

Administrative Services Review Handbook

2009-2010



NOTE: This Handbook is revised annually and updated as appropriate –last revision July 2009.

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Preface

In 2006, the YCCD Board adopted the Institutional Effectiveness Model (IE Model) which has identified five components for review and continuous improvement. Administrative Services Review is one of those five components. In spring 2008, the first Administrative Services Review Handbook was published for use within the Administrative Services Units. At that same time the Chancellor's Executive Team (CHEX) identified 41 Administrative Units within YCCD. Five of those were targeted for their initial self-study review to be complete in Spring 2009. The five Administrative Units reviewed included: Police Department/Services, Information Technologies, District Public and Governmental Relations, WCC Public Information and Community Events, YC Public Information and Community Education. These reviews were completed and incorporated into the 2008-2009 IE Model Annual Report; albeit these reviews were limited in scope due to the abbreviated time (3 months vs. academic year) to complete it. Fall 2009 begins the first comprehensive annual review process for the next set of Administrative Services Units.

Introduction

Yuba Community College District is committed to systematic quality improvement for student access and success. Associated with that commitment is our responsibility to ensure that our policies, procedures and practices align us with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Board Policy 3250 - Institutional Planning clearly references this responsibility and opportunity for the YCCD college community.

The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. (BP 3250)

The Office of Institutional Effectiveness, under the Vice Chancellor for Educational Planning and Services, is responsible for the implementation of the YCCD Institutional Effectiveness Model (IE Model) which is detailed in AP 3255 - Institutional Effectiveness. The IE Model consists of five processes including Administrative Services Review, District/Colleges' Image-Marketing Review, Planning and Shared Decision Making Process Review, Academic Program Review, and Student Services Review.

Each of the five IE Model processes is scheduled for review and assessment for continuous improvement per Administrative Services Outcomes (ASO) and Student Learning Outcomes (SLO) (See Appendix I). Furthermore, each category is reviewed by our two colleges and the District Office as appropriate. All reviewers use the same guidelines as established through representative handbooks that are reviewed annually and updated during the review process as

needed. All handbooks are available on the district website under the Institutional Effectiveness page. For quick reference, the outline below details the review processes and associated handbooks.

IE Model Review Process	Focus	Handbook/Guide
Planning and Shared Decision-Making Process Review	ASO	Planning and Shared Decision-Making Process Review Handbook
Administrative Services Review	ASO	Administrative Services Review Handbook
District/Colleges' Image-Marketing Review	ASO	District/Colleges' Image-Marketing Review Handbook
Student Services Review	SLO	Student Services Review Handbook
Academic Program Review	SLO	Academic Program Review Handbook

Purpose of Administrative Services Review

Administrative Services Review is a collaborative goal-setting and assessment process designed to help improve and refine administrative services, procedures and practices for student success. It is intended to be flexible, collegial, relevant, practical, and should result in a clear sense of direction and accomplishment for participants as well as have an end-result of overall quality improvement for administrative units. All instructional and administrative services units undergo self-study as part of a process that results in a comprehensive assessment of institutional effectiveness (IE) as depicted in the IE Model in Appendix G.

The Administrative Services Review Handbook serves as the guide for the Unit Review Team to conduct their Unit's¹ Administrative Services Review. The self-study review process for each Administrative Services Unit is scheduled on a four-year rotation cycle. As well, each unit is required to submit an Annual Update that details any changes made as a response to improving ASOs of the full self-study review.

Objectives of the Self-Study Review

As proposed, the Administrative Services Review Process when fully implemented should provide both intrinsic and extrinsic value to the Administrative Services Units and overall organization. The intrinsic purpose of the self-study process is to create a cycle of continuous improvement and help Administrative Services Unit leaders and members clarify and achieve their goals in relation to the District's strategic directions. The most important extrinsic purpose

¹ Unit refers to each department that is responsible for administrative services, see Appendix A for details.

of this review is for administrative services personnel to receive the resources needed (i.e., equipment, staff, etc.) to meet accreditation standards and strive for continuous improvement. In addition, the process aids Units in strengthening the bonds within the college community and fostering cooperation with academic programs and student service units. See Appendix A for the Administrative Services Review Schedule.

The major objectives of the review are to:

1. State administrative services' goals and align future goals with the Colleges' missions and the YCCD Board 2007-2011 Strategic Directions (Listed in Appendix H).
2. Collect and analyze data on key performance indicators, administrative service outcomes, activities, and accomplishments.
3. Examine and document the effectiveness of administrative services.
4. Develop recommendations and strategies concerning future directions and needs (e.g. budget, staffing, and resources).
5. Comply with Accreditation Standards.

The Self-Study Review Process

The self-study review process entails several levels of review and analysis that are completed over an academic year. Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations, compiling the self-study report, and the feedback loop.

Participants

The self-study should be conducted with a representative team reflecting active members of the unit and members that the unit interacts with on a regular basis. This team approach ensures that all persons with areas of responsibility within the unit are represented. In some cases the unit may be represented by a single member and the recommendation at that point is to include members from related areas either within the district office or colleges.

Roles and Responsibilities

As a process within the IE Model, the Administrative Services Review Process is supported by the District Office of Institutional Effectiveness. The role and responsibility of the Director of IE is to work collaboratively with the colleges and the district Chancellor's Executive Team (CHEX) members or their designee to implement this component of the IE Model. This includes: completing and updating, with appropriate input, the Administrative Services Review Process Handbook; detailing the process flowchart; recommending self-study methodology; incorporating an analysis of the administrative services reviews in the IE Model Annual Report; and, including substantive feedback to the unit team.

The colleges/district office administrative services unit teams' roles and responsibilities are to conduct the review process according to the established timelines and submit a self-study report to their college president if it is a college administrative unit and the appropriate vice chancellor

if the unit is within the district office. A copy of this report should be submitted to the district Director of IE to be included in the IE Model Annual Report.

Data Collection and Analysis

Every administrative services unit under review can expect to receive, either through the district office of IE or through the college office of research, data that is relevant to their unit. Data elements will vary by unit. Requests for specific data to enhance the self-study review process that is not already included in the regular distribution may be requested by the unit administrator. The unit administrator should first go to their respective research office (i.e., district office for district units; respective college for college units). To be timely and useful to the unit team, advanced notice on requests is highly recommended.

Evidence-based Recommendations

The administrative services unit team must include in their self-study report data-driven, evidence-based recommendations. These can include reference to surveys, demographic data, response time, focus group results, labor market research, etc. The important thing to note is that anecdotal recommendations are not considered data-driven. That is not to say that qualitative data is not accepted, rather to point to data that is formally collected.

Compiling the Self-Study Report

From the onset the administrative unit leader and team should note that a formal written report is required at the completion of the review process. This report will add value to the annual updates that will follow over the next three years. The self-study report will serve as the basis for annual updates and allow the unit to keep measures of improvement on noted areas and services. A detailed listing of categories and format is included in the section: Completing the Self-Study Report.

The unit team should consider having an internal review evaluation of their process and self-study report. The purpose is to assist the team in reflecting what works well within the process, what changes are needed to improve the process, and peer (non-team members) perspective on the report to add value to the unit processes as well as the review process and recommendations presented. This activity should be coordinated by the unit team.

Feedback Loop

Administrative Services unit teams will receive feedback on their processes and reports through the IE Model Annual Report, written and distributed through the district office of IE. This report is scheduled to be completed in June, presented to the Board in July and distributed to the units at the beginning of the fall term of each year. Administrative Services unit annual updates will be included with reference to the comprehensive self-study report that is completed every four years.

Completing the Self-Study Report

The self-study report is a summary of the information collected and discussed by the administrative services unit during the review process as noted above.

The self-study report for each unit under review will include 1) cover sheet; 2) unit description and current status; 3) unit goals and their ties to Student Learning Outcomes and the strategic directions of the college/district; 4) data elements, 5) overview of program analysis sections, and 6) recommendations and justification for staffing, equipment/technology, and facilities.

Recommendations will flow from the findings and in-depth review of the academic program review self-study participants. The self-study report must contain and reference evidence-based recommendations.

In the current IE Model, the District and Colleges' budgets are aligned with the following activities and timelines:

- Annual Updates are due to the College by December 4th which allows the College President/Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.
- Self-studies are completed within one academic year (September-May). The IE Model Annual Report is presented to the Board in June when the first review of the budget for the incoming year is presented by the Chief Business Officer. The Administrative Services' Units receive feedback on the Annual Report and Budget at the beginning of the incoming academic year (August). This allows the College Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.

To complete each section of the self-study report the following information must be included (See Appendix B: Self-Study Format).

1. Cover Sheet

Use the Administrative Services Review Cover Sheet in Appendix C to provide the required information.

2. Description and Current Status

Provide a comprehensive description and the current status of the administrative services unit, staffing patterns, major changes and/or accomplishments over the last 5 years or since the last review and a general description of the services provided. An analysis of collected data elements should be completed when describing the administrative services unit.

3. Goals of the Administrative Services Unit and Administrative Service Outcomes

Provide a list of administrative services unit goals. In this section, list the major functions and services provided within the unit's role in the district office or respective college of YCCD; also define the expected Administrative Service Outcomes (ASO).

On March 11, 2009, the YCCD Board of Trustees adopted Board Policy 1300-Diversity Policy. This policy directs all units of the college to engage in implementing a Diversity Framework for Institutional Transformation and Cultural Competency. In the unit's review it is critical to incorporate diversity in its review of current status, goals, and recommendations.

Goals should be in the format indicated in the following example.

The goals of the administrative services unit are to:

- Provide timely service to college/district personnel.
- Update management on the needs for staff and equipment.
- Satisfy/support the requirements for accreditation.

4. Data Elements

Provide a copy of the data used to describe the administrative services unit and data used to justify recommendations. These will be included in the recommendation section.

Some of the data elements could be, but are not limited to, the following:

- Staffing trends – 5 years
- Service trends – 5 years
- Budget trends – 5 years
- Staff turnover – 5 years

In order to fully analyze each administrative services unit, the data elements should help to describe and justify needs/wants. **Review recommendations and conclusions are to be based upon evidence and/or backed by data. Data should be used in each section of the report to support points made.**

5. Recommendations and Justification

The next three areas of the self-study report involve analysis and recommendations for each area. General information on how to complete each of the sections is provided first; followed by information on each individual area.

Analysis of processes/functions as well as outcomes/recommendations are to be completed for each of the following areas:

- 1) Staffing
- 2) Equipment/Technology
- 3) Facilities

The analysis allows each administrative services unit, in an organized way, to analyze the information collected and report what is good about each area, what needs to be improved or developed, and where successes are already achieved and being maintained. The analysis recognizes accomplishments as well as issues that require immediate action to correct and recommend with the goal of systematic improvement.

In each of the three areas listed above, a separate section of the self-study report will be completed. The strengths, areas for improvement, future directions, and recommendations with justification will be included under each section.

Strengths: These are things that are currently done well. They may need some minor improvement. This is where the unit team recognizes and describes accomplishments and changes that have already taken place which have led to the improvement of some aspect(s). In describing the strengths of your areas, you should highlight exemplary services. Use data, both qualitative and quantitative, to support conclusions drawn.

Areas for Improvement: These are things that are not going well at the present time. These are aspects that need to be corrected. Areas for improvement may be areas that have been neglected, or not reviewed for a significant amount of time, or that need a concerted effort to bring about change. These areas for improvement, as they are supported by evidence and data, will form many of the recommendations.

Future Direction: These are aspects that the team would want to expand upon in the future because the changes will help them reach their constituents more effectively. Generally they occur because of a change in external or internal conditions/situations. There may be issues (both internal and external) that will have an effect on their administrative services unit.

Questions that should be considered in the self-study report are included under each of the three sections, Staffing, Equipment/Technology, and Facilities, as presented below and on the following pages. In general, the questions provided do not comprise a comprehensive list of questions that must be answered – rather they provide suggestions to help analyze the information and data collected to develop conclusions and to support recommendations made. They do not need to be answered and written up in the final report.

5a. Staffing

The staffing section of the report will be area specific, including needs at the college's campuses/outreach operations, but may address district-wide issues and/or make district-wide recommendations in areas such as needed district-level support services.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The following questions may be considered when developing this section of the report:

- How does your area stay current in their field (conferences, workshops, presentations, statewide or national organizations, etc.)?
- How does staff support the college and/or district services outside of the administrative services unit (committees, student organizations, etc.)?
- Is the staffing level adequate to provide the necessary services? How does the staffing level compare to levels in similar areas at similar colleges?
- What recommendations have professional organizations/advising committees made with regard to staffing levels?
- What is not being done or being done poorly due to limited staffing support?

5b. Equipment/Technology

Given that YCCD resources are dispersed throughout various facilities across our 4,200 square miles, the equipment section of the report will be specific to the location(s) you operate in/under. These can, however, address district-wide issues and/or make district-wide recommendations such as those related to the colleges'/district's technology infrastructure.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

Having a current inventory of the unit's equipment is necessary to complete this section of the self-study. New and/or replacement equipment needs should be addressed in this section of the

report. Along with having a current inventory with a life schedule for maintenance and replacement, consider the quality and quantity of supplies and equipment, and the needs of the unit over the next five years. Be sure to identify the particular use of the individual equipment, its importance to the administrative services unit, and its frequency of use.

5c. Facilities

Similar to equipment, given that YCCD maintains sites throughout the service area, the facilities section of the report will be specific to the location(s), but may address district-wide issues and/or make district-wide recommendations.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The facilities needed to conduct quality work/provide quality services should be discussed in this section of the report. This would include the need for major improvements, renovations, and/or new buildings. If you have no need for new facilities or to improve existing facilities over the next five years, just indicate that fact.

6. Recommendations

Recommendations are logical outgrowths of the review process. They should be related to direct actions that are under the specific control of the administrative services unit. For example, if a unit's goal was to purchase new equipment or to request a new staff member then the specific action would be to follow the process to make that request, including submission of appropriate forms to the corresponding administrative services unit. Similarly, if the goal is to become recognized by an outside agency, then the specific action would be to follow their process to include preparing and submitting required documents/paperwork by the required deadline. **Findings/conclusions that lead to recommendations must be evidence-based.** The objective is to make worthy recommendations by incorporating defensible data into the analysis.

The Recommendations for Administrative Services Review Form provided in Appendix D should be used to list the recommendations for each of the areas below:

- 1) Staffing
- 2) Equipment/Technology
- 3) Facilities

Executive Summary

Upon completion of the unit's self-study, it should be submitted to the unit's administrator. The unit's lead administrator is responsible for completing an executive summary which should outline the pertinent points of the review in summary fashion. The summary should be less than four pages in length. See Appendix F for appropriate format/template.

Administrative Services Review Annual Update

All Administrative Services Units not undergoing a self-study are required to complete an Annual Update. Use the template provided in Appendix E to address each of the areas noted on the Annual Update. It is important to note in the unit's Annual Update the progress made toward each of the recommendations noted in the last self-study and the last annual update, respectively.

APPENDIX A

Schedule - Administrative Services Review- 2009-2010

YCCD- District Office

Administrative Unit	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Office of the Chancellor	Nicki Harrington				X
Office of the Board of Trustees	Nicki Harrington		X	•	•
Office of the Vice Chancellor, Administration	Al Alt				X
Facilities Planning/Measure J	George Parker		X	•	•
Fiscal Services	Kuldeep Kaur			X	•
Human Resource Management & Personnel Services	Al Alt			X	•
Police Department	Chris Wilkinson	X	•	•	•
Printing Services	Mike Wieber		X	•	•
Purchasing/Contracts	Melinda Bogdonoff		X	•	•
Office of the Vice Chancellor, Educational Planning and Services	Beatriz Espinoza				X
Academic Services	Beatriz Espinoza			X	•
Articulation	Beatriz Espinoza			X	•
Flex Program	Beatriz Espinoza		X	•	•
Foundation & Grants	Phil Krebs		X	•	•
Institutional Effectiveness	David Waite			X	•
Information Technologies	Karen Trimble	X	•	•	•
Matriculation	Beatriz Espinoza		X	•	•
CTE Grants (Perkins IV, Tech Prep, SB70)	Beatriz Espinoza		X	•	•
Public and Governmental Relations <i>(This unit is reviewed under District/Colleges' Image-Marketing Review)</i>	Adrian Lopez	X	•	•	•
Small Business Development Center/Economic Development and Contract Education	Ken Freeman			X	•

X – Self-Study Review

• – Annual Update

APPENDIX A - Continued

Woodland Community College

Administrative Unit	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Office of the President	Angie Fairchilds				X
Office of the Vice President	Al Konuwa			X	•
Flex Program	Al Konuwa		X	•	•
Colusa County Outreach Facility	S. Cook/ K. Nather				X
Fiscal Services	Mary Huizar			X	•
Maintenance & Operations	Myron Hord		X	•	•
Planning, Research, and Student Success	Al Konuwa			X	•
<i>Public Information and Community Events (This Unit is reviewed under District/Colleges' Image-Marketing Review)</i>	Art Pimentel	X	•	•	•

Yuba College

Administrative Unit	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Office of the President	Kay Adkins				X
Office of the Vice President	Kevin Trutna			X	•
Flex Program	Miriam Root		X	•	•
Child Development Learning Centers	Ed Davis				X
Clear Lake Campus	Bryon Bell		X	•	•
Beale Air Force Base Outreach Facility	Kevin Trutna		X	•	•
Distributive Ed & Media Services	Martha Mills			X	•
Fiscal Services	Patsy Gasper			X	•
Maintenance & Operations	Jonathan Neff		X	•	•
Planning, Research, and Student Success	Kevin Trutna			X	•
<i>Public Information and Community Ed (This unit is reviewed under District/Colleges' Image-Marketing Review)</i>	Miriam Root	X	•	•	•

X – Self-Study Review

• – Annual Update

APPENDIX B

Self-Study Report Format – Administrative Services Review- _____ Academic Year

1. Cover Sheet
2. Administrative Services Unit Description and Current Status
3. Goals of the Administrative Services Unit
4. Analysis
 - a. Staffing
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - b. Equipment/Technology
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - c. Facilities
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
5. Recommendations
 - a. Staffing
 - b. Equipment/Technology
 - c. Facilities
6. Appendices
 - a. Data Elements
 - b. Other Information to Support Self-Study Review (e.g., charts, tables, etc. that are not appropriate to be included in the major sections of the report).

APPENDIX C

Cover Sheet – Administrative Services Review- _____ Academic Year

Template:

College/District: _____

Administrative Services Unit: _____

Year of Self-Study: _____

Administrative Services Review Members and Signatures:

Member Name – Printed	Member - Signature

Unit Administrator – Print Name

Unit Administrator – Signature

Presented to CHEX on: Date _____

APPENDIX D

Recommendations – Administrative Services Review- _____ Academic Year

Note: Rationale/justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. staffing, equipment, facilities, of the self-study report. As space permits, each of the recommendations for one of the aforementioned three major areas can be addressed on the same page. However, each recommendation must address all requested information. Begin a new page when addressing a recommendation in another one of the major areas.

Administrative Services Unit: _____ Year: _____

Staffing (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Equipment/Technology Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Facilities (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

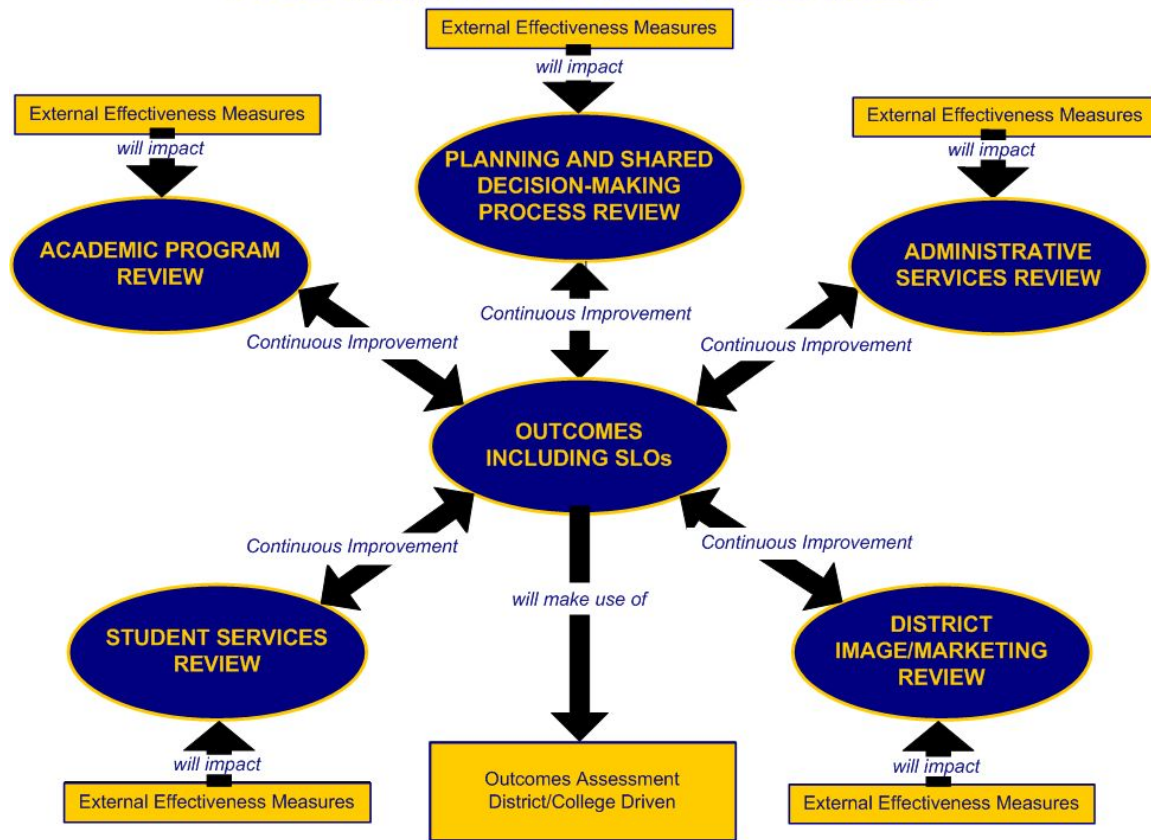
Person(s) Responsible:

Budgetary Impact:

APPENDIX G

Institutional Effectiveness Model (IE Model)

YCCD Institutional Effectiveness Model



Attachment #1

9-21-07

APPENDIX H

YUBA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES STRATEGIC DIRECTIONS FOR 2007- 2011

(Revised August 5, 2009)

1. **Student Retention and Success, Student Learning Outcomes and Institutional Accountability**
 - 1.1 Ensure student retention and success
 - 1.2 Develop Student Learning Outcomes
 - 1.3 Refine student success metrics for continuous improvement and to support accountability
 - 1.4 Conduct sound research; build a “culture of evidence”; use results for institutional improvement, including results from the ARCC report.

2. **The Basic Skills Initiative**
 - 2.1 Embrace the statewide basic skills initiative
 - 2.2 Integrate and implement strategies across Yuba Community College District programs and services
 - 2.3 Assess effectiveness of strategies and improve college effectiveness
 - 2.4 Sustain efforts within college missions and educational master plans

3. **Transformative Change and Innovation**
 - 3.1 Design and implement initiatives to make measurable improvements in student success and organizational effectiveness
 - 3.2 Initiate and encourage participation in innovation
 - 3.3 Create an inclusive environment that values diversity
 - 3.4 Infuse innovation into facilities modernization (Measure J)

4. **Resource Development and Alignment**
 - 4.1 Align budget with District priorities
 - 4.2 Seek alternative resources
 - 4.3 Strengthen the Foundation’s role in resource development
 - 4.4 Refine budget allocation model and align fiscal management practices with multi-college structure

5. **Student Access and Response to Changing Needs**
 - 5.1 Identify and anticipate changing demographics
 - 5.2 Enhance student access
 - 5.3 Design programs and services to support new and diverse populations

6. **Community Engagement and Institutional Heritage**
 - 6.1 Enhance each college’s position and image in the community
 - 6.2 Preserve and build on our legacy and heritage
 - 6.3 Enhance the Board’s role in community engagement

7. **Integration of Accreditation Standards and Cycle of College Requirements**
 - 7.1 Integrate ongoing Institutional Effectiveness in College and District Operations
 - 7.2 Establish Research Agenda for District and Colleges
 - 7.3 Successfully complete Self Study process for Yuba College
 - 7.4 Ensure compliance with Accreditation Standards
 - 7.5 Complete ongoing reports as required by ACCJC

8. **Safety and Security**
 - 8.1 Complete training for Board and all employees
 - 8.2 Establish protocol and ensure emergency preparedness

APPENDIX I

YCCD – Administrative Services Outcomes (ASO)

Administrative Services Outcomes (ASO) is established for and by Administrative Services Units and parallel the Board approved Institutional Student Learning Outcomes (SLO). Each administrative unit conducting a comprehensive self-study shall select a minimum of three Institutional SLOs to create the Units' ASOs. The purpose of the ASOs is to have the Unit measure their institutional outcomes effectiveness.

YCCD Institutional Student Learning Outcomes (SLO)

1. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
5. Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
6. Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.
7. Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.
8. Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

APPENDIX J

Process Flowchart – Administrative Services Review 2009-2010

