ACCREDITATION THEMES REFLECTED IN THE 2009 SELF STUDY REPORT

INSTITUTIONAL COMMITMENTS
The self study incorporates evidence of the College’s institutional commitments in a number of areas:

- The College’s mission statement specifies the commitment to student learning. The College explicitly developed statements for vision, values, and mission that provide the basis for College goals and are integral to the College’s planning process. The College utilizes data for the planning and resource allocation processes as well as in program review. The College has committed to a planning system that incorporates planning at the institutional, program, and unit planning (Standard 1).
- The College demonstrates commitment to excellence in teaching, student services, and library and student support services as evidenced by survey results in those areas (Standard 2).
- The College demonstrates its commitment to diversity in its array of programs, services, and structures that support students, faculty, and staff and in so doing, is highly reflective of the broader community served by the institution. (Standards 2 and 3)
- The College is committed to providing appropriate resources in support of student learning and College operations as evidenced by information technology replacement cycles that provide predictability as well as high quality equipment (Standard 3).
- The College demonstrates commitment to the principles of participatory governance by having a tri-chair structure for its standing committees and composition of such critical Collegewide bodies as Executive Council and College Strategic Planning Committee. (Standard 4)

EVALUATION, PLANNING, AND IMPROVEMENT
The self study incorporates evidence of the College’s commitment to the processes of evaluation, planning, and improvement in a number of areas:

- The College’s yearly planning cycle begins with a review of data to help inform decisions on changes to College mission and goals. The unit and program plans incorporate outcome measures and the planning cycle includes measuring program and unit outcomes. The components of the planning cycle are evaluated yearly and improvements suggested by standing committees and the College Strategic Planning Committee. (Standard 1)
- The program review cycle takes place on a scheduled basis for instruction (6 years), student services (3 years), and administrative services (yearly). The cycles incorporate College goals.
- Program planning processes are defined for facilities, information technology, staff development, distance education and other areas to ensure that Collegewide programs are meeting College goals and are responsive to unit needs (Standards 2 and 3).
• The principles of participatory governance are demonstrated in the planning, evaluation and improvement cycles by the participation of standing committees in the planning and resource allocation process. (Standard 1, 3 and 4)

STUDENT LEARNING OUTCOMES
The self study incorporates evidence of the College’s commitment to development and assessment of student learning outcomes and to the use of student learning outcomes in the College’s planning processes in a number of ways:

• Student Learning Outcomes are used in the College’s planning process (Standard 1)
• The Academic Senate has taken responsibility for the SLO development process by convening the SLO task force (Standard 4)
• Course and program based SLOs have been developed in all academic programs. Curriculum committee forms and processes have incorporated SLOs into the curriculum development and review process. SLO assessment is being incorporated into curriculum and program review processes. (Standard 2)
• Course and program based SLOs have been developed in student services programs and are incorporated in the program review process. (Standard 2)

ORGANIZATION
The self study incorporates evidence of the breadth and depth of the College and District’s organizational structure in a number of ways:

• The College is well organized and staffed to offer programs and services in support of student learning (all Standards)
• Published procedures are in place to request new faculty and staff; participatory governance processes are utilized to rank requests and make recommendations on positions to be funded (Standard 3)
• The District and Colleges have developed a mapping function that defines roles and responsibilities across all functional areas (Standard 4)
• The Board of Trustees develops the policies and regulations that form the framework within with the District and College operate; the BOT provides full operational authority to the Chancellor; the Chancellor gives operational authority to the President for College operations. (Standard 4)
• The College has defined an array of governance structures, including senates and standing committees to review and make recommendations on College policies. (Standard 4)

DIALOGUE
The self study incorporates evidence of dialogue in a number of areas:

• The College’s governance structures provide for dialogue in a number of venues and formats including senates, standing committees, Collegewide councils, issues forms, and forums on such topics as information technology and resources for students with disabilities. (Standard 2, 3, and 4)
• The District’s governance structures provide for dialogue in both senate activities and in Districtwide committee such as Budget, Educational Technology,
Administrative Technology, and Student Technology, as well as competency committees in Math and English. (Standard 4)

- The President engages in ongoing dialogue with the community that the College serves in addition to the College community; senior leaders meet with governance leaders on a regular basis. (Standard 4)
- The District promotes dialogue in such venues at the Joint Labor Management Council (Standard 4)
- The District conducts internal and external environment scans to ensure that the Colleges are meeting community needs (Standard 1)
- Such major College commitments as vision, mission, values, and goals are developed through processes involving Collegewide dialogue. (Standard 1)
- Advisory committees are utilized by academic programs to ensure responsiveness to employer needs. (Standard 2)
- The College communicates with both its internal and external community through a variety of publications, both online and in hard copy such as the College Catalog and schedule, College website, ElectrCITY, student newspaper, Inside SCC, City Chronicles, standing committee minutes. (Standard 2 and 4)
- The College conducts outreach programs into the community to ensure widespread knowledge of College programs and services as well as to provide feedback on those programs. (Standard 2)
- The District and College participates in community events and organizations such as the Chamber of Commerce to ensure that the College is representative of the community. (Standard 4)
- Orientations are held for new hires in all classifications (Standard 3)

INSTITUTIONAL INTEGRITY
The self study incorporates evidence of institutional integrity in a number of ways:

- Statements of ethics and academic freedom are incorporated into Board of Trustees and faculty processes and are published. (Standards 2 and 4)
- The Chancellor and College President participate strongly in community organizations and have strong reputations as institutional representatives. (Standard 4)
- The Human Resource process is characterized by fairness and confidentiality in both hiring and evaluation (Standard 3)
- College publications accurately and consistently represent College processes and policies. (Standard 2)
- The process of developing and measuring student learning outcomes at the College, program, and institutional levels demonstrates institutional commitment. (Standards 1 and 2)
- The program review process conducted for academic programs, student services programs, learning support programs, and administrative services demonstrates institutional commitment (Standards 2 and 3)
- The use of measures of merit in administrative program review and outcomes measures in unit planning demonstrates institutional commitment (Standard 1 and 2).
• The use of data to inform the activities associated with the planning and resource allocation process, including review of mission and goals, demonstrates institutional commitment (Standard 1)
• The Meritorious Budget Award given to the District by the Association of School Business Officials for financial integrity and the lack of audit findings demonstrates fiscal integrity. (Standard 3)
• The emphasis on information security as demonstrated by Board policy and the designation of information security officers at the Colleges and District demonstrates institutional commitment (Standard 3).