



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: Planning, Research, & Institutional Effectiveness (PRIE) Prepared by: David Ulate Date: October 7, 2013

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. Faculty, staff, students, and administrators will be able to participate in a transparent institutional planning process focusing on student success.
- b. Faculty, staff, students, and administrators will be able to access research and assessment conducted by the PRIE focusing on student outcomes and their impact of institutional goals and strategies.
- c. In support of institutional effectiveness, faculty and staff will receive guidance and support in the development and implementation of assessment strategies dedicated to better understand the impact of current practice.

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

The mission of the office of PRIE is to help develop and institutionalize necessary planning and assessment structures and knowledge (i.e. research and assessment) ensuring the college continually revises and meets its mission and goals.

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
1. Work with the college to develop goals and strategies.	Participatory governance committees	Planning
2. Develop, coordinate, and maintain decision-making support and reporting systems and procedures.	Executive administrative offices Participatory governance committees	Leadership Planning

3. Develop a research agenda and conduct research and communicate findings/analysis.	All other institutional divisions	Leadership Planning
4. Support the development and use of assessment tools dedicated to evaluating the effectiveness of academic programs and services.	All other institutional divisions	Leadership Planning Advocacy Resource development

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)
2	2.1 2.2	PRIE	Institutionalize new college goals and strategies.	Adoption of new college goals and strategies. Integrate new goals and strategies into the Balanced Scorecard.	Completed. New goals and strategies were adopted and are integrated into the Balanced Scorecard.
2	2.1 2.2	PRIE	Review and institutionalize planning and participatory governance process through documentation and communication of processes.	Development of handbooks/manuals relative to planning and governance. Review and adoption of handbooks/manuals by shared governance committees.	Ongoing. Many plans were completed and adopted (e.g. Ed. Master Plan, Participatory Governance Handbook), but there are a few to be finalized this year (e.g. Diversity Framework).
1 3 4 6 8	1.1, 1.2 4.1 6.2 8.3, 8.4, 8.5	PRIE	Conduct and communicate research dedicated to improving the effectiveness of and promoting innovation in programs and services.	Cataloging the research work done in PRIE and tracking the impact of the work. Writing briefs/narratives/reports of research and publicizing via the PRIE website, Skyline Shines,	Ongoing. The development of a PRIE database has begun but remains incomplete. Some completed work is now available online. Briefs/narratives/reports have yet to be developed.

				and/or presenting to relevant committees.	
1 3 4 6 8	1.1, 1.2 4.1 6.2 8.3, 8.4, 8.5	PRIE	Develop the Skyline College Action Research Center (ARC) as the hub for institutional research dedicated to the improvement of student outcomes through the collection, creation, and communication of knowledge that promotes and fosters effective institutional programs and services.	Create the ARC.	Ongoing. The idea and structure of the ARC has been discussed within PRIE but has yet to be finalized and rolled out to the public.

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

Internally, the staffing of the PRIE has changed in the past year. A short-temporary office assistant was added at the beginning of the Spring 2013 semester and a coordinator of institutional effectiveness was added during the summer of 2013. Externally, ACCJC requirements continue to impact the work of the office of PRIE in terms of organizing the evidence and documents necessary for the college's self-study as does grant funded work such as the Benefits Access for College Completion and Foster Youth programs.

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 2 3 4 5 6 7 8	1.1 – 1.4 2.1 – 2.3 3.1 – 3.2 4.1 – 4.2 5.1 6.1 – 6.3 7.1 8.1 – 8.4	PRIE	Become the central resource location for accreditation and serve as a primary resource to support the work of the new Accreditation Oversight Committee.	Develop an infrastructure within PRIE to support accreditation needs. Participate on the Accreditation Oversight Committee.	Planning Analyst

2	2.1 2.2	PRIE	Review and institutionalize planning and shared governance process through documentation and communication of processes.	Development of handbooks/manuals relative to planning and governance. Review and adoption of handbooks/manuals by shared governance committees.	
1 3 4 6 8	1.1, 1.2 4.1 6.2 8.3, 8.4, 8.5	PRIE	Conduct and communicate research/assessments dedicated to improving the effectiveness of and promoting innovation in programs and services.	Cataloging the research/assessment work done in PRIE and tracking the impact of the work. Writing briefs/narratives/reports of research and publicizing via the PRIE website, Skyline Shines, and/or presenting to relevant committees. Organize the PRIE website such that completed work is more easily accessible.	Staff Assistant
1 3 4 6 8	1.1, 1.2 4.1 6.2 8.3, 8.4, 8.5	PRIE	Develop the Skyline College Action Research Center (ARC) as the hub for institutional research dedicated to the improvement of student outcomes through the collection, creation, and communication of knowledge that promotes and fosters effective institutional programs and services.	Create the ARC.	Staff Assistant and a Planning Analyst.

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 description by numbering the chart and including a numbered list with clarifications on a subsequent page. If you wish make this an appendix item.

Figure 1 – Current PRIE Unit

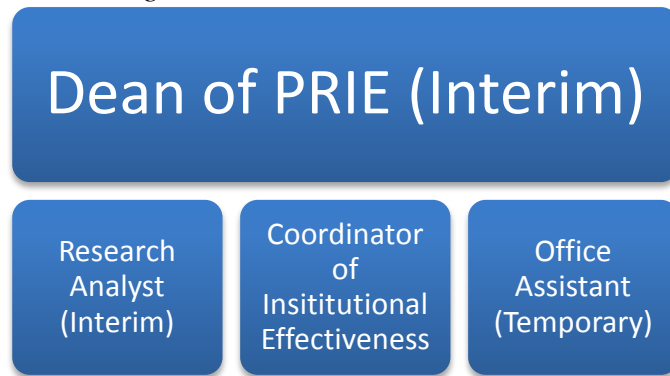
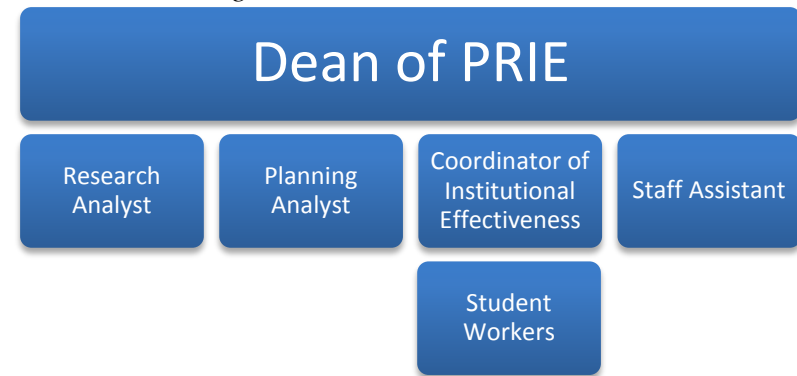


Figure 2 – Ideal PRIE Unit



Currently the Office of PRIE is comprised of the Dean and the Research Analyst. To meet the goals set out by the unit, an increase in staff will be needed. Additional staff needed are research staff (an additional research analyst and student workers) and office support (an office assistance and student workers).

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	1	1	1		1	1	1	1	1
Classified Staff FT	0	0	1	1		2	2	2	2	2
Classified Staff PT										
Confidential Staff FT										
Hourly Staff	0	0	0	1						

Student Workers						2	2	4	4	4
FTE faculty Full-Time										
FTE faculty Part-Time/Overload										
Faculty Reassigned FTE Full time	0	0	0	1		1	1	1	1	1
Faculty Reassigned FTE Part time										
Total Full Time Equivalent Staff	1	1	2	4		6	6	8	8	8

Unit Name: PRIE

10. Outcomes Assessments

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
1. Document and communicate planning and governance process	Many planning documents and handbooks/manuals went through the governance process.	Planning and governance process was documented and communicated.	None	Outcome measure satisfied.
2. Assist in the development and implementation of assessment tools	SLO proficiency rates increased.	Faculty and staff received necessary support in assessment.	Continue support to maintain output.	Work in this area needs to be ongoing.

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.
2a & 2c	Publications that went through governance process SLO proficiency rates	One semester	No targets/benchmarks were established for governance. The target was for all courses and programs to have assessment tools and will have completed the SLOAC for at least one SLO. Nearly all courses and programs have assessment tools and many have completed the SLOAC	We have used results to inform PRIE strategies of if additional or continuous work is needed. In assessment, in particular, it is apparent that efforts need to be sustained to sustain work.

			for most of their PSLOs; some need to assess more of the courses that fall under their area.	
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Update from previous year's assessments (2012-2013).

Department/Unit:	Planning, Research and Institutional Effectiveness		Date: October 21, 2012	
Assessment Facilitator:	David Ulate		Ext. 7069	Email: ulated@smccd.edu
Unit Mission Statement:	To help develop and institutionalize necessary planning and assessment structures and knowledge (i.e. research and assessment) ensuring the college continually revises and meets its mission and goals.			
Current year’s assessment plan (2012-2013)				
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. Make PRIE research/assessment work more accessible to college community	New website. More work published to the website. Reports/summaries of work also produced and uploaded to website.	Summer 2014	A new website with an increased number of published work will be publically available.	Results will indicate how well PRIE has helped develop and move forward a research/assessment agenda for the college.

ALUR--Resources Needed

Unit Name: PRIE**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. Staff Assistant <u>Reason:</u> A Staff Assistant is needed to (among other things) coordinate research projects, assist in reporting research, and updating and maintaining PRIE website. Also to assist in the development of The ARC.	N	
2. Planning Analyst <u>Reason:</u> A Planning Analyst is needed to meet the institutional planning needs of the college—in particular as they pertain to accreditation. Also to assist in the development of The ARC.	N	
3. Student Workers <u>Reason:</u> Student workers are needed to help conduct research from the student's perspective as well as help with the coordination, organization, and analysis of PRIE projects. Also to assist in the development of The ARC.	N	

** 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 <u>2013-14</u> 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. Desks <u>Reason:</u> The Planning Analyst needs a workstation as would the student workers.	N		2	
2. <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 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	Computers (1-3) The Staff Assistant and student workers need their own workstations.	N	C	PRIE Office	No				
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.*

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

List Facility Needs for Academic Year _____ (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. <u>Reason:</u>	
2. <u>Reason:</u>	

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
<u>Reason:</u>			
<u>Reason:</u>			

16. OTHER NEEDS not covered by current budget

[illegible]

2. Conference Expenses —registration, travel, lodging, food, etc. (e.g., AACU's General Education conference, Assessment conferences, Accreditation conferences, etc.) <u>Reason:</u> Maintain currency in initiatives such as GE assessment, new accreditation requirements, assessment, etc.			
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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. Office Space <u>Reason:</u> As The ARC develops and the PRIIE office continues to grow its staff, additional office space will be needed.	2014-2015		
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.