PLANNING BUDGET ADVISORY COUNCIL
ADMINISTRATIVE AND SUPPORT SERVICES EFFECTIVENESS REVIEW QUESTIONNAIRE

INSTRUCTIONS

Purpose

The Administrative and Support Services Effectiveness Review (ASER) helps UAA understand how administrative and support units contribute to the university's mission, serve students and other constituencies, use institutional resources, and pursue continuous improvement. This questionnaire is your opportunity to give Planning Budget Advisory Council (PBAC) the context and evidence needed to understand your unit. Write for reviewers who may not be familiar with your day-to-day work, specialized terminology, regulatory requirements, or resource constraints. The purpose is not simply to highlight successes. Candid information about constraints, unmet needs, changing demand, and opportunities for improvement is useful to the review.

Before You Begin

Identify one person to coordinate completion of the questionnaire. Multiple employees may contribute, but one person should review the completed form for consistency and completeness.

Budget Information

Budget information used in the review should come from the UAA Budget Office so that units and PBAC are working from consistent institutional data. *Contact the Budget Director to request the budget information needed for your ASER review.* Use the information provided by the Budget Office when completing the budget portions of the questionnaire. Add context when necessary, such as restricted funding, one-time funding, vacancies, unusual expenditures, shared resources, or other circumstances that may affect how the budget should be understood.

Completing the Form

Enter responses directly into the spaces provided. Response areas may be expanded as needed. There is no required response length unless otherwise noted. Be concise, but provide enough context and evidence for someone outside your department to understand the answer. If a question does not apply, enter "Not Applicable" and briefly explain why rather than leaving it blank. Tables, charts, and bulleted information may be used when they communicate information more clearly than narrative text. Supporting documents should supplement, not replace, your responses. Reviewers should be able to understand the primary answer without searching through attachments. The completed questionnaire should give PBAC a clear understanding of your unit's *purpose, demand, effectiveness, resource use, institutional contribution, and opportunities for continuous improvement.*

Writing Useful Responses

Be specific. Avoid general statements such as "demand is high" or "service is excellent" without explaining how that conclusion was reached.

Use evidence. Whenever possible, support statements with quantitative and qualitative information such as service volume, trends, turnaround times, satisfaction data, workload measures, or benchmarking.

Explain what the data means. Do not provide numbers without context. Identify the period represented and explain what the information indicates about demand, quality, efficiency, capacity, or performance.

Describe impact, not only activity. Explain what your unit's work enables or improves for students, employees, departments, or the institution.

Identify trends. Where multiple years of information are available, note meaningful changes and explain contributing factors.

Describe constraints candidly. Staffing, funding, technology, policy, compliance requirements, space, or dependencies on other units may affect performance. Explain significant constraints and their operational impact.

Identify opportunities. Note opportunities to improve service, streamline work, strengthen collaboration, reduce duplication, use technology more effectively, or better align resources with institutional priorities.

Use plain language. Spell out acronyms the first time they appear and explain specialized terminology or processes.

Considering Quality, Efficiency, and Demand

These concepts will vary by unit. Consider measures appropriate to your work.

- **Quality:** accuracy, timeliness, consistency, customer satisfaction, compliance, reliability, or outcomes.
- **Efficiency:** cost, staff time, turnaround time, workload, process steps, technology use, or resource utilization.
- **Demand:** service volume, utilization trends, wait times, unmet requests, population served, workload growth, or available capacity.

Use measures that meaningfully describe your services rather than selecting data simply because it is readily available.

Resource Scenarios

Treat the 10% budget reduction and 10% budget increase questions as planning exercises. For a 10% reduction, identify realistic changes and their consequences. Consider what could be refined, consolidated, automated, delayed, reduced, or discontinued and explain potential effects on service, compliance, risk, students, employees, or other units. For a 10% increase, identify strategic investments that could improve service, capacity, efficiency, institutional effectiveness, or student success. Where possible, estimate the fiscal or operational effect of proposed changes.

PART A - DEPARTMENT INFORMATION

Department Name:

Department Director/Supervisor/Head:

Name of the VC/Cabinet Member/Campus Director the unit is under:

Current Budget:

Please provide notes on source of funding and percentages if from a variety of funds.

Current # of Employees:

Organizational Chart

(Please provide a copy of your current organizational chart listing all active positions, whether filled or not, within your department.

PART B - FOLLOW-UP TO ONGOING MONITORING

Did this unit receive a *continue with ongoing monitoring* rating during the last review period?

☐ Yes ☐ No

If yes, please state the recommendations from prior round and actions taken in response.

PART C - DATA

Which (if any) of the following kinds of data/metrics do you use to track your services?

All units should include meaningful quantitative and qualitative data demonstrating demand, efficiency, and quality. Examples include service volume, user satisfaction, turnaround times, response metrics, or benchmarking against peer institutions.

☐ Banner data, such as students admitted, transfer credits entered, financial transactions, etc.
☐ Navigate data, such as appointments with students, push notifications sent to students, etc.
☐ Other systems for "tracking" engagements with students or community members.
☐ Other ….

Please describe what data you use and how it is used:

Please provide up to 3-page results of these data/metrics, where available, to support your narrative relating to plan alignment, quality, efficiency, and/or demand.

List your supporting documents here:	

PART D - NARRATIVE

Instructions: All units should include quantitative and qualitative data demonstrating demand, efficiency, and quality. Examples include service volume, user satisfaction, turnaround times, response metrics, or benchmarking against peer institutions. You may attach pages as needed. Please cite how your data was gathered and tracked.

1. **Briefly describe the primary mission/purpose of the support or service unit, and the way in which you see it contributing to institutional mission and goals.**

Include a brief description of the "demand" for the service(s) provided. Does the program or service duplicate those provided elsewhere at UAA and, if so, in what ways is that duplication warranted? In your estimation, to what extent is the unit meeting the BOR goals of "efficiency and quality" and what areas do you see for improvement of these?

2. **As part of UAA's commitment to operational excellence and continuous improvement, consider how your unit would adapt under two scenarios:**

- A 10% budget reduction: What functions could be refined, consolidated, or redesigned to maintain mission fulfillment and compliance while improving efficiency?
- A 10% budget increase: What strategic enhancements or innovations would you implement to further advance student success and institutional effectiveness?

Additionally, are there any opportunities to reduce duplication or strengthen collaboration across units? Please describe these opportunities and include approximate fiscal impacts (savings or investments).

3. **Discuss your unit's distinctiveness. What similar service areas does your unit relate to? How does your unit interact with like units across UAA?**

4. **Please describe how your resources are deployed and how you made decisions based on the provided one-page budget overview, including total funding, fund sources, and major expenditure categories.**

5. **Briefly describe how the work of your unit supports or models UAA's Core Competencies. (Note: UAA employees and departments are expected to demonstrate the Core Competencies in their daily work.)**

6. **Briefly describe how the work of your unit supports student achievement, including recruitment, retention, graduation, student learning, and/or efforts to close achievement or learning gaps at your campus and/or across UAA.**

7. **Briefly describe how the work of your unit supports the overall UAA mission and aspirations. Discuss how your work supports the Strategic Plan (UAA 2027) and/or other institutional plans. (examples include the Campus Master Plan, the Research Plan, the ANSI plan)**

8. **How does your unit define or describe "quality" in terms of your work, and how do you measure quality?**

9. **How does your unit define or describe "efficiency" in terms of your work, and how do you measure efficiency?**

10. **How does your unit define or describe "demand" for your services, and how well do you feel you are able to meet that demand?**

PART E - APPENDICES

Please attach any supporting documents you have here.