



Annual Administrative Leadership and Unit Review Skyline College Office of the President

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 of ALUR is to improve the overall quality of services and to ensure that the units are effective in meeting the needs of our diverse faculty, staff and students. Along with Academic Program Review, ALUR supports the realization of the Strategic Plan by providing a system to ensure that our current work is effectively connected to the college mission, vision, values and goals. ALUR will inform the college strategic priorities and resource allocation decisions.

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

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

Annual Administrative Leadership/Unit Review and Service Outcomes Assessment

Administrative Unit: Office of the President (OP) Prepared by: Regina Stanback Stroud Date: July 1, 2015

Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to mcvenea@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. Students, faculty and staff will be able to experience a college climate and culture of student's first, open access, student success, academic excellence, shared governance, and environmental sustainability/justice.
- b. Faculty and staff will be able to engage in an integrated planning and budgeting process that supports the college's ability to empower and transform a global community of learners.
- c. The community will be able to access Skyline College as the academic and cultural center of the community.
- d. The college administration will build leadership capacity using a transformative leadership framework.
- e. The college will be able to offer programs and services in a modernized and fully functioning college campus.

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

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 Chancellor to plan and develop overall academic direction for the college.	Chancellor Shared Governance Groups Community Partners (employers, Government, Community Based Organizations, individual community members)	Leadership Planning
2. Develop Resources and ensure sound fiscal planning that maintains fiscal integrity and	College Budget Officer College Budget Committee	Leadership Advocacy

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
stability.	College Council Chancellor Measure G Oversight Committee	Resource Development Planning
3. Represent the college as the Chief Executive Officer, ambassador and advocate to community members, organizations, employers students, faculty and staff.	Executive Administrative Offices Office of Instruction, Student Services, PRIE and Marketing/Public Information	Leadership, Advocacy, Resource development
4. Select and develop talented faculty, staff and administrators.	Governance Groups Hiring Managers Chancellor Board	Leadership Service
5. Ensure the overall integrity of the college.	Administration Faculty and staff Accreditation participants Student organizations	Leadership Advocacy
6. Ensure the college has a well prepared faculty, staff and administration to maintain safety at the times of threat or disaster	Health and Safety Public Safety Office Administration Vice Chancellor of Facilities, Maintenance and Operations.	Leadership

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 Outcome/Status (ongoing, completed)
7	7.1	OP	Administrative structure – Business Office	Comprehensive business management arm of the college in place. Effective Business Services supporting Instruction and service.	CBO position reclassified to VPA CBO position added Shortterm hourly tech position added Events/facilities position moved to VPA. VPA charged with facilities oversight and evening admin oversight
3	3.1 3.2	OP	Gather information regarding community support for Theater Complex Theater, B-1, B-2, B-5	Clear voice from community regarding the value of the Cultural Arts Complex on the Pacific.	Theater included as part of the bond project to remain in current footprint but Environmental Science building added to Pacific Oversight. .
4	4.2	OP	Replace plastic banners with electronic Sign Board at College Drive Entrance of the college	Sign Board in place and operating.	Initially approved but recently “unapproved” by chancellor. Goal abandoned.
4	4.2	OP	Capital improvement – Learning Commons, Building 1 facelift, Building 2 facelift (third floor) Online Learning infrastructure, and Pacific Heights	Facelift completed on building 1 and 2. Technologically based library and learning resource center completed in building 5 Online FTES increased by 50%.	CIP in progress

1	1.1	OP	Skyline Promise – research and implement a model that rewards high school completion, uses transcripts for placement and forgives fees for first year.	Increase in recent high school grads by 20%.	Received 2.9 mil from district to implement. Collaboration with elementary, middle, high schools began. Still to hire a lead on creating.
5	5.1	OP	Transformative leadership team	Develop transformative leadership approach by creating and organizing unifying teams values and visions for the organization	In progress with excellent coaching support that has led to an overall increase in group cohesion, trust, and collaboration. To continue.
1-7	1.1	OP	Implement Strategic Priority Plan	Benchmarks met in BSC – Program Development, Staffing Acquired	In progress consistent with Plan

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

- The college became a basic aid college.
- SSFUSD indicated a willingness to consider Middle College
- The state made CAA funds available
- The college president became a presidential appointee

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
3	3.1 3.2	OP	Strengthen Community and Professional Relations	<ul style="list-style-type: none"> Community engagement (Summit, Breakfast) Chamber and Rotary engagement AACC/NCBAA/WRCBAA/PRT leadership and membership 	No new budget needed
4	4.2	OP	Capital improvement – building 1, Environmental Science, Pacific Heights, Learning Commons, GLPS office	Construction complete for building 1. Pac Hts upgrades. Technologically based library and learning resource center completed in building 5	All staff in place
1	1.1	OP	Skyline Promise – research and implement a model that rewards high school completion, uses transcripts for placement and forgives fees for first year.	75% get in –get through- get out on time	Staffing – initiative lead - execution
5	5.1	OP	Transformative leadership team	Develop transformative leadership approach by creating and organizing unifying teams values and visions for the organization	Professional development
1-7	1.1	OP	Implement Strategic Priority Plan	Benchmarks met in BSC – Program Development, Staffing Acquired	Staffing Resources Physical Resources Operations Resources

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				
	2011	2012	2013	2014		2015	2016	2017	2018	2019
Administration	1	1	1	1		1	1	1	1	1
Classified Staff FT	2	2	2	2		2	2	2	2	2
Classified Staff PT										
Confidential Staff FT										
Hourly Staff										
Student Workers										
Faculty Reassigned FTE Full time										
Faculty Reassigned FTE Part time										
Total Full Time Equivalent Staff	3	3	3	3		3	3	3	3	3

10. Outcomes Assessments

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
The community will be able to access Skyline College as the academic and cultural center of the community.	<ul style="list-style-type: none"> • President’s Breakfast participation at record high with record high funds raised. • Collaboration with City of San Bruno and college used as a resource for cities centennial, PGE explosion memorial, SWAT training, and the arts commission • Success Summit participation with iClicker public surveys about the issues in north county and the determination that the college is part of the solution in addressing the transportation initiative • Public support of a 388million dollar bond • Strengthened President’s Council 	High community support and engagement. College is considered part of the community’s cultural county.	<ul style="list-style-type: none"> • High engagement and visibility of leadership team (president on Rotary, SBC Foundation, UWBA board, SMCCCD Foundation board) • Continue Call to Consciousness Series • Continue Summit 	

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.
The community will be able to access Skyline College as the academic and cultural center of the community.				

Update from previous year’s assessments (2013-2014). 14/15 Not completed across the college. Carried over 13/14 goals.

N/A				
	Summit Evaluations Bond results iClicker survey	2013/15	150K PIF – no received 140K 100 Summit participation – yes 120	

Department/Unit:	Skyline College Office of the President		Date: October 5, 2015	
Assessment Facilitator:	Regina Stanback Stroud		Ext. 4111	Email: stroudr@smccd.edu
Unit Mission Statement:	To establish Skyline College as the premier educational and cultural center of the region using transformative leadership.			
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?
Develop transformative leadership capacity of college administration	Administrative evaluations Shared Governance Evaluation Admin Surveys (pre-retreat)	Fall 2016	Common Vision/Approach using transformative principles present in executive leadership.	Distribute leadership throughout the various wings of the college to strengthen the quality of decision making and the engagement of faculty, staff and students in the process.
The college will be able to offer programs and services in a modernized and fully functioning college campus	Observation Employee Voice Survey Program Review Facilities needs Administrative Leadership Reviews – Facilities needs	Fall and Spring Semesters next 4 years	All buildings, classroom updated. Pacific Heights facelift completed.	Inform the educational master plan, facilities master plan and strategic priorities.

ALUR--Resources Needed

Unit Name: _____

11. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)

List Staff Positions Needed for Academic Year <u>2015</u> Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1.	New position/reclassification	
2. <u>Reason:</u>		

** TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.*

12. Additional Equipment Needs (excluding technology)

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

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
	varies		

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

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></p>			
<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.

