

COMPREHENSIVE REVIEW - GUIDELINES & PROCEDURES

Lincoln University

Office of Institutional Effectiveness,
Research, and Planning

2021-2022

Comprehensive Review Guidelines

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Comprehensive Review Guidelines

Purpose of Comprehensive Review

Comprehensive Review exists to ensure that Units are meeting the needs of the students and the institution. This comprehensive process increases the sense of shared purpose among its many diverse units and reinforces the need for coordinated planning for the future of institutional stakeholders. The involvement of campus administrators in the review process ensures that meaningful and effective follow-up for each review will occur. The involvement of Lincoln staff and faculty from units outside the program under review promotes campus-wide understanding of the contributions of each unit to the mission, vision, values, and strategic plan of the institution. External reviewers are utilized to provide unit specific appropriate peer feedback regarding the program and in connection to the higher education landscape.

Comprehensive Review Overview

As part of the commitment to sustaining a culture of continuous improvement as evidenced by assessment, the institution has implemented a Comprehensive Review Process for all administrative and student success units. The Comprehensive Review comprises the Self-Study and a review by internal and external reviewers. The Comprehensive Review process is intended to be a unit-driven, collaborative process of self-reflection and evaluation for improvement of our units. This collaborative process brings to bear the judgment of respected colleagues in assessing and improving the quality of administrative and student success units and involves staff, students, faculty, alumni, community members, campus administrators, and external reviewers.

Tasks include:

1. Gathering information about a unit
2. Reviewing and analyzing this information
3. Synthesizing all available information and making judgments about overall quality and recommendations for improvement (internal and external)
4. Following up to ensure that the unit is fully supported in its efforts to address the outcomes of the review.

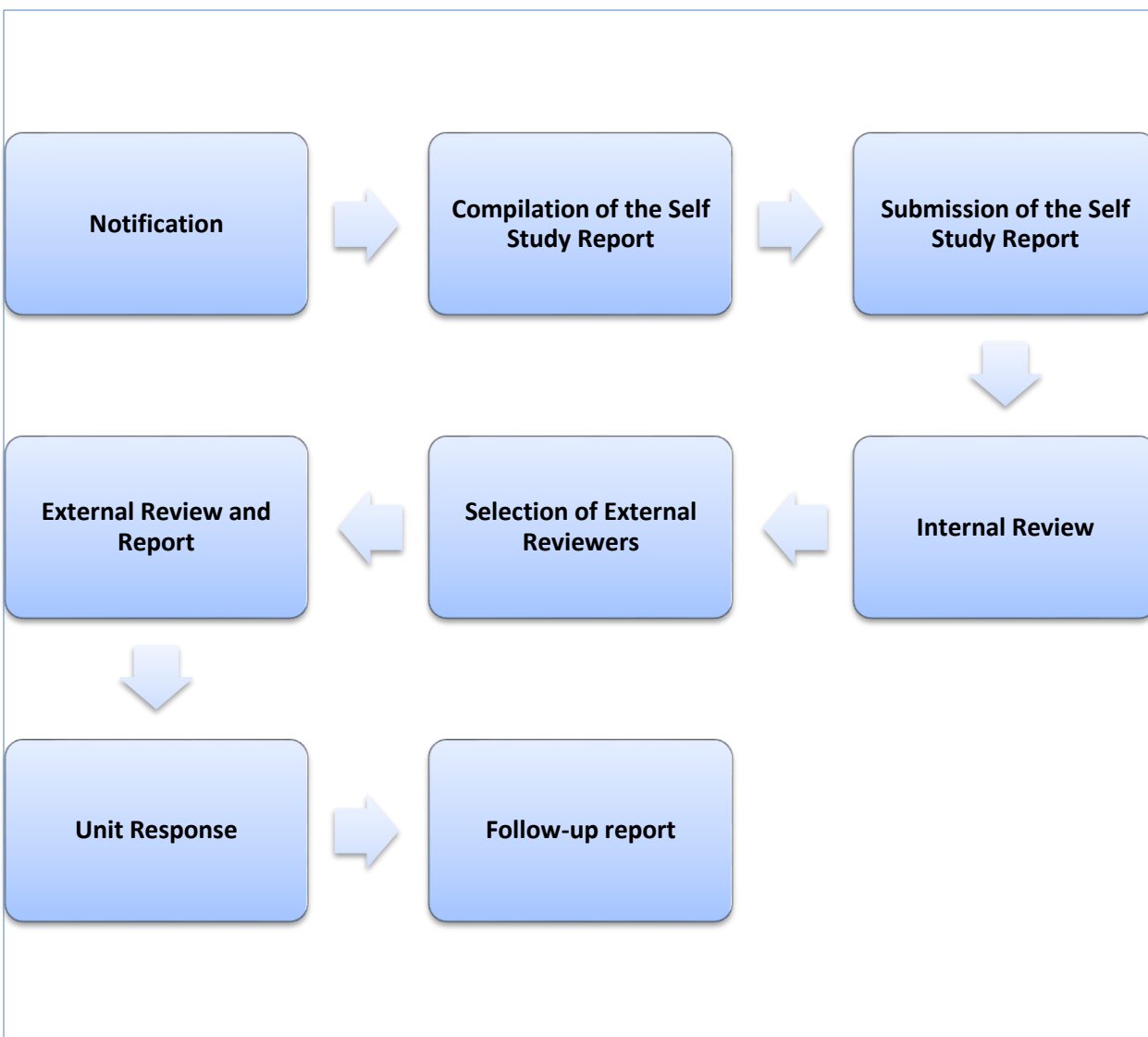
Comprehensive Review will occur on a 7-year cycle:

- Year 0: Notification
- Year 1: Self-Study and External review
- Year 2 (Fall): Departmental Response
- Year 4 (Spring): Follow up report
- Year 7 (Year 0): Notification
- Year 8: Self-Study and External Review

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Comprehensive Review Process

The various phases of the comprehensive review process are shown in the chart below.



Notification

The respective division leadership or in some instances the President's Office will notify the unit director/supervisor one academic year prior to the review date. The unit Director/supervisor or designee (Self-Study Chair) will be responsible for coordinating the review within their respective units. The Office of Institutional Effectiveness, Research, and Planning (OIERP) is responsible for oversight of other areas of the review including: providing training for unit members in conducting self-studies, overseeing the external reviewer process, and maintaining ongoing communication to ensure the appropriate timeline is kept.

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Compilation of the Self-Study Document

The Self-Study Report is an interpretive document that uses data and unit specific standards, as appropriate, to assess current status and future directions (see Appendix D for examples of unit specific standards). The self-study report is prepared by the director, self-study chair (as appropriate), and staff within the unit.

There are eight parts to the self-study report:

- Part I - Introduction and Unit Profile
- Part II - Unit Staff Profile
- Part III - Unit Clientele
- Part IV - Unit Services
- Part V – Assessment
- Part VI - Resources, Organization & Management
- Part VII - Future Outlook
- Part VIII – Conclusion and Recommendations
- Appendices

Submission of Self-Study Report

The final document must be ready for review by the appropriate Division supervisor and OIERP by April 1st of the review year. Upon Division supervisor approval, the final document will be provided to (by June 1):

- External Reviewers
- Internal Reviewers and respective assessment committees

Internal Review

The Internal Review Committee is responsible for reviewing the self-study report and offering suggestions and/or requesting clarifications. The Committee provides a final internal review prior to submission to external reviewers.

The committee is also responsible for evaluating the unit review process and ensuring the self-study template is adequate. The appropriate Committee will provide a brief report on the process and offer recommendations for improving the process for future comprehensive reviews.

Selection of External reviewers

The external review team plays an important evaluative role in the process by providing a presumably more objective, third-party view and by helping the unit and university to determine how the unit is performing per unit specific best practices or standards. External reviewers, in supplementing the self-study review, seek:

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(a) To confirm the results of the self-study; (b) To place the self-study into a broader context, vis-a-vis related units, programs or departments in higher education; (c) To determine if the self-study employed appropriate methods of assessing quality; and (d) To highlight differences in judgments between the internal review and the external review.

The unit director and the respective Vice President or President's office is responsible for evaluating all external reviewers to ensure that the most qualified candidate(s) are selected.

External Review and Report

External reviewers meet with stakeholders as part of the Comprehensive Review process. The external reviewers may request additional relevant information and/or meet with appropriate staff, administrators, students, and community groups. OIERP and/or Division leads will coordinate the meetings of the external reviewers with appropriate stakeholders.

In preparing the external reviewer report, the reviewers will be asked to provide responses to a specific set of questions as outlined in the external report template. The report should identify program strengths, concerns, and recommendations. The team is also asked to provide an assessment of the future direction and strategic initiatives of the unit as these elements relate to the unit's mission and vision. The external reviewer's report will be distributed to the unit as well as appropriate administrators.

Unit Response

The Unit is responsible for ensuring an appropriate response and plan for implementation or recommendations following the external reviewer's visit and report. The response should address any perceived misperceptions as well as respond to recommendations and suggestions.

In collaboration with the appropriate administrators and University leadership, the Unit will determine a course of action based on the results of the review and external reviewer's report.

Follow-up report

The Unit will submit a follow-up report three years following the comprehensive review. The follow-up report will indicate the current state of the unit and discuss the status of any changes made as a result of the Comprehensive Review.

Evaluation of the Comprehensive Review Process

The Comprehensive review process will be evaluated by OIERP in collaboration with the Administrative and Student Success Assessment Committee. The purpose of the evaluation is to ensure that the process is effective in ensuring the delivery of quality services for the institution.

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Review Cycle and Schedule

All of the Administrative and Support Units at Lincoln University are reviewed on a seven-year cycle. The planned cycle of review is as follows:

Administrative Units

Review Year	Administrative Unit	Count
2022-2023	OIERP, CETL, Band, Choral, Human Resources	5
2023-2024	Institutional Equity, Faculty Athletics Representative, Registrar, Financial Aid, Public Safety	5
2024-2025	Conference Services and Special Events, MC Admissions, SACE Admissions, SACE Student Support Services, Title III	5
2025-2026	Annual Giving, Major and Planned Gifts, Corporate and Foundation Relations, Advancement Services and Operations, Faculty Affairs	5
2026-2027	Communications and Public Relations, Information Technology, Athletics – Sports Program, Wellness Center & Student Activities, Veterans Affairs	5
2027-2028	Bursar, Controllers Office, Facilities, Purchasing & Contracts, Sponsored Programs	5
2028-2029	Alumni Relations, Community and Government Relations, Enrollment Management, Enrollment Management Call Center, Media Center	5

Student Success Units

Review Year	Student Success Unit	Count
2022-2023	First Year Dean, International Programs, Student Life, Upward Bound	4
2023-2024	ACT 101, Health Services, Residence Life, Early Monitoring Alert Program, Undergraduate Research	5
2024-2025	Academic Math Support, Counseling Services, Internships, Male Achievement	4
2025-2026	Transition Dean, Academic Writing Support Center, AVP Health and Wellness, AVP & Dean of Students, AVP Experiential Learning	5
2026-2027	Spiritual Life, Career Development, Academic Advisor Student Success Coach, Student Success Coaches	4
2027-2028	Co-Curricular and Pre-Professional (CP3), Academic Advising, Academic Advisor and Living Learning Coordinator, Women's Center	4
2028-2029	Upper Class Dean, Pre-Law Coordinator, Community Service and Student Life Coordinator, Academic Support	5

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Timeline Example – 2022-2023

Timeframe	Action	Agent	Follow-up 1	Follow-up 2
February 2021	Comprehensive Program review manual to Assessment Committees for review of process	OIERP	Committees provide response by May 1, 2021	OIERP incorporates revisions and/or rationale to retain; revised document to Assessment committee by July 1, 2021
December 1, 2021	Confirm schedule with Division Supervisors	OIERP	Division/OIERP notify departments	
February 1, 2022	APR manual on website and sent to Administrative and Student Success Units	OIERP		
August 2022	Formal notification to Unit Director/assessment contact	OIERP		
August 2022	Begin Self-Study	Unit	Develop plan of action. Identification of Self-Study Chair and assemble Self-Study Committee (SSC) and responsibilities	
September-December 2022	Comprehensive Review workshops/training	OIERP		
October 2022-February 2023	SSC writes report	Unit		
March 1, 2023	Notify division supervisor & OIERP that self-study is ready for review (in Assessment Management System)	Unit	Division supervisor (or designee) & assessment committee reviews self-study and provides comments/suggestions as appropriate by April 1, 2023	Unit incorporates suggestions and/or provides rationale to retain by May 1, 2023
March 1, 2023	Send list of potential external reviewers to division supervisor and OIERP	Unit	Division supervisor & OIERP reviews and prepares list of approved reviewers by April 1, 2023	Division supervisor and/or OIERP invites external reviewers

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Timeframe	Action	Agent	Follow-up 1	Follow-up 2
April 15, 2023	Set/confirm date for external review (before July 1, 2023)	OIERP and/or Division supervisor	Notifies units and reviewers	
April 30, 2023	Make arrangements for external review (if on site: room reservations, dining, etc.)	OIERP and/or Division supervisor		
May 1, 2023	With Division supervisor approval, OIERP provides access of report to reviewers and Assessment Committee	OIERP and/or Division supervisor		
June 1-June 30 (TBD)	External review	External Reviewers	Provide external review report to OEIRP by August 1, 2023	Distribute report to units
August-October 1, 2023	Unit reviews and provides response to external review report	Unit		
August - November	Provide feedback to Assessment committee regarding comprehensive review process	Unit, assessment committee, OIERP		
October 1, 2023	Unit notifies OIERP that response to external review is completed	Unit	Division supervisor and SSC (as appropriate), meet to develop implementation plan	
December 1, 2023	Implementation plan available in assessment management system	Unit		
December 15, 2023	Provide a brief report regarding comprehensive review process	Assessment committees	OIERP reviews report and revises process, as appropriate.	OIERP

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Confidentiality

The intention of comprehensive review is continuous improvement for the unit. During the comprehensive review process, committee members and reviewers may come in contact with sensitive information. Anything the committee members or reviewers hear or discuss before, during and after the review, should be considered confidential and not shared with others.

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Appendix A- Self Study Report Template- A digital version for completion can be found in Taskstream.

Comprehensive Review

Unit:

Type: [Administrative or Student Success]

Unit Director/Supervisor:

Chair of Self-Study Committee:

Person(s) Responsible for Preparing the Self-Study:

Submission Date

Executive Summary

Please provide an overall summary of the Self-Study report and identify strengths as well as priority recommendations.

1. Introduction & Unit Profile

The Self-study should begin with a brief history and overview of the unit as well as the current status in order to establish the appropriate background and context for review. Include any unique and distinguishing characteristics of the unit or programs it offers. In providing this narrative, the authors should assume that the readers are not familiar with the Institution so that adequate context is available in order to effectively evaluate the unit.

The introduction and overview should include the following:

- a. Unit Mission/Goals – consider review of and revision, as appropriate*
- b. Contribution to overall institutional mission, vision, values and strategic plan*
- c. Unique and distinguishing characteristics of the unit*
- d. Societal need, demand for unit*

2. Unit Staff

The narrative in this section should provide a list and profile of the staff within the unit including their position and description of roles and duties, credential, full/part time, service to college and community, professional development activities. This section should include a narrative of

- a. Staff Qualifications - the expertise and experience of the staff for providing the services and or programs of the unit*
- b. Opportunities and challenges related to current staff (composition, hires, expected retirements)*
- c. Backup and Succession Plans - Unit functions have appropriate backup plan*

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3. Unit Clientele

This section should discuss the students, faculty, staff and others by type that the unit serves and the various needs of each population as appropriate.

- a. Unit Clientele - Students, faculty, staff, and others served*
- b. Analysis of needs for clients served*

4. Unit Services

In this section, the day to day duties or services of the unit should be thoroughly discussed. This section should include innovations, new projects, new initiatives, and state, local or national efforts that the unit may be involved in. The unit services should include comparisons of services to peer institutions. This section should also include required functions of unit (description and status of compliance), including (as appropriate):

- a. Unit specific duties, services, standards*
- b. Required functions of the unit and compliance*
 - i. Accreditation requirements*
 - ii. State mandates*
 - iii. Federal mandates*
- c. Process for reviewing services provided and making changes*
- d. Peer institutions and services offered*

5. Assessment

This section should provide detail on how the unit is assessed including assessment of services and staff and program effectiveness. Include all unit goals, objectives, outcomes and indicate how the unit is meeting or working towards meeting those outcomes. Prior assessment reports should be included in the appendix as applicable.

This section should include the following:

- a. Assessment Process- Provide a brief overview of the unit's procedures and methods for assessment*
- b. Using Assessment for Continuous Improvement - How results are used - summarize the results of recent outcomes assessment and summarize key actions that were taken or will be taken as a result of what was learned in the assessment; indicate how improvements are made to improve services and/or unit effectiveness and efficiency.*

6. Resources, Organization & Management

This section should discuss the resources of the unit in terms of leadership, organization, administrative efforts, equipment, work spaces, technology, supplies and support

The resources, organization and management section should include the following:

- a. Leadership and Organization - Provide a narrative on the ability, adequacy and qualification of the unit leadership to plan and operate a coherent and effective unit. Indicate the organizational and reporting structure within the unit for decision making.*
- b. Facilities, Equipment, and Supplies - Describe the current facilities, rooms, work spaces, etc. Indicate the adequacy of the space for an effective unit.*

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- c. *Technology* - Indicate the adequacy of computer, network, telecommunications, media technology, and other technology infrastructure for the unit.
- d. *Fiscal Resources* - Discuss the institutional or unit budget processes and cycle. Indicate the process for unit requests with regard to providing resources for effective functioning.

7. Future Outlook

This section describes the outlook for the unit and future plans including plans for sustainability and growth. This section can also be used to address current concerns and issues as well as indicate how these will be addressed in the future.

The section should include the following aspects as appropriate:

- a. *Unit Viability and Sustainability* - Discuss shifting trends, market forces and other future opportunities that might impact the unit, including anticipated changes and needs.
- b. *Market trends for this type of unit in the higher education landscape (based on best practices, the literature or training received).*
- c. *Overall future plans of the unit*

8. Conclusion

The conclusion should tie all the above parts together and provide a succinct and final narrative on the strengths, difficulties and directions for opportunities and improvements. It should also include any major recommendations resulting from the self-study, along with justifications, resource needs, and suggested actions for implementation.

Appendices

Please include all relevant support documents for the Self-Study Report. Examples include but are not limited to:

- Staff CV
- Student Recruitment and Marketing Materials
- Program Documents: catalogs, brochures, manuals, policy and procedure statements
- Institutional Administrative Documents: statements about program purpose and philosophy
- Organizational charts, financial resource statements
- Assessment reports
- Research, Assessment, and Evaluation Data
- Staff Activity Reports: annual reports
- Prior self-study reports and external reviewer reports (if applicable)
- Survey Data (if applicable)

Appendix B – External Reviewer’s Report Template

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External Review Report

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Unit(s) Reviewed

(List)

Date

External Review Members

(Name and Affiliation)

(Name and Affiliation)

(Name and Affiliation)

Executive Summary

Please provide an overall summary of the Self-Study report and identify strengths as well as priority recommendations.

Part I- Introduction & Unit Profile

The Self-study should begin with a brief history and overview of the unit as well as the current status in order to establish the appropriate background and context for review. Include any unique and distinguishing characteristics of the unit or programs it offers.

A. External review team's observations and evaluation

B. External review team's recommendations

Part II- Unit Staff

This section provides a list and profile of the staff within the unit and includes a narrative of the expertise and experience of the staff for providing the services and or programs of the unit.

A. External review team's observations and evaluation

B. External review team's recommendations

Part III- Unit Clientele

This section discusses the students, faculty and staff by type that the unit serves and the various needs of each population as appropriate.

A. External review team's observations and evaluation

B. External review team's recommendations

Part IV – Unit Services

In this section, the day to day duties or services of the unit are thoroughly discussed.

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A. External review team's observations and evaluation

B. External review team's recommendations

Part V –Assessment

This section provides detail on how the unit is assessed including assessment of services and staff and program effectiveness.

A. External review team's observations and evaluation

B. External review team's recommendations

Part VI - Resources, Organization & Management

This section discusses the resources of the program in terms of leadership, organization, administrative support, equipment, learning spaces, technology, supplies and support for students.

A. External review team's observations and evaluation

B. External review team's recommendations

Part VII – Future Outlook

This section describes the outlook for unit, societal demands, and future plans including plans for sustaining the program, recruitment activities and expectations for future growth.

A. External review team's observations and evaluation

B. External review team's recommendations

Part VIII Conclusion and Recommendations

This section provides a succinct and final narrative on the strengths, challenges, and directions for needed improvement and opportunities including any major recommendations, along with justifications, resource needs, and suggested actions for implementation.

A. External review team's observations and evaluation

B. External review team's recommendations

External Reviewers Overall Evaluation

A. What is the team's overall evaluation of this unit?

B. What would it take to raise this unit to the next level?

Appendix C – Comprehensive Review Rubric

- **Developing:** None or some evidence/information; incomplete or limited discussion/analysis and actions taken/planned

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- **Sufficient:** Evidence/information is appropriate and clear; thorough discussion/analysis and actions taken/planned

Report Sections	Developing	Sufficient
1. Introduction and Overview		
a. Unit History, Mission and Goals		
b. Contribution to overall institutional mission, vision, values, and strategic plan		
c. Unique and distinguishing characteristics of the unit		
d. Societal need, demand for the unit		
Comments:		
2. Unit Staff		
a. Staff Qualifications		
b. Opportunities and challenges related to current staff		
c. Backup and Succession Plans		
Comments:		
3. Unit Clientele		
a. Unit Clientele		
b. Analysis of needs for clients served		
Comments:		
4. Unit Services		
a. Unit specific duties, services, standards		
b. Required functions of the unit – requirements/mandates		
c. Processes and review		
d. Peer institutions		
Comments:		
5. Assessment		
a. Assessment process		
b. Using assessment for unit improvement		
Comments:		

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- **Developing:** None or some evidence/information; incomplete or limited discussion/analysis and actions taken/planned
- **Sufficient:** Evidence/information is appropriate and clear; thorough discussion/analysis and actions taken/planned

Report Sections	Developing	Sufficient
6. Resources, Organization & Management		
a. Leadership and Organization		
b. Facilities, Equipment, and Supplies		
c. Technology – computer, network, media		
d. Fiscal Resources		
Comments:		
7. Future Outlook		
a. Unit viability and sustainability		
c. Market trends (best practices) in higher education		
d. Overall future plans of the unit		
Comments:		
8. Conclusion and Recommendations		
Strengths, challenges and directions for opportunities and improvement		
Comments:		
Appendices		
Relevant supporting documents		

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Appendix D: Unit Specific Standards

Some units may refer to unit specific standards in the Self-Study process. Examples of Unit specific standards include:

Administrative Units

Administrative Unit Name	Unit Specific Standards
Admissions (Main Campus and SACE)	National Association for College Admission Counseling (NACAC) American Association of Collegiate Registrar's and Admissions Officers (AACRAO)
Center for Excellence in Teaching and Learning	Professional and Organizational Development Network in Higher Education (POD Network)
Financial Aid	National Association of Student Financial Aid Administrators
Registrar	American Association of Collegiate Registrar's and Admissions Officers (AACRAO)

Student Success Units

Student Success Unit Name	Unit Specific Standards
Academic Advising	The Global Community for Academic Advising (NACADA) standards (CAS)
Career Development	National Association of Colleges and Employers (NACE) standards
Health and Wellness	National Association for Behavioral Intervention and Threat Assessment (NABITA)
Residence Life	Council for the Advancement of Standards (CAS) Standards – Residence Life Association of College and University Housing Officers – International (ACUHO-I) association
Student Conduct	American School Counselor Association (ASCA)
Student Life	CAS standards