

SUNY ONEONTA INSTITUTIONAL ASSESSMENT COMMITTEE
GUIDELINES FOR DEVELOPING AND IMPLEMENTING COMPREHENSIVE
ASSESSMENT PLANS IN ADMINISTRATIVE UNITS¹

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Introduction

Recent trends in higher education have been directed toward comprehensive and systematic assessment across institutions. Assessment is therefore increasingly considered as desirable, helpful, and necessary in higher education. While good assessment requires measurability, assessment is not about measurement per se, but about understanding whether we are fulfilling our mission and providing quality education and services to students and other constituents. Assessment also serves to guide strategic planning, resource allocation, and continuous quality improvement. In keeping with these trends and aims, all administrative units at SUNY Oneonta are expected to have general goals as well as specific, measurable objectives that are congruent with departmental missions and the overarching college Mission Statement.

The purpose of this document is to guide administrative units as they develop or improve their comprehensive assessment plan. These guidelines provide information, direction, and support about assessment to administrative units at SUNY Oneonta. The guidelines were developed by the Institutional Assessment Committee (IAC), which consists of representatives from Academic Affairs, Finance and Administration, Student Development, College Advancement, and the Faculty Committee on Administrative Review. The role of the IAC is to facilitate and coordinate the implementation of assessment across administrative units as well as to provide outreach and assistance to units in developing assessment plans, as needed.

Definition of Assessment

Assessment can be defined as a systematic and continuous process of gathering, analyzing, and using information about an administrative unit's effectiveness. Assessment is particularly directed toward gathering information about measurable outcomes based on the unit's strategies to achieve specific objectives, which are developed out of the unit's overall mission and broad goals. Because assessment is best conceptualized as an ongoing strategy for improvement, assessment planning should be reviewed and, as necessary, revised on an annual basis.

Assessment can be considered as a way of answering the following questions:

What are you attempting to do?	(Setting Objectives)
How are you attempting to meet your objectives?	(Evaluating Activities)
How successfully are you meeting your objectives?	(Measuring Outcomes)
How can you improve what you are doing?	(Using Outcomes to Plan)

Purposes and Benefits of Assessment

The primary benefit of assessment is that it provides a sound basis for understanding how well a unit is accomplishing its mission and goals. Initial steps in the assessment process help a unit to identify clear goals and priorities. In many cases, assessment can yield data to support existing

¹ "Administrative units" refer to all offices and departments at the College that do not offer degree programs. A complete listing of these units can be found in Appendix A.

or new services. Perhaps most important, the assessment process provides a systematic, focused direction for change and future activities.

Other benefits of the assessment process include:

- Congruence and common purpose in mission and goal-setting at different operational levels of the institution;
- The opportunity for staff members to engage in meaningful dialogue regarding unit priorities and activities throughout the assessment process; and
- Professional development opportunities for staff members.

Core Values

Although accountability is a fundamental function of outcomes assessment at colleges and universities, SUNY Oneonta's approach to assessment focuses on assessment as a mechanism for *enhancing* programs, services, and the campus community overall. As such, in developing these assessment plan guidelines, the IAC placed primary emphasis on the use of information gained through assessment to improve existing programs and services as needed (i.e., "closing the loop"). Indeed, without "closing the loop" toward improvement when changes are called for, assessment is an empty, bureaucratic exercise and, more important, a waste of time and resources.

Other core values reflected in the IAC's work and these guidelines are as follows:

- Assessment strategies and measures for a particular unit are best determined by members of that unit;
- Assessment plan development should be an inclusive, participatory process that results from discussion and input from all members of a unit;
- There are many valid approaches to assessing a unit's effectiveness, both qualitative and quantitative;
- As much as possible, units should use existing assessment strategies and data sources in developing their assessment plan; and
- Assessment plan development and implementation should be coordinated to the greatest degree possible with other planning, evaluation and reporting processes required of units (e.g., annual reports, certification/accrediting processes for external agencies). This issue is discussed in more detail immediately below.

Relationships Between Annual Reports and Assessment Plans

In preparing these guidelines, it was IAC's intent to show that the development and implementation of assessment plans can easily – and advantageously - be incorporated into existing planning, evaluation and reporting requirements, in particular the College's annual

reporting process. Perhaps this objective is best achieved by first defining each in some detail and then discussing how these processes can be integrated.

Each administrative unit at the College is required to provide an **Annual Report** at the end of the academic year and also to use that report in developing plans for the subsequent academic year. Although guidelines and formats for preparing these reports vary across divisions, all divisions expect their units to describe goals and objectives for the year and summarize major accomplishments as well as challenges that were experienced. Units also offer major goals and objectives to be addressed in the coming year.

In preparing its **Assessment Plan for Administrative Units**, a unit must specify those activities it will undertake in the coming year to advance its existing goals and objectives as well as performance indicators that will inform the unit whether or not it met its goals and objectives. As described in this document's next section, an assessment plan requires a unit to identify with some specificity those goal-derived objectives it will focus on in the coming year, to review its programs and services to assure that these objectives are reasonable and achievable, to have measures in place to assess the effectiveness of its activities, and to have processes in place so it can use assessment information to strengthen its programs and services as needed.

Although these two processes are separate and may on the surface appear to represent two very different activities – and to require two times the effort! – in fact, if organized and managed appropriately, both of these processes contribute to a single, important goal: enabling an administrative unit to plan, assess, and document its efforts on an ongoing basis. To be specific, the Assessment Plan delineates the specific goals and objectives a unit intends to advance and assess in a given year, since it is not necessary for programs to accomplish everything every year. At the end of each academic year, the unit can describe in its Annual Report the outcomes of its assessments, along with its other accomplishments, and indicate which goals and objectives it will focus on the following year. In this sense, the Assessment Plan process “feeds into” the Annual Report process.² Further, both these processes will facilitate the external accreditation or certification for those units that undergo such review as well as Middle States institutional accreditation for other units. That is, the Annual Report process will “feed into” the accreditation/certification or Middle States process, making it far less formidable when it's time to do it. Most important, units are getting substantive feedback every year regarding the effectiveness of their programs and services.

Developing an Assessment Plan: Four Necessary Steps

The remainder of this document describes a step-by-step assessment model that can be followed or adapted by any unit. This prototype is not intended to be an inflexible “blueprint” for all unit assessments. Still, it is generic enough to allow units to begin the assessment process, and it contains many concrete examples of issues that should be considered at each step as well as

² The successful integration of these processes over time and across programs would also provide powerful evidence to Middle States that SUNY Oneonta is engaged in meaningful and sustainable assessment when institutional accreditation takes place.

measures that might be used. In addition, definitions and explanations for common assessment terms and issues can be found in Appendix B.

I. SETTING OBJECTIVES: WHAT ARE YOU ATTEMPTING TO DO?

The purpose of this step is to have unit members reach consensus regarding their major goals and objectives with respect to the constituencies they serve. Unit members discuss specific programmatic goals as well as the unit's role in contributing to the various components of the College's Mission Statement, to the College's Strategic Plan, and to divisional goals, as applicable. Simultaneously, this step provides a good opportunity for the unit to develop its own mission statement or to revise its existing mission statement. Any unit that has a direct impact on student learning should, at this stage, consider and include strategies for assessing that impact.

Much of what occurs during this phase involves a search for congruence, in that there is much consideration of how unit goals "fit" with the objectives of other units, both within and outside the College. In addition, units may find it extremely valuable to examine their mission, goals, and objectives relative to comparable units across SUNY or nationwide (i.e., benchmarking) in order to assure they are staying current with best practices in the field. Finally, for each assessment plan units should only identify 5-7 objectives to accomplish – establishing too many objectives will make the assessment process formidable and, ultimately, unsuccessful.

Recommended Actions:

- A. Examine and review stated unit objectives for all constituencies served.
- B. Elicit and discuss staff members' perceptions of unit objectives.
- C. Analyze and compare unit objectives with:
 - i. The College's (and divisional) Mission Statement
 - ii. The College's Strategic Planning goals
 - iii. Those of other units at the College, at comparable institutions and in the field at large
 - iv. Criteria and standards of certification agencies and/or national associations that exist for the unit
- D. Objectives should reflect the following:
 - i. Institutional effectiveness performance indicators
 - ii. Documentation of all services and programs offered
 - iii. Tracking of use of services (and by whom)
 - iv. Constituent satisfaction with services/programs
 - v. Direct impact of services/programs on constituents
 - vi. Adequate resources to support planned activities
 - vii. Consultation with other campus units (when joint activities are required)
- E. Develop or revise unit Mission Statement that reflects objectives and that staff members understand, agree with, and support through their actions. More information about the Mission Statement as well as examples are found in Appendix C.

II. EVALUATING ACTIVITIES: HOW ARE YOU ATTEMPTING TO MEET YOUR OBJECTIVES?

During this step the unit reviews all activities that are aimed at accomplishing its objectives. Staff members agree on the rationale for activities and relate each activity explicitly to overall unit goals and objectives, to the College's Mission Statement and Strategic Planning goals. This review may reveal important information. For example, the unit may find that it is duplicating efforts to meet a particular objective, and can then engage in streamlining in order to become more efficient. Or, it may find that some objectives are not being actively pursued at all, or at a level that is not likely to result in the objective being realized. In this situation, it may be necessary to add programs and services (assuming resources are available), or it may be necessary to eliminate or at least delay the objective. Always paramount at this step is a realistic appraisal of what can and cannot be accomplished given the state of existing resources.

Recommended Actions:

- A. Determine the extent to which unit objectives are reflected in unit activities, with the aim of assuring that all objectives can be met through those activities.
- B. Review and analyze coherence and inter-relatedness of unit activities in order to assure the most efficient use of resources.
- C. Identify resources that are necessary to support activities aimed at realizing all unit objectives and make sure those resources are available.

III. MEASURING OUTCOMES: HOW SUCCESSFULLY ARE YOU MEETING YOUR OBJECTIVES?

The main purpose of this step is to collect information that will provide direct feedback regarding the effectiveness of a unit's activities *vis a vis* its stated goals. At this point staff members must identify methods for assessing effectiveness and informing practice. Specific outcome measures should be included for each objective, although these measures need not all be quantitative in nature. Measures of actual performance as well as attitudinal measures should be utilized. In particular, units should evaluate satisfaction levels of all groups who use its services, including external clients as well as other internal units or programs. Units also establish a timeline and assign staff to coordinate the implementation of their assessment plan.

Recommended Actions:

- A. Develop a detailed action plan that links objectives to outcomes, being sure to specify strategies/actions intended to accomplish each objective and, for each action, a timeline, person/persons responsible, resources required, measures to be used, expected outcomes, and actual outcomes once assessments have been conducted.
- B. Use a wide variety of information sources, including existing information as much as possible.
- C. Develop and administer satisfaction surveys to internal and external constituent groups.

- D. Establish criteria for unit effectiveness through comparisons with information provided by similar units at other institutions or other relevant sources (e.g., certification agencies, national organizations).
- E. Units whose functions are evaluated through SUNY-wide measures (e.g., the Student Opinion Survey, the National Survey of Student Engagement) should include these measures as performance indicators in their assessment plan.

Appendix D contains more specific suggestions for writing good expected outcome statements, while examples of action plans may be found in Appendix E.

IV. USING OUTCOMES TO PLAN: HOW CAN YOU IMPROVE WHAT YOU'RE DOING?

The information obtained from the outcomes assessment should feed directly back into the unit's objectives and, subsequently, its activities. This process results in the continuation of activities that are clearly leading to the realization of unit goals and the discontinuation or revision of activities that are not. It is also possible that the assessment process may lead to the revision or elimination of old objectives and/or the development of new ones.

Recommended Actions:

- A. Reach overall conclusions regarding unit effectiveness, based on comparisons between expected and actual outcomes and with special consideration given to the different constituent groups served by the unit.
- B. Identify major strengths and weaknesses of unit operations revealed through assessment.
- C. Make major recommendations for changes in unit activities based on assessment outcomes.
- D. Analyze relationship between available resources and unit/program success.
- E. Revise objectives and identify new outcome measures as appropriate for next assessment round.

Appendix A

SUNY Oneonta's Administrative Units

Academic Affairs

Academic Information Technology Services
Art Gallery
Center for Social Responsibility
Center for Academic Development &
Enrichment
Continuing and Graduate Education
Graphic Design & Publications
Institutional Assessment & Effectiveness
and Institutional Research
Instructional Resource Center
International Education
Library
Print Shop
Registrar
Teaching Learning & Technology Center
Technology Services

College Advancement

Alumni Affairs
Center Economic & Community
Development
Fundraising and Development
Grants Development Office

Community Relations

Morris Complex
WUOW Community Radio

Equity & Inclusion

Finance and Administration

Accounting
Accounts Payable
Budget
Computer Services
Employment Opportunities
Facilities Planning

Finance and Administration (cont.)

Foundation Finance Office
Human Resources/Employee Services
Information Technology Security
Internal Control
Mail Services
Maintenance Operation Center
Networking
O.A.S.-Oneonta Auxiliary Services
O.A.S.-Red Dragon Bookstore
O.A.S.-Dining Services
Payroll/Employee Services
Property Management
Purchasing
Sponsored Programs
Student Accounts
Telecommunications

Student Development

Academic Advisement
Admissions and Recruitment
Athletics
Bugbee Children's Center
Career Development
Center for Multicultural Experience
College Assistance Migrant Program
Counseling Center
Educational Opportunity Program
Financial Aid
First Year Experience and Orientation
Health Center
Hunt College Union
Multicultural Student Affairs
Office of Judicial Student Affairs
Residence Life & Housing
Student Disability Services
University Police

Appendix B

Definitions

1. Goals vs. Objectives vs, Outcomes

Goals -> Objectives ->Outcomes = More General (and Less Measurable)->More Specific (and More Measurable)

Goals:

- Statements about general intentions/purposes that are broad and more long-range in scope and not directly measurable
- May come directly out of unit mission statement
- Usually developed at programmatic or divisional level and often are in the form of a “process” statement (i.e., begin with verbs like “establish,” “provide,” “enhance”)

Objectives:

- More specific than goals, and typically there are multiple objectives for each goal
- Usually developed at the unit level to reflect “upper-level” goals

Outcomes:

- Very specific statements that “translate” into assessable measures
- Should not typically begin with “process” verb but rather with “action” verb (e.g., “increase,” “demonstrate”)
- Two kinds, depending on assessment stage
 - “Expected outcome” refers to anticipated results of assessment – should include criterion to be used in determining success
 - “Actual outcome” refers to actual results of assessment

2. Direct vs. Indirect Measures

- Direct measures demonstrate **actual** impact of program or service on constituent (e.g., after leadership training program conducted by Student Development staff, participants score higher on leadership scale using pre-established rubric and criteria)
- Indirect measures provide estimate of constituents’ **perceived** impact of program or service (e.g., students indicate on a survey after participating in a leadership program that they felt their leadership skills had improved)

Appendix C

Defining the Administrative Unit's Mission

Assessment planning for administrative units begins with the development of a mission statement, which should describe the purpose of the unit and reflect the mission and values of the College, its strategic directions/CCP, as well as the standards of external accrediting agencies such as Middle States.

The mission should be concise, but comprehensive in nature, and should clearly communicate what the unit does, why, and for whom. The mission should distinguish the unit from other units in the institution. The development of the mission should involve as many of the unit's staff members as possible and should be formally approved and periodically evaluated. The statement serves to guide the development of the unit's goals, which are aligned with the mission.

General Format of the Mission Statement

The mission of the **(unit's name)** is to **(primary purpose)** by providing **(essential functions/activities of the unit)** for **(stakeholders)**.

Sample Mission Statements

University Career Services, an integral part of the educational process, assists students and alumni in assessing their career possibilities, setting their personal goals and achieving their objectives toward becoming productive citizens in the global community. While assisting its clients in identifying professional employment opportunities, University Career Services also provides the university community with insights into the ever-changing world of work to help develop realistic ways to better educate tomorrow's leaders. (Texas Christian University)

*

The primary purpose of the Office of Academic Advising is to assist students in the development and implementation of their educational plans. To this end the Office of Academic Advising subscribes to the philosophy of developmental advising; advising is a cooperative effort between advisor and student that consists not only of course planning and selection, but the development of the person as a whole. This includes the selection of career and life-long goals. (University of La Verne)

*

The Office of Institutional Research and Assessment (IRA) serves as the analytical arm of Old Dominion University's central administration. As a part of its function, the office assists in systematically planning the University's future, managing its resources, and assessing its performance....The Assessment Program focuses on assessing... (3) learning outcomes of each academic program and other outcomes of each administrative unit with an Assessment Planning and Reporting Process....Results are consistently used for program improvement. (Old Dominion University)

*

It is the mission of the Institutional Research Office to define, collect, analyze, maintain and disseminate official institutional data, and to provide official institutional information to both

internal and external constituents for the purposes of describing, documenting, and publishing institutional information and measures of effectiveness. (George Mason University)

*

The mission of the University of North Texas Libraries is to acquire, preserve, provide access to, and disseminate recorded knowledge in all its forms. Access will be provided increasingly through electronic networks and consortial arrangements. The Libraries, through traditional methods and through digital information sources, provide bibliographic, reference, and instructional support to assist the university's programs of teaching, research, scholarly, and creative production, and public service. (University of North Texas)

*

The Mary C. Burnett Library provides information for inquiry, intellectual discover, and the development of life-long learning skills in a people-centered environment. (Texas Christian University)

*

Support the institution's mission by providing timely, accurate fiscal operations for both staff and students. Protect the financial integrity of the institution, safeguard assets, and insure compliance with regulatory authorities while supporting the needs of staff and students, relating to procurement of supplies and services, payroll, and student accounts. (Southern Methodist University—Controller's Office)

*

Housing and Residence Life provides a comprehensive residential program designed to meet the diverse needs of resident students. The college's commitment to whole student life recognizes that students come seeking preparation for a career as well as intellectual, social, and emotional growth and development. A variety of living options and support structures provide generous opportunities for learning as well as the control necessary to support academic success. The fundamental base for successful operation of the residence life program consists of students working cooperatively in all areas. (SUNY Cortland)

*

The Writing Center is committed to developing students' communication abilities by providing services to enhance critical thinking, presentation, and writing skills for both graduates and undergraduates in all disciplines. As a function of this mission, we support the efforts of teaching and non-teaching faculty in all disciplines. (The American University in Cairo)

*

To develop, maintain and enhance the resources, services, and environment necessary to provide the highest level of support for the instruction and research needs of the AUC community. (American University in Cairo--Main Library)

Appendix D

Writing Good Expected Outcome Statements

Questions to Ask at Outset:

- Overall, what results do you expect your programs and services to produce?
- Who/what is the target (i.e., who/what is expected to change)?
- What specific change is expected (e.g., increase, decrease)?
- How will you know you were successful (i.e., what was your criterion for success, or performance indicator)?
- Do external standards exist (i.e., in either the form of benchmarks from peer institutions or standards from accrediting/certification agencies)?

Expected Outcomes: Some Important Points

- Process indicators refer to the implementation of a process that is part of the unit's strategy for actualizing an objective.
 - An example: "The policies and procedures for addressing sexual harassment will be developed, approved by the President's Cabinet, and distributed to the campus."
- Outcome indicators are more results oriented, and can often be quantified in some fashion.
 - An example: "There will be a 25% increase in grant submissions by faculty and staff compared to the previous academic year."
- Process indicators are especially useful and prevalent when an institution is undertaking a brand-new initiative. However, unit action plans should not consist exclusively of process indicators.
- Generally speaking, each action/strategy in an action plan should include a corresponding expected outcome, either in the form of a process or outcome indicator statement.
- In addition to having expected outcomes for each action/strategy in an action plan, it is also possible (but not necessary) to offer "overall" expected outcomes for a specific objective.

Appendix E

Action Plan Example: Center for Economic & Community Development

Goal: Grow and develop regional social capital and civic capacity by engaging regional community leaders and employer representatives in which the College operates to address common challenges.

Objective	Actions/Strategies	Target Completion Date	Resources Required ³	Person(s) Responsible ⁴	Measure/Expected Outcome	Actual Outcome
1. Increase awareness of opportunities and threats facing Oneonta area communities among upper-level (Director, C-level and above, or equivalent) civic and business officials.	A. Develop and implement Leadership Otsego program.	A. 06/30/10	A. N/A	A. CECD Director	A. 12 adults in target population will complete program; 75% survey satisfaction scores; 25% will report greater civic involvement at 1-year follow-up	
	B. Conduct analysis of and initiate forums around challenges of mutual concern to the college community and Oneonta region.	B. On semi-annual basis	B. \$10,000	B. CECD Director, VPCR, TLTC	B. 2 forums held with at least 50 attendees at each; 80% survey satisfaction scores; 75% will evidence increased knowledge on pre/post survey	

³ A unit should only include “Resources Required” for an action/strategy if those resources exceed existing allocations and workload and if it has determined that the resources are available to implement the action/strategy.

⁴ Units should consult with individuals from other units before designating them as a partner in implementing an action/strategy.

Appendix E (cont.)

Action Plan Example: Networking

Goal: Provide leadership in the adoption of technology that supports the mission of the College.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Ensure faculty and staff have a clear understanding of the services we provide and the procedures for requesting services.	<p>A. Publish and distribute a monthly newsletter.</p> <p>B. Develop clear and concise documentation to be distributed to all staff.</p>	<p>A. 10/01/09 and ongoing</p> <p>B. 05/01/10</p>	<p>A. N/A</p> <p>B. N/A</p>	<p>A. Web Coordinator</p> <p>B. Director of Networking</p>	<p>A. Newsletter is published and distributed every month of the academic year</p> <p>B. Documentation is created and distributed and available on web.</p> <p><u>Overall:</u> 10% decrease in Helpdesk calls compared to previous year</p>	
2. Implement a formal process to identify new and emerging technologies.	<p>A. Add standing agenda item to all technology committee meetings to discuss new and emerging technologies.</p> <p>B. Conduct Peer Review to include recommendations for future action.</p>	<p>A. 09/01/09 and ongoing</p> <p>B. 06/01/09</p>	<p>A. N/A</p> <p>B. \$1200</p>	<p>A. AVP</p> <p>B. AVP, Directors</p>	<p>A. Issues are discussed at all meetings as determined through review of minutes.</p> <p>B. Review conducted and schedule established for enacting recommendations</p>	

Appendix E (cont.)

Action Plan Example: Library

Goal: Maintain and improve the information environment to meet instructional, information, research, and curricular needs of the College.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Create collection development policy to inform decisions about the acquisition, retention, and use of print, electronic, and media resources.	A. Define Milne Library's collection using policies from other libraries and ACRL standards.	A. 10/30/09	A. N/A	A. CDAC	A. Draft policy is developed and is in compliance with ACRL standards.	
	B. Seek input from Library Committee members.	B. 12/31/09	B. N/A	B. CDAC, LC, librarian bibliographers	B. Input received and incorporated into draft	
	C. Prepare final policy and distribute as appropriate.	C. 05/05/10	C. N/A	C. CDAC	C. Final policy is prepared, approved, and distributed.	
2. Use collection development policy to select materials in support of the College's information needs.	A. Evaluate information needs of all academic departments.	A. 12/01 each year	A. N/A	A. Librarian bibliographers, LC	A. Needs of each department determined	
	B. Select appropriate resources to support department needs.	B. 01/01 each year	B. N/A	B. Librarian bibliographers, LC	B. 90% survey satisfaction scores from all departments <u>Overall:</u> 15% increase in use of library collection compared to previous year	

Appendix E (cont.)

Action Plan Example: Counseling Center

Goal: Provide educational programs to the campus community on psychological health and well-being.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Provide relevant programming that is responsive to campus requests and needs.	<p>A. Develop protocols and solicit programming requests across campus.</p> <p>B. Develop schedule and assign programs to appropriate staff.</p> <p>C. Develop, maintain and implement working templates of educational programs on a broad range of topics.</p>	<p>A. 09/15 each year</p> <p>B. 09/30 each year</p> <p>C. Every time new program developed</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p>	<p>A. Director</p> <p>B. Director</p> <p>C. Director, staff members</p>	<p>A. Protocols developed/re-requests solicited</p> <p>B. Schedule developed and programs assigned; 2-day response time to requests</p> <p>C. Templates created/filed</p> <p><u>Overall:</u> Number of programs at least equals that of preceding year; 80% survey satisfaction scores</p>	
2. Provide suicide prevention and crisis education to Residence Life staff and RA's	<p>A. Provide training for all new RA's and new RD's on suicide prevention and crisis management.</p> <p>B. Provide consultation for follow-up education as needed.</p>	<p>1. August/January each year</p> <p>2. Ongoing</p>	<p>A. N/A</p> <p>B. N/A</p>	<p>A. Director, Residence Life staff</p> <p>B. Professional staff, RHD's, Residence Life central staff</p>	<p>A. Scores of at least 70% by RA's on post-test</p> <p>B. All students in crisis referred or transported as needed; all students tracked for status and outcomes</p>	

Appendix E (cont.)

Action Plan Example: Fundraising and Development

Goal: Increase alumni percent participation in giving.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Develop and provide effective infrastructure and process to assure continued high rate of participation by alumni in campaign.	A. Design and direct appeal letters. B. Develop a stewardship plan to address donor retention.	A. Ongoing B. Fall 2009	A. N/A B. N/A	A. Director, FFO B. Director, AS/DR	A. 5% increase in participation compared to previous year B. 10% increase in donor retention compared to previous year	
2. Increase the total dollar amount contributed by alumni on an annual basis.	A. Design communication pieces which effectively communicate ongoing need for financial support. B. Determine appropriate, increased ask levels on solicitation appeals.	A. Ongoing B. Ongoing	A. N/A B. N/A	A. Manager, S&C B. Director, FFO	A. 5% increase in giving levels compared to previous year B. 10% increase in total amount raised compared to previous year	