review is on gathering satisfaction and other relevant data from key stakeholders in the work of the unit.



These four phases of the review process will occur over a two-year period:



Frequently Asked Questions

Why is academic support unit program review needed?

ASUPR provides a consistent, robust, and transparent way to continuously improve the quality of all services within the University community. The process incorporates features common to both academic accreditation review and to world-class quality improvement frameworks. It is intended to aid non-academic departments in continually assessing and benchmarking levels of effectiveness and efficiency. The ASUPR process emphasizes action and accountability.

What are the advantages of reviewing academic support units?

1. Reviews will lead to perpetuating continuous improvement in each unit's delivery of services to the University community.
2. Self-studies will be evidence-based.
3. Self-studies will address unit goals and objectives and directly link to the implementation plans for Vision Ohio ongoing success.
4. Program reviews and renewal activities will be sensitive to time and efforts required of unit participants.
5. Where possible, external benchmarks will be used in assessing unit effectiveness and efficiency.

6. Improvement efforts will focus on insuring that unit services will be designed to do only those things that add value for unit stakeholders/customers.

Have other institutions engaged in a similar review process?

Similar review processes have been conducted at institutions such as Northwestern University, Miami University, Bowling Green State University, The University of Toledo, Ohio State University, Penn State University, Rutgers University, and Georgia State University, among others.

What are the financial impacts of academic support unit program review?

1. Funds will be necessary to support approximately 7-10 external review teams per year
2. These funds will be supported by CODE via a central allocation
3. In addition, the unit's time in preparing self-studies, mission review, etc., is acknowledged as necessary time investment to engage in the continuous improvement process
4. The return on this investment is improved quality and greater efficiency

What hurdles might the University encounter in implementing ASUPR?

1. Some academic support units may prefer to not engage in the review process.
2. The review process will necessarily require time, talent, and energy. Units may believe that the long-term benefits in efficiency and effectiveness do not warrant the short-term allocation of resources to complete the review.
3. The University must sustain an ongoing Institutional commitment to the value of academic support unit review and a commitment of resources to assure review cycles are maintained.

Reference List

ASUPR Website: <http://www.ohio.edu/asupr>

Charge to ASUPR Committee and ASUPR Policy

http://www.ohio.edu/asupr/docs/ASUPR_charge_and_policy.pdf

Excellence in Higher Education Organizational Checklist

http://www.nacubo.org/documents/business_topics/organizational_checklist.pdf

Ruben. B. D. (2007). *Excellence in higher education guide: An integrated approach to assessment, planning, and improvement in colleges and universities*. Washington, DC: NACUBO.