



## **Annual Administrative Leadership and Unit Review (2013/14)**

is the ongoing, systematic assessment of our programs and services. Many levels of assessment provide information upon which decisions can be based, including Student Learning Outcomes at the course, program and institutional level. Instructional Program Review, Student Services Program Review and Administrative Leadership and Unit Review (ALUR) make up the central review components of the integrated planning process at Skyline College. The purpose of ALUR is to improve the overall quality of services and to ensure that the units are effective in meeting the needs of our diverse faculty, staff and students. Along with Academic Program Review, ALUR supports the realization of the Strategic Plan by providing a system to ensure that our current work is effectively connected to the college mission, vision, values and goals. ALUR will inform the college strategic priorities and resource allocation decisions.

Research indicates that collecting and analyzing evidence leads to improvement of institutional or unit level effectiveness. In addition, the benefits of conducting ALUR include:

Provides for ongoing review of unit services and programs

- Documents outcomes assessment and internal improvement efforts
- Allows each unit to demonstrate how well it is performing
- Facilitates the integration of planning to resource allocation (budgeting and expenditures)
- Facilitates evidenced based decision making related to planning and budgeting
- Facilitates a continuous improvement process that includes prioritizing improvements.
- Establishes, clear priorities that link to university mission and priorities
- Improves short-range and long-range planning to reach those priorities
- Facilitates participation and input from members regarding improvement
- Facilitates the integration of assessment methods into its operations for continual feedback
- Improves levels of client, participant, student, community and employee satisfaction
- Enhances communication within the department
- Supports skill development and improvement for staff and administrators in the unit

- Facilitates a broader understanding of college planning and budgeting processes

### **Annual Administrative Leadership/Unit Review and Service Outcomes Assessment**

Administrative Unit: Library      Prepared by: Tom Hewitt      Date: September 6, 2013

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*Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to [Ulated@smccd.edu](mailto:Ulated@smccd.edu) in addition to forwarding them to your supervisor. Please submit only your Worksheets. Do not alter the forms, or eliminate pages. If a page does not apply simply mark N/A.*

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#### **The Administrative/Leadership and Unit Review and Service Outcomes Assessment**

*The Administrative/Leadership and Unit Program Review and Service Outcomes Assessment should be developed with input from the staff within the unit. It is meant to provide a broad understanding of the unit, current trends related to the unit's mission, and how the unit serves to meet the overall mission or goals of Skyline College and the San Mateo County Community College District.*

#### **2. What are the Service Area Outcomes for your unit?**

- In support of student learning, faculty librarians will provide instruction to students in the retrieval, critical evaluation, and use of print and electronic information resources.
- In support of student learning, library staff will select, acquire, process, catalog, and provide access to appropriate print and non-print information resources for every academic and vocational program offered at the College.
- Using library cards, students will be able to log in to public computers, access e-books and article databases from on or off campus, and borrow a variety of materials at the circulation desk such as books, reserve items, audio-visual materials, and tablet computers.

#### **3. What is the mission of your unit? How does this mission serve the overall College and District Mission?**

The library's primary mission is to provide resources, services, instruction and facilities that support the College's teaching mission. We place students at the center of our focus and provide a variety of learning resources and opportunities that directly contribute to students' academic and professional success. The library is, therefore, an effective partner in helping faculty achieve student learning outcomes at the course, program, and institutional levels. In its academic support role and in its instructional role, the library touches every Skyline student.

4. List the functions of your unit.

Function	Done in Collaboration with (leave blank if this function is not in collaboration with another unit)	Note if this is: development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services
Select and make available a range of materials and devices, including e-books, article databases, streaming video collections, tablet computers, as well as print books and journals.		Services
Provide individual and classroom instruction in the use of these materials.		Services and instruction
Lend these materials and hardware to students, staff, and the public	Partially in collaboration with the Peninsula Library System	Services
Provide up to date computer technology for student use in a suitable environment		Services
Provide distance learners with extensive, varied, high-quality information resources and user support.		Services
Provide resources and services to support the College's intellectual, aesthetic, and cultural activities.		Services

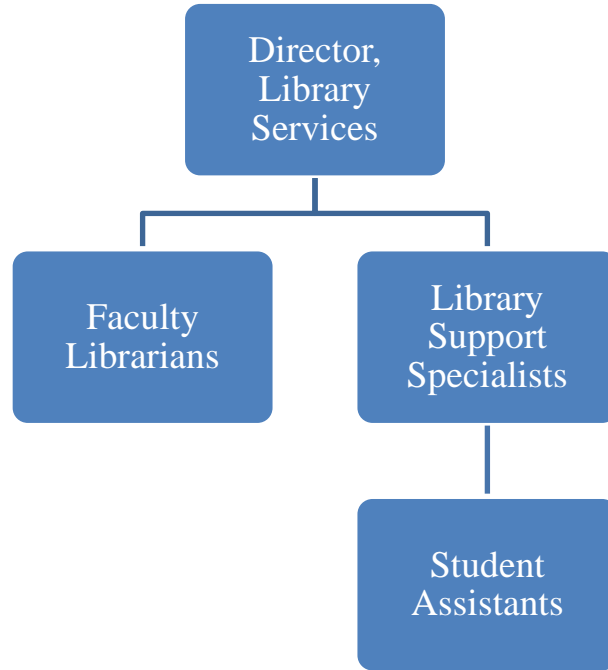
5. Please provide an update on **previous year** goals and initiatives. What were the major goals and accomplishments?

College Goal	Strategy	Unit	Objective	Measurement Criteria	Outcome/Status (ongoing, completed)
N/A	N/A	N/A	N/A	N/A	N/A


6. What are the key internal and/or external factors that have occurred in the last year that affect your area?
7. What are the **upcoming** leadership and operational goals and initiatives that will connect to the college goals for your unit?  
(Before writing your goals and objectives be sure to review other Program Review documents related to your unit to discern if there are service needs.)

College Goal	Strategy	Unit	Objective	Measurement Criteria	Resources Needed
1	1.1 1.4	Library	Promote student access and success through information literacy instruction	Assessment of information literacy instruction in all English 100 sections	N/A
4	4.2		Lend iPads to students	Circulation statistics	Already purchased with Measure G funds
4	4.2	Library	Replacement of all 30 student computer stations	Successful implementation of the objective	College funding for 5-year lab replacement schedule.
5	5.1	Library	Staff will stay up to date professionally.	Participation in library-related workshops and conferences, and in PLS, College, and District committees	Release time, and occasional substitutes
6	6.1 6.2 6.3	Library	Maintain a position and presence in the San Mateo County library community by continuing mutually beneficial membership in PLS	Participation in PLS meetings, activities, and services such as interlibrary loan	Funding from SMCCCD's Chief Information Officer to continue membership in PLS

8. **Provide the official Organizational Chart of your unit and an ideal chart that includes all levels of services and positions.**  
*Please provide a brief narrative descriptions by numbering the chart and including a numbered list with clarifications on a subsequent page. If you wish make this an appendix item.*



9. **Staffing Profile (Please indicate the number in terms of FTE. (i.e. a full time staff =1 FTE / and a half time staff =.5 fte)**

Position	Staffing Levels for Each of the Previous four years as of July 1					Anticipated total staff needed as of July 1				
	2010	2011	2012	2013		2014	2015	2016	2017	2018
Administration	1.0	1.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0
Classified Staff FT	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0	3.0
Classified Staff PT	.8	.48	.48	.48		.8	.8	.8	.8	.8
Confidential Staff FT										
Hourly Staff										
Student Workers	1.63	1.81	1.87	2.13		2.0	2.0	2.0	2.0	2.0

Faculty Reassigned FTE Full time	2.6	2.6	2.6	2.8		2.8	2.8	3.8	3.8	3.8
Faculty Reassigned FTE Part time	.69	.72	.76	1.0		1.0	1.0	.26	.26	.26
<b>Total Full Time Equivalent Staff</b>	9.72	9.61	9.71	10.41		10.6	10.6	10.86	10.86	10.86

Unit Name: Library

### 10. Outcomes Assessments

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
1. N/A	N/A	N/A	N/A	N/A
2. N/A	N/A	N/A	N/A	N/A

What were the Service Area Outcomes (SAOs) you assessed last year?	How did you assess progress? Please list the <b>methods</b> you used in the assessment.	<b>When:</b> In what timeframe was the assessment completed?	What was the target or benchmark you hoped to achieve or did achieve in the assessment?	Have you used the results from the assessment to make improvements? Please describe these improvements here.
N/A	N/A	N/A	N/A	N/A

Update from previous year's assessments (2012-2013).

N/A	N/A	N/A	N/A	N/A

<b>Department/Unit:</b> Library		<b>Date:</b>	
<b>Assessment Facilitator:</b>		<b>Ext.</b>	<b>Email:</b>
<b>Unit Mission Statement:</b> Provide resources, services, instruction and facilities that support the College's teaching			

mission.				
<b>Current year's assessment plan (2013-2014)</b>				
Anticipated Service Area Outcomes (SAO): What are you trying to do, or what SAO are you planning to assess? NO MORE THAN 2	Assessment Methods: What assessment methods do you plan to use?	Timeframe: When Will Assessment Be Conducted and Reviewed?	Targets/Benchmarks: What is the minimum result, target, or value that represents success at achieving this outcome?	Use of Results: How do you anticipate using the results from the assessment?
1. Instruct students in retrieving, critically evaluating, and using print and electronic information resources.	* A rubric applied to ENGL 100 research papers  * A rubric applied to an in-class database search exercise  * A student feedback survey	Fall 2013 semester	The Skyline Library <i>Assessment Plan for Information Literacy</i> specifies the success criteria for each of the library's five information literacy SLOs	Results will be analyzed and discussed by library faculty in order to evaluate and improve information literacy instruction provided by librarians. Any decisions to alter teaching techniques, SLOs, or assessment methods will be based on these assessment results.
2.				

### ALUR--Resources Needed

Unit Name: \_\_\_\_\_

#### 11. Staff Needs

#### NEW OR REPLACEMENT STAFF (Faculty or Classified)

List Staff Positions Needed for Academic Year <u>2013-14</u> Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1. Increase .60 FTE library support specialist to .80 <u>Reason:</u> Additional duties include: The incumbent in this position will be in charge of our tablet computer lending program, which is designed to help meet student needs. This lending program will require the staff person to: create, maintain and store in the "cloud" an image for the devices, and re-image them when they are returned; keep track of the tablets including the use of GPS if they are taken out of the library; maintain the borrower agreement forms.	N	\$11,174

<b>2.</b> <u>Reason:</u>		
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\* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

**12. Additional Equipment Needs (excluding technology)**

List Equipment or Equipment Repair Needed for Academic Year_____ Please provide a brief list of the needs of your unit on your campus below. Place items on list in order (rank) or importance.	Equipment: • (I)-instructional • (n) non-instructional	Annual TCO**		
		Cost per item	# Requested	Total Cost of Request
<b>1.</b> <u>Reason:</u>				
<b>2.</b> <u>Reason:</u>				

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing non-instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff) \*\* TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. If equipment needs are linked to a position please be sure to mention that linkage.

**13. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:**

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location	Is there existing Infrastructure?	Has it been repaired frequently?	Cost per item	Number Requested	Annual TCO* Total Cost of Request
<b>1.</b> Justification									
<b>2.</b> Justification									

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. If equipment needs are linked to a position please be sure to mention that linkage. ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.



#### 14. Facilities Needs Not Covered by Current Building or Remodeling Projects\*

<p style="text-align: center;"><b>List Facility Needs for Academic Year</b> <u>2013-14</u>  <b>(Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.</p>	Annual TCO*	
	Total Cost of Request	
<p>1. Replace the carpet in the library.  <u>Reason:</u> Carpet is 17 years old and quite worn with many large stains. Karen Pinkham, Facilities Project Manager, hopes to have it replaced during the 2013-14 winter break.</p>	Unknown – to be funded by District Facilities?	
<p>2.  <u>Reason:</u></p>		

#### 15. Professional or Organizational Development Needs Not Covered by Current Budget

<p><b>List Professional Development Needs.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1.  <u>Reason:</u></p>			
<p>2.  <u>Reason:</u></p>			

#### 16. OTHER NEEDS not covered by current budget

<p><b>List Other Needs that you</b> are certain do not fit elsewhere.  Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1.  <u>Reason:</u></p>			
<p>2.  <u>Reason:</u></p>			

**17. Long Term Planning Needs (2 – 5 years from now)**

<b>If your unit anticipates a significant* additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*</b>			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<b>1.</b> We anticipate an extensive makeover and reconfiguration of the library space in the next few years. <u>Reason:</u> There has been preliminary discussion of a learning commons initiative for Building 5 at the College and District levels	2015-16?		Unknown
<b>2.</b> <u>Reason:</u>			

*\*Significant needs are generally those with annual costs over \$20,000. They may be the result, for example, of institutionalizing a grant, anticipated growth, or major equipment coming to the end of its life.*

## Appendix I

### Steps to Developing Assessment Plans & Reports

1. **Unit develops measurable Service Area Outcomes (SAO).** An SAO is a “specific statement that describes the benefit that a [unit] hopes to achieve or the impact [. . .] that is a result of the work that your unit performs. Outcomes should be:
  - Challenging but attainable
  - Articulate what the unit wants to achieve
  - Indicate end results for the unit rather than actions
  - Relate to the unit’s mission and vision
  - Focus on the benefit to the recipient of the service
  - Be stable over a number of years. If it is time dependent, it is most likely a goal not an outcome; and
  - Be measurable and directly related to the work of your unit.<sup>1</sup>

Stems for writing outcomes can include:

- “Participants served will know or be able to . . .”
- “In support of student learning, faculty and staff will \_\_\_\_\_”
- “Students will know or be able to . . .”
- “The community will know or be able to . . .”

2. **Unit defines how it will assess progress (non-evaluative) towards the outcomes.** The unit might consider taking an inventory of current tools being used. For example:
  - What information is being collected already?
  - What assessment are you already using?

Methods that can be used to measure progress include, for example:

- Student satisfaction surveys
- Number and type of complaints
- Growth in a specific function

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<sup>1</sup> Source: *The American University in Cairo*. “A guide to developing and implementing effective outcomes assessment: Academic support and administrative units.” December 1, 2007. Retrieved on the internet at <http://ipart.aucegypt.edu>

- Comparisons to professional organizations' best practices
  - Focus groups
  - Opinion surveys
  - Time to complete a task
  - Levels of successful participation or acquisition of service
- 3. Unit completes the assessment plan and carries out the assessment.** In order to ensure the plan is completed
- Designate a coordinator for the assessment project and/or assign responsibility for individual components
  - Develop a timeline indicating when work will be collected, results tabulated, analysis completed, and subsequent dialogues.
- 4. Unit gathers information, analyzes results, communicates findings, and takes action.** This step is important as it is used to identify changes needed to improve efficiency, effectiveness, and unit performance. It should also be applied to for planning and budgeting and resource allocation requests (short term and long term). Ultimately it may be tied to the institution's ability to achieve its mission.