



**Fashion Institute
of Technology**

Guidelines: Administrative Review

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Introduction

In 2009, FIT initiated a program to assess administrative units through a comprehensive self-study and external review process. This administrative review process was developed in order to:

- create an institutional culture that embraces continuous process improvement and best practices;
- comply with the Middle States Commission on Higher Education's mandate to develop a comprehensive program of assessment of institutional effectiveness; and
- provide managers and staff the opportunity to review operations and services, assess effectiveness, and develop improvement plans.

The following document describes the components of the administrative review process. These guidelines are reviewed and revised each year based on feedback from participants. These guidelines are in effect for all reviews starting in January 2018 and thereafter.

At a minimum, each administrative unit is required to undertake at least one review over a seven-year cycle.

The Office of Institutional Research and Effectiveness welcomes comments, as this process continues to be refined to better achieve the goals of the College's institutional effectiveness program.

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Administrative Review Guidelines Overview

Administrative review consists of three phases:

Phase 1 - a unit self-study,

Phase 2 - a review conducted by professionals external to the College who understand the unit's functions, and

Phase 3 - a Use of Results process, which provides an opportunity for the unit's representatives, the respective Vice President, and staff from the Division of Strategic Planning and Institutional Effectiveness to consider all of the information gathered during the review process and develop an action plan that will be used to improve operations as well as for future planning and decision-making.

An outline of the components of the self-study is provided below, followed by detailed instructions for completing the review.

Phase 1 - Self-study

Unit profile:

- a. Mission, stakeholders, history, description of services, future directions, and resources
- b. Unit functions and assessment approaches
- c. Assessing the unit
- d. Pulling it all together – Conducting a SWOT analysis
- e. Specific areas to be addressed by external reviewers
- f. Preliminary action plan
- g. Appendices

Phase 2 - External Review

- a. Selection of reviewers
- b. Reviewer tasks
- c. Site visit
- d. Reviewers' report
- e. Unit response
- f. Revisions to action plan (if warranted)
- g. Reviewers' Scope of Work document

Phase 3 – Use of Results

- a. Distribution of materials
- b. Wrap up/Action Plan meeting
- c. Final action plan

Phase 1: Instructions for Completing the Self-Study

a. Unit profile

The unit profile provides essential background information and describes the unit to those who are not familiar with it. Among the first readers of the profile will be the external reviewers who are engaged to review the unit’s self-study and conduct a site visit.

Keeping the purpose of the profile in mind, describe the unit in the context of its mission, stakeholders, history, services provided, future direction, and resources.

Mission

State the unit’s mission, as approved by the appropriate divisional Vice President, and briefly explain how it links to the College’s mission (fitnyc.edu/mission), the divisional mission and the strategic plan (fitnyc.edu/strategic plan). Further information on writing a mission statement can be found in **Attachment 1**.

Stakeholders

Using the chart below, identify the primary stakeholders served by the unit, listing no more than 12. Stakeholders are parties that are directly affected by the unit’s operations, having a “stake” in its performance. Internal stakeholders and those external to FIT should be listed in the first column. In the column to the right of the stakeholder, briefly note the connection between the stakeholder and the unit.

For example, the Purchasing Office’s stakeholders include:

- vendors who are external stakeholders who bid on RFPS issued through the Purchasing Office and/or seek business from FIT through other means.
- FIT departments are internal stakeholders who rely on the Purchasing Office to procure items and/or services.

Stakeholders	Connection Between Stakeholder and Unit
Internal	
External	

(add additional rows as needed)

If the ability of the unit to operate effectively relies strongly on other support services, programs, and/or administrative units, briefly discuss how these relationships impact the unit's operations.

Unit history

In the review process, it is helpful to understand the unit's history and how it has evolved over the past five to ten years. Briefly discuss significant events that have affected the unit's operations. These could include mergers, expansions, and notable changes in mission or operating methods. Please note that information technology should not be addressed in this section. The use of technology should be described the Resources/Information Technology section on Page 5.

Narrative description of services

Provide a brief narrative describing the core services provided by the administrative unit. If you were an external reviewer, what information and relevant data about the unit would you need in order to evaluate it? For example, a reviewer for the Academic Advising Center might want an overview of how students make appointments, information on the advisor caseload, and to know whether visits to academic advisors are required, etc. A reviewer for Human Resources might want a description of how new positions are approved and information on how many new hires are processed each year. In an appendix to the self-study, attach any up-to-date procedure manuals or other process documentation that would assist the reviewers in providing feedback.

Future Vision and Planned Initiatives

Outline the aspirational vision for the unit as well as any future initiatives that have been planned and/or are in beginning stages of implementation. Where does the unit see itself in five years?

Resources (staffing, specialized skills, budget, facilities and equipment, and technology)

Staffing

Current staff

Describe where the unit resides within the College's organizational structure. Provide the most current unit organization chart. List all staff members and include the following information for each:

- Employee name
- Classification (full- or part-time)
- Title
- Number of years working in the unit
- Area of specialization or expertise (if applicable)

Provide position descriptions for each employee in an appendix.

Specialized skills

Describe the expertise or specialized skills of current staff members and discuss whether these meet all of the unit's needs. Discuss the staff's mix of knowledge, experience, and disciplines and whether any improvements in these areas are recommended.

Vacancies and/or future lines

Identify any vacant positions and, if applicable, potential hiring or reorganization plans.

Succession planning and cross-training

Evaluate the unit's exposure to risks associated with staff and management turnover. Does the unit have critical, complex functions (which might be less than completely documented) that only one or two staff can perform?

Report on how the risks arising from the potential turnover of critical staff are mitigated or managed.

Facilities and Equipment

List the equipment and facilities currently used by the unit, noting any specialized features. Discuss how well they meet the unit's needs. Discuss long-term space requirements and any need for proximity to other departments. Describe how these needs have been addressed in the College's Master Plan.

Information technology

- List software packages utilized by the unit (e.g., Banner, Hyperion) and describe how the software is used to support the unit's major function(s).
- Discuss how the utilization of information technology (e.g., hardware, software, operating and application systems, networks) has changed and/or improved the quality of the unit's services in recent years.
- Evaluate the unit's use of technology. What is working well and what could use some improvement?

Budget

Report on the total budget for the unit in the most recent fiscal year. This should include operating dollars broken out by Personal Services (PS) and Other than Personal Services (OTPS) as well as any restricted accounts managed by the unit. Discuss the sufficiency of the budget to meet the unit's operational needs.

b. Unit functions and assessment approaches

In this section, identify the most important functions that the unit performs in order to fulfill its mission. For each function, identify the kinds of data or other information regularly collected to assess the unit's performance of the function and the perceptions and attitudes of the unit's clients. In addition, list the key performance indicators (KPIs) that **could** be used to assess how well the unit is performing each core function, and indicate whether the data is currently collected for each. These indicators should be specific, measurable metrics from which you can assess if the function is performed successfully. They may relate to the quality of service, the quantity or volume of service, or other aspects of effectiveness. More information on identifying functions and selecting assessment approaches can be found in **Attachment 1**.

A few examples from the Office of Institutional Research and Effectiveness are below:

Key Functions	Assessment Approach/Performance Indicators
Work cooperatively with all divisions of the college to improve the accuracy and completeness of data in Banner and other campus information systems.	Chart annually the deadlines, initial submission, and final load dates for each SIRIS and IPEDS submission, as well as error counts.
Manage the administration of student, staff, and faculty surveys within the IRE office and coordinate surveys undertaken by other offices campus-wide.	Monitor and report on response rates for NSSE, SOS, Alumni Survey, and ad hoc surveys; count surveys and number of students surveyed.
Supply data for the purposes of compliance with federal and state requirements, support of student recruitment, and provision of information to internal FIT uses, government and media organizations.	Chart annually the deadlines and submission dates for major college guide surveys; create reports from request tracking database to monitor time to completion for data requests; customer satisfaction survey.

c. Assessing the unit

The next step in the review process is to present and discuss data/metrics and assessment results that are on file, and to work closely with the Office of Institutional Research and Effectiveness to design additional assessment, data collection, and analysis activities. In this section, provide evidence collected since the last review and design and conduct any additional assessments needed in order to fully evaluate the unit’s performance of its functions. Conduct an analysis of this information to assess the unit’s strengths and weaknesses in terms of carrying out its core functions.

List of Assessments and Findings

Using the chart below, list all assessment and data collection activities completed during the last five years, prior to this review. Indicate how the results of these activities have been used to inform decision making and/or effect improvements or changes in operations.

Metrics/Data or Other Assessment Activity	Year Implemented	Functions Assessed	Findings (in brief)	Improvements or Changes Made as a Result (if applicable)

In addition to the chart, present and discuss the most relevant data and assessment findings and analyze it in this section.

Develop Additional Assessments

In reviewing the unit’s functions and measurement approaches, in what areas is more information required in order to assess effectiveness? Administrative Review is an opportune time to develop additional assessment measures to ensure that the unit has robust evidence about its effectiveness. It is important to work closely with the Office of Institutional Research and Effectiveness to identify and design additional assessment methods, and /or collect relevant data.

Describe the Additional Assessments and Present and Analyze the Results

Describe the additional assessments that have been conducted and/or additional data that has been collected as part of this Administrative Review. Be sure to include details necessary to understand the assessment methodology, such as time frame, number of people surveyed, etc. Prepare a summary of the results and an analysis of their meaning for the unit’s operations.

Future Assessment/Data Collection:

Describe how the unit plans to assess its functions in the next five years. How will the unit regularly assess its effectiveness? What kinds of data will regularly be collected to provide the unit with the information related to its effectiveness and the perceptions and attitudes of the users of the unit’s services?

Using the chart below, provide brief descriptions of the assessment method, including relevant details. For example, if a function will be assessed by determining the satisfaction of users, “survey” is not a detailed enough description of an assessment approach. “Survey administrators and staff who received services provided by the department in the prior year to gather information on the timeliness and perceived quality of the work done” is closer to the mark.

Future Assessment Methods	Timeframe/Frequency	Function(s) Assessed

d. Pulling it all together: Conducting a SWOT analysis

At this point in the review process, a wide variety of information has been compiled. The next step is to analyze this information and present it in a way that can help formulate an action plan for improvement. A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is one method of accomplishing this. In a SWOT analysis, the available information is placed into four categories. Aspects of the unit's internal operations can be classified as strengths or weaknesses and aspects of the external environment can be classified as opportunities or threats. The primary purpose of this part of the review is to understand these internal and external factors and to begin developing strategies to effect improvement or mitigate problems.

Please answer the following questions as part of this analysis:

- What are the unit's strengths that contribute to fulfilling its mission and/or performing its functions?
- What are the unit's weaknesses that inhibit it from fulfilling its mission and/or performing its functions?
- What are the external opportunities that the unit might benefit from in the short and long term?
- What are the external threats that might make the unit's mission difficult to fulfill going forward?

A detailed guide to conducting a SWOT analysis is available as Attachment 2.

e. Specific areas to be Addressed by External Reviewers

In Phase 2 of this review, external reviewers will be engaged to evaluate the unit's operations and prepare a report with recommendations for possible improvements. Reviewers will be sent a scope of work that describes the areas they should address in their report. Details on the scope of work can be found on page 14.

List any specific questions or issues outside of the general scope of work that the reviewers should address during their visit.

f. Preliminary Action Plan

Using the chart on page 10, develop a preliminary action plan based on all of the information gathered in the unit profile, the assessment process, and the analysis of the results of the SWOT analysis. Identify areas to focus on for continuous improvement in order to fulfill the unit's mission and perform key functions. In the preliminary action plan, list the initiatives proposed in the next 3 to 4 years, considering budgetary impact. Outline steps for implementation, and consider potential obstacles. Ultimately, all actions should relate to the unit's key functions, and the action plan should map this relationship. At this point, the action plan reflects only preliminary ideas since reviewers' input, as well as feedback from the unit's

vice president, are required before making final decisions. Include any actions/initiatives already planned or recently implemented.

Action Steps	Action Status New as a result of self-study; currently planned; recently implemented	Connection to Key Function List the key functions that this action step supports.	Budgetary Impact List items requiring additional resources	Implementation Plan and Timeline	Potential Obstacles or Other Factors to Consider

(add rows as necessary)

After the site visit has taken place and the report has been received from the external reviewers, a meeting will be scheduled with the unit vice president and staff from the Division of Strategic Planning and Institutional Effectiveness to determine final action steps. At that point, a final action plan will be developed that includes specific information about responsible personnel, an implementation schedule, and plans for assessing changes.

The final action plan should be a “stand alone” document that can be used to explain why a particular course of action is warranted. Components of the action plan include:

- A summary of key findings;
- Identification of areas where improvements are needed;
- Description of actions that can be taken to effect the desired improvements, or that are already planned or recently implemented to address these issues.

The plan should be viewed as a framework for ongoing assessment, and some thought should be undertaken about how to measure the impact of the actions in the plan.

g. Appendices

Please include appendices, as applicable, that you believe will contribute significantly to the understanding of your unit and its operations. For example, organizational charts (illustrating how your unit aligns with the College's overall organizational structure), major process flow charts, policies/procedures (provide links if policies are available online).

Phase 2: The External Review

Early into the self-study process, efforts should begin to secure external reviewers. Reviewers are professionals with expertise in the unit's area(s), but who have no meaningful prior relationship with the unit.

External reviewers must be carefully chosen. Suggested reviewers may be eliminated from consideration either for lack of expertise or a close relationship with the unit head or any staff members. No financial relationship can exist between an external reviewer and the College. External reviewers can be professionally known by unit members, but personal associations will result in disqualification.

The reviewers will be asked to provide evaluative feedback regarding alignment of the self-study with the unit's action plan and areas needing strengthening or improvement. Obtaining professional insights from those external to the College can yield multiple benefits. External reviewers can be objective about the unit's strengths and weaknesses and can provide valuable insight into the effects of external factors and standards on the unit.

a. Selection criteria and selection process

The selection of appropriate external reviewers is key to the success of the review. Assess the external landscape and identify three to five individuals with expertise in the field who have no meaningful current relationship with personnel in the unit. At least one reviewer should have expertise in the application of the unit's work in an academic setting. The second individual may have such experience in a non-academic setting (e.g., industry professional).

Forward the names, contact information, credentials and a rationale for selecting the individuals to the Office of Institutional Research and Effectiveness which will then forward the information to the unit's vice president. The vice president will select two reviewers. The Office Institutional Research and Effectiveness will ensure that the reviewers meet the guidelines set forth above, and will notify the unit of the selections.

b. Reviewer tasks

The reviewers will:

- Review self-study materials and other materials as needed;
- Conduct a site visit to meet with unit staff and stakeholders; and
- Prepare a report summarizing findings.

Components of the reviewers report include:

- Recommendations for enhancing unit efficiency and effectiveness;
- An evaluation of how well the unit's mission and functions support FIT's mission, the division's mission and the goals in the strategic plan;

- An evaluation of how well the unit’s action plan addresses the findings in the self-study; and
- An assessment of whether the unit’s recommendations are reasonable and achievable.

A complete description of what is expected in a reviewers’ report can be found in the Scope of Work section on page 14.

c. Site Visit

The purpose of the site visit is to give the reviewers a more complete view of the unit’s operations and procedures than can be provided through the self-study alone. During the site visit, the reviewers will have opportunities to gather additional information, from unit representatives and FIT constituents outside the unit.

Forward the self-study to external reviewers at least two weeks prior to the site visit. Other relevant materials may also be forwarded as needed.

In almost all cases, the site visit can be completed in one day. Since units vary in terms of size, structure, and physical environment, there is some flexibility in how the day is scheduled, and in terms of whether a second day is needed to complete the review. In general, the schedule should include:

- Meetings with the unit’s leadership team and those within the unit who had significant roles in producing the self-study;
- Meetings with the senior managers (vice presidents, associate vice presidents, assistant vice presidents, etc.) to whom the unit reports;
- Meetings with managers who have close interactions with the unit;
- A meeting with staff from the Division of Strategic Planning and Institutional Effectiveness;
- A tour of the offices and physical working spaces of the unit; and
- Time allotted for conferring with each other throughout the day as needed.

A sample site visit schedule is included in **Attachment 3**.

d. Reviewers’ report

Reviewers may choose to submit individual reports or a joint report. The external reviewers’ report should be completed within two weeks of the site visit and sent directly to the Office of Institutional Research and Effectiveness. Upon receipt of reviewers’ report, the Office of Institutional Research and Effectiveness will forward copies to the unit head and the respective Vice President. The Scope of Work supplied to the reviewers to guide their report(s) can be found at the end of this section.

e. Unit's response to reviewers' report

As stated previously, the external reviewers' report should be received within two weeks of the site visit and the next step is to review the report. This is best done by the unit head and members of the team who have participated in the process. Prepare a written response to the reviewers' report which addresses each of their observations and recommendations. IR&E will provide the unit with a list of recommendations that must be addressed.

f. Revision of action plan (optional)

Revise the unit's original action plan if necessary based on the findings in the external reviewers' report.

g. External Reviewer's Scope of Work, Administrative Unit Review

External reviewers are an essential part of FIT's administrative review process, providing independent and informed perspectives as to how a unit compares to others in the field. Reviewers evaluate and offer constructive recommendations for a unit based upon an analysis of its strengths and weaknesses. This helps ensure that FIT's administrative units meet the needs of their internal and external stakeholders and align with FIT's strategic goals.

The engagement to conduct an external review at the Fashion Institute of Technology consists of three components:

1. Review of the unit's self-study, the FIT Strategic Plan, and other materials as needed.
2. A site visit, which usually lasts a full working day, from 8:00 a.m. to 5:00 p.m. However, the timing and length is flexible, depending on the unit's needs.
3. Preparation of a report (either individually or jointly with a second reviewer), to be submitted within two weeks of the site visit.

A stipend is provided to the reviewers to compensate them for the work related to review of materials, the site visit, and the preparation of the report. In addition, FIT will reimburse the reviewers for travel, lodging, and meals expenses associated with the site visit.

External Reviewer's Report:

In a report of approximately 6-9 pages, reviewers will comment upon the strengths and weaknesses of the unit, with reference to the self-study report and site visit. Reviewers may choose to write one report together, or to submit separate reports. The areas listed below should be addressed; in each area there is at least one guiding question to consider. Reviewers are encouraged to address other topics that arise during the course of their review that they see as relevant to the unit's success.

Mission, Past History, Key Functions and Processes, and Future Vision and Planned Initiatives

- Is the unit's mission clear and appropriate? Does it align with FIT's mission, the division's mission and the strategic plan and the professional standards in this field?
- Do the unit's key functions and processes align with its mission and conform to the standards of the profession/field?
- Does the unit's self-study align with what you observed in your visit to the campus and discussions with various stakeholders? Why or why not?

Resources and efficiency

- Does the unit have adequate personnel and budgetary resources to accomplish its key functions?
- Can the unit increase its effectiveness and efficiency through improved use of technology, changes in organizational structure, or increased staff training? If so, suggest how this could be accomplished.

Evaluation of self-study and assessment evidence

- Has the unit gathered sufficient assessment evidence to evaluate its operations? If not, suggest additional evidence that might be required.
- Has the unit drawn the right conclusions from the evidence presented in the self-study?

Recommendations and Action Plan

- Evaluate the unit's action plan. Are the recommendations supported by evidence? Are the items included reasonable and achievable?
- Please respond to any specific questions or issues for which the unit or College has asked for feedback.
- What recommendations do you have to help the unit improve or strengthen?

We welcome other comments on topics not noted above.

Phase 3: Use of Results

The final phase of the administrative review process is Use of Results stage which includes:

- The distribution of all informational materials (self-study, reviewers' report, latest version of action plan) to meeting participants and other interested parties;
- A wrap-up/action plan meeting; and
- The development of a final action plan.

Participants in the Use of Results process includes unit representatives, the respective vice president, and staff from the Division of Strategic Planning and Institutional Effectiveness.

The wrap-up meeting will include a discussion of the following topics:

- the meaning and significance of the assessment results;
- the findings of the self-study and conclusions of the reviewers; and
- the actions that should be taken in light of the findings of the review process.

The meeting should result in an agreement on the proposed outcomes and a commitment to move forward on the agreed upon action plan recommendations.

Notes will be taken during the wrap-up meeting and minutes prepared by Institutional Research and Effectiveness staff. These minutes, after review by the participants, will be maintained as a record of the discussions and recommendations made during the meeting.

Unit representatives will prepare a final action plan based on the recommendations.

Note: Actions that have budgetary implications must go through the college budget planning process, with the administrative review results provided as supporting materials.

The action plan will be included with the final report and presented to the unit's vice president, who will present it to the president.

Results from the administrative review process may be used in the goal-setting and performance evaluations for senior administrators.

Administrative Review: Final Action Plan and Executive Summary

The final action plan serves as the documentation completing the self-study and assessment process. It is posted for the College community on MyFIT, along with a brief summary of the self-study process and the findings.

Overview of Self-Study: Provide the timeline for the self-study (including dates of visit and wrap-up meeting) and reviewers' names and affiliations.

Brief Summary of Key Findings:

Overview of Action Items: Explain rationale behind selection of the agreed-upon action items.

No.	Action Steps: In addition to the action step, please note whether this action is: New as a result of self-study; currently planned; recently implemented	Lead Responsibility	Implementation Plan with Timeline	Budgetary Impact. List items requiring additional resources	Intended Outcomes: What observable changes are expected as a result of the action step?
1					
2					
3					
4					
5					
6					

Note: Version published on MyFIT will only include the Action steps and Intended results; other columns will be hidden.

Attachments

1. Mission Statement, Key Functions, and Assessment Approaches
2. SWOT Analysis Instructions
3. External Review Process
4. General Timeline for Administrative Reviews

Attachment 1—Mission Statement, Key Functions and Assessment Approaches

Writing a Mission Statement

A **Mission Statement** is a concise statement outlining the general purpose, functions, and principles guiding the practices of an institution, school, an academic department, or an administrative department. It is a broad statement of what the unit is, what it does and why, and for whom.

A mission statement should be no more than a few sentences in length. While it should be clear and concise, it should also be distinctive. If the name of the unit was removed, the mission statement should not be applicable to another office at FIT or elsewhere. In contrast to a vision statement, which looks to a unit’s future aspirations, a mission statement clearly and concisely defines the current purpose and primary functions.

Relationship of Unit Mission Statement to College and Division Mission Statements

All units at FIT contribute to the mission of the Fashion Institute of Technology:

FIT prepares students for professional excellence in design and business through rigorous and adaptable academic programs, experiential learning and innovative partnerships. A premier public institution in New York City, FIT fosters creativity, career focus, and a global perspective and educates its students to embrace inclusiveness, sustainability and a sense of community.

Units do not need to directly state that they support the FIT mission. Instead, the phrases and ideas used in unit mission statements will “align” with FIT’s institutional mission and the division’s mission by reflecting certain aspects of it. For example, some areas of student services are likely to bring in the concepts of inclusiveness and community, whereas a unit such as Career and Internship Services would emphasize the aspects of career focus and New York City partnerships. Units that support the mission but do not directly interface with students might emphasize their purpose within a public higher education institution.

Below are two examples of mission statements from offices at FIT:

Center for Excellent in Teaching:

With the goal of improving teaching and student learning through professional development, the FIT Faculty Development Program, anchored by the Center for Excellence in Teaching, assists and supports faculty in the development, use and assessment of effective instructional and curricular strategies. The CET provides support for innovative, educational exploration across the curriculum, and seeks to foster a community of teaching practice. CET also works collaboratively with

faculty to incorporate student-centered, pedagogically-sound technology into the classroom.

Office of Institutional Research and Effectiveness:

The Office of Institutional Research and Effectiveness collects, manages, and analyzes data and information to support internal planning, decision-making, and accreditation activities and to meet the reporting requirements of external constituencies. The Office promotes continuous improvement by providing leadership in the periodic program review for academic programs and administrative units as well as in assessing student learning.

Mission statements should periodically be reviewed, since purpose and functions can evolve over time. If the mission is no longer stated in a way that seems accurate and relevant, it should be revised or even rewritten.

Identifying Key Functions

The purpose of the assessment component of an administrative review is for a unit to evaluate itself in terms of how well it performs its key functions and to gather information to inform action steps for improvement, if necessary. Key functions are defined as the main activities that a unit performs in order to fulfill its mission. They should not be confused with goals (as in the strategic plan) which are those things we want to accomplish.

Below is an example of key functions and associated action steps for improvement in the Office of Institutional Research and Effectiveness.

Key Functions	Action Step
Manage the administration of student, staff, and faculty surveys within the IRE office and coordinate surveys undertaken by other offices campus-wide.	A. Investigate new survey software as alternative to current SurveyMonkey account to identify better options
	B. Begin a campus-wide effort to improve and better manage alumni contact information to improve alumni survey response rates.

As action steps are identified, it is important to think about how to assess the success of the results. However, the assessment component of an administrative review should mainly address assessing the key functions, since this review focuses on the unit overall. What evidence can the unit compile about how well it performs its basic functions? Assessment

evidence can also help units identify their strengths and weaknesses, and point to areas of improvement.

Assessment Approaches

For each key function, list the possible assessment methods for measuring or otherwise evaluating its performance. For administrative units, assessment approaches should ideally include metrics that measure volume of the unit’s activities as well as assessments that are more evaluative, providing information about quality and satisfaction. The chart below provides examples of these two types of assessment evidence.

Transactional Metric	Evaluative Assessment Measure	Comment
Number of students seen at Academic Advising Center each term	<ul style="list-style-type: none"> *Survey of students *Focus groups with students *Metric that relates to effectiveness of advising (e.g. # of students who report advising mistake) 	The number of students advised provides important information about unit workload and ability to handle its mission but does not capture whether or not students receive effective advising
Number of teaching workshops offered to instructors; number of attendees to workshops	<ul style="list-style-type: none"> *Survey or focus groups with attendees * Metrics relating to effectiveness of workshops (e.g. # of instructors who adopt new pedagogy, etc.) 	Tracking the number of workshops and attendees is important information, but it is also necessary to try to determine whether the workshops are effective at improving instruction and are meeting faculty needs

The information below provides additional ideas for brainstorming assessment evidence:

Adapted from Oregon State University (2006). *Assessment: A thinking person's process*, pp. 7-8, 37-41.

Type of Indicator of Success	Definition	Indicators of success
Quality	The quality of service provided by the unit	<i>Access</i> : providing approachability and ease of contact.

		<p><i>Communication</i>: listening to stakeholders and acknowledging comments; using easy-to-understand messaging.</p> <p><i>Courtesy</i>: showing consideration, politeness, and respect.</p> <p><i>Credibility</i>: maintaining honesty and trustworthiness.</p> <p><i>Empathy</i>: making an effort to know and anticipate stakeholders' needs.</p> <p><i>Security</i>: ensuring stakeholders' freedom from danger, doubt, or risk; confidentiality.</p> <p><i>Tangible</i>: maintaining appearance of facilities, equipment, staff, and materials.</p>
Quantity	Statistics regarding the services the unit provides and stakeholders' use of and/or satisfaction with them.	Examples include numbers of materials produced, workshops presented, or stakeholders served within a given timeframe, percentage of stakeholders satisfied with their experience.
Action	Measurable result of a unit effort.	<p><i>Application</i>: stakeholders demonstrate ability to access and use unit services.</p> <p><i>Comprehension</i>: stakeholders demonstrate understanding of unit function(s) and policies.</p>

These are just a few examples. Other indicators may relate to accuracy or efficiency of a unit. The Office of Institutional Research and Effectiveness can work with units to determine suitable assessment approaches.

Methods of Data Collection

There are a number of ways to measure the success of a desired outcome. Below is a list of possible methods, adapted from the work of evaluation specialist Ellen Taylor-Powell.

- **Case study:** an in-depth examination of a particular service or undertaking (e.g., a specific program or stakeholder group), case studies use multiple sources of information and data-collection methods to provide as complete a picture as possible.
- **Document analysis:** the analysis and summary of existing materials (e.g., a review of a unit's communications materials).
- **Expert review:** an examination by a panel of experts in related field(s).
- **Interview:** conducted in-person or by telephone, interviews can range from tightly structured or open-ended and conversational.
- **Group assessment:** anonymous balloting, brainstorming sessions, community forums, and focus groups of stakeholders are all examples of group assessments.
- **Logs:** chronologically kept records of data and/or observations by relevant unit member(s).
- **Observation:** the collection of information through seeing and listening.
- **Photographs, slides, or videos:** any unwritten documentation that provides evidence of an outcome should be considered (e.g., before-and-after photographs of a renovated space).
- **Portfolio review:** a collection of materials encompassing the breadth and scope of an activity or program.
- **"Secret shopper":** an anonymous evaluator of unit service(s).
- **Survey:** the collection of standardized information through structured questionnaires. Surveys may be completed on site, online, by telephone, or through mail or email.
- **Testimonials:** statements, provided by stakeholders, expressing their personal experiences with unit services.
- **Tests:** the use of established standards to assess knowledge, skill, or performance. These can include tests of unit members' understanding of policies, procedures, and specialized technology and tests of stakeholders' understanding of unit policies and procedures.
- **Unobtrusive measures:** the gathering of information without the knowledge of people in the setting (e.g., wear and tear on a mat placed in front of a display).

Attachment 2--SWOT Analysis Instructions

There are a variety of ways to conduct a SWOT analysis. An approach should be adopted that fits the unit's circumstances and personnel.

A SWOT analysis is not meant to be completed by a single person, such as a director, sitting alone and documenting his or her views of the unit. It is important to consider who will add most value to this exercise and the best ways to secure their input. For example, you may want to consider representation of views from within the unit, students and/or alumni if appropriate, and other FIT departments if needed. Options for getting input include tabulation of written responses or surveys, open group discussion, and development of a "straw man" SWOT that is thrown out for reaction. The most effective mix will depend on the number of participants, their temperaments, and level of engagement in the process.

For example, a small number of well-informed, highly engaged, and equally vocal participants could do very well with an open discussion. However, in other situations it could be beneficial to gather information on participants views through an informal or formal collection process, with a summary of responses provided to the group. That summary could then provide the basis for a discussion.

As part of the SWOT analysis, use the questions listed in the section below, *Questions to Ask During a SWOT Analysis*, for guidance.

After completing the analysis, create a final, prioritized version of the SWOT analysis and list the factors in each category (S, W, O, or T) in order from highest priority to lowest. These can be prepared as a simple list or summarized as shown in the SWOT template below.

Questions to Ask During a SWOT Analysis

These are meant as guidance or starting points; there are many other questions to ask and factors specific to the unit's mission to consider.

Strengths (*internal, positive factors*); these describe the positive attributes, tangible and intangible, internal to the unit. They are within your control.

- What do you do well?
- What internal resources that are strengths do you have? For example:
 - *Positive attributes of people*, such as knowledge, background, education, credentials, network, reputation, or skills.
 - *Tangible assets of the unit*, such as funding, effective procedures, or technology.
- Do you have strong capabilities in redesigning or improving ways of doing the unit's work?
- What other positive aspects, internal to your unit, add value or offer you an advantage in fulfilling your goals?

Weaknesses (*internal, negative factors*); these are aspects of the unit that detract from the value you offer or place you at a competitive disadvantage. These areas need to be enhanced areas in order to fulfill the goals and mission.

- Are there sufficient staff members and/or do the staff have appropriate training, skills and attributes to carry out the work?
- Are the goals and mission of the unit unrealistic?
- Have there been incidents or negative events that have resulted in a poor reputation for the unit?
- Is the technology lacking or inappropriate in some way?

Opportunity (*external, positive factors*); these are external attractive factors that represent reasons your unit is likely to excel. An important part of conducting this part of the SWOT analysis is an environmental scan, gathering information within FIT and in the broader community, state, nation and world.

- What opportunities exist outside of the unit or outside of FIT that you can benefit from?
- Is the perception of the unit positive?
- Has there been recent growth or other changes in the environment that create an opportunity?
- Is the opportunity ongoing, or is there just a window for it? In other words, how critical is your timing?

Threats (*external, negative factors*); these include external factors beyond the unit's control that could place the unit's strategy, or the unit or FIT itself, at risk. The unit has no control over these, but may benefit by having contingency plans to address them if they should occur.

- What factors beyond the unit's control could place your unit or FIT at risk?
- Are there challenges created by an unfavorable trend or development that may lead to deteriorating likelihood of meeting the goals of the unit or FIT?
- What situations might threaten the unit's efforts?
- Have there been shifts in students' or others' behavior, the economy, or government regulations that could negatively affect the unit's work? Are such shifts anticipated to occur in the future?

SWOT Template

The template on the next page is designed to help in the brainstorming component of the SWOT preparation. In the self-study, list the elements in each category, along with a sentence or two that explains them.

Strengths	Weaknesses
Opportunities	Threats

Attachment 3. External Review Process

Section II of these Guidelines focused on the purpose and components of the external review portion of the administrative review process. This attachment focuses on the timing, logistics, and the delegation of responsibilities of the various departments involved in the external review.

Selection of reviewers

Units are strongly advised to start searching for potential external reviewers very early in the administrative review process.

As noted in the guidelines, forward names, contact information, credentials and a rationale for selecting the individuals to the Office of Institutional Research and Effectiveness which will forward the information to the unit's vice president. The vice president will select two reviewers. The Office Institutional Research and Effectiveness will notify the unit of the selections. The Office of Institutional Research and Effectiveness will then contact the reviewers to arrange the details of the engagement.

It is recommended that the unit contact potential reviewers to gauge their level of interest and suitability for the reviewing engagement. Units can use the External Review Scope of Work to describe the nature of the work to potential reviewers, and to inform them about FIT's reimbursement and compensation policies.

Materials to be sent to reviewers

After receiving confirmation from the reviewers that they are willing and able to undertake the review, the Office of Institutional Research and Effectiveness will send the following materials to the reviewers at least one week prior to the site visit:

- Unit self-study
- External reviewer's Scope of Work
- Link to FIT Strategic Plan on www.fitnyc.edu
- Contract/payment information
- Directions to campus
- Agenda

Arranging the Site Visit

The agenda for the site visit will be developed jointly by the unit and the Office of Institutional Research and Effectiveness. In cooperation with the unit, the Office of Institutional Research and Effectiveness will schedule the meetings and other activities that will take place during the site visit.

The Office of Institutional Research and Effectiveness will serve as the overall guide and time keeper during the visit, adjusting the schedule as needed.

Example of site visit schedule

Over the course of the site visit day, the reviewers will have opportunities to meet with the unit leadership team, senior managers (vice presidents, associate vice presidents, assistant vice presidents etc.) to whom the unit reports, managers who have close interactions with the unit being reviewed, and Institutional Research and Effectiveness staff. They should also have opportunities to tour the unit's offices and physical working spaces and confer with each other throughout the day as needed.

Below is an example of a site visit schedule:

8:00 am – 9:00 am	Breakfast meeting with unit leadership team
9:00 am – 9:30 am	Tour of unit offices and work spaces
9:30 am – 10:30 am	Meet with senior managers (vice presidents, associate vice presidents, assistant vice presidents etc.) to whom the unit reports
10:30 am – 12:00 pm	Meetings with customers/constituents
12:00 pm – 1:30 pm	Lunch and discussion
1:30 pm – 3:00 pm	Meet with unit
3:00 pm – 3:30 pm	Meet with Institutional Research and Effectiveness staff
3:30 pm – 4:30 pm	Reviewers' meeting

Reviewers' report

The external reviewers' report should be completed within two weeks of the site visit and sent directly to the Office of Institutional Research and Effectiveness which will forward copies to the unit head and the respective vice president.

Reimbursement and compensation

Costs for the external review and site visit will be paid through the Institutional Research and Effectiveness budget; with payments being made to the reviewers after their report is received.

Attachment 4—General Timeline for Administrative Reviews

Note: Depending on the workload and circumstances in the units, administrative reviews may start at different times of the year. Typically, an administrative review will take about a year to complete. The following is an example of how a unit whose review begins in January could complete the review process over the course of a year.

In the early stages of the review process, staff from the Office of Institutional Research and Effectiveness will work with the unit to create an individualized timeline for the review.

1. Administrative review schedule for the upcoming calendar year is determined. Division and unit heads are notified.	fall semester preceding the start of the review
2. Kick off meeting with staff from the Division of Strategic Planning and Effectiveness	January
3. Self-study	
a. Unit profile	January-March
b. Unit functions and assessment approaches	January-March
c. Develop (and conduct) additional assessments	April-June
d. Pulling it all together (SWOT)	July/August
e. Action Plan	September
g. Complete self-study	September
4. External Review	
a. Selection of reviewers	Begin selection process early in calendar year. Reviewers should be approved at least three months before the planned date for the site visit.
b. Site visit and report	October
c. Unit's response to external reviewers' report	November
d. Revisions to action plan	November
5. Wrap-up meeting	December