



## Annual Administrative Leadership and Unit Review (2015/16)

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: Global Learning Programs and Services Prepared by: Tammy Robinson, Dean Date: July 15, 2016

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*Contact David Ulate for data, research and assessment assistance. Please submit your completed forms to [Ulated@smccd.edu](mailto:Ulated@smccd.edu) in addition to forwarding them to your supervisor. Please submit only your Worksheets. Do not alter the forms, or eliminate pages. If a page does not apply simply mark N/A.*

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### **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?**

- To broaden the knowledge and impact of global learning through more specific collaborations.
- To quantify the need for expanded global education and internationalization for Skyline College and the SMCCCD community.

#### **3. What is the mission of your unit?** To work collaboratively to empower and transform a global community of learners. Our mission is to be deliberate about delivering a global message of greater inclusion to our students and those in our community. It is imperative that students learn about a vast market of possibilities. They must be given the knowledge of functioning and advancing their skill sets so they are a reflection of a changing world economy.

Many students will have to think of starting a business rather than simply looking for a job. GLPS strives to develop and expand on a mindset that provides time and space for our students to grow. Students must be challenged to utilize their college courses while still in our environment. Skyline College educators must also be challenged to provide the vehicles of exploration. In a student-centered environment, we must allow our students the time and space to be higher level thinkers. It is through learning about tolerance, social justice, and demanding inclusion that our students can and will change the world. Global Learning Programs and Services is that vehicle. Our goals are vast. Part of the mission of role is that GLPS must be unapologetic about the necessity of the role we now must play in the community college environment. Skyline College has provided a division such as this to be innovative and incorporate real-time answers/solutions to the problems that students face as they decide what career they will seek to study.

#### **4. How does this mission serve the overall College and District Mission?** The mission of the GLPS division is to think globally, and understand the importance of contextualizing the needs global education exposure both domestically and internationally. The entire community can contribute to the mission through GLPS through service learning, study abroad, entrepreneurial

development, expanded international trade development and a greater awareness of the role of the African Diaspora in curriculum. Within each area of the GLPS division the mission is set in motion. According to the District Strategic Plan, our goals should be “student-centered.” GLPS strives to not only expand the role of students getting into the institution, but enhance their experience while they “get through” and then continue to nurture them as they “get out...on time.”

**5. List the functions of your unit.**

<b>Function</b>	<b>Done in Collaboration with</b> (leave blank if this function is not in collaboration with another unit)	<b>Note if this is:</b> development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services
<b>Internationalize campus</b>	<b>ISP, VPI, other Skyline depts.</b>	<b>Develop and enhance</b>
<b>Internationalize curriculum</b>	<b>Various MOUs/partner institutions</b>	<b>Develop, enhance, and resource development</b>
<b>Provide service learning opportunities</b>	<b>Faculty, community partners</b>	<b>Develop, enhance, and resource development</b>
<b>Guide Business community</b>	<b>Community partners</b>	<b>Develop, enhance, and resource development</b>
<b>Grant development</b>	<b>Skyline Dept., partners, government</b>	<b>Develop, enhance,</b>
<b>Study Abroad</b>	<b>ISP, partner institutions</b>	<b>Develop, enhance</b>
<b>Invite/host/global leaders</b>	<b>Partners, government, VPI</b>	<b>Develop, enhance</b>

**6. 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)
8	8.1, 8.3	GLPS	Increase number of int'l students	Increased enrollment	ongoing
3	3.2	GLPS	Train community in business plan writing	Business plan competitions	ongoing
6	6.1	GLPS	Educate local community: trade/logistics/cybersecurity	Conference, workshops, counseling	ongoing
1	1.3	GLPS	Provide business mentorships	One-on-one mentoring	ongoing
8	8.1	GLPS	Globalize Skyline College	Develop, update curriculum	ongoing
3	3.2	GLPS	Enhance curriculum: business, African Diaspora programs, etc.	Provide matriculation agreements with 4 yr. institutions	ongoing
8	8.3	GLPS	Enhance study abroad opportunities	More enrollment	ongoing
1	1.1, 1.2	GLPS	Broaden use of ASTEP program	Better outcomes/more enrollment	ongoing
1	1.1, 1.2	GLPS	Continue success of CIPHER Program	Retention and persistence rates	ongoing

- 7. What are the key internal and/or external factors that have occurred in the last year that affect your area?** The key internal/external factors that affect our areas is that terrorism has been heightened. This threat affects our domestic students because they fear traveling abroad. It also affects our international students who fear retaliation as they enter our shores. Our students of varying ethnicities fear the political rhetoric of the time. It becomes more and more urgent that we continue to address the fears that all of our participants face in the ever-changing landscape. In our discussion of Global Learning, we will have to include more information on threats and safety. Also, we have staffing changes that have affected our area. GLPS is still a very new area so the duties and participation is not always as clear as it should be. However, it provides us an opportunity to continue to refine our division and what role GLPS plays throughout the campus/district environment.

**8. 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.

**Goal 8:** Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

- See more at: <http://www.skylinecollege.edu/about/collegegoals.php#sthash.z32igKei.dpuf>

Global Learning Programs and Services provides many areas for growth in the international market. It is imperative that the leadership within the division continues to expose the campus to the initiatives that connect to the overall college goals. In 2015-2016, GLPS successfully developed curriculum for CITD so that students can earn certificates. Our overall goal is to establish ATD and enable our students to pass the national exams so they can participate in need for Global Trade and Logistics personnel. This goal is only possible with a collaboration, campus-wide, district-wide and region-wide. For example, one division is the Center for International Trade Development. Its goals are as follows:

CITD goal is to offer premier services and develop revenue streams in the areas of global trade relations to local, national, and the global community, providing services to SMEs in 5 primary areas: 1) Trade & Reverse Trade Missions, 2) International Short-Term Education Exchange, and 3) Virtual classroom workshops/seminars (non-credit) for SMEs on global trade related issues. 2 additional service offerings for students include the development of a) Global Internship Program and b) Global Entrepreneurship Program.

1) Trade & Reverse Trade Missions - expand the CITD program to new markets through outbound and inbound trade missions for SMEs to meet face-to-face with potential buyers, agents, distributors and representatives and learn about those countries. Trade missions are cost-effective activities to help SMEs learn first-hand about global markets, attend market conferences, participate in area tours and networking receptions. Organizing one-on-one business matchmaking appointments with pre-screened buyers, agents, distributors and trade offices is essential to the development of trade missions for the CITD program.

2) International Short-Term Education Exchange – Establishing regular international short-term educational exchange programs to support the internationalization of educational programs, curriculum, students, and faculty. Primary countries of focus: Latin America and Europe. Offering California-based on-site and virtual classroom workshops/seminars for SMEs on global trade and intercultural related issues.

3) Virtual classroom workshops/seminars (non-credit) for SMEs on global trade related issues. Students from around the world can enroll in a sequence of courses that have challenging academic standards, provide relevant technical knowledge and the skills necessary to prepare and enhance their employability skills in current or emerging fields. Attain a certificate of completion. Immerse in the global trade related issues, cultures, traditions, and English language in the United States and test-taking skills training for global trade related national certification exam preparation.

4) Establish the first CITD Global Internship program – offer Skyline College International Business Department students pre-professional experience abroad at global employers. Students will obtain newly acquired skills, perspectives, and life choices in various employer settings. Students will be able to apply their experience in immediate and life-long educational, professional, and personal endeavors. Developing globally competent citizens with the capacity and disposition to understand and act on issues of global significance is essential to their growth and development.

5) Establish the first CITD Global Entrepreneurship program - expose Skyline College International Business Department students to develop entrepreneurial competencies in a global work environment; working directly with global employers (inside CA and the United States and beyond the borders of the U.S.). Students will obtain newly acquired skills, perspectives, and life choices through local, national and global activities designed to help them explore their potential as self-starters and innovators.

The African Diaspora Program (ADP) addresses the campus imperative: “To empower and transform a global community of learners”. Global learning is studies/curricular focus that informs the development of critical analysis and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably. The ADP planning aligns with then following American Association of Colleges and Universities (AAC&U) value rubrics (see appendices):

- Global Studies Learning,
- Intercultural Knowledge and Competence,
- Ethical Reasoning, and
- Civic Engagement

As the campus focus moves to better pathways for students to complete, “...get out...on time,” GLPS has also made significant progress with the African Diaspora Program. Global Studies is a pathways or meta-major that outlines a plan for successful academic achievement. Our strategy is to develop curricular experiences that directly links to a student’s career choice. In some cases, that curricular connection could be a stackable certificate that provides a direct lead into a workforce need. This model also include

opportunities for research study abroad, global internships and/or global entrepreneurship experiences. We then work to create for students on-going relationships in emerging occupational markets with local, domestic and international companies and industries. The end results are that students who successfully completed the ADP and technology track will also build a sustained relationship with a potential employer. The curricular focus, provides hands-on experiences and that inform students' studies. These actions contribute to career readiness and better preparation for joining the workforce. For those students who plan on transferring to four-year institutions, they do so with an advantage as they continue their academic studies.

The curricular focus of ADP has the following student outcomes:

- Raise students' awareness of the interdependence of individuals and systems,
- Teach students to be aware of the impact of culture on their own perceptions
- Students will see questions and solutions from multiple perspectives
- Increase students' understanding of the many different types of community

Resulting in the development of:

- Global citizens are self-aware and awareness of others
- Global citizenship as the practice a cultural empathy and intercultural competence
- Global citizenship as the cultivation of the principled decision-making
- Global citizenship participates in the social and political life of one's community

Expand international education into college life and curricular offering using the following:

- Expand outreach to international students
- Expand partnerships with business and industry to create and expand study abroad programs that include internships, co-op programs as options that lead toward

College Goal	Strategy	Unit	Objective	Measurement Criteria	Resources Needed
3	3.2		Develop ADP degree/transfer program	Approved- ADT Courses going through curriculum committee and collaboration with college-wide community	Faculty/staff
6	6.1, 6.2, 6.3		Foster a successful business/entrepreneurial center	More businesses and more partnerships with third-party business and resources	Location/staff
5, 6	5.1, 6.1, 6.2		Incorporating entrepreneurial training in various departments as part of students exit outcomes	Extend entrepreneurial training/certification to all interested departments	Faculty/dean involvement
1	1.1, 1.2		Offer classes in our division that better align with the goals for global learning.	Re-activate and introduce new curriculum	
1	1.3		Develop partnerships that broaden campus-wide and community awareness	Bridging the gap of engagement so that international and traditional build more cultural awareness	

9. **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. **Listed in appendix.***



**10. 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	4	4	4	4
Classified Staff FT	2	1	2	2		3	4	5	6	6
Classified Staff PT	4								1	1
Confidential Staff FT							0	0	0	0
Hourly Staff							1			
Student Workers	2	2								
FTE faculty Full-Time						4	2	5	5	5
FTE faculty Part-Time/Overload							0			
Faculty Reassigned FTE Full time						0	.4	.6	.6	.6
Faculty Reassigned FTE Part time										
<b>Total Full Time Equivalent Staff</b>						4	2.4	5.6	5.6	5.6

Unit Name: **Global Learning Programs and Services****11. Outcomes Assessments**

Outcomes Assessed	Outcomes data and interpretation	Conclusions Reached	Action steps	Program review conclusions
<b>1. ISP enrollment growth</b>	<b>Increase in enrollment and completion</b>	<b>Enrollment will continue to rise.</b>	<b>Continue to provide support services for ISP students</b>	<b>Ongoing development</b>
<b>2. Courses in IBUS as part of GLPS</b>	<b>Need to address the shortage in Trade and Logistics</b>	<b>Courses approved</b>	<b>Continue to develop more courses that leads to completion</b>	<b>None</b>

What were the Service Area Outcomes (SAOs) you assessed last year?	How did you assess progress? Please list the <b>methods</b> you used in the assessment.	<b>When:</b> In what timeframe was the assessment completed?	What was the target or benchmark you hoped to achieve or did achieve in the assessment?	Have you used the results from the assessment to make improvements? Please describe these improvements here.

**Update from previous year's assessments (2015-2016).**


<b>Department/Unit:</b>	<b>GLPS</b>		<b>Date: July 15, 2016</b>	
<b>Assessment Facilitator:</b>	<b>Tammy Robinson</b>		<b>Ext. 7099</b>	<b>Email: <a href="mailto:robinsontammy@smccd.edu">robinsontammy@smccd.edu</a></b>
<b>Unit Mission Statement:</b>	To work collaboratively to empower and transform a global community of learners.			
<b>Current year's assessment plan (2015-2016)</b>				
Anticipated Service Area Outcomes (SAO): What are you trying to do, or what SAO are you planning to assess? <b>NO MORE THAN 2</b>	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. Increase Knowledge of Global Learning	Survey for students	Twice/year	At least 80% of participants	To better develop our programs and services.
2.				

### ALUR--Resources Needed

Unit Name: \_\_\_\_\_ Global Learning Programs and Services\_\_\_\_\_

#### 12. Staff Needs

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

List Staff Positions Needed for Academic Year _____ 2016-2017 _____ Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
<b>1. Program Service Coordinator (Study Abroad)</b> <b>Reason:</b> The Student Exchange component is one of the fastest growing areas in the GLPS division. Most international universities want to exchange students and faculty with Skyline. We need to be able to service this component more effectively.	New (N)- .52	
<b>2. Full-time Office Assistant program (International Student Program)</b> <b>Reason:</b> Full-time additional program services coordinator to facilitate the growth in ISP program	New	
<b>3. Alternate times- Part-time, Staff Assistant (BAEC)</b> <b>Reason:</b> As BAEC continues to grow and service more clients in the community and the college, it will be necessary to have a part-time staff assistant for nights and weekends. BAEC is an off-site facility and operates outside of normal campus hours and structures due to its nature.	Completed	
<b>4. Full-time Program Service Coordinator(BAEC)</b> <b>Reason:</b> BAEC has an increasing workload with many new activities helpful to its expansion in the business community.		
<b>5. Consultants</b> <b>Reason:</b> Various projects need short term experts to further the development of the projects.		
<b>6. Full-time Adjunct Faculty –Special Projects (CITD and BAEC)</b>		

\* 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.

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

List Equipment or Equipment Repair Needed for Academic Year__2016-17__Please provide a brief list of the needs of your unit on your campus below. Place items on list in order (rank) or importance.	Equipment: • (I)-instructional • (n) non-instructional	Annual TCO**		
		Cost per item	# Requested	Total Cost of Request
<b>1. Projection Screens (2) 1 portable and 1 ceiling mount</b> <u>Reason:</u>				
<b>2. Wireless microphone</b> <u>Reason:</u>				
<b>3. Storage Cabinet(s) for secured files</b>				
<b>4.</b>				

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing non-instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff) \*\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. If equipment needs are linked to a position please be sure to mention that linkage.

### 14. 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
<b>1.</b> Justification	2 Laptop	new	N	GLPS: ISP	y				
<b>2.</b> Justification	Panic button in all locations	N	C	GLPS, ISP, BAEC	y				
<b>3.</b> Justification	desktop	R	C	ISP	y				
<b>4.</b>	scanner	R	C	ISP	y				

- 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.

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

List Facility Needs for Academic Year <u>2016-2017</u> (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO*
	Total Cost of Request
1. <b>Weekly custodial services</b> <u>Reason:</u> This expense is for BAEC and to keep it ready for business since it is off-site.	<b>40,000</b>
2. <u>Reason:</u>	

#### 16. 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. National and Regional Boards(NCBAA and WRCBAA)			<b>12000</b>
2. National NAFSA Conference (2 -4 members) <u>Reason:</u>			
3. Regional NAFSA Conference (2 members) <u>Reason:</u>			
4. Council on International Education Exchange (CIEE) Conference, November 16-19, 2016, Los Angeles, CA   2 members  ( <a href="https://www.ciee.org/global-education-conference/">https://www.ciee.org/global-education-conference/</a> )			<b>4000</b>
5. Educational Travel Community Annual Conference, February 12-15, 2017, St. Louis, Missouri   ( <a href="http://travelearning.com/Main_Conference_Page">http://travelearning.com/Main_Conference_Page</a> )			<b>3000</b>

6. Diversity Abroad Conference, March 19-22, 2017, Minneapolis, MN   ( <a href="http://conference.diversitynetwork.org/">http://conference.diversitynetwork.org/</a> )			9000
7. Global Entrepreneurship Summit (upcoming India – 2017) International Chamber of Commerce (Sydney – 2017, <a href="http://wcfsydney2017.com/">http://wcfsydney2017.com/</a> )			6000
8. International Chamber of Commerce (Sydney – 2017, <a href="http://wcfsydney2017.com/">http://wcfsydney2017.com/</a> )			6000
9. Global Trade Chamber Conference (upcoming location TBD 2017)			7000
10. The Forum on Education Abroad Annual Conference, March 29-31, 2017, Seattle, WA   ( <a href="https://forumea.org/training-events/annual-conference/general-info-2/">https://forumea.org/training-events/annual-conference/general-info-2/</a> )			6000

**17. OTHER NEEDS not covered by current budget**

<p><b>List Other Needs that you</b> are certain do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Develop and Partner with Capital Investors to increase value of BAEC startups</b> <u>Reason:</u> One of the goals of BAEC is to grow and develop viable start-up. With more services available, the team could move more start-ups to greater revenue and independence.</p>			250,000
<p><b>2. International Cell Phone Plans</b> <u>Reason:</u> When college staff travel they are able to contact the Study Abroad Office in case of emergencies</p>			5,000
<p><b>3. Four Ipad's for use on Study Abroad or community travel</b> <u>Reason:</u> Information can be sent back to the campuses in case of emergencies.</p>			
4.			

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

If your unit anticipates a significant* additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<b>1. Continued need for adjunct faculty-special projects to meet the industry needs (CITD and BAEC)</b>	<b>16-17</b>		
<b>2.</b> <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.<sup>1</sup>

Stems for writing outcomes can include:

- “Participants served will know or be able to....”
- “In support of student learning, faculty and staff will \_\_\_\_\_”
- “Students will know or be able to ...”
- “The community will know or be able to ....”

**2. Unit defines how it will assess progress (non-evaluative) towards the outcomes.** The unit might consider taking an inventory of current tools being used. For example:

- What information is being collected already?
- What assessment are you already using?

Methods that can be used to measure progress include, for example:

- Student satisfaction surveys
- Number and type of complaints
- Growth in a specific function
- Comparisons to professional organizations’ best practices
- Focus groups

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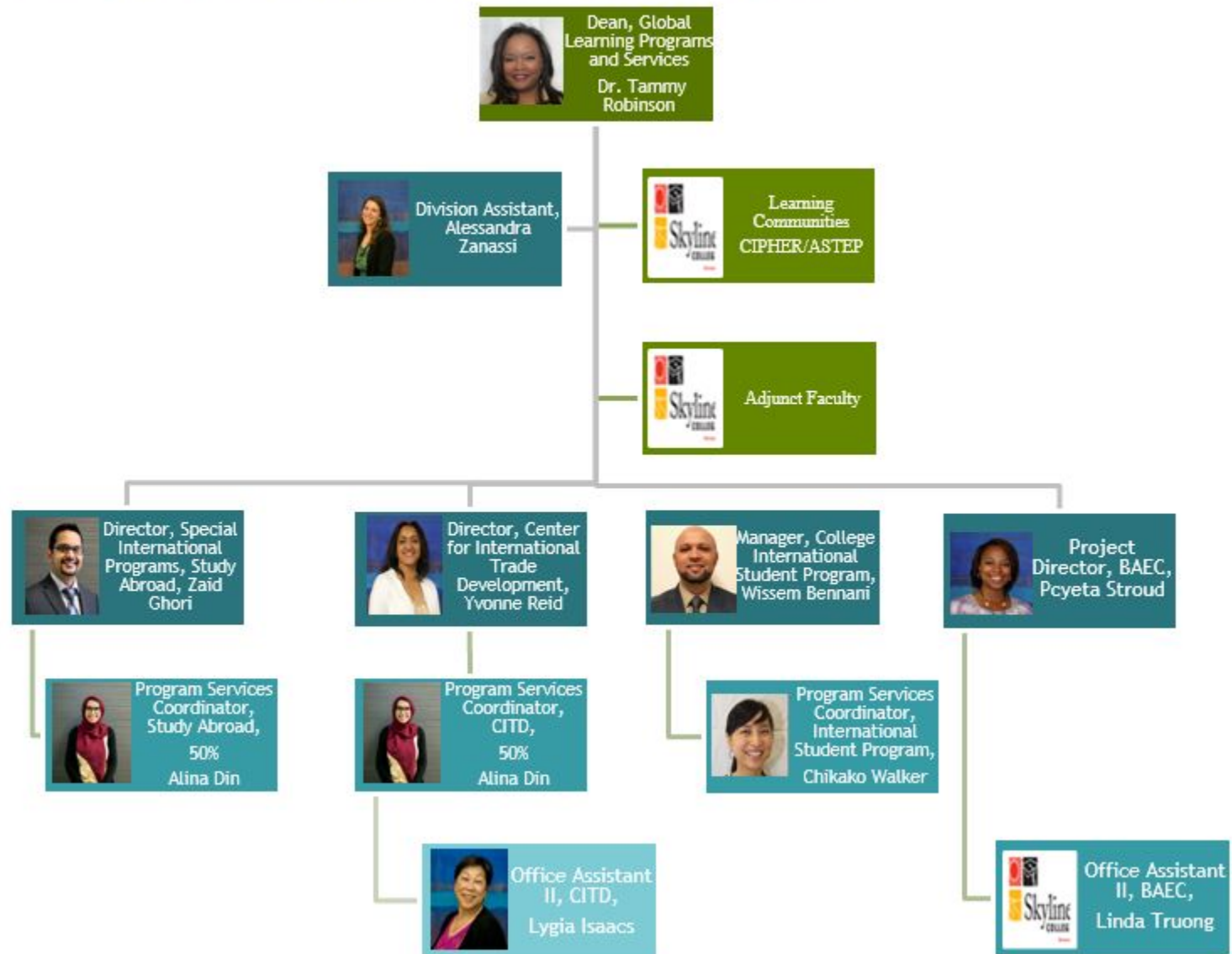
<sup>1</sup> Source: The American University in Cairo. “A guide to developing and implementing effective outcomes assessment: Academic support and administrative units.” December 1, 2007. Retrieved on the internet at <http://ipart.aucegypt.edu>



- 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

## Appendix II: Organizational Charts: Current and Ideal

### Global Learning Programs and Services Division: Current Org Chart



## Global Learning Programs and Services Division: Ideal Org Chart

