



Annual Administrative Leadership and Unit Review (2014/15)

The Annual Administrative Leadership and Unit Review (ALUR) 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: Enrollment Services Prepared by: Will Minnich Date: 7/14/2015

Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to mcveana@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&R: Provide timely response to student and staff inquiries

FA: Provide timely support to students in relation to financial aid

Outreach: Future and current students will be informed and connected to programs and services Skyline College has to offer.

VRC: Connect Veterans to campus resource that will allow them to persist and complete their Educational plan on time.

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

The Enrollment Services team is dedicated to achieving the following results; 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer, according to their educational goal by 2020-21.

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
Admissions & Records		
Financial Aid		
Outreach		
Veteran Resource Center		
Jump Start program	Academic Deans and Learning Center	

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

Please note the information in the chart was pulled directly from the goals indicated in last years ALUR.

College Goal	Strategy	Unit	Objective	Measurement Criteria	Outcome/Status (ongoing, completed)
Recruit and retain staff	Professional Development & Hiring of Staff	A&R	To meet the needs of the college and providing access to opportunities for professional growth of advancement.	Identifying professional development activities and working with staff on their professional development plans and goals	Ongoing
Enhance institutional effectiveness	Participatory governance opportunities for staff	A&R/ FA	Identify committees for staff, opportunities for staff to feel included and part of decision making process.	Work to identify opportunities and then meet with staff periodically to review their experiences and provide guidance (if needed)	Ongoing.
Develop accessibility	Increasing accessibility of aid	FA	Informing students about aid resources available; increasing scholarship applications	Workshops, programs, FA data	Ongoing.
		Outreach	N/A		
		VRC	N/A		
		Jump Start	N/A		

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

A&R: Staff transitions (PSC, ARII, Dean, fluctuating student assistants), limited of cross training for staff, increasing State/ Fed reporting requirements, inefficient/ increasing manual processes, lack of technology slowing student service, poor use of Bldg 2 kiosk staff.

FA: In the 1415 aid year, there are new Federal and State mandates in reporting and implementing as follows; Gainful Employment Reporting, 150 % SULA, Loss of Board of Governors Fee Waiver/ Priority Enrollment, Financial Literacy project implementation plan, Default Management, SSSP.

VRC: Staff transition (new PSC), growing VA student population, growing connection with VA external support agencies, inability VA students' progress.

Outreach: Staff transition (PSC resigned, need better management of Student Assistants), no real plan for Outreach to execute (high school, adult, off campus, on campus, etc.), strong connection to some high schools, solid PEP event, first outreach scholarship concert.

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
Provide technological resources.		A&R	Timely response to student and staff inquiries by improving process, technology, and staff allocation.	Reduction in response time to student and staff inquiries.	Software to electronically process paperwork, respond to questions, to “know our students” allowing us to better serve them.
Provide technological resources.		Outreach	Track outreach activities, be able to respond to individuals and groups (follow up), target various demographics.	Number of outreach events and target communication to groups and individuals.	Software to electronically achieve objectives.
Enhance institutional effectiveness		VRC	Connect students to resources that will help them persist and complete their educational goal on time.	Term to term persistence and usage of VRC.	Software to track student activity.
Provide financial resources...		FA	Continue to work as a team district wide to ensure we are consistent in our policies and procedures, streamlining our services provided to students,	Student survey responses, data on students served (default rates, SAP, etc.)	Reports from ARGOS and SAP that will aid in determining changes to achieve the objective.

			utilization of technology and standardization of documentation required of students		
Access...		Jump Start	Give challenged students a chance.	Program completion	Move back to academics

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.*

See last page of report for Organizational Chart.

- All Open positions are in process of being filled. All paperwork is with HR, just waiting on their public posting.

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				
	2010/11	2011/12	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18	2018/19
Administration		3	3	3		3	3	3	3	3
Classified Staff FT		15	15	15		15	16	17	17	17
Classified Staff PT		.67	.67							
Confidential Staff FT										
Hourly Staff			1.8	1.2		1.2	1.2	1.2	1.2	1.2
Student Workers		7.5	7.5	7.5		7.5	7.5	7.5	7.5	7.5
FTE faculty Full-Time										
FTE faculty Part-Time/Overload			.47	.47		.47	.47	.47	.47	.47
Faculty Reassigned FTE Full time										
Faculty Reassigned FTE Part time										
Total Full Time Equivalent Staff		26.17	28.44	27.17		27.17	28.17	29.17	29.17	29.17

10. Outcomes Assessments2014/15 review:

In early 2015 (beginning in March/ April) Enrollment Services was asked to review PSLO's and begin to make any necessary adjustments. In review of PLSO's for Financial Aid, Admissions & Records, Outreach, Veteran Resource Center, and the Jump Start program we found only Financial Aid to be written well and measurable (inclusive of data). All other areas were written poorly, lacking means of measurement, with no data recorded.

The data in the box below is for Financial Aid only.

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
1. Identify Financial Aid Resources: Students will be able to identify financial aid resources for which they may qualify, submit applications and meet deadlines.	Outreach efforts have resulted in increased FAFSA completion and more aid awarded.	Action items are having a positive impact.	n/a	Continue with similar action items from previous year. Look to automate where possible.
2. Satisfactory Academic Progress Policy: Students who receive financial aid will demonstrate knowledge and understanding of the Satisfactory Academic Progress "SAP" Policy for financial aid purposes.	We are educating more students on what SAP means or how it could impact them.	Despite the increase in education, it's hard to determine if the workshops are actually making a long term impact.	n/a	Continue with similar action items from previous year. Look to add automation if possible.

2015/16 Assessment plan: We are currently nearing the end of revamping the PSLO's for all of Enrollment Services. All PLSO's will be specific, measurable, and directly related to 75% on time student completion. Most, if not, all will be measured annually. This will allow us to make adjustments in services more quickly, rather than examining data over multiple years.

Current year's assessment plan (2015 -2016)				
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. Actual outcomes per department (ex. Veteran persistence, timely/ efficient service in A&R, financial aid literacy, and	We are designing assessment methods to be extracted from system data. We are moving away from survey data, as this has not provided accurate or significant data in the past.	Annually, in all areas	We are in the process of determining benchmarks.	Immediately enhance service to students.
2.				

ALUR--Resources Needed

Unit Name: Enrollment Services

11. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)

List Staff Positions Needed for Academic Year _____ 3 (these are already in process)____ Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1. <u>Reason:</u> Replace PSC in A&R and Outreach (already approved and in process with HR).	R	
2. <u>Reason:</u> One additional ARIII in A&R and convert ARII to ARIII (already approved and in process with HR).	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__2016 and beyond____ 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. <u>Reason:</u> Software for electronic document processing and student support. Current processes are manual in nature and growing. We have no technology to "know" our students. Software could be Docu-sign, Ellucian, Salesforce, et. Software will cover multiple departments on campus, thus a united decision on process and solution is a must. Solutions are likely to be "Could Based", so onsite technology hardware needs should be minimal at most.	Non instructional	TBD	?	50k to 300k+
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 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
1. Justification									
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 <u>None</u> (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. Reason: None	
2. Reason:	

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	Annual TCO*

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.	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u> None			
2. <u>Reason:</u>			

16. OTHER NEEDS not covered by current budget

<p align="center">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.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1. <u>Reason:</u> Software for student tracking and Support, inquiry to graduation.</p>			
<p>2. <u>Reason:</u></p>			

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

<p align="center">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*</p>			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<p>1. <u>Reason:</u> Financial Aid Technician (FAT)-The justification for an additional FAT is based on the need to meet the student demand for services, staff support, additional reporting to the Department of Education and State, new programs administered, reports needing to be worked regularly for ensure compliance and replace the FAT position lost when the Financial Aid Technical Support Specialist position was created from the BPA.</p>	2016/17	1	\$54,636.00 plus fringe.
<p>2. <u>Reason:</u></p>			

**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
- Focus groups

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>

- 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.

Enrollment Services

