

# NORCO COLLEGE ANNUAL ADMINISTRATIVE PROGRAM REVIEW

## **Unit: Associate Dean, Grants and College Support Programs**

*Please give the full title of your unit.*

**Contact Person: Gustavo Ocegüera**

**Due: AUGUST 29, 2014**

Please send an electronic copy to your area Vice President



*Form Last Revised: AUGUST 2014*

**Norco College**

Web Resources: <http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

# Annual Administrative Program Review Update

## Instructions

The Annual Administrative Program Review is conducted by each unit and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norccollege.edu](mailto:nicole.ramirez@norccollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

## **Goals and Strategies 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

### **Goal 2: Improve the Quality of Student Life**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

### **Goal 3: Increase Student Access**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

### **Goal 4: Create Effective Community Partnerships**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

### Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# COLLEGE ADMINISTRATIVE UNIT ANNUAL REVIEW WORKSHEETS

## DUE: AUGUST 29, 2014

Administrative Unit: Associate Dean, Grants and College Support Programs

Prepared by: Gustavo Ocegüera

Date: August 29, 2014

---

**Submit only your Worksheets. Do not alter the forms, or eliminate pages. If a page does not apply simply mark N/A.**

---

### I. The Unit PROGRAM REVIEW

*The Administrative (Unit Program Review) 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 Norco College and the Riverside Community College District.*

- 1. What is the mission of your unit?** The mission of the Grants and College Support Programs unit is to develop educational pathways for students and to increase the number of Hispanics and low-income individuals who complete a certificate or degree, and transfer. The unit also ensures that grants being pursued by the college have been vetted through the institutional strategic planning process.
- 2. Identify or outline how your unit serves the mission of Norco College.** *Please limit to a single paragraph.*

The Grants and College Support Programs unit serves the mission of Norco College by supporting faculty in the development of

educational programs in emerging technologies. The unit also supports the development of pathways designed to increase degree attainment and transfers.

**3. List the major functions of your unit.**

<b><u>Function</u></b>
1. Support and facilitate the development of new multimedia programs.
2. Expose Hispanic and low-income high school students to multimedia programs offered at Norco College.
3. Ensure that grant opportunities being pursued are vetted through the institutional strategic planning process.
4. Lead and/or coordinate the proposal development process for new grants and renewals.
5. Increase awareness, understanding, and enthusiasm of grants amongst all stakeholders.
6. Collaborate with other units to increase transfers in multimedia programs.
7. Pursue external funding sources to support the Excellence in Teaching and Learning Initiative
8. Provide supervision and support for the Campus Resource Center.

**4. Briefly comment on the status of your 2014 goals and objectives.**

Some of the 2014 goals and objectives have been met, while others are ongoing. The unit successfully coordinated the development and submittal of a new Title V grant proposal. The unit was also successful in increasing awareness, understanding and enthusiasm of grants by involving college constituents in the formulation of grant proposals as well as the vetting process. Increased awareness was also achieved by making grant updates to

the Committee of the Whole and the Institutional Strategic Planning Committee on a regular basis. In addition, the Grants Committee vetted a total of 14 proposals during the 2013-2014 academic year.

The unit also sponsored and coordinated several outreach activities to expose high school students to our multimedia programs. Two open houses and two end-of-semester showcases were offered throughout the year. A gaming tournament and a game development workshop were also offered which attracted over 150 local high school students.

The unit had a limited impact in increasing student success and awareness of transfer opportunities. Several student workshops were offered to help increase awareness of transfer opportunities in multimedia programs. However, student attendance was limited. Because the unit was unsuccessful in hiring a Transfer Coordinator, transfer-related activities were limited.

**5. MAJOR Goals and Objectives 2014 – 2015 (do not include normal functions of your unit). In order from 1 – 5 is best. With 1 as the most important.**

Before writing your goals and objectives be sure to review other Program/Unit Review documents related to your unit to discern if there are service needs you wish to address.

<b>Major Goal and/or Objective</b>	<b>Start Date</b>	<b>Status:</b> ongoing, completed, or date completion anticipated	<b>Need Assistance in order to complete goal or objective (reference applicable resource request page)</b>	<b>EMP GOALS</b>
1. Coordinate the planning process and development of new grant proposals.	Fall 2014	Ongoing	n/a	4
2. Pursue external funding sources to support college programs and initiatives.	Fall 2014	Ongoing	n/a	4
3. Plan and implement outreach activities designed to expose Hispanic and low-income high school students to multimedia programs offered at Norco College.	November 2014	September 30, 2015	n/a	3, 4
4. Collaborate with Student Services Division and 4-Year Postsecondary Institutions to develop activities designed to increase the transfer rate.	November 2014	September 30, 2015	n/a	1

## Previous Year's Assessment

SAO Assessed:	Assessment method used:	What was your target or benchmark?	What were the results?	How do you anticipate using these results?
<p>In support of the institution's integrated planning processes, the unit will coordinate the planning and development of new grant proposals by involving all necessary stakeholders.</p>	<ol style="list-style-type: none"> <li>1. Document meetings held for the purposes of gathering feedback from stakeholders about grant opportunities.</li> <li>2. Grant proposals will incorporate feedback gathered by stakeholders.</li> <li>3. Members from the college community will participate in the grant development process.</li> </ol>	<p>This SAO will be met if three Student Support Services (SSS) grant proposals are vetted through the strategic planning process. Additionally, the proposals shall reflect that the feedback and recommendations received from the college community were incorporated.</p>	<p>The college determined that a Title V Hispanic Serving Institutions proposal needed to be developed one year earlier than anticipated. Therefore, this grant took priority over the SSS grants. However, the SSS and the Title V grants were vetted through the strategic planning process and were approved. Additionally, a series of public forums were held to gather feedback from the college community to develop the Title V grant. This process proved to be very successful.</p>	<p>The process that was implemented to develop the Title V proposal was very successful. This approach will be implemented with future grants that involve multiple departments.</p>
<p>In support of staff professional development, the unit will increase awareness, understanding, and enthusiasm of grants amongst all stakeholders.</p>	<p>Survey faculty and staff about their level of awareness and understanding of grants.</p>	<p>A baseline will be established because no previous benchmark has been set.</p>	<p>It was determined that a survey was not the best method to gauge awareness and understanding of grants. A grants workshop was developed in place of the survey and it was offered as part of the Staff Development Committee workshop series.</p> <p>The process that was implemented to develop the Title V proposal helped in making progress towards meeting this SAO. The process increased awareness,</p>	<p>On-going. The workshop that was offered did not attract attendees. Therefore, the workshop will be offered again in 2014-2015. At the end of the workshop, attendees will be asked to complete a survey to assess their level of understanding of grants. The results from the survey will be used to improve the content of the workshop.</p>

			understanding, and enthusiasm of grants.	
In support of student success, the unit will collaborate with student services units to develop educational pathways that promote transfer to Cal State San Bernardino (CSUSB).	The assessment of this outcome will be the development of Transfer Admission Guarantee (TAG) agreements in multimedia programs with partner institution.	The development of at least two TAG agreements with CSUSB in multimedia was the benchmark.	It was determined that TAG agreements in multimedia programs were not necessary because the Associate Degree of Transfer (ADT) serves a similar purpose and it is more advantages for students looking to transfer to CSUSB in multimedia fields to complete this degree.	The unit will focus on promoting the ADT in multimedia disciplines, especially in game development and mobile applications, in order to increase the number of students who transfer to CSU San Bernardino.

- **Reflective Question: What did you learn that will impact your unit for the future?**

The most important lesson learned from last year’s assessment is that the college community seems to be genuinely interested in the proposal formulation process. This seems to be the case when the college community has a thorough understanding of the impact a grant can have on the institution. For example, in response to a call for ideas for the development of a new Title V grant, five proposals were submitted by faculty and strategic committees for consideration. A college-wide forum to hear more about the proposals was held and over 30 people attended. This approach will be used in the future for grants that have a college-wide impact. Additionally, more faculty and staff submitted proposals to the Grants Committee in response to grant opportunities that were announced via email. The committee vetted a total of 14 grant proposals in 2013-2014. When feasible, the unit will continue to use the call-for-proposals process to develop future grants.

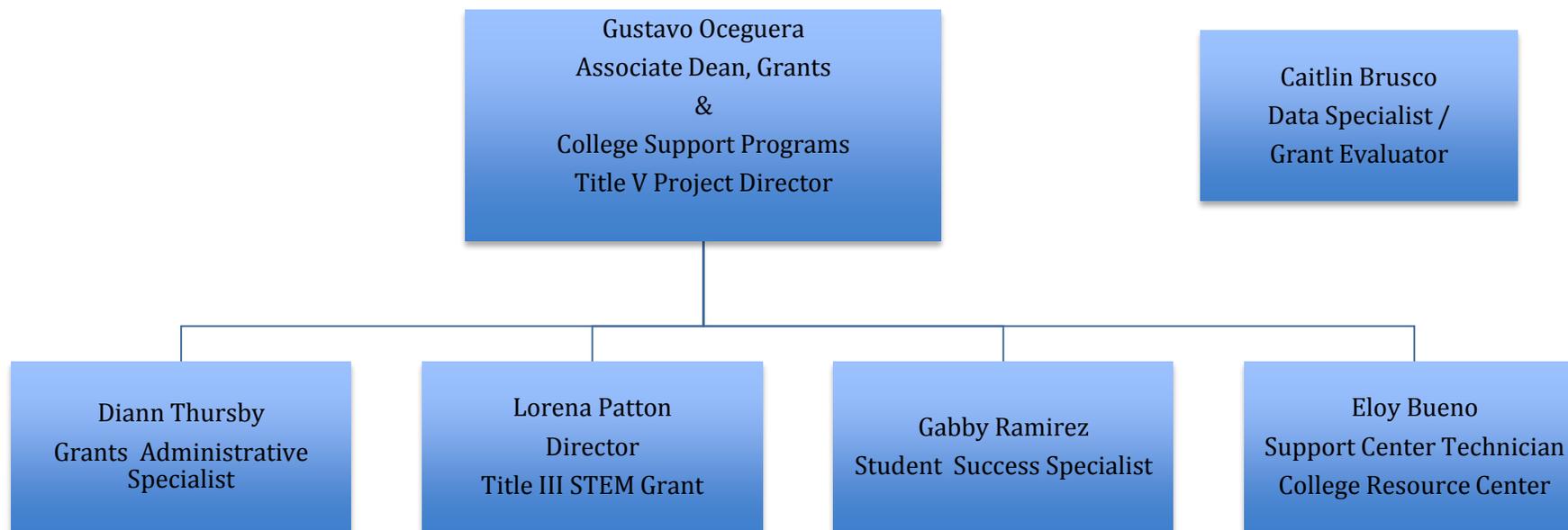
**Directions:** The primary purpose of this update is to provide an overview of your unit’s assessment activities (plans, data, responses to data, etc.) for the previous academic year as well as your plans for assessment in the upcoming academic year. If you have any questions regarding the assessment process on this aspect of the report, please contact your vice president, or the Assessment Co-chairs, Sarah Burnett at [sarah.burnett@norccollege.edu](mailto:sarah.burnett@norccollege.edu) or Greg Aycock at [greg.aycock@norccollege.edu](mailto:greg.aycock@norccollege.edu). See Appendix 1 for more information about assessment.

## Current year's assessment plan

SAO to be assessed:	What assessment methods do you plan to use?	When Will Assessment Be Conducted and Reviewed?	What result, target, or value will represent success at achieving this outcome?	How do you anticipate using the results from the assessment?	GOALS
Coordinate the planning process and development of new grant proposals.	Track and document the number of grant opportunities that are vetted through the strategic planning process.	Summer, 2015	1.) The extent to which the Grants Committee vets and approves proposals that align with the strategic goals and resource needs of the college.  2.) The extent to which the college community is included in developing new proposals.	The assessment results will be used to continue refining the process of how grant opportunities are vetted and to gauge when it is appropriate to involve the college community in grant development.	4
Pursue external funding sources to support college programs and initiatives	Track the number of grant proposals that are developed to support new college initiatives or existing programs.	Summer, 2015	The successful development and submittal of three SSS grants, one NSF renewal grant, and a new Title V Hispanic Serving Institutions grant.	The assessment results will be used to continue refining the grant development process and the extent to which the college community is included in this process.	4
Sponsor outreach activities that are designed to increase the number of Hispanic and low-income students who enroll in multimedia programs at Norco College.	Assess the number of Hispanic and low-income students who enroll in a multimedia course as a result of participating in an outreach activity.	Fall 2015	A minimum of 20 students who participated in an outreach activity will have enrolled in a multimedia course by fall 2015.	Determine what aspects of the outreach activities are making an impact to attract Hispanic and low-income students to enroll at Norco College	3,4
In support of strengthening our commitment to our employees, the unit will establish a baseline of customer satisfaction and functionality of the College Resource Center (CRC) to investigate areas of	1.) Assess utilization of CRC resources.  2.) Customer satisfaction survey.	Survey will be sent out towards the end of each term and results will be assessed in summer of 2015.  Utilization of services will be tracked throughout each	If baselines can be established in customer service satisfaction and utilization of resources, it will be deemed successful.	Findings will be used to improve customer service and CRC available resources.	7

improvement and use of resources.		semester and compiled into a spreadsheet. Results will be used to improve available resources for faculty and staff in the CRC.			
-----------------------------------	--	---	--	--	--

**Provide the official Organizational Chart of your unit which includes all levels of services and positions. If necessary, provide very brief narrative descriptions by numbering the chart and including a numbered list with clarifications on a subsequent page. The official chart can be obtained from Human Resources.**





6. **Staffing Profile (Please indicate the number in terms of FTE. In other words a full time staff person is a 1, and a half time person is a .5)**

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2010	2011	2012	2013	2014	2015-2016	2016-2017
Administration	2	2	2	1.5	2	1	1
Classified Staff FT	1	2	2	3	2	3	2
Classified Staff PT	0	1	1	1	1	0	0
Confidential Staff FT	0	0	0	0	0	0	0
Faculty Reassigned FTE Full time	2	2	1.5	1	1	0	0
Faculty Reassigned FTE Part time	1	1	1	1	0	0	0
<b>Total Full Time Equivalent Staff</b>	<b>6</b>	<b>8</b>	<b>7.5</b>	<b>7.5</b>	<b>6</b>	<b>4</b>	<b>3</b>

Complete the Management and/or Staff request form that follow if new employees are needed.

When filling out the form on the next page please **consider** the following in framing your “reason:”

- a. *Has the workload of your unit increased in recent years?*
- b. *Has technology made it possible to do more work with the same staff? Or, has technology increased your work load (adding web features which need updating for example)?*
- c. *Does the workload have significant peaks and valleys during the fiscal year that would be best filled by part time staff?*

**7. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>**

<b>List Staff Positions Needed for Academic Year 2014-2015</b> Place titles on list in order (rank) or importance.	<b>Indicate (N) = New or (R) = Replacement</b>	<b>Annual TCP*</b>	<b>EMP/STRATEGIC GOALS</b>
<b>1. Associate Dean, Grants &amp; College Support Programs</b> <u>Reason:</u> For the past three years, this position has been supported primarily with grant funds and one of the grants that supports this position 45% salary and benefits is ending on September 30, 2014. Because the functions performed by this dean have been deemed as necessary and important for the coordination and procurement of grants, it is necessary to increase the percentage of the dean’s time and effort on general funds. The dean has also been given additional responsibilities such as overseeing the College Resource Center. Relying solely on grants to continue funding this position is not realistic long-term, plus it prevents the administrator from taking on additional institutional duties because it is against federal grant regulations.	<b>Increase from 10% to 25% on GF</b>	<b>\$23,400</b>	<b>4</b>
<b>2. Support Center Technician-Permanent, Part-time (19 hours per week)</b> <u>Reason:</u> The College Resource Center is staffed and maintained by a full time Support Center Technician. When the technician is unavailable to work due to illness or approved leave, a substitute employee is not available to assist faculty. Currently, staff members are pulled from other departments on campus to cover the center when the technician is out, but this creates a shortage in staffing in those departments. There is also no coverage or supervision during the evening hours which happens to be when the majority of associate faculty use the CRC. It is therefore necessary to hire a permanent part-time classified staff member to provide adequate support in the CRC.	<b>N</b>	<b>\$19,266</b>	<b>7</b>

\* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. Use space for language or linking resources to assessment.

<sup>1</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**8. Equipment (including technology) Needs Not Covered by Current Budget<sup>2</sup>**

<b>List Equipment or Equipment Repair &amp; Technology Needed for Academic Year _____ Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance.	Annual TCO**			EMP/STRATEGIC GOALS
	Cost per item	Number Requested	Total Cost of Request	
<b>1. None requested. Grant funds are available for equipment needs.</b> <u>Reason:</u>				
<b>2.</b> <u>Reason:</u>				
<b>3.</b> <u>Reason:</u>				
<b>4.</b> <u>Reason:</u>				
<b>5.</b> <u>Reason:</u>				
<b>6.</b> <u>Reason:</u>				

\*\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year.

<sup>2</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

**9. Space Needs Not Covered by Current Building or Remodeling Projects\*<sup>3</sup>**

<b>List Space Needs for Academic Year _____</b> <b>(Office space, storage, etc.,) Place items on list in order (rank) or importance.</b>	<b>Annual TCO*</b>
	Total Cost of Request
<b>1. None requested.</b> <u>Reason:</u>	
<b>2.</b> <u>Reason:</u>	
<b>3.</b> <u>Reason:</u>	
<b>4.</b> <u>Reason:</u>	
<b>5.</b> <u>Reason:</u>	
<b>6.</b> <u>Reason:</u>	

\*Please contact your campus VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

<sup>3</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**10. Professional or Organizational Development Needs\*<sup>4</sup>**

<p><b>List Professional Development Needs.</b> 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.</p>	Annual TCO		
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. None Requested. Grant funds are available for professional or organizational development needs.</b> Reason:</p>			
<p><b>2.</b> Reason:</p>			
<p><b>3.</b> Reason:</p>			
<p><b>4.</b> Reason:</p>			
<p><b>5.</b> Reason:</p>			
<p><b>6.</b> Reason:</p>			

<sup>4</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**11. OTHER NEEDS<sup>5</sup>**

<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>	<b>Annual TCO*</b>		
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Exterior furniture and concrete trash cans for the STEM Center.</b> <u>Reason:</u> In order to maximize the use of the grassy area behind the STEM Center, it is necessary to add benches and tables. This will provide a quiet and scenic environment for students to gather and to study, which contributes towards the quality of student life.</p>	<b>\$600</b>	<b>10</b>	<b>\$6,000</b>
<p><b>2. Landscaping</b> <u>Reason:</u> The existing STEM Center landscape is in need of redesign. New landscaping is needed to create a pathway from the main Center to the portables and to remove environmental and safety hazards for students. These improvements will make the exterior of the building safer and improve the complex's aesthetics.</p>			<b>\$50,000</b>
<p><b>3. Permanent Signage</b> <u>Reason:</u> Permanent signage to establish the location of the STEM Center complex is needed as well as signage throughout the center (i.e. college map, parking regulations/restrictions, etc.)</p>			<b>\$2,000</b>
<p><b>4.</b> <u>Reason:</u></p>			
<p><b>5.</b> <u>Reason:</u></p>			
<p><b>6.</b> <u>Reason:</u></p>			

<sup>5</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: Associate Dean, Grants & College Support Programs

**12. Long Term Planning Needs<sup>6</sup>**

<b>If your unit anticipates significant additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*</b>			
	Fiscal Year Needed	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <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.*

<sup>6</sup> If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

## Assessment

**Why Administrative Units Conduct Assessments:** Research indicates that collecting and analyzing evidence leads to improvement of institutional or unit level effectiveness. In addition it:

- Ensures units are examining their services and programs
- Documents outcomes assessment and internal improvement efforts
- Allows each unit to demonstrate how well it is performing
- Allows for requesting resources
- Relies on fact, not perception
- Allows unit staff to prioritize improvements.

### **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>7</sup>

Stems for writing outcomes can include:

- “In support of student learning, staff will \_\_\_\_\_”
- “Students are aware of \_\_\_\_\_”
- “Administrators (or staff) have the \_\_\_\_\_”

---

<sup>7</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>

**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
- Opinion surveys
- Time to complete a task

**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.

**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.