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

Revision Date: 08/15/14
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Administrative Unit Review Framework

BACKGROUND
The mission and educational philosophy 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 (AUR), which is a cooperative effort utilizing the knowledge and expertise of faculty, administrators, current and former students, employers, and advisory committee members.

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 ongoing curriculum revision. The Educational Planning and Assessment Committee (EPA) coordinates the AUR 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 AND OBJECTIVES
AUR 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 and student success. AUR 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 AUOs, 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 AUR are incorporated into the strategic planning and resource allocation decision processes of the college and provide information for unit planning and improvement (see Appendix A on the ACCJC Requirements for Administrative Unit Review).

The major objectives of AUR at Saddleback College are to:

1. State student support and administrative service unit objectives and align future objectives with the college’s mission and vision.
2. Collect and analyze data on key performance indicators, AUOs, 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. Provide an opportunity for units to assess their relevance and position within the college and with all other stakeholders.

6. Comply with Federal and State law, Title 5, Student Equity, Perkins, the Student Success and Support program (formerly matriculation), 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 complete the AUR in accordance with the process and timeline adopted by the Consultation Council. The AURT will be composed 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 AUR process.

**Educational Planning and Assessment Committee (EPA)**

The key responsibilities of the committee are to assist the AURT by providing orientation, guidance, and direction. In addition, the assigned college research analyst will assist the AURT in interpreting data on existing reports and conducting other research as necessary. The committee will be responsible for:

1. Preparing the schedule for AURs in all student support and administrative service units at the college.
2. Assisting AURT in the completion of their review, including research requests.
3. Receiving and reviewing submitted AURs.
4. Providing feedback on submitted AURs.
5. Submitting finalized AURs to the Management Team for approval.
6. Posting completed AURs in TracDat and SharePoint.
7. Scheduling presentations for the Consultation Council.
8. Making recommendations to the Planning and Budget Steering Committee (PBSC) and Consultation Council for revisions to the AUR process.

**EPA Contacts:**

- EPA Coordinator/Faculty Co-Chair – Barbara Cox (bcox@saddleback.edu)
- EPA Administration Co-Chair – Caroline Durdella (cdurdella@saddleback.edu)
- PR/AUR Coordinator – Heidi Ochoa (hochoa@saddleback.edu)
- SLO/AUO Coordinator – June Millovich (jmillovich@saddleback.edu)
- Research Analyst – Shouka Torabi (storabi@saddleback.edu)
PROCESS OVERVIEW
Each fall, EPA will review and update the schedule of units to be reviewed in the following calendar year and notify the unit coordinator or manager. AURs will be completed on a two-year cycle for all units. Units that complete an external review for outside accreditation purposes must also complete an internal AUR.

1. The PR/AUR Coordinator will meet with the coordinator, manager, or designee of the unit undergoing AUR to provide them with an orientation on the process and the writing guidelines.

2. The unit coordinator, manager, or designee will form the AURT.

3. The AURT will collect the data necessary to complete the review. This will consist of a unit organizational chart (see page 15), a five-year staffing profile (see page 16), the inFORM Division Administrative Unit Review Reports (see page 17), if applicable, and a copy of the TracDat Comprehensive Unit AUO Report for the previous two years (see page 17). Other data the AURT determines necessary should also be collected.

4. The assigned research analyst will meet with the coordinator, manager, or designee to help analyze the above data, if necessary, and to determine if additional research is needed.

5. Each AURT will evaluate its unit through the process of writing the AUR according to the guidelines specified in this handbook.

6. After writing the review, the AURT should develop objectives and action steps for the coming two-year period. These will be input into TracDat, along with resource allocation requests for identified needs. Progress on previous objectives and action steps should also be input into TracDat, as well as an evaluation of those action steps. The AURT should then run a copy of the TracDat Unit Objectives and Action Steps Progress Report and attach to the AUR (see page 18).

7. The AURT will submit a draft AUR to the appropriate dean, director, or vice president for review and feedback.

8. The AURT will revise the AUR as needed and will submit a completed draft in electronic format to the PR/AUR Coordinator for review.

9. The AUR will be reviewed by the PR/AUR Coordinator and the assigned research analyst. Recommended changes will be communicated to the unit coordinator, manager, or designee by the PR/AUR Coordinator.
10. The AURT will revise the report accordingly and submit a finalized version to the AUR Coordinator, along with all the required appendices.

11. The AUR Coordinator will submit the finalized PR/AUR to the Management Team for approval.

12. Following approval by the Management Team, the AUR will be posted in TracDat and on the EPA SharePoint site by the PR/AUR Coordinator.

13. Every four years, a brief presentation of the AUR will be made by the coordinator, manager, or designee to the Consultation Council. These presentations will be scheduled by the EPA Coordinator within three months from the date of Management Team approval.

14. All reports will be used in strategic planning and resource allocation decisions.
AURT Checklist for the Completion of the Administrative Unit Review

<table>
<thead>
<tr>
<th>✓</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>Make sure that all AUO assessment results are up to date and input into TracDat</td>
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<tr>
<td>Meet with PR/AUR Coordinator for orientation (this should be done each time a unit undergoes administrative review)</td>
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<tr>
<td>Establish Administrative Unit Review Team (AURT)</td>
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<tr>
<td>Download the TracDat Comprehensive Program AUO Report</td>
<td></td>
</tr>
<tr>
<td>Download the inFORM Division Administrative Unit Review Reports, if applicable</td>
<td></td>
</tr>
<tr>
<td>Meet with the assigned research analyst to determine if any additional research is necessary</td>
<td></td>
</tr>
<tr>
<td>Create organizational chart and staffing profile</td>
<td></td>
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<tr>
<td>Request input from faculty, staff, and students, as necessary</td>
<td></td>
</tr>
<tr>
<td>Write Section II (the Review Report) first, followed by Section I and Section III</td>
<td></td>
</tr>
<tr>
<td>Develop unit objectives and action steps for the coming two-year period and input into TracDat</td>
<td></td>
</tr>
<tr>
<td>Input resource allocation requests linked to specific unit objectives</td>
<td></td>
</tr>
<tr>
<td>Input progress on previous action steps, as well as an evaluation of them</td>
<td></td>
</tr>
<tr>
<td>Download the TracDat Unit Objectives and Action Steps Progress Report</td>
<td></td>
</tr>
<tr>
<td>Submit draft to supervisor for review and request feedback</td>
<td></td>
</tr>
<tr>
<td>Submit completed draft to PR/AUR Coordinator for review and receive feedback</td>
<td></td>
</tr>
<tr>
<td>Revise AUR as needed</td>
<td></td>
</tr>
<tr>
<td>Submit finalized AUR to PR/AUR Coordinator</td>
<td></td>
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</tbody>
</table>
The Components of Administrative Unit Review

Each AUR will be composed of the following sections:

I. Unit Overview and Objectives (2-3 pages)
II. Review Report (8-10 pages)
III. Needs Assessment (1-2 pages)
IV. Appendices:
   a. Current Unit Organizational Chart
   b. Five-Year Unit Staffing Profile
   c. inFORM Division Administrative Unit Review Reports, if applicable
   d. TracDat Unit Objectives and Action Steps Progress Report
   e. TracDat Comprehensive Unit AUO Report
   f. Other appendices as needed

NOTE: Write section II, the Review Report, first. Sections I and III should then be based upon the analysis provided in the Review Report narrative

All units must use the Saddleback AUR template for the completion of their reports. This template can be found on the EPA website.
Section I: The Unit Overview and Objectives

The Unit Overview and Objectives 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, how the unit meets the overall mission and/or vision of Saddleback College, and the unit objectives for the upcoming two-year period. The Unit Overview and Objectives should address the following issues:

A. The Mission of the Unit and its Link to the College’s Mission, Vision, and Strategic Plan (see Appendix B)
B. Historical Background and Unique Characteristics of the Unit
C. Progress in Meeting Objectives from the Previous Administrative Unit Review
D. Use of AUO Results by the Unit
E. Current Strengths, Opportunities, and Challenges

Note: The Planning and Budget Steering Committee (PBSC) recommends that all units include an objective to identify efficiencies. Efficiencies are acts that enable a unit to minimize waste, expense, or unnecessary efforts. If the AURT determines that pursuing efficiencies is relevant, they may choose to include this as an objective and identify any such efficiencies as action steps.

Use the prompts listed under each subsection to guide the writing of your narrative.

A. The Mission of the Unit and its Link to the College’s Mission, Vision, and Strategic Plan
   1. What is the mission of the unit?
   2. How does your mission serve to support the mission of the college?
      How does the unit align itself with the current strategic plan of the college?

B. Historical Background and Unique Characteristics of the Unit
   1. What is the history of the unit?
   2. What are some of the unique characteristics of the unit that you would like to highlight?

C. Progress Meeting Objectives from the Previous Administrative Unit Review
   1. What progress has been made in meeting the objectives identified in the previous AUR?
   2. Describe any obstacles encountered in meeting the objectives.

D. Use of Administrative Unit Outcomes (AUO) Results by the Unit
   1. Provide specific examples of how AUO results been used to make changes in the unit’s operations.
E. Current Strengths, Opportunities, and Challenges
   1. What are the current strengths of the unit?
   2. What are opportunities that exist for the unit to grow or develop?
   3. What are some current challenges that the unit faces?
Section II: Review Report

The Review Report provides a 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, Technological 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, the TracDat Comprehensive Unit AUO Report, the inFORM Division Administrative Unit Review Reports, if applicable, and other supporting data. Teams may determine that more data is necessary and should work with the assigned research analyst 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; 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 objectives?
   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 would make the 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 AUOs being assessed and their results used for unit improvement? Describe the successes or difficulties the unit has faced in relation to AUO assessment.

7. For academic divisions, how are instructional Program Reviews being utilized in decision-making processes?

8. What strategies have been used to improve delivery of support services within the unit (e.g., technology, online options, etc.)?

9. What are the unit’s strengths or weaknesses in the area of programs and services?

10. What changes in the area of programs and services would make the 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 since the previous review?

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 in the area of student/constituency satisfaction would make the unit more effective?

D. Facilities, Technological 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?

2. Describe the information technology that is available to the unit and its effect on the unit’s ability to fulfill its mission?

3. Describe the adequacy of the unit’s financial resources since the previous review. How efficiently does the unit manage those resources?

4. Discuss any significant changes in the unit’s facilities, technological infrastructure, or other resources since the previous review.

5. In what ways can this unit continue to improve the quality of its services and operations with existing resources?

6. What are the unit’s projected needs in facilities, technology, or other resources, and how are these needs related to the objectives 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, and 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 communication could be improved.
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 would make the unit more effective?
Section III: Needs Assessment

The Needs Assessment is a brief (1-2 page) summary of the needs of the unit as outlined in the Review Report. The Needs Assessment should include the following subsections:

A. Human Resource Needs  
B. Instructional/Service Needs  
C. Research Needs  
D. Technology, Equipment, and Other Resource Needs  
E. Facilities Needs  
F. Marketing and Outreach Needs

The Needs Assessment will be used to substantiate all resource allocation requests.
Section IV: Appendices

Each Administrative Review must include the following appendices:

A. Current Unit Organizational Chart
B. Five-Year Unit Staffing Profile
C. inFORM Division Administrative Unit Review Reports, if applicable
D. TracDat Comprehensive Unit AUO Report
E. TracDat Unit Objectives and Action Steps Progress Report

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

A. Current Unit Organizational Chart
An Organizational Chart should be created for the unit. It should be a reflection of the unit’s organizational structure during the academic year in which the AUR is being completed. This can be created in any format and should clearly show how this unit fits in with the larger divisional or college structure.

You can create an Organizational Chart using SmartArt. See http://office.microsoft.com/en-us/word-help/create-an-organization-chart-HA010075853.aspx for directions. Below is an example of a simple SmartArt organizational chart:

```
  Name
  Dean
  Division Name

  Name
  Manager
  Unit Name

  Name
  Classified Staff

  Name
  Classified Staff

  Name
  Classified Staff

  Name
  Classified Staff
```
B. Five-Year Program Staffing Profile
Each unit should create a table, using the template below, that shows the staffing levels in each category (administration, 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Staffing Levels for Each of the Previous Five Years</th>
<th>% Change from Year 1 to Year 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bargaining Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bargaining Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-bargaining Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-bargaining Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers/Interns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty PT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The percentage change is calculated by subtracting Year 1 from Year 5, dividing that number by Year 1, and then multiplying the result by 100 as shown below:

\[
\frac{\text{Year 5} - \text{Year 1}}{\text{Year 1}} \times 100 = \% \text{ change}
\]

Example (if Year 1 is 13 and Year 5 is 16):

\[
\frac{16 - 13}{13} = \frac{3}{13} \text{ or } 0.2308 \times 100 = 23\% \text{ change}
\]
C. inFORM Division Administrative Unit Review Reports

The inFORM Division Administrative Unit Review Reports are generated by the unit coordinator or manager through the inFORM Data Warehouse (see Appendix C for information on logging in to the Data Warehouse and creating the report). Reports include six years of data, with the understanding that the final year will be incomplete because the data is not yet finalized. Therefore, the first five years of data should be used in the analysis. Generally speaking, reports should be run for both fall and spring terms and not for the academic year (summer can be run as well if desired), and they should be run by both department and instruction method.

The inFORM Division Administrative Unit Review Reports include the following information (see Appendix D for a detailed description of each component of the data set):

i. Section Counts
ii. Enrollment Counts
iii. WSCH
iv. FTES
v. FTEF
vi. OSH
vii. Productivity for Saddleback College
viii. Productivity for Division (WSCH/FTEF)
ix. Course Fill Rates for Saddleback College
x. Course Fill Rates for Division
xi. Retention Rates for Saddleback College
xii. Retention Rates for Division
xiii. Success Rates for Saddleback College
xiv. Success Rates for Division
xv. Passing Grades
xvi. Other Grades
xvii. Student Counts by Gender
xviii. Student Counts by Age Group
xix. Student Counts by Ethnicity
xx. Student Counts by Educational Goal
xxi. Awards by Type
xxii. Awards by Gender
xxiii. Awards by Age Group
xxiv. Awards by Ethnicity
xxv. Part-time Instructor Counts

D. TracDat Comprehensive Unit AUO Report

The Comprehensive Unit AUO Report is generated by the unit coordinator or manager from within TracDat. The report should include data for the past two years. The report
will include all of the active AUOs for the unit, the assessment method and criteria for success, results, and the use of results.

**E. TracDat Unit Objectives and Action Steps Progress Report**
The Unit Objectives and Action Steps Progress Report is generated by the unit coordinator or manager once the AURT has input the identified objectives and actions steps into TracDat. This report can be updated on an annual basis and reviewed by the unit administrators, managers, faculty, and staff as needed.

**F. 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.

If additional data is required, please contact the assigned research analyst.
Appendix A: ACCJC Requirements for Administrative Unit Review

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution-establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
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: 
inFORM Log-in Information 
and Division Administrative Unit Review Report Creation

To log in to the inFORM Data Warehouse, you must be an administrator, manager, or department chair. If you do not have access, please contact the EPA Coordinator or the assigned research analyst.

The URLs for inFORM are:
http://sharepoint.socccd.edu/sites/dw/Pages/Default.aspx (from on-campus) and
https://sharepoint.socccd.edu/sites/dw (from off-campus).

Follow the instructions below for logging in and creating the Division AUR Report.

1. When you are prompted to log in, type your entire Saddleback email address (username@saddleback.edu) and your password.

2. Once you get in, you will see two tabs: the “Main Portal” and “Saddleback College.” Click on the “Saddleback College” tab. This will pull up a list of reports. The Division AUR Report is at the bottom of the list.
3. Select the Division Administrative Review report.

4. Select all the correct information from the drop down menus for the college and your division, as shown below. Be sure to select “Fall,” “Spring,” or “Summer” for the term type and select “Department” or “Instruction Method” for “Detail by.”

5. Hit the “View Report” button on the right side of the screen.

6. When the report opens, you should save it as a PDF to include as an appendix to your AUR.
Appendix D: Description of the Division AUR Data Set Terms

For all of these values, the final (6th) semester might not be complete. Therefore, in your AUR, you should use the first five years for your analysis.

Section Counts – The total number of sections by department offered in any given semester (D-Z tickets are excluded from the section count).

Enrollment Counts – The total number of students enrolled in each department at section census date. (The enrollment numbers for D-Z tickets are included.)

Note: Census Date is 20% of the way through the course.

Weekly Student Contact Hours (WSCH) – This calculation provides the total number of contact hours on a weekly basis for each department. It is determined by multiplying the number of weekly contact hours for the course (as determined in the curriculum) by the number of students in a given class at section census date.

Full-Time Equivalent Student (FTES) – This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students are served by a department. FTES is not “headcount enrollment,” but is calculated by dividing the total student hours at a specified point in time (determined by the attendance accounting method used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically-derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks (3 x 5 x 35 = 525).

Note: The Attendance Accounting Method defines how we calculate the total student hours for a course. This method is set in curriculum, but it can also change depending on how the course is scheduled. The main types of attendance accounting are Weekly Census, Daily Census, Positive Attendance, and Alternative Accounting.

- **Weekly Census** is calculated by multiplying the headcount of students at the 20% point for a full-term class by the weekly course hours and by 17.5 (the term length of our courses including in-service week).
- **Daily Census** is calculated by multiplying the headcount of students at the 20% point for a course that is shorter than a full-term class by the total course hours.
- **Positive Attendance** is the sum of the actual hours each student was in attendance for a course. The instructor logs the students’ attendance in the course and submits it with the final grade report.
• **Alternative Methods** (Independent Study and Distance Education) is calculated by multiplying the headcount of students at the 20% point by the number of units – not hours – for a course and by 17.5.

* To account for the professional development (flex) weeks during fall and spring terms, daily census, positive attendance, and alternative methods courses have an additional multiplier of 1.054216.

**Full-Time Equivalent Faculty (FTEF)** – This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a division and department and divides them by a full-time faculty load, which is 30 Lecture Hour Equivalents (LHE) a year or 15 a semester.

**One Semester Hour (OSH)** – This unit of measurement is specific to our district. OSH refers to all of the faculty pay made above and beyond the full-time faculty load, or contract pay. It, therefore, includes part-time faculty pay, full-time faculty overload pay, and large lecture pay. One OSH is defined as the equivalent of one contract hour per week/per semester.

Note: LHE is different from OSH because LHE refers to full-time faculty loads hours only. Anything outside of full-time load, such as overload hours and part-time faculty hours, is referred to as OSH.

**Productivity (WSCH/FTEF)** – This calculation shows how “productive” the division and departments are based on a ratio of revenue (WSCH [using the sum of the full-semester WSCH including DSCH and Positive Attendance equivalents]) to costs (FTEF). This calculation measures how many WSCH are generated per full-time equivalent faculty. With certain exceptions, 525 is considered the “magic number” on which productivity is based; if a program is at or above 525, it is considered to be productive.

**Course Fill Rate** – This calculation is a measure of the seat occupancy within the division and departments. It is based on the number of seats taken in the course sections divided by the scheduled maximum enrollments, which is set by curriculum or the office of instruction.

For example, a course with a maximum enrollment of 45 but a student enrollment of 50 would have a fill rate of 111%. Similarly, a course with a maximum enrollment of 60 and a student enrollment of 50 would have a fill rate of only 83%.

**Retention Rate** – This is the percentage of students who maintained enrollment in the division and departments until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.
For example, a course with 45 students that ended the semester with 40 students receiving a grade and 5 students receiving a W would have a retention rate of 89%.

Success Rate – This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.

For example, a course with 45 students that ended the semester with 35 students receiving a passing grade, 5 students receiving an F, and 5 students receiving a W would have a success rate of 78%.

Passing Grades – The total number of students in any given semester who received a grade of A, B, C, CR, or P.

Other Grades – The total number of students in any given semester who dropped by the no-penalty drop date (DR) or received a grade of D, F, IA, IB, IC, ID, IF, MW (military withdrawal), NC, NP, or W.

Student Counts – The total number of students enrolled at section census date by gender, age group, ethnicity, and educational goal. This number is unduplicated for the department, meaning that students are only counted one time for all the courses in which they are enrolled within the designated department.

Awards – The total number of awards given in a given fiscal year by award type (currently, only associate’s degrees and certificates of achievement are included; occupational skills awards are not included), gender, age group, and ethnicity.

Part-time Instructor Counts – A list and count of the part-time faculty who taught within the division and departments in any given semester.
Appendix E: Running the TracDat Comprehensive Unit AUO Report

1) Sign in to the unit AUO page in TracDat.

2) Select the Reports tab from main menu bar:

![Image of TracDat report page]

3) Select the “AUO Comprehensive Report with Results” by hitting the “run” link next to the correct report name:

![Image of AUO Report page]

4) A parameter page will appear. You do not need to select anything. Just scroll to the bottom of the page and select the “Open Report” button. Your report will open as a PDF file.
Appendix F:
Running the TracDat Unit Objectives and Action Steps Progress Report

1) Sign in to the unit AUR page in TracDat.

2) Select the **Reports** tab from main menu bar:

3) Select the **“Unit Objectives and Action Steps Progress Report”** by hitting the “run” link next to the correct report name:

4) A parameter page will appear. You do not need to select anything. Just scroll to the bottom of the page and select the “Open Report” button. Your report will open as a PDF file.