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Saddleback College
Educational Planning and Assessment

[ADMINISTRATIVE UNIT REVIEW HANDBOOK FOR STUDENT SUPPORT AND ADMINISTRATIVE SERVICES]

Produced by the Educational Planning and Assessment Committee
Recommended for approval by the Consultation Council on 5/5/09 and
approved by the President on 5/5/2009

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Table of Contents

| | |
|--|----|
| Administrative Unit Review Framework | 3 |
| The Components of Administrative Unit Review..... | 7 |
| Section I: Administrative Unit Overview..... | 8 |
| Section II: Review Report..... | 9 |
| Section III: Needs Assessment..... | 12 |
| Section IV: Appendices | 13 |
| Appendix A: Legal and Professional Basis for Administrative Unit Review | 15 |
| Appendix B: Saddleback College Mission, Vision, and Values | 17 |
| Appendix C: Administrative Unit Review Template..... | 19 |

Administrative Unit Review Framework

BACKGROUND & PHILOSOPHY

The mission, philosophy, functions and goals of the South Orange County Community College District require that a systematic review of all administrative units be conducted to ensure the quality and relevance of student support and administrative services, and the effective and efficient use of resources. This systematic process is Administrative Unit Review, which must be a cooperative effort, utilizing the knowledge and expertise of faculty, administrators, current and former students, employers and advisory committee members.

Administrative Unit Review (AUR) is a key component in appraising institutional effectiveness at Saddleback College, along with Program Review (PR), Student Learning Outcomes (SLO) assessment, Administrative Unit Outcomes (AUO) assessment, and curriculum revision. The Educational Planning and Assessment Committee (EPA), under the direction of the Consultation Council, coordinates the Administrative Unit Review process at the College. This document outlines the process to be used **for student support and administrative services only**. A separate document addresses the procedures applicable for instructional programs.

PURPOSE & OBJECTIVES

Administrative Unit Review is a systematic process for the collection, analysis, and interpretation of data concerning an administrative unit, and is utilized in making recommendations to improve the effectiveness of the unit and its impact on student learning. It is a means of ensuring that the College's student support and administrative services are effective and responsive to the local college community within the limitations of available resources. Through a review of administrative unit outcomes, key unit indicators, and unit objectives, the College will be able to assess its effectiveness and continue to offer high quality student support and administrative services.

The results of Administrative Unit Review will be incorporated into the strategic planning and resource allocation decision processes of the College, and will provide information for unit planning and improvement (see Appendix A on the Legal and Professional Basis for Administrative Unit Review).

The major objectives of Administrative Unit Review at Saddleback College are to:

1. State student support and administrative service unit goals and align future goals with the College's mission, vision, and directions.
2. Collect and analyze data on key performance indicators, administrative unit outcomes, unit activities, and accomplishments.
3. Examine and document the effectiveness of student support and administrative services.

4. Develop recommendations and strategies concerning future unit directions and needs (e.g. budget, staffing, and resources).
5. Assure the accuracy of unit information.
6. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

STRUCTURE

Administrative Unit Review Team

Each unit will assemble an Administrative Unit Review Team (AURT) to conduct the unit review in accordance with the process and timeline adopted by the Planning and Budget Council. The AURT will be comprised of the following members:

- Unit Manager
- Two or more staff and/or faculty members from within the unit

All staff members within a unit are encouraged to participate in the Administrative Unit Review process.

Educational Planning and Assessment Committee (EPA) (Standing Committee of the Academic Senate)

The key responsibilities of the Committee will be to assist the AURTs by providing orientation, guidance and direction. In addition, the College Research Office will assist the AURTs by preparing data templates and other research as necessary. The Committee will be responsible for:

1. Establishing the schedules for Administrative Unit Reviews in all student support and administrative service units at the College.
2. Assisting AURTs in the completion of their reports.
3. Receiving and reviewing submitted Administrative Unit Review reports.
4. Submitting final Administrative Unit reports to the College President and the applicable Vice President.
5. Posting completed AURs on the EPA website (<http://www.saddleback.edu/asenate/epa/>).
6. Scheduling presentations for the Consultation Council.
7. Making recommendations to the Consultation Council for revisions to the Administrative Unit Review process and calendar.

PROCESS OVERVIEW & TIMELINE

The following steps should be used for moving through the Administrative Unit Review process:

1. Each Spring, the EPA will assess and update the schedule of units to be reviewed in the following academic year. The EPA Chair will provide the description of the process and writing guidelines to each unit.
2. Administrative Unit Reviews will be completed on a five-year cycle. Units which complete an external review for outside accreditation purposes need only submit the **Needs Assessment** portion of the review. In addition, all administrative units will also complete an **Annual Update** each year.
3. The AURT will collect the data necessary to complete the report. This will largely consist of the unit organizational chart, the five-year staffing profile (see page 13), the previous five years of AUO Assessment Forms (see *Guide to Developing and Assessing SLOs/AUOs at Saddleback College*, and any other data the AURT determines necessary.
4. Each AURT will evaluate its unit through the process of writing the Administrative Unit Review report according to the guidelines spelled out in this handbook. The report will address the following issues:
 1. Unit mission and goals
 2. Specific characteristics of each unit
 3. Administrative Unit outcomes
 4. Future recommendations
5. The AURT will submit a completed report in electronic form to the EPA Chair for review, and to the appropriate Vice President for review and acceptance.
7. Once the report has been accepted by the Vice President, the final copy of the report will be sent to the College President.
8. The report will then be posted on the EPA website.
9. All reports will be used in strategic planning and resource allocation decisions. A brief presentation of all AURs to the Consultation Council, therefore, will be scheduled within two months of submission of the final report. The EPA Chair will coordinate the scheduling of these presentations.

The Components of Administrative Unit Review

Each Administrative Unit Review report will be composed of the following sections:

- I. Unit Overview (2-3 pages)
- II. Review Report (approximately 10 pages)
- III. Needs Assessment and Annual Update (2-3 pages)
- IV. Appendices:
 - a. Unit Organizational Chart
 - b. Five-Year Program Staffing Profile
 - c. Supporting Data
 - d. Other appendices as needed

Section I: The Unit Overview

The **Unit Overview** should be brief (2-3 pages), and should reflect the consensus of the administration, staff, and/or faculty within the unit. It is meant to provide a broad understanding of the unit, current trends related to the unit's mission, and how the unit serves to meet the overall mission and/or vision of Saddleback College. The Unit Overview should address the following issues:

- A. The Mission of the Unit and its Link to the College's Mission, Vision, and Strategic Directions (see Appendix B)
- B. Historical Background and Unique Characteristics of the Unit
- C. Progress Since the Last Administrative Unit Review
- D. Discussion of How AUOs Have Been Utilized by the Unit
- E. Current Strengths, Opportunities, and Challenges

Section II: Review Report

The **Review Report** provides a more detailed assessment of the unit. While it is important to answer all of the questions in this section, please aim for brevity. The Review Report should include the following subsections:

- A. Staffing and Organizational Structure
- B. Programs and Services
- C. Student/Constituency Satisfaction
- D. Facilities, Technical Infrastructure, and Resources
- E. Outreach and Collaboration

Each of the subsections should include a narrative self-assessment based on the supporting data. The data used will include a unit organizational chart, a five-year staffing profile, AUO Assessment Forms, which are completed annually by each unit, and Supporting Data. Teams should determine what data is necessary, and work with the College Research Specialist early in the process to obtain the necessary information.

Below is a list of guiding questions for each subsection. Use these questions to create your narrative and refer to the data when necessary. Given the diverse range of student support and administrative services, not every question will be equally relevant to each unit. The goal of this narrative assessment is to encourage continuous improvement throughout the college, at all levels, and to guide effective planning and decision-making.

A. Staffing and Organizational Structure

1. Describe the management, faculty, and classified staffing structure of the unit. How does this staffing structure affect the unit's ability to fulfill its mission and goals?
2. What steps can be taken to improve this unit's organizational efficiency within its current budget?
3. What changes in management, faculty, and staff are needed to make this unit more effective?

B. Programs and Services

1. What are the unit's primary service offerings?
2. What is the demand for these services from other units on campus?
3. How do these services support the College's mission and vision?
4. Is there any overlap or duplication of programs or service functions with other units of the College? If so, how could this be addressed?
5. What methods are used for evaluating the unit's offerings?

6. How are Administrative Unit Outcomes being assessed and used for unit improvement? Describe the successes or difficulties the unit has faced in relation to AUO assessment.
7. What strategies have been used to improve delivery of support services within the unit (e.g., technology, online options, etc.)?
8. What are the unit's strengths or weaknesses in the area of programs and services?
9. What changes in the area of programs and services are needed to make this unit more effective?

C. Student/Constituency Satisfaction

1. How do you determine students'/other constituencies' satisfaction or dissatisfaction with your unit's performance?
2. How have you used this information to make improvements in the unit within the past five years?
3. How would you rate your unit's visibility on campus? Are students/other constituencies aware of the services you provide?
4. What are the unit's strengths or weaknesses in the areas of student/constituency satisfaction?
5. What changes are needed to improve the unit's effectiveness in the areas of student/constituency satisfaction?

D. Facilities, Technical Infrastructure, and Resources

1. How do the size, type and/or quality of the unit's current physical space affect the unit's ability to fulfill its mission and support its current offerings?
2. Describe the information technology that is available to the unit and its affect on the unit's ability to fulfill its mission and support its services?
3. Describe the adequacy of the unit's financial resources over the past five years. How efficiently does the unit manage those resources?
4. Discuss any significant changes in the unit's facilities, technical infrastructure, or other resources in the past five years.
5. In what ways can this unit continue to improve the quality of its services and operations within existing resources?
6. What are the unit's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the unit?

E. Outreach and Collaboration

1. Describe the key collaborative relationships that your unit is involved in and explain how these partnerships strengthen its capacity to advance student success/enhance the quality of services and programs provided/create greater operational efficiencies for the unit.

2. How effectively does information flow from this unit to other units on campus? Identify any areas where difficulties in communication could be approved.
3. How does your unit make data and information available to faculty/staff/students, and/or prospective students?
4. What are the unit's strengths and weaknesses in the area of outreach and collaboration?
5. What changes in the area of outreach and collaboration are needed to make this unit more effective in its mission?

Section III: Needs Assessment and Annual Update

The **Needs Assessment** is a brief (2-3 page) summary of the needs of the unit as outlined in the Review Report above. The Needs Assessment should include the following subsections:

- A. Statement of the Unit's Current Situation (maximum of 3-4 sentences)
- B. Human Resource Needs
- C. Instructional/Service Needs
- D. Research Needs
- E. Technical, Equipment and Other Resource Needs
- F. Facilities Needs
- G. Marketing and Outreach Needs

The **Needs Assessment** will be updated each year and submitted as an **Annual Update** to the EPA Chair, who will post on the EPA website. The **Needs Assessment** or most recent **Annual Update** must be submitted with all resource allocation requests or competitive funding forms.

Section IV: Appendices

Each Administrative Review must include the following appendices:

- A. Unit Organizational Chart
- B. Five-Year Unit Staffing Profile
- C. Supporting Data

Additional appendices can be included and should be listed in the table of contents.

A. Unit Organizational Chart

An Organizational Chart should be created for the unit. This can be created in any format and should clearly show how this unit fits in with the larger divisional or college structure.

B. Five-Year Program Staffing Profile

Each unit should create a table, using the template below, which shows the staffing levels in each category (managers, full-time classified staff, part-time classified staff, student workers, full-time faculty, and part-time faculty) for the previous five years, and the percentage change over that period of time.

| Position | Staffing Levels for Each of the Previous Five Years | | | | | % Change from Year 1 to Year 5 |
|------------------------------------|---|--------|--------|--------|---------|--------------------------------|
| | 2005/6 | 2006/7 | 2007/8 | 2008/9 | 2009/10 | |
| Managers | | | | | | |
| Bargaining Classified Staff FT | | | | | | |
| Bargaining Classified Staff PT | | | | | | |
| Non-bargaining Classified Staff FT | | | | | | |
| Non-bargaining Classified Staff PT | | | | | | |
| Student Workers | | | | | | |
| Faculty FT | | | | | | |
| Faculty PT | | | | | | |

C. Supporting Data

Each unit should collect any key performance indicators, such as annual operating budget, expenditures, number of service recipients, etc., in order to confirm its observations regarding its activities, accomplishments, needs, etc.

Appendix A: The Legal and Professional Basis for Administrative Unit Review

ACCJC STANDARDS

Standard 1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Appendix B: Saddleback College Mission, Vision, and Values

Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Values

Saddleback College embraces:

Commitment

We commit to fulfilling our mission to serve the south Orange County community.

Excellence

We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality

We foster a climate of integrity, honesty, and respect.

Success

We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership

We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation

We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom

We endorse academic freedom and the open exchange of ideas.

Sustainability

We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness

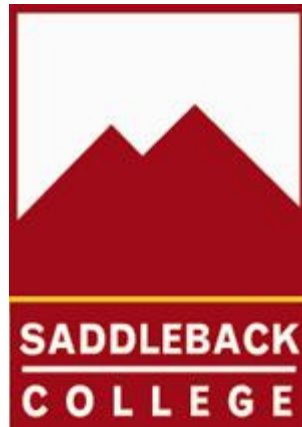
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

**Appendix C:
Administrative Unit Review Template for Student
Support and Administrative Services**

Saddleback College Administrative Unit Review for [Name of Unit]



Submitted on [Date]

Table of Contents

Team Members X
Administrative Unit Review Checklist X
Unit Overview X
Review Report..... X
Needs Assessment X
Appendices X

Administrative Unit Review Team Members

Unit Review Team Chair:

Unit Review Team Members:

Administrative Unit Review Checklist

| Date Completed | Action |
|----------------|---|
| | Contact EPA Chair for orientation |
| | Form Administrative Unit Review Team (AURT) |
| | Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms/etc.) |
| | Solicit input from students, faculty, staff, and college community |
| | Determine if additional research is needed |
| | Contact College Research Specialist if necessary |
| | Write Administrative Unit Review report |
| | Submit report to EPA Chair for review |
| | Submit report to Vice President for review and approval |
| | Report submitted to College President |
| | Report posted to the EPA website |
| | Presentation to the Consultation Council |

Section I: Unit Overview

- A. The Mission of the Unit and its Link to the College's Mission, Vision, and Strategic Directions**
- B. Historical Background and Unique Characteristics of the Unit**
- C. Progress Since the Last Administrative Unit Review**
- D. Discussion of How AUOs Have Been Utilized by the Unit**
- E. Current Strengths, Opportunities, and Challenges**

Section II: Review Report

- A. Staffing and Organizational Structure**
- B. Programs and Services**
- C. Student/Constituency Satisfaction**
- D. Facilities, Technical Infrastructure, and Resources**
- E. Outreach and Collaboration**

Section III: Needs Assessment and Annual Update

- A. Statement of Unit's Current Situation (maximum of 3-4 sentences)**
- B. Human Resource Needs**
- C. Instructional/Service Needs**
- D. Research Needs**
- E. Technical, Equipment and Other Resource Needs**
- F. Facilities Needs**
- G. Marketing and Outreach Needs**

Section IV: Appendices

- A. Unit Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Supporting Data**
- D. Others**