

# 2017-2019



Saddleback College  
Educational Planning and Assessment

## AUO HANDBOOK

A Guide to the Writing, Assessing, and Reporting of Administrative Unit Outcomes (AUOs) at Saddleback College

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\*Highlighted pages are new and highly recommended for managers with continuing work from prior years.

# An Overview of Administrative Unit Outcomes at Saddleback College

You are reviewing this document as the key oversight person of an administrative unit at Saddleback College. Each year, all of the college's administrative units are required to participate in a unit assessment process. The formalized framework for administrative unit assessment at Saddleback College is called the Administrative Unit Outcome (AUO). When all of the various administrative units at Saddleback College engage in a practice of assessment, the college's collective administrative operations participate in institutional assessment for institutional effectiveness.

Your contribution to the institution is through your leadership of your unit, and by creating AUO's, you acknowledge the core areas that the unit serves to the college, and the critical activities and operations within it. From these core operations and activities, you will be asked to reflect upon and to create outcomes that you want to achieve and measure within the next year. The accrediting agency for California Community Colleges (ACCJC) has elected to use outcomes as an integral part of its accrediting standards (see Appendix A). This is, in large part, a response to the U.S. Department of Education call for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement.

As you are reading this guide, you may wonder how long administrative unit outcomes have been adopted. Starting in spring of 2005, Saddleback College began a process to implement AUO assessment across the campus. As part of this process, the outcomes and were developed by the unit team members, including the supervisor and members of a particular unit. After collecting data on outcomes you will be expected to examine and use the results to stimulate discussion and direct activities that can improve administrative and support systems on campus. Though the college has a formalized structure for assessment called AUO's, the actual results you gather from the assessment process **will not** be used as the basis of evaluation or disciplinary action for individuals.

The college's AUO Coordinator (Director of Research) works directly with administrative units to assist in developing their outcomes, determining the means of assessment, compiling the results of that assessment, analyzing those results, and making changes to their unit if necessary in order to improve the delivery of services. Please visit the OPRA website for updated information on all aspects of AUO development and assessment: <http://www.saddleback.edu/opra/planning>.

## Reporting of AUOs

AUOs and their assessment results are reported in TracDat.

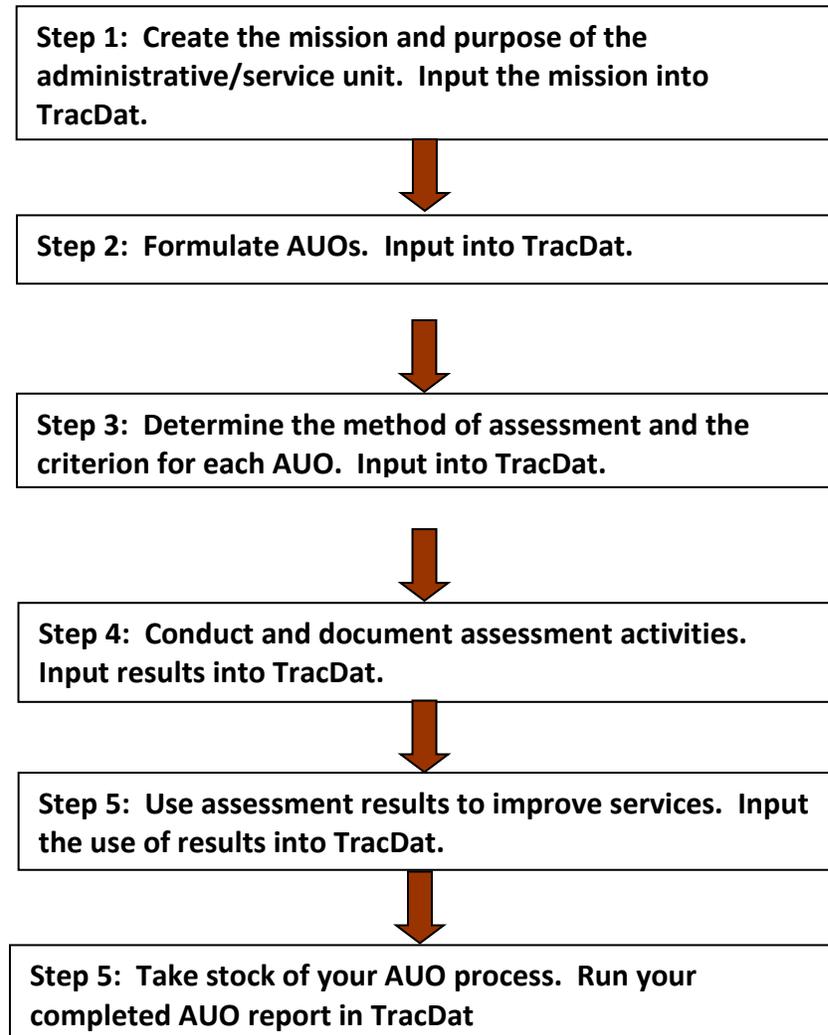
Each year, all administrative units must have 2-3 active AUOs. At least two AUOs must be assessed each year. The results are input into TracDat by the **third Friday of September** following the academic year in which the AUO was assessed. For a guide/overview on the differences between AUO's and AUR's please see our planning page at <http://www.saddleback.edu/opra/planning> and visit our AUR handbook.

If you are a new supervisor of a unit, be sure to check in with the AUO/AUR coordinator as soon as possible so that you can get up to speed on your AUO's. For supervisors who have questions and are grappling with AUO's the AUO/AUR coordinator is always here to help. The contact person is Jennifer Klein: [jklein26@saddleback.edu](mailto:jklein26@saddleback.edu).

[REMEMBER: AUO RESULTS  
ARE DUE BY THE THIRD  
FRIDAY OF SEPTEMBER EACH  
YEAR]

## Step-by-Step Guide to AUO Assessment

Administrative units should follow the six steps listed below in the creation and assessment of their AUOs. This guide will walk you through each of the boxes below to help you complete the AUO.



## Step 1: Write a Mission Statement

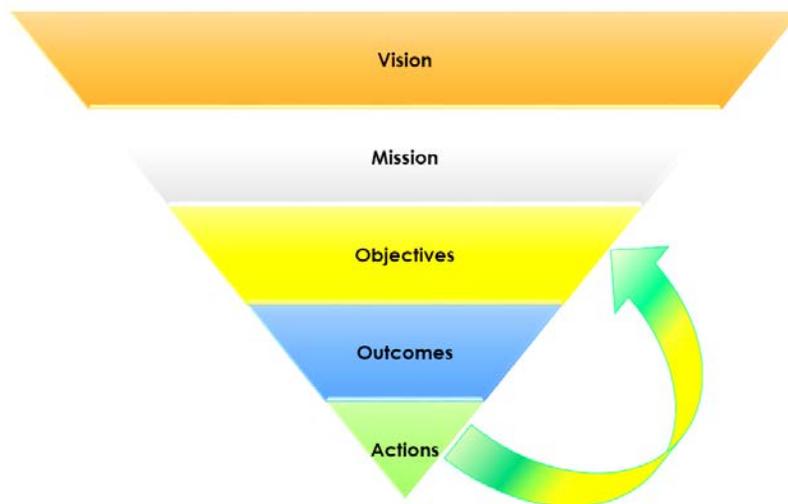
Each administrative unit should begin by defining its mission and purpose. This should be in the form of a mission statement that provides a clear description of the unit, what it does, and for whom it does it. The mission statement should be aligned with the College's vision, mission statement, or values (see Appendix A), and reflect, in particular, on how student success is enhanced by the unit and its services.

Below are examples of possible mission statements:

*The mission of the Saddleback College Counseling Department is to provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals.*

*The Office of Marketing and Communications develops and implements public relations and marketing strategies to promote college programs and services, provide information to internal and external audiences, and encourage student enrollment.*

**Why do we engage in a unit mission process?** Well, if you, as the unit leader, do not know your unit's mission, how can you distill the top objectives and **outcome statements (called AUOs)** you'd like to address within the next year? After you determine your long-term vision of what you'd like your unit to represent and ultimately become in the next 20 years, you reflect on what you represent currently through your day-to-day heartbeat of your operations, called your mission. Objectives create a charter for your unit's success. Think: objectives are big picture directions for the unit, **while outcomes, through AUOs, continue to chip away at how the unit tracks process toward an objective on an annual basis.** It is from AUOs that actions are created to further improve the unit each year.



Do you have your unit mission written down? Great! Onto the next step, create objectives and then outcomes. If your unit has an AUR, then you already have objectives. Now it is time to create outcomes.

## Step 2: Formulate AUOs and Enter Them into TracDat

### *Formulating AUO's*

The AUO is actually an outcome statement. **The outcome should be what you want your unit to achieve within the next year.** As a supervisor you have attended our management leadership meetings and from these we ask, "What are you up to creating?" The question of what we create inspires us to ask how we can make the best of our unit which serves the college. The AUO's are then designed to address what we want to create and to prompt assessment into areas such as effectiveness, efficiency, level or volume of activity, compliance with regulations, and user satisfaction. Although each administrative unit will only assess a minimum of three outcome statements (AUO's) per year, units should develop the number of AUOs necessary to reflect the totality of the services they perform, which means that you may want more than three outcome statements.

When writing your outcome statement to create your AUO:

- **Use active verbs.** Active verbs produce statements that are concrete and measurable. Examples include: provide, produce, implement, identify, increase, collect, investigate, initiate, examine, define, complete, process, modify, schedule, and select.
- **Create a singular outcome.** Do not "bundle" outcomes by linking them with "and."
- **Work with all unit employees on writing AUOs.** Since the faculty and staff are responsible for AUO assessment, it is important to come to a consensus on which AUOs are important for the unit as a whole.
- **Modify as you learn from experience.** AUOs should be reviewed and modified bi-annually during administrative unit review. However, as you assess an AUO, sometimes flaws will be identified in the AUO itself.
- **Remember: AUOs are NOT the same as goals or objectives of the unit.** They are not what the unit wants to accomplish. Instead, they are statements on how effective the unit is at providing its services. The analysis of AUO results, however, may give rise to or motivate unit objectives.

## Tool Kit for AUOs—Faux Examples to Draw From:

### What is your unit up to creating in the next year?!

**AUO:** *The Fiscal Office will produce timely reports to communicate the fiscal status of the institution, which could be used by administrators, faculty, and staff.*

**Method of Assessment:** *A completed fiscal report with major categorical expenditures and fund balance.*

**Criterion for Success:** *3 months before each new fiscal year*

**Results:** *The fiscal office shared its budget reports to all key constituent groups 3 months before the new FY cycle.*

**Use of Results:** *By sharing these reports early, we were able to*

**AUO:** *The Library Services unit will ensure students' awareness of technical assistance for online periodicals.*

**Method of Assessment:** *Awareness Survey*

**Criterion for Success:** *70% of students surveyed will report knowing about technical assistance for online periodicals offered in the library.*

**Results:** *Library Services launched a survey of fall-enrolled students in 2016. The data illustrated that only 40% of students reported awareness of technical assistance with online periodicals.*

**Use of Results:** *Library Services will work with Marketing to ensure that by next year on the same survey, that at least 50% of students are aware of technical assistance with online periodicals.*

**AUO:** *Admissions and Records will process more summer applications from the months of March –May than the previous year.*

**Method of Assessment:** *Number of summer applications during March –May of 2016 vs. 2017*

**Criterion:** *There will be a 10% increase over prior year*

**Results:** *The office processed more applications over the prior year by 11.2%.*

**Use of Results:** *To get to our goal number, we had to re-assess how the unit's operations were done so that we had enough support to process applications. From this process we realized that we need to hire more part-time help during the pre-enrollment peak, to ensure that more students are ready to register.*

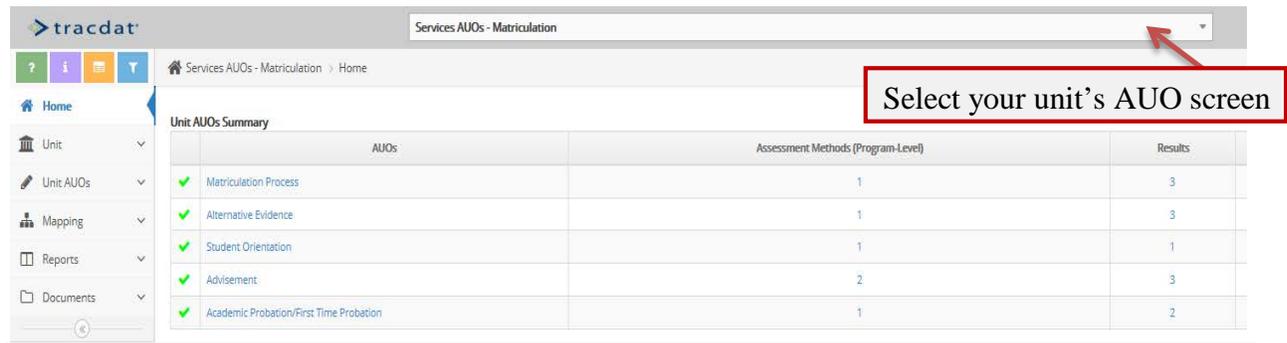
## Gaining TracDat Access

Link: <https://saddleback.tracdat.com/>

Log in using your standard Saddleback login from any computer (home or office). If you do not have access to TracDat, please contact Shouka Torabi (storabi@saddleback.edu).

### Home Screen

Once you are logged in you will be routed to your unit's home screen (*you may toggle between your AUO screen and Administrative Unit Review screen by selecting the drop-down arrow at the top of the page*)



The screenshot shows the TracDat interface. At the top right, there is a dropdown menu labeled 'Services AUOs - Matriculation'. A red box with the text 'Select your unit's AUO screen' and a red arrow points to this dropdown menu. Below the navigation bar, there is a table titled 'Unit AUOs Summary'.

AUOs	Assessment Methods (Program-Level)	Results
✓ Matriculation Process	1	3
✓ Alternative Evidence	1	3
✓ Student Orientation	1	1
✓ Advisement	2	3
✓ Academic Probation/First Time Probation	1	2

## Editing in TracDat

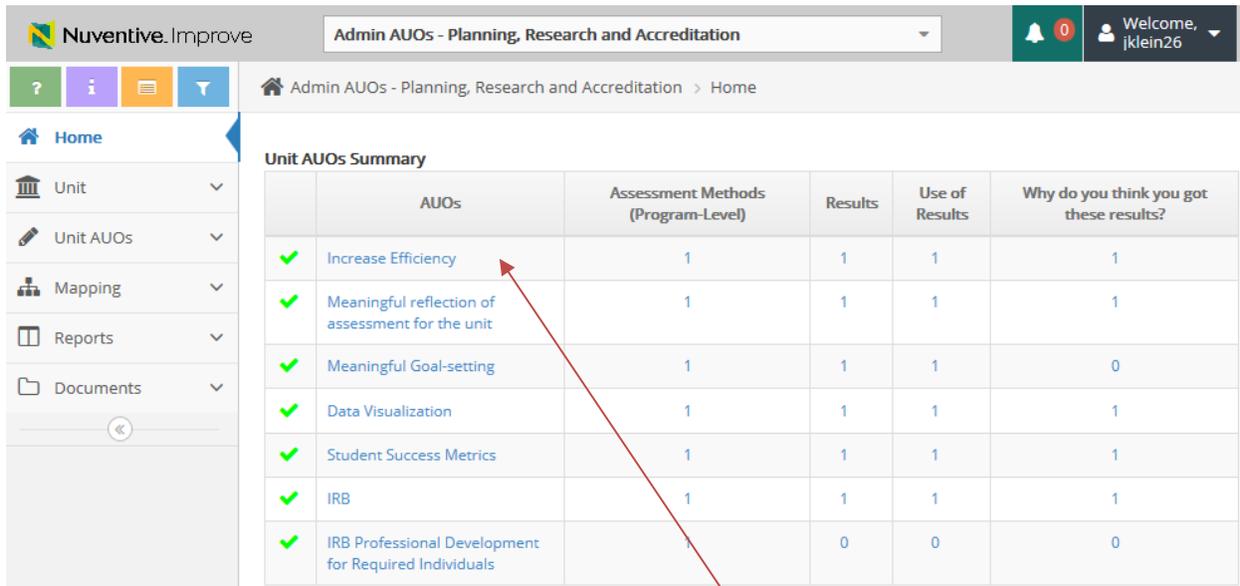
Many unit managers start in TracDat with “inheriting” AUOs from a prior year or a prior manager. It’s important to learn the basics of editing, while having some good examples of AUOs from the prior pages. This, and knowing principles of good assessment, get you to the bare bones of what you need in TracDat. But what if you but need to do some modification? See the guide below to get you started.

Icon	Function	When to Use
	<p><b>Adds a New Item</b></p>	<p>When you want to add a new <b>AUO</b> into your unit.</p> <p>When you want to add a new <b>assessment method</b></p> <p>When you want to <b>add new results</b></p>
	<p><b>Edits an Item</b></p>	<p>When you want to edit an <b>AUO</b> into your unit.</p> <p>When you want to edit an <b>assessment method</b></p> <p>When you want to edit <b>results.</b></p>
	<p><b>Relates a document</b></p>	<p>When you want to show proof such as a report, data, or supporting evidence for your AUO → opens up a <b>document repository</b></p>
	<p><b>Copies an Item</b></p>	<p>When you want to <b>copy</b> an <b>AUO.</b></p>

Icon	Function	When to Use
	<p><b>Copies an Item</b></p>	<p>When you want to copy <b>an assessment method</b>. Do not copy an AUO just to copy it. You should not copy in results or use of results—you should have different results for each AUO.</p>
	<p><b>Deletes an Item</b></p>	<p><b>Delete an AUO</b> that you never assessed and do not know the results, or reason for ever assessing the AUO.</p> <p>If you have an old AUO but don't want to assess it, should archive it. More on archiving in setting up assessment methods.</p> <p>You can also delete assessment methods. Say you have an AUO, either that you created or inherited, and you like the outcome statement, but don't like the assessment method, you can either edit it, or delete it.</p> <p><b><i>We do not recommend that you delete results. It's better to keep historical results in and archive.</i></b></p>

## Edit an AUO

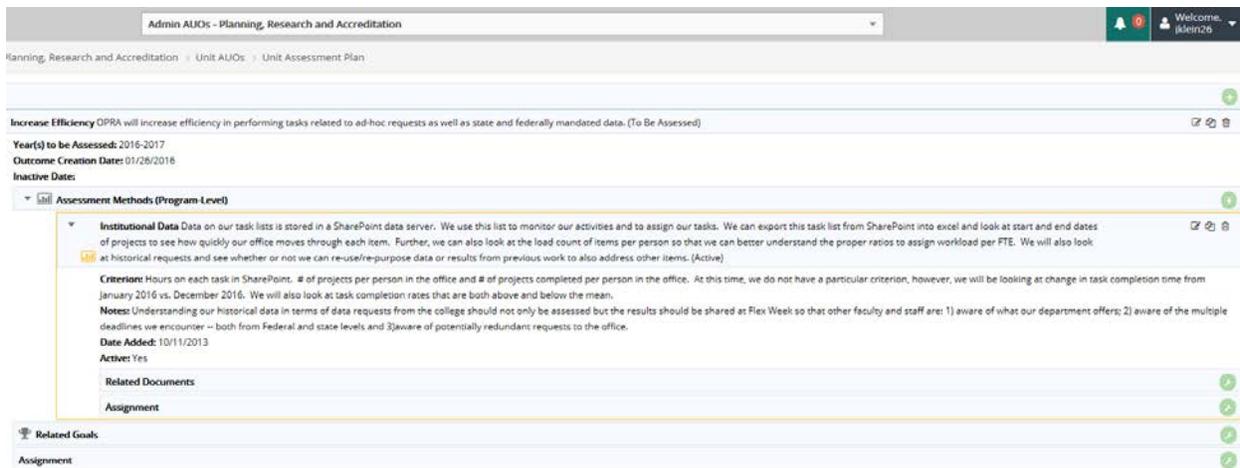
To edit an existing AUO, first go into your unit in TracDat. And you should see a list of AUO's that looks like the below.



The screenshot shows the Nuventive.Improve interface. The top navigation bar includes the logo, the text 'Admin AUOs - Planning, Research and Accreditation', and a user profile 'Welcome, jklein26'. The left sidebar contains navigation options: Home, Unit, Unit AUOs, Mapping, Reports, and Documents. The main content area displays a table titled 'Unit AUOs Summary'.

	AUOs	Assessment Methods (Program-Level)	Results	Use of Results	Why do you think you got these results?
✓	Increase Efficiency	1	1	1	1
✓	Meaningful reflection of assessment for the unit	1	1	1	1
✓	Meaningful Goal-setting	1	1	1	0
✓	Data Visualization	1	1	1	1
✓	Student Success Metrics	1	1	1	1
✓	IRB	1	1	1	1
✓	IRB Professional Development for Required Individuals	1	0	0	0

To update the particular AUO, simply click on the blue text under the column called, "AUOs." In this example, we are clicking on the first AUO labeled, "Increase Efficiency."

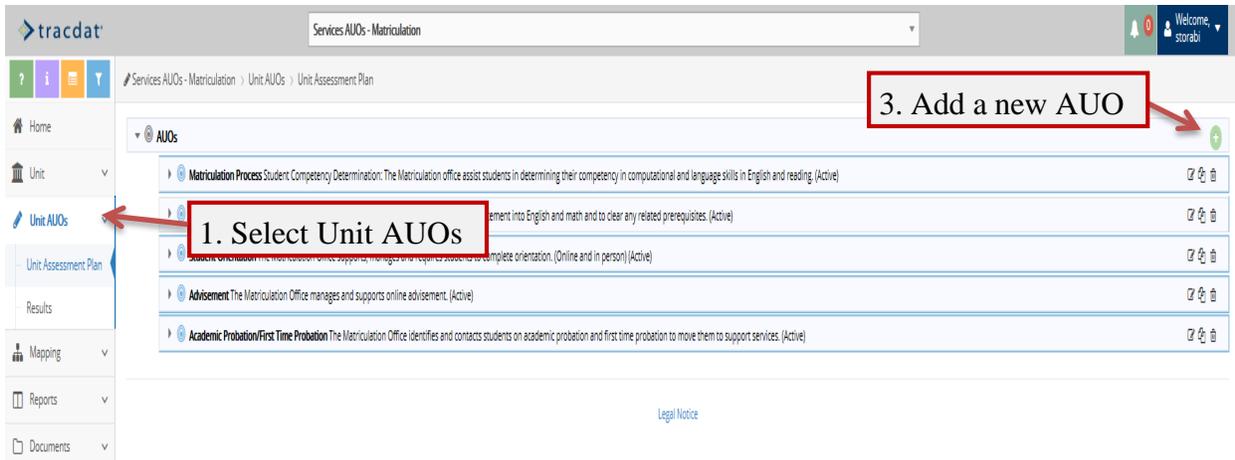


The screenshot shows the detail page for the 'Increase Efficiency' AUO. The breadcrumb trail is 'Planning, Research and Accreditation > Unit AUOs > Unit Assessment Plan'. The page title is 'Increase Efficiency CIPRA will increase efficiency in performing tasks related to ad-hoc requests as well as state and federally mandated data. (To Be Assessed)'. It includes metadata such as 'Year(s) to be Assessed: 2016-2017' and 'Outcome Creation Date: 01/26/2016'. The 'Assessment Methods (Program Level)' section is expanded, showing 'Institutional Data' with a detailed description, 'Criteria', 'Notes', and 'Date Added: 10/11/2013'. At the bottom, there are sections for 'Related Goals' and 'Assignment', each with a green checkmark icon.

This opens up the particular AUO. Notice the various icons on the right hand side. Please refer back to the icon table previously to assist you with the icons and when they should be used.

## I. Entering a New Administrative Unit Outcomes –

- Select "Unit AUOs" from the left navigation pane
- Select "Unit Assessment Plan"
- Select the  icon on the upper right-hand side of the screen to add a new AUO



- **Make sure to save your work then return back to the AUO screen**

**Don't forget to save your work!**

## Step 3: Create Your Method of Assessment and Criterion and Enter into TracDat

### *Creating Methods of Assessment*

After writing the AUOs, you need to determine how you will assess them and what criteria you will use for success. There are two kinds of evidence: direct methods and indirect methods. Both are valid, although indirect methods alone are not necessarily considered to be sufficient evidence. Below is a table outlining AUO assessment methods used at the college:

Method	Description	Direct or Indirect
Document Review	A review of course or unit documents for the purpose of determining if information is available and clear.	Indirect
Entrance/Exit Interviews	An assessment based on interviews conducted with students when they enter college and when they leave—either through graduation or early departure. These interviews can be designed to gather feedback on student services AUOs.	Direct/Indirect
Focus Group	A series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences.	Indirect
Frequency/Count	An assessment based on the number or frequency of things, such as usage of particular services.	Direct/Indirect
Institutional Data	A review of program and student data collected at the institutional level. Data may include program enrollment, retention, or student GPA.	Direct/Indirect
Outreach	An assessment of the successes, benefits, or quality of outreach activities.	Direct/Indirect
Professional Development	An assessment based on the frequency or quality of professional development opportunities.	Indirect

Method	Description	Direct or Indirect
Survey - Alumni	An assessment based on the surveying of program alumni. Alumni surveys can provide information about program satisfaction, preparation (transfer or workforce), employment status, and skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.	Indirect
Survey - Employee	An assessment based on the surveying of unit employees. Employee surveys can provide information about satisfaction levels and can ask employees to identify what should be changed, altered, maintained, improved, or expanded.	Indirect
Survey – Exit	An assessment of a student’s overall satisfaction with his or her collegiate experience and learning.	Indirect
Survey - Student	An assessment based on the surveying of students designed to collect perceptions of their college experiences.	Indirect

### Enter Your Methods of Assessment in TracDat

Services AUOs - Matriculation

UOs > Unit Assessment Plan > Add AUO

\* AUO Name

\* AUO

Outcome Status

Year(s) to be Assessed

Outcome Creation Date

Inactive Date

4. Enter the necessary information

- Once the new AUO has been entered, select the drop-down arrow next to the desired outcome to enter the assessment method
- Then select the  icon next to add a new assessment method
- Years to be Assessed—add the year/years that you wish to assess
- Outcome Status, select one of the following from the drop-down menu:
  - Archive (You are NOT assessing anymore)
  - To Be Assessed (You WILL assess in a future year)
  - Assess This Year (You ARE assessing in the current year)

5. Select the drop-down arrow

6. Add new assessment method

- Then enter all necessary information pertaining to the assessment method of your

### The Criterion

The criterion is the threshold for your outcome. For example, if the AUO was to “Maintain or increase a high level of satisfaction with the bookstore” and your method of assessment (which you just entered previously) was a satisfaction survey. But now, you may be wondering what a “high” level of satisfaction is. Enter the role of the criterion. The criterion is the way you measure the outcome. It is the standard at which you feel is reasonable. In this example, it is the way you measure “high” satisfaction with the bookstore. So for the example above, one criterion could be that 70% of students will strongly agree or agree that they are satisfied with the bookstore on the survey. Another criterion for the same outcome and method of assessment could be that on a scale of 1-10 the average satisfaction rating will be 8.5 out of 10 on the same survey. Pick only one criterion per AUO and use one that is most sensible to you.

### Enter the Criterion in TracDat

7. Enter the necessary information

## Step 4: Conduct Assessments and Enter Results into TracDat

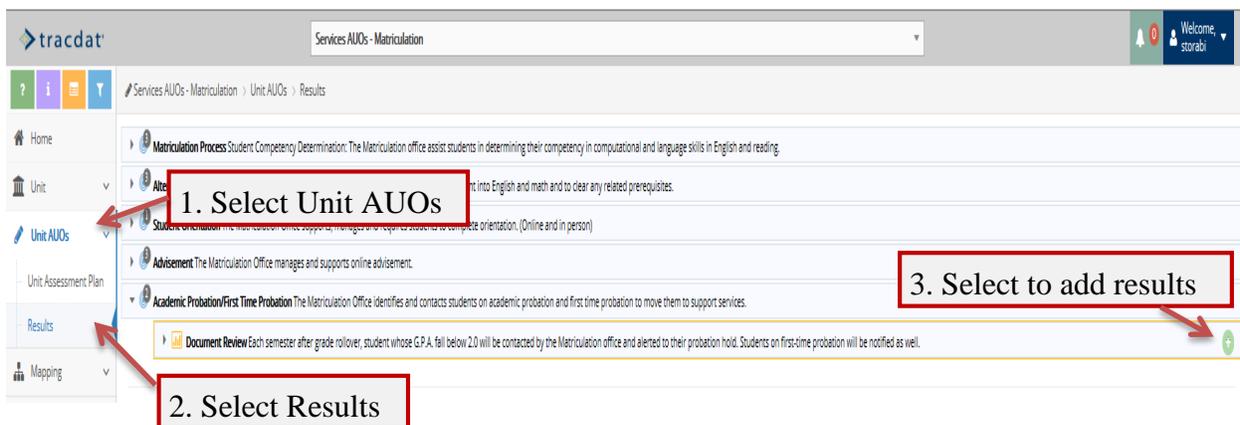
It's time to assess what you stated you wanted to achieve for your unit! The best way to keep on top of your unit's assessment for the AUO's is to follow these simple practices:

1. **Remind yourself to collect your assessment:** we recommend that 1 week after you put your AUO in TracDat, you place a reminder on your calendar to start collecting or preparing/planning to collect your assessment information
2. **Remind yourself again in a month:** put a reminder on your calendar to make sure that you have a plan in place to collect your assessment or that you are already collecting information
3. **Remind yourself one month before your AUO's are due:** put a reminder on your calendar to make sure that you have collected data for your AUO's by August
4. **Remind yourself to put your results into TracDat:** this is due by September

As mentioned previously, each year, at least three AUOs using the assessment method indicated, which may involve surveys, interviews, SARS data, or even a simple count of students or utilization statistics. The conducting of assessment activities is probably the most difficult and time-consuming portion of the process, so following the reminder advice above should save you time and a headache by September. You should select assessment techniques that are reasonable based on the resources (time, technology, budget, etc.) available for your unit and for the college.

### Enter Your Results in TracDat

- Select "Unit AUOs" from the left navigation pane
- Select "Results"
- Select the  icon to add a result next to the desired outcome



The screenshot shows the TracDat interface with the following elements:

- Navigation pane on the left with "Unit AUOs" and "Results" highlighted.
- Main content area showing a list of Unit AUOs with descriptions.
- Red box 1: "1. Select Unit AUOs" points to the "Unit AUOs" menu item.
- Red box 2: "2. Select Results" points to the "Results" menu item.
- Red box 3: "3. Select to add results" points to a green plus icon at the end of a row in the AUO list.

- Then complete all of the necessary fields pertaining to the result of your outcome

- **Make sure to save your work then return back to the AUO screen**

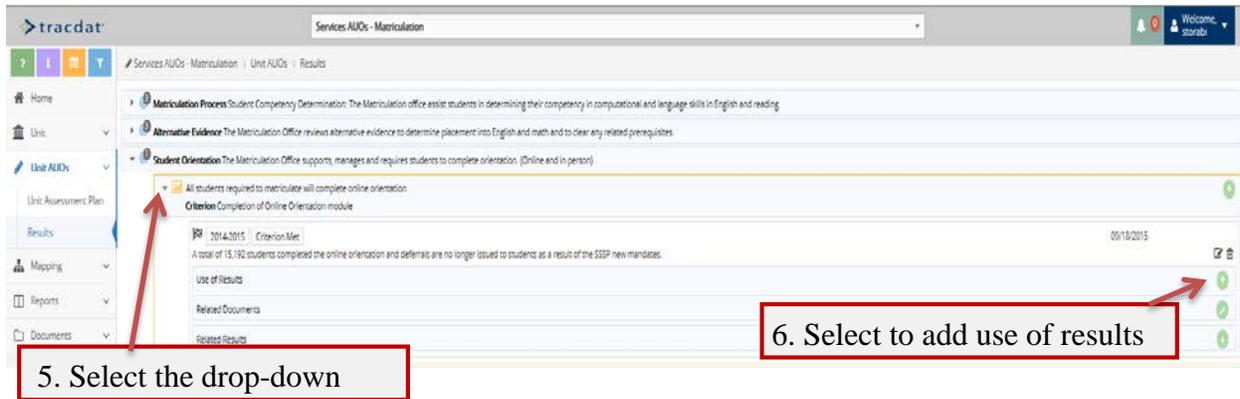
## Step 5: Use Assessment Results and Enter into TracDat

Once the results of assessment have been collected, employees within an administrative unit should meet to discuss what the results reveal about areas in which the unit succeeds and about areas in which improvements can be made. Determinations will then be made on what to do to correct any shortcomings, and action should be taken.

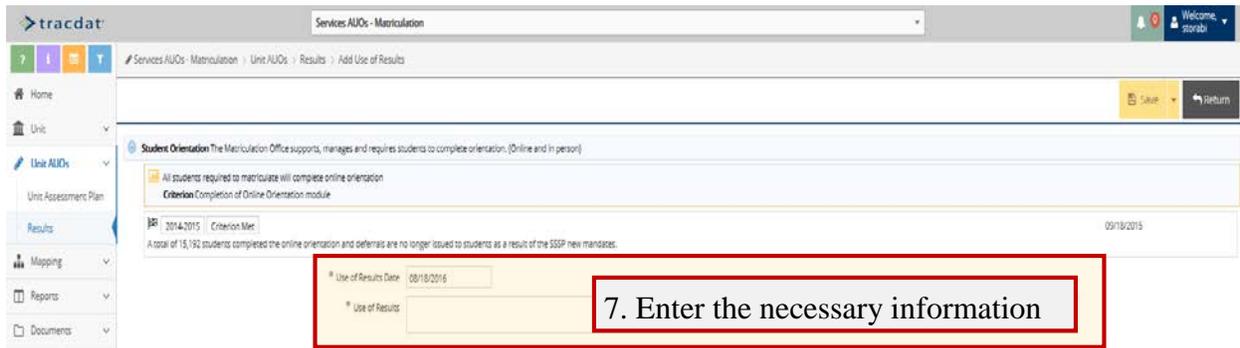
When inputting the use of results into TracDat, you should only state what has already been done, not what you plan to do in the future. Therefore, the actions listed must be stated in the past tense. The actions should generally be substantive and detailed, although there are times when no action is necessary and this can be stated as well. If you are a new manager or administrator, we encourage you to consult with the AUO/AUR coordinator about handling both results and use of results from AUO's that you may have inherited.

### ***Enter the Use of Results in TracDat***

- Next, select the drop-down arrow for the outcome you entered results for to add use of results
- Then select the  icon to add use of results



- Then enter all necessary information pertaining to the use of results of your outcome

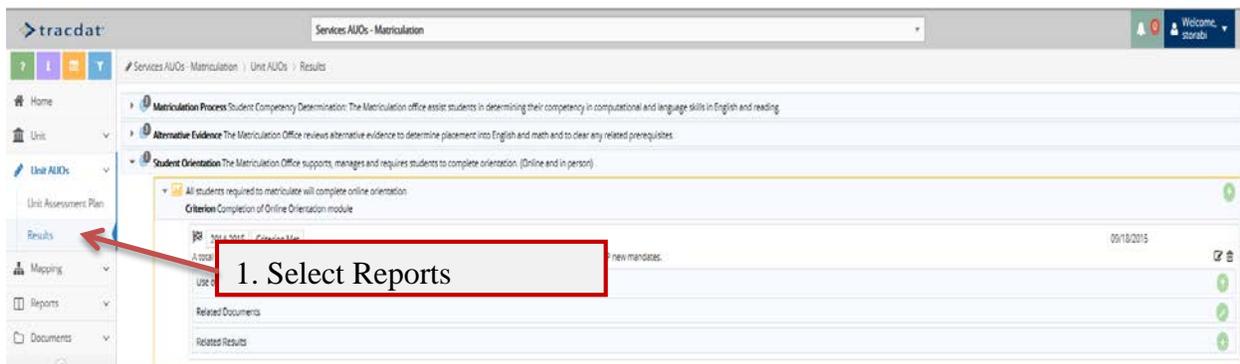


- Make sure to save your work then return back to the AUO screen

## Step 6: Take Stock of Your AUO Process and Run AUO Report in TracDat

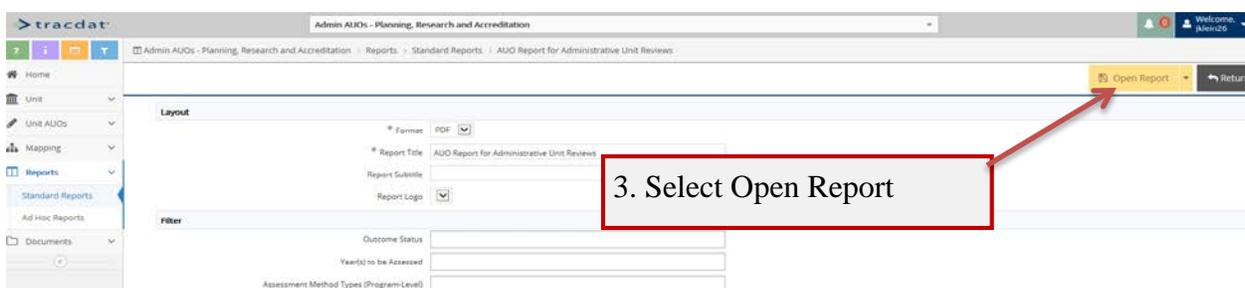
Once the results of assessment have been collected, **employees within an administrative unit should meet to discuss the entirety of the AUO.** The best way to get a clean copy of your hard work on the AUO is to run an AUO report in TracDat.

### Running an AUO Report





- **Make sure to save your AUO report. It will come in handy for your AUR!**



## Just a Moment Before You Finish TracDat!

### What it really means to enter use of results

You just completed your process. You must include (importantly) the highlighted areas in this document to ensure that you are using the results in your department and having active dialogue about the outcomes. The importance of this step cannot be understated. From looking at your results, how did you do? Did you perform as expected? Could you change any operations to improve the results? Would changing operations mean that your unit improves? What did your team members say? Document it! Overall, what can you learn from this exercise for the greater purpose of Continuous Quality Improvement (CQI) of the unit that you lead?

### Core Concepts of Continuous Quality Improvement

- Quality is defined as meeting and/or exceeding the expectations of our students.
- Success is achieved through meeting the needs of the students we serve.
- Most problems discovered in processes, not in people. CQI does not seek to blame, but rather to improve processes.

- Unintended variation in processes can lead to unwanted variation in outcomes, and therefore we seek to reduce or eliminate unwanted variation.
- It is possible to achieve continual improvement through small, incremental changes.
- Continuous improvement is most effective when it becomes a natural part of the way everyday work is done.

Source. Iowa State University Facilities Planning.

***HAPPY ASSESSING!***  
***-Jennifer Klein AUO/AUR Coordinator***

## **Appendix A: Excerpts from the ACCJC Standards for Accreditation (as revised June 2014)**

### **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

#### **A. Instructional Programs**

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge,

practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

## **B. Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### **C. Student Support Services**

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

## Appendix B: Saddleback College Vision, Mission and Values

### Our Vision:

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

### Our 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.

### Our 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.

