

## **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 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: Kinesiology, Athletics and Dance:      Prepared by: Joe Morello      Date: September 6, 2013

---

*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.*

---

### **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?**

- **Students served will be educated through activity about the benefits of exercise, its function in preventing chronic diseases / premature death and its benefits related to cognitive performance and overall health and well-being.**
- **Students served will be able to perform skills / achieve fitness levels based on ability and preparation to fully enjoy, improve and excel in the activity of choice.**
- **Students served will use activity as a means of creative and artistic expression and as a means of developing and understanding self, others and the world around them.**
- **Students served will develop skills and abilities related to performance, decorum and the link existing between habits developed in athletics and their application in academic achievement and living as a successful and productive member of society.**
- **Students served will be able to enjoy a variety of activities across their life span designed to facilitate activity epidemiology and understand that education is not merely a process of developing skills and acquiring knowledge but the development of the individual intellectually, physically and socially.**
- **The community will know and benefit from the performances of our students and programs and enjoy and utilize our facilities for their educational benefit and personal enjoyment.**

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

The Skyline College Kinesiology, Athletics and Dance Division seeks to create a challenging learning environment for students facilitated by a comprehensive curriculum designed to educate students through activity, creative expression and intercollegiate practice / competition. We encourage high expectations for success through development appropriate instruction that allows for individual differences and learning styles. We believe that activity, creative expression and competitiveness are basic skills that prepare degree, transfer and / or certificate seeking students with knowledge and skills to be successful and productive members of our multicultural community. We strive to have our faculty actively involved in student learning and to provide quality curriculum, facilities and equipment to achieve program outcomes.

Thus, the Mission of the Kinesiology, Athletics and Dance Division is to engage and provide equitable access to students in the development of skills, abilities, creativity, knowledge and personal health and well-being through study and participation in one or more of the disciplines encompassed by the domains of human movement, performance and expression. The Division promotes the acquisition and use of knowledge, skills and abilities, fosters critical thinking about human activity and its epidemiological benefits, provides an environment for creative expression, serves as a vehicle for the use of activity and performance to educate and develop the student to their full capability, participates in research, and supports students and faculty in discipline-related service to the college, the district, the profession, and the local and global community.

Our mission is consistent with the college mission and addresses the following areas of the Vision, Values and Goals:

#### **Values:**

- Campus Climate
- Open Access
- Student Success
- Academic Excellence
- Community Connection

#### **Goals:**

- Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
- Fulfill the college's role as a leading academic and cultural center for the community

Our mission is also consistent with the District Mission to:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement

4. List the functions of your unit.

<b>Function</b>	<b>Done in Collaboration with</b> (leave blank if this function is not in collaboration with another unit)	<b>Note if this is:</b> development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services
<b>Support student success in all division programs</b>	<b>Curriculum Committee, DRC, Counseling, Commission on Athletics, Professional Organizations, Coaches and Staff</b>	
<b>Promote faculty and staff development of all division employees</b>	<b>Professional Development, CTTL, Department of Child and Protective Services, Commission on Athletics, American Red Cross, National Athletic Trainers Association, Professional Organizations, Human Resources</b>	
<b>Provide support and resource allocation for all programs in the division</b>	<b>VPI, VP of Administrative Services, Budget Committee</b>	
<b>Coordinate the schedule of activities and classes for all division programs and services</b>	<b>Office of Instruction, Curriculum Committee, Facilities, ITS</b>	
<b>Ensure quality of programs through effective outcomes assessment measures and analysis</b>	<b>PRIE, SLOAC, Commission on Athletics, US Department of Education (EADA)</b>	
<b>Provide safe and effective equipment, supplies and instructional support materials for means and mode of instruction</b>	<b>Facilities, District, VPI, Budget Committee, ITS</b>	
<b>Engage in outreach with local community</b>	<b>Counseling, A&amp;R</b>	
<b>Provide facilities that are clean, effective, and sustainable for use by programs and the community</b>	<b>Facilities, District</b>	
<b>Enforcement of applicable local, state and federal regulations</b>	<b>Commission on Athletics, Department of Education, Human Resources</b>	
<b>Engage in consistent and equitable hiring and evaluation procedures to insure a diverse, qualified and effective staff.</b>	<b>Human Resources</b>	

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)
1	1.1	KAD	Course Leveling / Degree Update	Complete for 13-14	Ongoing
1	1.2	Athletics	Sustain Academic Success	GPA / Completion	Ongoing
3	3.1	Dance	Spring Musical	Show / Attendance	Ongoing
3	3.1	Dance	China Dance School Showcase	Show / Attendance	Ongoing
1	1.1	KINE	PEEP Update Body Composition	Implementation	Ongoing Assessment
4	4.2	Athletics	Renovation of Outdoor Facilities	Completion	Ongoing

**5. What are the key internal and/or external factors that have occurred in the last year that affect your area?**

External factors are driving the agenda in our division. Recent Title V changes have been adopted with the purpose of reducing FTES in Kinesiology, Athletics and Dance activity courses. The impetus for this change in the regulations is that offerings are too robust given the scarcity of resources in the system and that courses in our division do not support the core mission of community colleges related to transfer, vocational training, degree / certification attainment and / or basic skills.

It is our perspective that course offerings in Kinesiology, Athletics and Dance reflect system and institutional needs and depending on the course and circumstances that our curriculum does support the core mission of community colleges related to transfer, vocational training, degree / certification attainment and / or basic skills. In fact, utilizing data on success rates and cost per FTES generated, courses offered in Kinesiology, Athletics and Dance are some of the most successful and cost efficient in the system.

**6. What are the **upcoming** leadership and operational goals and initiatives that will connect to the college goals for your unit?**

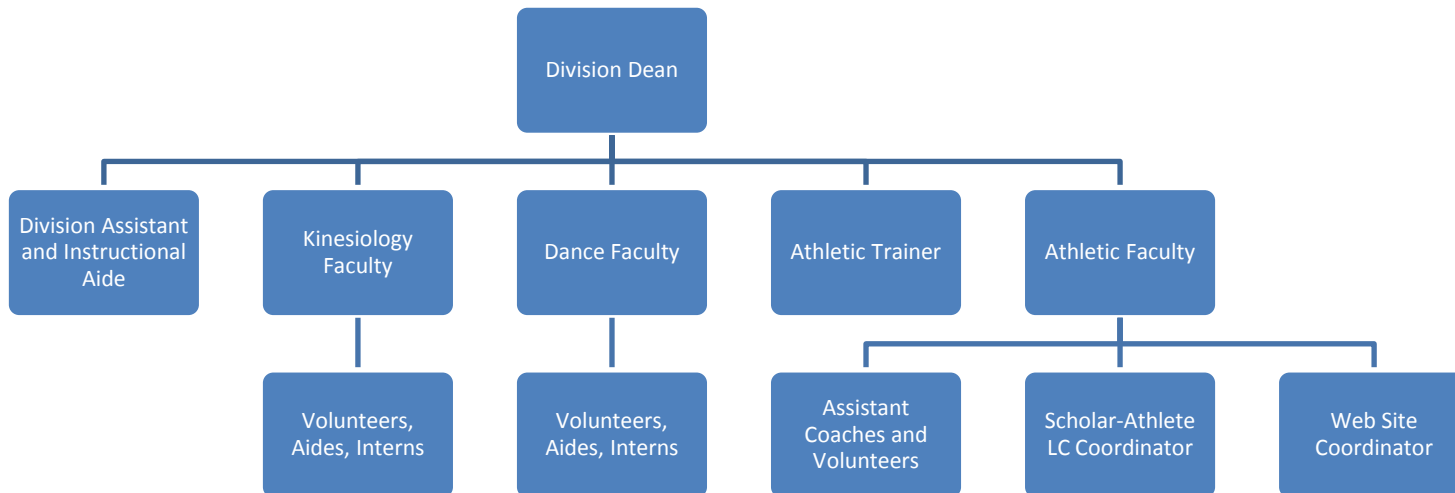
(Before writing your goals and objectives be sure to review other Program Review documents related to your unit to discern if there are service needs.

College Goal	Strategy	Unit	Objective	Measurement Criteria	Resources Needed
1	1.1	KINE/DANC	Revise curriculum per CCCCCO's Guidelines	Completion	See Under Other Needs
8	8.1	DANC	Institutionalize Spring Musical	Establish Budget	See Under Other Needs

4	4.2	ATHL	Coordinate Renovation of Outdoor Facilities	Completion	Scheduled Spring / Summer 2014
3	3.1	ATHL	Web Site Redesign	Completion	Fall 2013

7. **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.*

The chart below indicates the organizational chart for the Kinesiology, Athletics and Dance Division. It reflects a linear structure where information flows in and between levels. The Division Dean is also responsible for all game operations and employees associated with conducting contests. Head Athletics Coaches supervise assistant coaches. The athletic trainer works with the athletic faculty and currently has an hourly assistant. Our instructional aide is on leave.



**8. 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	1.92	3.0	2.92	2.0		4.0	4.83	4.83	4.83	4.83
Classified Staff PT	.48	0	0	0		.48	.48	.48	.48	.48
Confidential Staff FT	0	0	0	0		0	0	0	0	0
Hourly Staff	See Below	See Below	See Below	See Below		See Below	See Below	See Below	See Below	See Below
Student Workers	See Below	See Below	See Below	See Below		See Below	See Below	See Below	See Below	See Below
FTE faculty Full-Time	7.0	7.0	7.0	7.0		7.0	8.0	9.0	9.0	9.0
FTE faculty Part-Time / Overload	6.5	6.5	6.5	6.0		6.0	5.0	4.0	4.0	4.0
Faculty Reassigned FTE Full time	.27	.27	.27	.40		.40	.40	.40	.40	.40
Faculty Reassigned FTE Part time	0	0	0	0		0	0	0	0	0
<b>Total Full Time Equivalent Staff</b>	<b>17.17</b>	<b>17.77</b>	<b>17.69</b>	<b>16.40</b>		<b>18.88</b>	<b>19.71</b>	<b>19.71</b>	<b>19.71</b>	<b>19.71</b>

- Administrative Position is staffed by the Division Dean
- Classified Staff from 2009-2010 included the Division Assistant and the Athletic Trainer who is on an 11 month contract. Starting in 2011, the Instructional Aide position became full-time and the Athletic Training position became 12 months. In 2012, the Athletic Training position became 11 months again. The position became permanent as a 12 month position starting July 1, 2013. We are requesting a .48 -10 month position starting July 1, 2014 as an Assistant Trainer
- We are request a 1.0 Program Services Coordinator to work in the Athletics Program who will be responsible for SLO Assessment, Completing reports and documentation related to Title V, IX, State, Federal and CCCAA regulations; Organizing, Facilitating and Supervising operations at athletic events (approximately 80 per year); Facilities scheduling including all rentals; External Relations including but not limited to web site management; publicity, promotion, outreach and recruiting; Purchasing and inventory of all athletics equipment and supplies.
- We had a .48 Instructional Aide on a 10 month contract in 2009-2010. Starting in 2011, this position became a 12 month full-time position to fully implement and assess SLO's related to the Physical Education Evaluation Program (PEEP). The aide is on non-paid leave this year and functions are being covered on an hourly basis. In 2014, we will ask for an additional 10 month .48 position in our Athletic Training room to provide services for students (see above). In 2015, we see the additional training position becoming full-time for 10 months (.83 position) and hiring an equipment manager as a 10 month .48 position.
- We have no confidential staff and do not anticipate needing any at this time.
- Hourly staff consists of stipends paid to assistant coaches and dance production assistants. We would seek increases in these funds on a yearly basis to accommodate program needs.
- Student workers come from financial aid and serve in our APE program and other areas. We also use students to work at games. We would seek increases in these funds on a yearly basis to accommodate program needs.
- FTE per semester for instruction is around 13.0. Currently, we have seven FTE that are full time and six that are part-time or overload. We would seek additional full-time positions in 2015 and 2016.

Unit Name: *Kinesiology, Athletics and Dance*

### 9. Outcomes Assessments

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
<b>1. See Attached Unit Plans</b>				
<b>2. See Attached Unit Plans</b>				

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.
<b>NA</b>				

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


<b>Department/Unit:</b>	<b>NA</b>		<b>Date: NA</b>	
<b>Assessment Facilitator:</b>	<b>NA</b>		<b>Ext.</b>	<b>Email:</b>
<b>Unit Mission Statement:</b>	<b>NA</b>			
<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?
<b>1.NA</b>				
<b>2.</b>				



## ALUR--Resources Needed

*Unit Name: Kinesiology, Athletics and Dance*

### 10. Staff Needs

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

List Staff Positions Needed for Academic Year 2014-2015 Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
<p><b>1. Add 10 month Athletic Training @ . 48 % (18 hours per week)</b></p> <p><u>Reason:</u> Athletic Trainer Support: In our last program review, we noted that the training room was averaging about 70 treatments a day. You add that up and it amounts to over 10,000 treatments a year. The vast majority of these are routine but a number require specific care and follow-up. In the most critical cases the trainer serves as a first responder in the emergency medical chain. In addition to providing and supervising treatments, the trainer must document and keep treatment notes under FERPA regulations regarding student treatment. This is good risk management at one level but also important for the proper care and treatment of the athlete. Finally, the trainer is also responsible to be in contact with all treating physicians for our most critically injured athletes and is also responsible for coordinating the flow of information / paperwork between the insurance companies and the student, especially when utilizing district insurance. In addition to the workload cited above the trainer has to physically be present at all home athletic events (about 100 per year), be on call for emergency situations when the team is traveling, compile, store and disseminate all student emergency contact, medical screening, insurance, release and concussion information and finally must physically be responsible for all tasks taping, ice chests, water jugs, etc involved in their job. Skyline serves about 200 student-athletes a year in and out of season. The athletic trainer is the only person who must deal with each and every one at an individual level. The care and service provided by the trainer is a critical equity component in the program. Without training services, students miss time at practice and games. Time away from task impacts performance and achievement of SLO's. Because of the workload involved, the trainer is forced to prioritize treatment. This attempt at triage has a disproportionate impact on students depending on the length of their season, the seriousness of their injury and the time available for the trainer to see and work with them. Finally, the trainer is the point person in communicating with coaches about the status of their students in terms of rehabilitation, treatment and return to play criteria. This can be as mundane as returning from a sprained ankle to as serious as concussion protocols or return from surgery. For the health, safety and well-being of our student-athletes, filling this need is critical. In addition, hourly assistance will be required. To put this in context as a student services, other than A&amp;R, Financial Aid and Health Services, how many classified staff are expected to interact, treat and document 70+ student contacts daily.</p>	N	25,000
<p><b>2. Program Services Coordinator @ 100% for 12 months; Athletics Program</b></p> <p><u>Reason:</u> We need a PSC for athletics to address concerns in the following areas: Compliance; Game Operations / Management; Facilities Scheduling / Supervision and External Relations including, but not limited to Transportation, Publicity, Promotion, Outreach, Fundraising</p>	N	85,000

\* 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.

### 11. Additional Equipment Needs (excluding technology)

List Equipment or Equipment Repair Needed for Academic Year 2013-2014 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. Spin Bike Replacement</b> <u>Reason: Replacement of Spin Bikes on 5 year cycle</u>	<b>I</b>	<b>1500</b>	<b>6</b>	<b>9000</b>
<b>2. Fitness Room Machine Replacement</b> <u>Reason: Replacement of older Model Selectorized Equipment</u>	<b>I</b>	<b>3500</b>	<b>4</b>	<b>14000</b>
<b>3. Dryer</b> <u>Reason: Replacement of older Model with more sustainable technology</u>	<b>N</b>	<b>7000</b>	<b>1</b>	<b>7000</b>
<b>4. HiPod</b> <u>Reason: Filming tower that can be used for outdoor activities</u>	<b>I</b>	<b>7000</b>	<b>1</b>	<b>7000</b>
<b>5. JUGS Gun for Soccer</b> <u>Reason: Utilized to shoot the ball creating game situations</u>	<b>I</b>	<b>10000</b>	<b>1</b>	<b>10,000</b>
<b>6. Various other KAD Requests</b> <u>Reason: Other equipment specified in unit plan requests (Too numerous to list)</u>	<b>I</b>	<b>NA</b>	<b>NA</b>	<b>24,000</b>

\* 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.

## 12. 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 Replace ment (R)?	Program: New (N) or Continuing (C) ?	Location	Is there existing Infrastruct ure?	Has it been repaired frequently?	Cost per item	Number Requested	Annual TCO* Total Cost of Request
1. Justification	Desktop Set-Up	N	C	3130	Yes		2500	1	
2. 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.

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

List Facility Needs for Academic Year2013-2014 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. Team Room Conversion / Development for Title IX Reason: Provide equitable team room space for men and women	Karen Pinkam is working on this
2. Cover for Existing Batting Cage Reason: Provide indoor area for instruction when raining for baseball	Karen Pinkam is working on this
3.Storage Container for Soccer Equipment and Supplies Reason: Current container is leaking and is in need of replacement	6,000
4. Center for Kinesiology and Human Performance Reason: Replacement of portables with state of the art facility	80,000,000

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

<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.	<b>Annual TCO*</b>		
	Cost per item	Number Requested	Total Cost of Request
<b>1. Professional Development – staff (CPR and AED)</b> <u>Reason:</u> The need to conduct yearly training in First Aid, CPR and AED for all staff. We should look at doing this on site. It would apply to all divisions as AED's are located throughout the campus.	200	25	5000
<b>2. Class B Driver's License</b> <u>Reason:</u> Staff may need to be trained for this as current vans age required to drive 12 passenger vans	300	24	7200
<b>3. Child Abuse Training</b> <u>Reason:</u> New state requirement for all athletics staff	50	40	2000
<b>4. CCCAA Constitution and Bylaw Training</b> <u>Reason:</u> New state requirement for all athletics staff to be trained every year	10	40	400 (Duplicating)

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

<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.	<b>Annual TCO*</b>		
	Cost per item	Number Requested	Total Cost of Request
<b>1. Faculty Time for Curriculum Revision and Assessment Plan Development</b> <u>Reason:</u> Updates by the CCCOO Office will mandate further curricular changes to courses that were leveled last year. We also need to start developing assessment plans for all the new courses. <u>Request is to pay faculty at special rate to do this work in curricunet and Tracdatt</u>	100	100	10,000
<b>2. Additional Assistant Coaching Stipends</b> <u>Reason:</u> Current stipends have not been increased in over 8 years. We want to try and attract staff that we can make certificated if possible	3500	8	28,000
<b>3. Increase in Operation Budgets 4000's and 5000's</b> <u>Reason:</u> These accounts have not been increased or augmented in over 8 years. Between cost of living , increased number of students served and new requirements, these budgets are woefully underfunded. We need help. Items are attached.	NA	NA	89,000

## 6. Long Term Planning Needs (2 – 5 years from now)

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*			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<b>1. Staff as Noted in Staffing Profile</b> <u>Reason: Over the next two to five years we anticipate the need for faculty and staff as noted. We are asking for a .48 trainer in 2014-2015. An increase of that trainer to .83 in 2015-2016 and the addition on a .48 equipment tech. In subsequent years, we see adding 2 FTE faculty but not increasing our overall FTE.</u>	<b>2014-2016</b>	<b>4</b>	<b>200,000</b>
<b>2. Conversion of Instructional Aide to Program Services Coordinator</b> <u>Reason: To better serve the needs of the Athletics area by providing critical support related to learning outcomes, community out-reach, game operations and events.</u>	<b>2014-2015</b>	<b>1</b>	<b>20,000</b>

*\*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
- Comparisons to professional organizations’ best practices

---

<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>

- 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.