

**Senators present:**

Barbara Sproat  
Corinna Evett  
Craig Nance  
Danielle Martino  
Doug Deaver  
Emma Breeden  
Eric Hovanitz  
Ethel Jordan  
Jim Granitto  
Jim Isbell  
Joyce Wagner  
Mary Mettler

Michael DeCarbo  
Morrie Barembaum  
Nooshan Shekarabi  
Shawn Cummins  
Steven Deeley

**Non-Voting Members**

**CIC**

Craig Rutan

**ASG Representative**

**Guests:**

John Smith

**I ORDER OF THE AGENDA**

As set

**II Approval of Minutes**

October 19, 2010

**Professor Martino Moved to accept**

**Professor Hovanitz seconds**

**Approved without dissent**

**III PUBLIC COMMENTS**

- A Professor Nance requested that the agenda be projected during the meetings. The Executive Board agreed to do this.
- B Professor Rutan says that we (all Faculty) need to participate in the formation of descriptors for the Course Identification Number website. The new descriptors are not finalized, but ready for review and refinement; they are posted on the list serve at <http://www.c-id.net/index.html>
- C Professor Evett spoke for the Speaker's Symposium stating that there is money available to bring speakers onto campus and that the Faculty should send suggestions to the Symposium.

**IV ASG**

No report

**V ACTION**

**A WRAP :**

Discussion as to the taskforce recommendations.

- 1 The taskforce recommended that Senators should talk to their constituents to discover their desire in regards to WRAP.
- 2 The taskforce discovered that Vice President Kawa is awaiting the Senate's decision.
- 3 Professor DeCarbo asked how the will of the Senate would be heard. Would it be as a direction to the committee members or as a formal resolution?
- 4 President Barembaum replied that the Senate representatives on the committee would carry forward the decision.

- 5 Professor DeCarbo asked if the representatives must vote as the Senate dictates.
- 6 Professor Rutan stated that committee members serve at the pleasure of the senate and should therefore vote as the Senate deems appropriate.

**Professor Nance makes the motion that: The SCC Faculty senate should endorse W.R.A.P.**

**Professor Deeley Seconds.**

**The motion fails with 4 yeas 11 nays and 1 abstention**

## **B Faculty Hire Prioritization**

### **1 Discussion:**

- a Professor Sproat shared that the formulas used to collect the data for the Library do not accurately reflect Library activities and that a change mid-year in the way data is collected meant that comparable figures from year to year were unavailable.
- b Professor Evett presented the Administration's hiring prioritization list, pointing out that it is very similar to the Senate's prioritization list with the exception of the second chemistry position (appendix 1: Administration Faculty Priority Tentative First Draft)
- c Professor Smith argued that there are still some departments without full time leadership and perhaps it is time for the District to reconsider allowing for split assignments between colleges.
- d Professor Evett reports that the Executive Board shall meet with the Administration to come to consensus on the prioritization list.

**Motion to approve the Faculty prioritization list**

**The motion passes with one dissent.**

- e Professor Wagner offers her appreciation of this process and the Administration's effort to let their list be known at this time and to allow Faculty to further participate in the decision process.

## **VI DISCUSSION**

### **A Honors Resolution update**

- 1 President Barembaum reports that a letter was written by the Honors Program Advisory Committee and forwarded to FARSCCD, in addition to forwarding the Senate resolution.
- 2 FARSCCD President Eastmond responded that FARSCCD only negotiates for departments and Honors is not a department.
- 3 President Barembaum suggests that the best course of action is to negotiate directly with Vice President Mora for a letter articulating release time.
  - a President Barembaum states that the Faculty cannot support a Program that is desired by the Administration, yet is not supported by the Administration.
- 4 Professor Granitto suggests that Honors should become part of the Governance Framework.
  - a President Barembaum agrees and says that it should fall under Curriculum.
  - b General discussion ensued as to how a "department" comes into existence.

### **B Role of the Senate**

- 1 President Barembaum reports that the Area D meeting briefly discussed how to write "good" resolutions.
- 2 General discussion ensued as to how decisions are made across campus.
- 3 General discussion ensued as to what is operational and what is governance.

- 4 President Barembaum recommends that all Faculty (especially Senators) need to better understand 10 plus 1 (appendix 2 - Setting Policy - BP9001)

### **C Budget Committee Update**

President Barembaum reports that the committee is not only coming into existence, but it is also necessitating a revamping of the EMP committee and Collegial Governance Framework.

### **D Turnitin.com**

Professor Evett provided a draft of the resolution and requested assistance for revisions. (appendix 3 - F2010: Resolution for District Purchase of Turnitin.com License)

### **E Program Review**

- 1 Professor Rutan presented the new model for program review. (appendix 7 - Revised Academic Program Review Template)
- 2 Professor Rutan states that it needs to be tested by Spring 2011; so any objections should be made immediately.
- 3 Professor Rutan recommends that we will need to bring this forth as an action item at the next Senate meeting.
  - a President Barembaum states that barring any serious dissent this will be an action item at the next meeting.
- 5 Professor Rutan thanked the EMP Committee for taking the task from the CIC

### **F Educational Vision Taskforce**

- 1 Professor Evett presents the taskforces findings (appendix 4 - Educational Vision Taskforce Findings)
  - a Professor Evett highlights one portion as to increase communication across the campus by streamlining the reporting of minutes and making them available online.
  - b Professor Evett reports that the taskforce will continue to operate and regularly report.
- 2 President Barembaum applauds the hard work of the taskforce members.

### **G Fall ASCCC Plenary Resolutions**

- 1 Professor Rutan reports that the Plenary will be mostly about SB 1440.
- 2 Professor Rutan reports that the passing of SB 1143 established that a taskforce will be created to develop measures for student success for performance based funding.
  - a He posits that efforts will be taken to drive the committee membership towards favoring Faculty input, so as to establish many different measures of success.

## **VII REPORTS**

### **A President Report**

- 1 Talk to your division deans regarding classified hires; requests should be in your DPP

### **B SAC**

- 1 White board tips and hints: (appendix 5 - SACCS Whiteboard Cleaning Tips)
- 2 Gates Foundation Grant is seeking out a system to find out how to better serve underrepresented community members.

- 3 re Chancellor's Goals, attention was drawn to the desire to replace Blackboard (appendix 6 - Chancellor's Goals)
- 4 Curriculum still working on the Computer Skills Requirement, a Proficiency Exam is being discussed.

**C Curriculum.**

- 1 Professor Rutan reports that at the November 8 Curriculum meeting there will be a computer proficiency discussion (B208 at 2 pm)

**VIII ADJOURNMENT**

**Professor Hovanitz moves.**  
**Professor Deeley seconds**  
**There was no dissent**

Appendix 1 - Administration Faculty Priority Tentative First Draft

1. Chemistry #1
2. Art
3. Biology
4. Chemistry #2
5. Psychologist
6. Music
7. American Sign Language
8. Math or Counselor
9. Math or Counselor
10. Political Science
11. Librarian
12. ESL Counselor
13. Math

## Appendix 2 - Setting Policy - BP9001

### SETTING POLICY - BP9001

Adopted 03/17/97

The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).\*

For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the Coordinating Board. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District. The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.

Legal reference: Title 5 sections 51023.5-51023.7 and 53200-53204

\*For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) Degree and certificate requirements;
- 3) Grading policies;
- 5) Standard or policies regarding student preparation and success;
- 8) Policies for faculty professional development activities;

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

- 4) Educational program development;
- 6) District and college governance structures, as related to faculty roles;
- 7) Faculty roles and involvement in accreditation processes, including self study and annual reports;
- 9) Processes for program review;
- 10) Processes for institutional planning and budget development.

### Appendix 3 - F2010: Resolution for District Purchase of Turnitin.com License

Whereas, Santiago Canyon College has a stated college mission:

Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship;

Whereas, Turnitin.com is an academic service that provides resources and tools to help prevent plagiarism and increase students' originality;

Whereas, Santiago Canyon College's 2010-2011 Catalog provides "Guidelines for Student Conduct":

The following represent violations for disciplinary action, up to but not limited to expulsion, that may be taken:

- A. Dishonesty, cheating, plagiarism, lying or knowingly furnishing false information to the district or college official performing their duties;

Whereas, Turnitin.com preserves and encourages institutional and educational integrity;

Whereas, Santiago Canyon College's English Department has been using Turnitin.com with success for the past two years;

Whereas, part and full-time faculty from Santiago Canyon College have regularly requested accessibility to Turnitin.com;

Whereas, some departments, such as the English Department, have planned for the use of Turnitin.com as expressed in their DPPs and EMPs;

Whereas, part and full-time faculty from both Santa Ana and Santiago Canyon Colleges have expressed a need for Turnitin.com;

Whereas, preparing students for transfer is one of the central missions of Santiago Canyon College, and Turnitin.com is being used at various four year universities;

Whereas, Santiago Canyon College's Technology Committee has determined the aforementioned and supports the aforementioned;

Resolved, that the Santiago Canyon College Academic Senate advises the Board to purchase a Turnitin.com license for the District.

Appendix 4 – Educational Vision Taskforce Findings

## Meeting Minutes for Educational Vision Taskforce

**Date:** 22 Oct. 2010    **Time:** 1:00-3:30 p.m.    **Location:** Wise Guys Pizza

**Present:** Alex Taber, Joyce Wagner, Rick Adams, Jim Granitto, Michael DeCarbo, Danny Martino, and Corinna Evett

**Absent:** None

**Roles:**        **Chair(s):** C. Evett        **Minute Taker(s):** C. Evett & M. DeCarbo

### 1. Discussion

#### **Mission:**

- Identify and provide suggestions to improve an understanding of the connections between things such as budget and the hiring process.
- Identify and provide suggestions to improve an understanding of:
  - How the collegial governance framework works
  - Lines of communication—see M. DeCarbo’s diagram
    - Identify failures in communication and provide suggestions for improving communication
    - Asking questions: Where is faculty getting to make decisions? Where should faculty be involved in the decision making process?
      - Before decisions are made? With the department chairs?
      - How can we assist with part-time faculty communication?
  - FARSCCD communication with faculty on our campus
    - How does FARSCCD view the relationship between FARSCCD and faculty, between FARSCCD and the Senate?
  - Authority of groups on campus
    - Formal structure vs. informal sharing of information
    - Requests vs. recommendations

#### **Faculty Ethics/Committee Participation:**

- What do we, as a faculty, do in regard to those not holding office hours or scheduling office hours during committee hours?
- What should be done about faculty who don’t fulfill contract obligations in terms of service to/for the college?

- Do all committees write minutes? What information should be included in minutes?
- To whom should committee minutes be submitted?

**Division Organization for Senate Representation:**

- We need to identify how we want to divide Divisions as well as to assign numbers of Senate Reps accordingly before FLEX week of spring.

**Program Planning:**

- Faculty needs to make decisions based on goals, hopes, planning for future
  - Faculty needs to better understand the progression of planning as it moves from DPP to Program Review to EMP
  - Faculty needs to use the planning process set up through DPP, Program Review, and EMP in order to behave more pro-actively rather than reactively.
    - This will also help faculty create stronger arguments when seeking support for programs.

**SLOs:**

- Among faculty, who is responsible for SLO and assessment completion?
  - Department Chairs?
  - How can we support Chairs as a Senate?
- Should administrators be writing SLOs?
  - No.
- There is a need for follow-up with departments who are behind on SLO writing/assessing.
- Once SLOs are completed, how do they get into the “pipeline”? Should Deans follow-up on this process more closely?

**Other:**

- Items for consideration for the next meeting:
  - Further functions of this taskforce
    - Direction for our college that could possible drive everything else
      - Signature programs
      - Vision for our campus
  - How we will be evaluated with accreditation in terms of Program Review, Planning, and SLOs?
  - What would it look like for our college to be functioning at the highest level?
  - How could we add this type of perspective and focus on planning into our culture?

- To help prepare for accreditation, we should consider the creation of a Program Review, Planning, and SLOs rubric
  - What would it look like?
  - How would our college implement it?

## **2. Action**

### **Send List of Recommendations to Senate for Consideration**

## **3. Senate Recommendations**

### **Recommendation I: Senator Participation and Education**

- In an attempt to enhance Senator understanding of representative duties, Senate purview, and other bodies on campus we recommend:
  - A Senate 101 session at every meeting: choose a different topic for address
  - Senators read and review committee/council/taskforce meeting minutes/summaries before Senate meetings.
  - Senators need to think of questions/sections to add to the Program Review (such as questions pertaining to what a global vision for the campus might be) in order to better assist the Senate when discussing requests or when submitting votes.

### **Recommendation II: Committee Communication**

- To assist with committee/council/taskforce communication to faculty, the Senate should direct committees/councils/taskforces to:
  - Write minutes for each meeting
  - Submit minutes in a timely and professional manner to the Senate (then Senate Secretary/Treasurer should send committee/council/taskforce minutes available with Senate minutes to the entire faculty).
  - Minutes from all committees/councils/taskforces should be available online
- To assist with minute writing, M. DeCarbo and C. Evett should create a Minutes Template and conduct a Minutes 101 in Senate.

### **Recommendation III: FARSCCD**

- In the spirit of collegiality as it pertains to FARSCCD, in order to assist with transparency and with representative bodies:
  - We request that a FARSCCD representative attends one meeting per month in order to:
    - Report on current, future, etc. updates

- Be available to answer faculty questions
- We request that the Senate executive board get together with FARSCCD representative to discuss:
  - The roles of Senate and FARSCCD together as faculty representative bodies
  - The flow of communication between Senate and FARSCCD
    - How can the Senate be a source of communication for FARSCCD?
    - How can the Senate assist FARSCCD with obtaining information from the faculty?

#### **Recommendation IV: Faculty Contract Obligations**

- To assist with faculty participation, faculty needs a clearer break down of the contract and faculty obligations.
  - Perhaps FARSCCD could speak about the contract in Senate or at a Faculty Forum?

#### **Recommendation V: Faculty Forum**

- Encourage faculty to participate in a Faculty Forum to be held at least once a semester during flex week
  - We encourage both the Senate and FARSCCD to support and participate in this forum
  - We encourage the organizer(s) to request input from faculty for topics of discussion/issues of import at least a month prior to the meeting
  - Questions should be raised before meetings that guide the topics for discussion at the meetings so that faculty can be more active in the conversation.
  - Send out agendas so that faculty can better prepare for the forum

#### **Recommendation VI: Budget Committee**

- Senate should encourage the Budget Committee to compare budget analysis to EMP & Program Reviews when making suggestions and/or when presenting reports.

#### **Recommendation V: SLOs**

- To assist with SLOs and Assessment in the interim of Title V hires, Senate should encourage the Curriculum Chair to speak with Department Chairs to see where there are gaps in the process—where there is a need for faculty support.
- Faculty in need of SLO writing and assessing assistance, should visit the SLOARC website for it provides the following information:
  - Templates

- Examples
- Links to informative websites and reference items
- Resources for writing and assessing SLOs
- Team SLO contact info for feedback, guidance, and encouragement

**4. Next Meeting:**

**Date:** 19 Nov. 2010      **Time:** 1:00 – 3:30 p.m.      **Location:** Wise Guys Pizza

**Distribution:** EVT Members & SCC Academic Senate

Appendix 5 – SACCS Whiteboard Cleaning Tips

**Tips for Cleaning a Whiteboard**

SAC Custodial Services

**1. Use the dry eraser only for dry ink.**

Before you erase ink with a dry eraser, make sure it has had at least **15 seconds** to dry. Erasing it before that time will cause the ink to smear and fill the dry eraser with wet ink.

**2. Use liquid cleaner and towel only for ink residue and smudges.**

Erase all ink with a dry eraser before you apply liquid cleaner. The liquid cleaner should only be cleaning off the ink residue left after the ink is dry-erased. Do not apply liquid directly to ink writing as it will smear and fill the towel with wet ink

**3. Wait for the liquid cleaner to dry before you write on it.**

It takes liquid cleaner at least **5 minutes** to dry before you can write on it. The board feels dry, but it is not. If you write on it before it is completely dry, it will cause ghosting when it is dry-erased later.

**4. Your dry eraser needs to be replaced if it is purple and full of ink.**

Once a dry eraser fills up with ink it loses its ability to erase without leaving a ghost image. Please contact your department if you need a new dry eraser for your classroom.

**Please dry erase your whiteboards at the end of your class.**

## Appendix 6 – Chancellor’s Goals

### **CHANCELLOR’S GOALS (Approved by the board 09-27-10)**

#### **Short-Term Goals**

1. Complete the facility master planning process. (Board Goals 1 & 3)
2. Implement a New Faculty Academy program in fall 2011. (Board Goals 1, 2, 3, 6, & 7)
3. Develop a District Professional Development program. (Board Goals 1, 2, 3, 5, 6, 7, & 8)
4. Reorganize the Chancellor’s Ball for October 2011. (Board Goals 2, 5, & 7)
5. Reinvigorate the district policy review process:
  - a. Correct policies that have incorrect or out-of-date references;
  - b. Institute policies concerning local hiring and apprenticeship priority on district construction projects; and,
  - c. Adopt policies concerning sustainable practices that help preserve our natural resources. (Board Goals 7 & 8)
6. Select a new courseware management platform for the district to replace the current Blackboard software. (Board Goals 1, 4, & 6)
7. Perform due diligence on expansion projects (i.e., replacement of Marketplace Center, additional parking for OEC, extension of CEC lease, DMC expansion). (Board Goals 1, 2, 3, 4, 5, 6, 7, & 8)
8. Perform an assessment of the technological resources of the district and develop a plan to augment those resources. (Board Goals 4, 5, 6, & 7)
9. Create a plan to cautiously move the district from an austerity program into a period of reshaping, reengineering, and redistribution. (Board Goals 4, 5, 6, & 7)
10. Creating and maintaining regular and responsive communications with all constituent groups. (Board Goals 5 & 6)

#### **Long-Term Goals**

1. Achieve increases in all of the major performance outcome measures for students (e.g., degree completion, certificate completion, transfer, etc.). (Board Goals 1, 2, 4, & 8)
2. Become a leader in instructional and administrative technology. (Board Goals 1, 4, 5, 6, & 7)
3. Prepare the groundwork for one or more general obligation bond measures. (Board Goals 3, 4, 5, 7 & 8)
4. Build out the SCC campus and replace the major aging facilities at SAC with new buildings or renovations that reflect a consistent architectural theme. (Board Goals 1, 3, 5, & 7)
5. Implement a positive image campaign for the colleges (Board Goals 5, 7 & 8)
6. Develop a long-term strategy for fundraising and resource development that fully coordinates activities between the three district/college foundations. (Board Goals 5 & 7)

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Seek to develop multi-use facilities where feasible and create stronger partnerships with community organizations, public entities, and private organizations. (Board Goals 3, 5, 7, & 8)  
Appendix 7 – Revised Academic Program Review Template

**11/05/2010**

**Academic Program Review Template**

**– DRAFT –**

**In Progress**

**Contents**

**Program Review Guidelines and Checklist**

**Part I: Overview of Academic Program Information**

**Part II: Goals and Objectives**

**Part III: Program Data Analysis**

**Part IV: Program Student Learning Outcomes Assessment**

**Part V: Course Student Learning Outcomes Assessment**

**Part VI: Curriculum and Program Management**

**Part VII: Resources**

**Part VIII: Faculty**

**Part IX: Internal and External Communication**

**Part X: Planning Agenda**

**Program Review Summary Report**

**RSCCD Vision and Goals**

## Program Review Guidelines and Checklist

Attached is the Santiago Canyon College Academic Program Review Template. Each department will complete its program review during the Fall 2011 semester. Based on the results and experiences from the 2008-2009 program review cycle, the EMPC has compiled a list of guidelines designed to make your experience as straightforward and as productive as possible.

- The purpose of program review is to facilitate, formalize, and provide a record of inter-department dialog and self-evaluation about the program's strengths, areas that need improvement, and plans for the future. The program review is the central link between the short-term planning and assessment activities and the achievement of long term planning objectives. The program review occurs every three years and is informed by the previous three years' annual DPP planning, the ongoing SLO assessment, and the previous accreditation cycle. In turn, the program review informs the subsequent three years' annual DPP planning, the SCC Educational Master Plan, the ongoing SLO assessment, and the next accreditation cycle (see "Long Term Planning Highlights" diagram).
- The primary end users of your completed document will be your department and the administrators that relate to your department's operations. However, as you complete your department's program review, keep in mind that your document will also be read by, and must be intelligible to, individuals outside of your department and division and even outside of SCC (accreditation team members are examples of the latter).
- An effective program review will contain honest, carefully contemplated, and fully explained analyses in response to the various prompts. Complete sentences are optional and bullet points may be used, but a reader from outside of SCC should be able to understand how your responses address the questions.
- Parts II through IX conclude with the question: "Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?" Part X concludes with "Upon consideration of the information you have presented in the previous eight sections, what areas or issues will need attention from the program in the next six years?" and "List any goals that will be added to your program's DPP". Well thought out answers to these prompts are crucial to closing the planning and assessment loop and ensuring that the connections illustrated in the "Long Term Planning Highlights" diagram are meaningful.
- The completed program review should be evaluated based on the honesty, objectivity, and thoroughness of the analysis and the extent to which the document demonstrates that meaningful dialog, introspection, and self-evaluation took place. No reader of a department's program review should evaluate the document or department using an abundance of strengths and a lack of areas for improvement as the primary criteria.
- Attached is a checklist of recommended supporting documents you may wish to compile and have on hand before tackling the program review. The checklist is not exhaustive and you may want to add additional documents. Some suggested documents might not apply to your program. The program review should cite these documents where applicable but the narratives should explain, analyze and discuss their relevance to goals and objectives.

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- Members of the EMPC are available to help you get started or answer any questions you may have. Please contact Professor Alex Taber at [taber\\_alex@sccollege.edu](mailto:taber_alex@sccollege.edu).
- Finally, this process may appear somewhat overwhelming initially and it is advisable to tackle it in small chunks. The EMPC is proposing that program review follow a three-year cycle. Once the process is initially completed, future program reviews will be easier since the responses to some of the questions will not have changed significantly. Further, sections of the Educational Master Plan and self-study documents for accreditation relating to your department will also be easier to prepare and update.

**Checklist of recommended supporting documents to compile prior to beginning program review.**

Some documents might not apply to your program and you may want to add additional documents if relevant.

The RSCCD Research department is available to help departments construct student surveys and graduate surveys. The RSCCD Research department can also furnish other data specific to your program such as a recent history of certificates and degrees awarded, grade distributions by course, and FTES by course and LOAD per full time faculty. Please contact Nga Pham at (714) 480-7467 or email [Pham\\_Nga@rsccd.edu](mailto:Pham_Nga@rsccd.edu) . In addition, it may be helpful to gather the following documents beforehand:

- College and District/Board mission, goals, and objectives
- Departmental vision and mission statement
- Departmental outcomes
- Printouts of pages from DPP website [www.sccollege.edu/portfolio](http://www.sccollege.edu/portfolio)
- DPP narrative from last published EMP book
- Previous program review documents
- College Catalog and Schedule of Classes
- Catalog course & degree info, other affected programs (required, electives)
- Course syllabi
- Curriculum course outlines
- Program SLOs
- Course SLOs
- Assessment results
- Mapping from course SLOs to General Education SLOs from course outlines
- Minutes from department meetings
- Department and instructors' websites
- Community and student demographics and trends
- Student surveys
- Graduate surveys
- Course sequence chart
- Articulation agreements with high schools
- Articulation agreements with colleges (assist.com)
- Data on enrollment, excess demand, retention, cancelled classes
- Scheduling matrix
- Equipment request forms
- Department accomplishment List
- Coordinator and committee List
- Department Flex schedule

## SCC Academic Program Review Template – DRAFT

### Part I: Overview of Academic Program Information

The following information is based on the: \_\_\_\_\_, 201\_\_ semester.  
(fall/spring)

1. Name of the Program: \_\_\_\_\_
2. FTES generated: \_\_\_\_\_
3. LHE taught: \_\_\_\_\_
  - a. LHE taught by full-time faculty: \_\_\_\_\_ ( \_\_\_\_ %)
  - b. LHE taught by part-time faculty: \_\_\_\_\_ ( \_\_\_\_ %)
4. Number of full-time faculty: \_\_\_\_\_
5. Number of part-time faculty: \_\_\_\_\_
6. Number of FTE classified staff: \_\_\_\_\_
7. Number of student instructional assistants: \_\_\_\_\_
8. Number of office spaces used exclusively by program faculty and staff: \_\_\_\_\_
9. Number of office spaces shared with other programs' faculty and staff: \_\_\_\_\_
10. Number of conference rooms and collaborative spaces used exclusively by program faculty and staff: \_\_\_\_\_
11. Number of conference rooms and collaborative spaces shared with other programs' faculty and staff: \_\_\_\_\_
12. Number of classrooms used exclusively by the program: \_\_\_\_\_
13. Number of classrooms shared with other programs: \_\_\_\_\_
14. Number of labs or other learning spaces used exclusively by the program: \_\_\_\_\_
15. Number of labs or other learning spaces shared with other programs: \_\_\_\_\_
16. List and describe any specialized equipment or resources that are used exclusively by the program: \_\_\_\_\_
17. List the degrees and certificates offered by this program: \_\_\_\_\_

### Part II: Goals and Objectives

1. Does your department consider the RSCCD Board Goals, SCC's Mission, Goals, and Objectives, and SCC's Educational Vision when it sets goals? A list of the RSCCD Board goals is included as an appendix to this document. Which Board goals do your department's goals support? Explain briefly.
2. How does the department evaluate progress toward the program's goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?
3. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part III: Program Data Analysis**

1. For each type of quantitative data below, please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the department has identified. Describe how the data were used and what changes to the program were made or will be made based on analysis of the data.

Required [All programs]

- a. Successful course completion rates (grades of A, B, or C)
- b. Number of students earning degrees and certificates
- c. Faculty load information (FTEF per FTES)

Optional [Discuss if your department has access to any of the following data]

- d. Rates of progress through course sequences
- e. Student surveys
- f. Program exit exams or other assessments of graduating students
- g. Number of students who take and pass external license examinations
- h. Data on former students' post-SCC experiences (e.g. transfer success, career advances, external license examination pass rates, post graduation surveys)
- i. Labor market trends and needs
- j. Other data pertaining to the program's instructional effectiveness

2. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part IV: Program Student Learning Outcomes Assessment**

1. How does the program systematically assess its program student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?
2. Upon its review of program student learning outcomes assessment data, what patterns, trends, or anomalies did the department identify?
3. What changes has the department made based on its assessment of program student learning outcomes?
4. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part V: Course Student Learning Outcomes Assessment**

1. What is the total number of courses that the program offers and how many of these courses have clearly defined student learning outcomes?
2. How does the program systematically assess its course student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?
3. Upon its review of course student learning outcomes assessment data, what patterns, trends, or anomalies did the department identify?
4. What changes has the department made based on its assessment of course student learning outcomes?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part VI: Curriculum and Program Management**

1. How does your program meet the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?
2. Does your program offer sufficient courses with sufficient frequency and at appropriate times and through appropriate delivery modes to meet the major requirements, transfer goals, and general education and elective needs of the student body?
3. How does the faculty review the processes it uses to manage the curriculum and program, including the process of introducing new courses, the process of conducting quadrennial reviews, and the process of creating new programs?
4. How does the faculty coordinate the program with other academic programs, including the Library, and with student services? How does the faculty maintain currency in their knowledge of other programs and services offered at SCC? If applicable, what contact does the program have with outside advisory groups?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part VII: Resources**

1. How well do the facilities (classrooms, labs, offices, meeting rooms, storage) used by the program meet its needs? Do facilities and equipment meet appropriate safety criteria?
2. How sufficient are the program's equipment, supplies, and materials? Does the program have a budget and timeline for the purchase of needed equipment and supplies?
3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the instructional (classroom and laboratory) needs of the program?
4. How well do technology resources (i.e., faculty computers and software), training, and technical support meet the administrative (i.e., faculty office work) needs of the program?
5. How adequate is staff support (provided by secretaries, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and administrative needs of the program?
6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part VIII: Faculty**

1. What are faculty members doing to remain current in knowledge of learning theory, instructional strategies, and content? In which professional organizations and conferences do faculty members participate?

2. How do faculty members participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty and staff serve as resources for the community?
3. Are adequate numbers of qualified faculty available to teach all sections in a program's offerings?
4. Are adequate and appropriate mentoring and faculty development opportunities available and do department faculty regularly utilize these opportunities?
5. To what extent are part-time faculty members knowledgeable about the program's practices and standards? What opportunities are provided for part time faculty members to become engaged in department activities and communication?
6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part IX: Internal and External Communication**

1. When were the program's Departmental Planning Portfolio (DPP), catalog, and Educational Master Plan (EMP) entries last updated to ensure currency and accuracy?
2. How does the program keep its website comprehensive and current? Does the website contain the department's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program faculty and staff? Are program and course Student Learning Outcomes (SLOs) posted? Are outcomes assessment results posted?
3. How does the program keep counselors, advisors, and student service personnel informed about the program's courses, their sequencing, and the criteria for placement?
4. How well do faculty communicate about and coordinate the work of the program?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part X: Planning Agenda**

1. Upon consideration of the information you have presented in the previous eight sections, what areas or issues will need attention from the program in the next six years?
2. List any measurable goals that will be added to your program's DPP.

### **Program Review Summary Report – DRAFT**

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

**Department:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Briefly describe and explain what is working well in your department.</b>
<b>Briefly describe and explain what is not working well or needs attention in your department.</b>
<b>List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.</b>  <b>Facilities:</b>  <b>Technology:</b>  <b>Personnel:</b>
<b>Summarize any other findings from your program review and planning process that you would like to share with the college community.</b>

## **RSCCD Vision and Goals**

### **Vision**

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

### **Goals**

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.

- 8.** Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

*Approved at February 1, 2010 board of trustees meeting*