

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: Language Arts/Learning Resources Prepared by: Mary Gutiérrez Date: 09/06/13

Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to 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?

- a. In support of student learning, faculty will increase access to transfer-level by increasing supplemental instruction options, developing curriculum pathways in Learning Communities, and evaluating placement practices.
- b. The English Language Institute and ESOL will increase high school ESOL matriculation to Skyline College 10%.
- c. Skyline College faculty and staff will know the resources available to students at the Learning Center and will be able to refer students to those resources.

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

The Language Arts and Learning Resources Division provides a breadth of academic opportunities for students to enter at pre-transfer and transfer-levels to meet their educational goals including preparation for employment, transfer-level curriculum, or transfer to baccalaureate institutions. Services provided in the English Language Institute and the Learning Center supplement the academic environment and provide a range of services to ensure student success.

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
Support student success in all division programs	Library—Information literacy Counseling, Social Sciences, MST— Learning Communities Middle College—community	Planning and leadership

	partnerships, VPI office	
Hire, evaluate and promote professional development of all division employees	District HR, CTTL	Planning and leadership
Provide support and resource allocation for all programs in division	VPAS, VPI	Resource development, planning
Coordinate the schedule of activities and classes for all division programs and services	VPI office	Planning and leadership
Ensure quality of programs through effective outcomes assessment measures and analysis	VPI, PRIE, SLOAC	Planning, leadership, advocacy
Develop strategic relationships with community partners	Area school districts	Leadership, development, advocacy, planning

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)
1		ESOL	Expand participation in Career Advancement Academy areas;	Expanded into ECE	Completed
1		ESOL	offer ESOL certificates in health care areas		Ongoing
1		JOUR	create Transfer Model Curriculum in journalism	Submitted to Chancellor's office	Completed
1		ENGL	review TMC submission in English	Submitted to Chancellor's office	Completed
1		ENGL	implement Acceleration Project in four English 846 sections	All full-time faculty are teaching or have taught 846 accelerated.	Completed—exceeded measure
1		ENGL COMM	continue to participate in Learning Communities, including FYE	FYE has expanded into FYE Spring Start and SYE.	Completed—exceeded measure
1		ALL	look for opportunities to expand or create new LCs, especially multi-disciplinary LCs	Assumed leadership for LCs. Offered integrated curriculum LC retreat.	C-exceeded measure
1		ALL	continue to support Democracy Commitment	Implement Presidents Innovation Fund grant on dialogue forums	Ongoing
1		ALL	Continue to assess courses and programs across the Language Arts curriculum to meet accreditation timeframe	All programs and courses that have been taught in the past six years were assessed.	Ongoing
1		ENGL	Explore self-placement in English courses		Ongoing
1		ENGL	Continue to review articulation between and among English core courses to increase retention and success rates		Ongoing
1		LSKL	Offer new course to enhance basic writing skills: Engl 680—Writing the Essay	Curriculum has been focused on a pathway model that decreases	Revised

				steps to completion. TLC workshops have replaced mini-courses.	
1		LIT	Revamp English literature offerings to articulate with transfer institutions for the English major		Ongoing
1		ELI	English Language Institute works with CITD to recruit and create instructional programs for international students		Ongoing
1			Expand Leadership Academy to work with CITD to create opportunities for international students.	Leadership Academy will be moving to Student Services.	Revised
2		ALL	Continue to involve all faculty in decision-making processes; encourage attendance at Flex Day activities, Division/department meetings, retreats, mentoring opportunities, etc.		Ongoing
3		ENGL	Present Pilipino Cultural Night and WOW Conference each spring semester.	Both events were presented in 2013.	Ongoing
3		ESOL	Expand number of courses offered at the Community Learning Center and through our concurrent enrollment program.		Ongoing
4			Keep up with technology needs of faculty, especially replacing individual desktop or laptop computers, as needed.	Campus plan was developed that schedules ongoing replacement.	Completed
4			Continue to advocate for more full-time faculty, especially in departments having only 1-2 full-time faculty.		Ongoing
5			Continue to provide opportunities for faculty to discuss topics of common interest, such as successful pedagogical strategies by course level, strategies for improving retention/success rates, etc. through retreats and department		Ongoing

			meetings, and other professional development opportunities.		
5			Support faculty participating in Acceleration Project and other student success initiatives by providing resources for professional development opportunities.		Ongoing
5			Continue training of faculty on TracDat to monitor and assess SLOs.		Ongoing

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

a. Internal

- i. Significant leadership change: Dean Connie Berringer retired in July 2012 and Mary Gutiérrez assumed leadership of the division; VP Michael Williamson retired and Sarah Perkins took his post. Nohel Corral left his position in TLC/TRiO. With that change in staffing came an accompanying organizational change. TRiO was organized within Student Services and TLC remained under instruction. Corral's leadership position over the learning center has not yet been filled. David Reed was hired into a new TLC position of project director. ELI leadership changed from a short-term temporary PSC to full-time permanent PSC and Chris Rico filled the position.
- ii. Pedagogy/Philosophy shifts: priority has been placed on acceleration, Supplemental Instruction, and providing more students access to English classes. In learning communities faculty are working on increasing integration and interdisciplinarity as well as increasing the number of semesters a cohort is engaged in the learning community.
- iii. 2013 Accreditation visit: college-wide accreditation readiness was the focus of the 2012-13 school year.
- iv. Retirement: Between 25-33% of the faculty anticipate retirement in the next five years.

b. External

- i. Basic Aid funding model: Faculty hiring resumed in the 2012-13 school year. Faculty members were hired to replace retired or reassigned faculty. Paula Silva replaced retired Jeff Westfall (2013), Rob Williams replaced retired Sandra Verhoogen (2006), and Serena Chu replaced retired Betty Lindgren (2007). English faculty Karen Wong is on full-time reassignment to PRIE, and four FT positions which became vacant between 2001-2010 remain unfilled.
- ii. Phased-in retirement: Phased-in retirement offers faculty the option to remain with the district at reduced FTE which impacts FT FTE and delays hiring.

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	ESOL LIT COMM	Expand online course offerings in literature, ESOL, and communications.	Increase participation in CTTL; work with CTTL to increase capacity. Increase online courses	STOT training Curriculum development
5	5.1	DIV	Create more professional development materials for new faculty.	Develop an online division faculty handbook	Faculty reassign time
1	1.1	DIV	Increase interdisciplinary interaction in the division among faculty.	Division agendas reflect interdisciplinary discussions and projects	Compensation for PT faculty attendance at meetings.
1	1.1	DIV	Innovate placement, pedagogy, and curriculum.	Division and department agendas reflect interdisciplinary discussions and projects	Compensation for PT faculty attendance at meetings.
1	1.1	DIV	Enable adjunct faculty to participate in assessment creation and implementation, subsequent analysis, and action plan creation. (Some adjunct faculty are overseeing assessment of courses only taught by them.)	Department meeting minutes, assessment materials	Compensation for PT faculty.
1	1.1	DIV	Increase communication and achievements within departments.	Monthly department meetings with agendas	Funds to compensate PT participation, Skype support
1	1.2	TLC	Hire TLC Director and fill vacant positions on the TLC staff	TLC director in place by 2/14, staff hired by 11/14	Position requisitions, new funding
1	1.2	TLC	Establish TLC as college-wide, transfer level academic resource	TLC Director meeting with area deans and faculty to determine tutoring needs and resources. Meet tutoring	TLC independent reporting status Dedicated budget with funds for tutoring, SI, general supplies,

				needs in GE curriculum.	professional development
1	1.2	TLC	Maintain peer and graduate tutor services	Meet tutoring needs in pre-transfer and GE curriculum.	Dedicated budget with funds for tutoring, SI, general supplies, professional development Faculty reassign time to support tutor training
1	1.2	TLC	Increase communication among TRiO, Mesa, and TLC to ensure that services address students' needs.	Articulate relationships among and align tutoring options at Skyline. Align under TLC.	Revision of existing TRiO grant in 2015 grant cycle. Physical space for tutoring services.
1	1.2	TLC	Provide outreach and faculty development in order to establish SI and tutoring philosophy and pedagogy to campus community.	Provide faculty development workshop Support ongoing SI training Align college-wide SI models with TLC SI model	Dedicated budget with funds for tutoring, SI, general supplies, professional development Faculty reassign time to support SI. Compensation for PT faculty attendance at meetings.
1	1.1	ENGL	Develop online rhetoric text for use in all English composition classes.	Available online by Spring 2015	Online support Funds to duplicate hard copies for every instructor. Compensation for PT faculty attendance at meetings.
1	1.1	ENGL ESOL	Work within ENGL and ESOL to increase consistency among sections of the same courses, i.e. ENGL 828, 846, 100, and 110 and ESOL 400.	Conduct norming sessions as part of course assessment	Funds to compensate PT participation, general supplies for printing and food.

1	1.1	ENGL & ESOL	Explore placement options and develop alternate placement that meets the needs of Skyline College.	Evaluate current placement models. Determine impact of self-placement. If beneficial, begin work on Skyline self-placement model.	Funds to compensate PT participation, general supplies for printing and food.
1	1.1	ESOL	Examine and clarify relationships with Adult schools and So. SF Community Learning Center	Retreat with Adult Schools, agreed upon programming with CLC	Funds to compensate PT participation, general supplies for printing and food.
1	1.1	World Language	Working with CSM and Canada increase consistency among Spanish courses within district.	Align Spanish course SLOs and content within district	Faculty time
1	1.3	World Language	Increase outreach to area high schools to increase matriculation to higher level Spanish classes.	Contact language departments in feeder high schools. Schedule visits in at least 50% high schools Increase enrollments in Spanish 120 prior to first week of Fall 2014.	Faculty time Support from outreach Funds for printing
1	1.1	World Language	Solidify growing enrollment in ASL classes	Increase enrollment in all four semesters of ASL.	Provide ASL Interpreters, funds to compensate PT faculty
1	1.3	ELI	Increase outreach to area high schools to increase ESOL matriculation.	Contact Oceana, Westmoor, and other key high schools. Initiate new ESOL relationships.	Staff and faculty time Support from outreach Funds for printing
1	1.1	ESOL	Develop a sustainable curriculum plan that	Hold a retreat to focus curriculum, discuss community partnerships, and develop 5 year plan	Funds to compensate PT participation, general supplies for printing and food
1	1.1	COMM	Increase full-time faculty in communications from two to three	New tenure-track faculty hired for Fall 2014	Position Requisition

1	1.1	COMM	Expand participation in Learning Communities	New faculty included in LC for 2014-15	Faculty development Hiring
1	1.1	COMM	Explore certificate options	Department agenda items	Funds to compensate PT
3	3.1	JOURN	Demonstrate excellence in student journalism	Recognition from college journalism organizations	Student participation in journalism organizations
3	3.1	JOURN	Increase the use of data visualizations in student writing.	Evidence of data visualizations in The Skyline View.	Guest speakers, faculty development opportunities
1	1.1	LC	Solidify Learning Communities integrated, interdisciplinary pedagogy	All LC faculty participate in curriculum workshops	Funds to compensate PT participation, funds to send faculty teams to Washington Center curriculum workshop, general supplies for printing and food.
1	1.1	LC	Increase inter-LC coordination	Plan three inter-LC events in 2013-14 Continue communication and support among deans	Hire LC PSC by 1/14
1	1.1 1.2	LC	Hire LC Program Services Coordinator	Hire LC PSC by 1/14	Position Requisition and funding
1	1.3	MC	Begin Middle College planning	Identify key partners and develop timeline	Hire MC coordinator by 12/13
1	1.3	MC	Hire Middle College coordinator	Hire LC PSC by 12/13	Position Requisition and funding
3	3.1	Talisman	Transition leadership	Designate new faculty leadership by 5/14	Faculty reassign time.
3	3.1	Talisman	Develop a new model and implementation plan for Talisman 2.0	Agendas that reflect the following: Explore award winning publications Explore new publication formats	Funds to compensate PT. Ongoing budget for Talisman.

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 Dean 0.5 Learning Center Director	1.5 FTE	1.5 FTE	1.0 FTE	1.0 FTE		2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Classified Staff FT	1.0 FTE	1.0 FTE	1.0 FTE	3.0 FTE		5.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE
Classified Staff PT	.5FTE	.5FTE	.5FTE	.5FTE						
Confidential Staff FT										
Hourly Staff										
Student Workers				1.5 FTE		1.5 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Faculty Reassigned FTE Full time				-4.4 FTE		-4.2 FTE	-4.2 FTE	-4.2 FTE	-4.2 FTE	-4.2 FTE
Faculty Reassigned FTE Part time										
Faculty FTE Full time				18.0 FTE		19.0 FTE	20.0 FTE	21.0 FTE	22.0 FTE	23.0 FTE
Faculty FTE Part time				20.3 FTE		19.3 FTE	18.3 FTE	17.3 FTE	16.3 FTE	15.3 FTE
Total Full Time Equivalent Staff				39.9 FTE		42.7 FTE	42.7 FTE	42.7 FTE	42.7 FTE	42.7 FTE

Unit Name: _____ Language Arts _____

10. Outcomes Assessments

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

What were the Service Area Outcomes (SAOs) you assessed last year?	How did you assess progress? Please list the methods you used in the assessment.	When: 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.
None				

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

Department/Unit:		Date:	
Assessment Facilitator:		Ext.	Email:
Unit Mission Statement:			
Current year's assessment plan (2013-2014)			
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?
1. Supplemental Instruction	Institutional Data	Summer 2014	Persistence and matriculation of students in SI
Use of Results: How do you anticipate using the results from the assessment?			
Informing and shaping the SI model			

			greater than college average	
2.				

ALUR--Resources Needed

Unit Name: ____ Language Arts _____

11. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)

List Staff Positions Needed for Academic Year ____ 2013-14 ____ Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1. Communications Reason: Retirement replacement Reason: Increase participation of communications faculty in Learning Communities, increase online offerings in communications	R N	\$75,000 \$75,000
2. English Reason: Retirement replacement	R	\$75,000

*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.

12. Additional Equipment Needs (excluding technology)

List Equipment or Equipment Repair Needed for Academic Year ____ 2013-14 ____ 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
1. Computer and office for new LALR PSC Reason:	N			\$7,000.00
2. Reason:				

* 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 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: Supplemental instruction	Computers	N	N	Pacific Heights				2	\$4,000.00
2. Justification: Upgrade will facilitate collection of assessment data	Academia upgrade	N	C	Learning Center	Y			1	\$4,000.00

- 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*

List Facility Needs for Academic Year <u>2013-2014</u> (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. Learning Center Reason: infrastructure upgrade for networking	\$10,000.00
2. Learning Center Reason: short term remodeling for more effective use of space	\$100,000.00

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

List Professional Development Needs. 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.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. Learning Community team participation in Washington Center <u>Reason:</u> Work with national experts to develop integrated, interdisciplinary curriculum for learning communities.	\$1500	10	\$15,000
2. <u>Reason:</u>			

16. OTHER NEEDS not covered by current budget

List Other Needs that you 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.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. Operating budget for English Language Institute <u>Reason:</u> Previous budget for ELI came from SparkPoint. With a change in reporting, the ELI is without an operating budget. Budget is attached. Salaries are not new requests, but a request for all the ELI expenses to be organized into a single budget. \$16,000 of new funds are requested.			\$16,000.00
2. Operating budget for Learning Center, Peer Tutors, and Supplemental Instruction <u>Reason:</u> A budget for the Learning Center has not yet been established. This request will begin to establish a budget. This request will cover 50% of current tutor wages and benefits and other operating expenses. Increases of \$25,000 per year for four years will allow the Learning Center to address the needs of the student body and meet the goal of expanding Supplemental Instruction.			\$77,000.00
3. Operating budget for Learning Communities <u>Reason:</u> Budgets for learning communities are inconsistent. Puente, ASTEP, and Kababayan have existing budgets whereas FYE/SYE, FYE Leap, Scholar Athletes, CIPHER, and potential new Learning Communities operate without a budget to cover normal expenses such as recruiting materials, field trips, and events.			\$20,000.00
4. Language Arts budget for ASL interpreters <u>Reason:</u> Currently Skyline has three deaf instructors teaching in the ASL program. Department and division meetings as well as professional development opportunities for these instructors require interpreters.			\$4000.00
5. Talisman operating budget <u>Reason:</u> President Stanback-Stroud and Dean Berringer agreed on an ongoing operating budget of \$5000 per academic year for the Talisman.			

17. 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
1. Learning Center remodel <u>Reason:</u>	2015-2020		TBD
2. <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.¹

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

¹ 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.