Senators present:
Barbara Sproat
Corinna Evett
Danielle Martino
Doug Deaver
Eric Hovanitz
Emma Breeden
Ethel Jordan
Jim Granitto
Jim Isbell
Joyce Wagner
Mary Mettler
Michael DeCarbo
Morrie Barembaum

Nena Baldizon-Rios
Nooshan Shekarabi
Shawn Cummins
Steven Deeley

Non-Voting Members
CIC
Craig Rutan
ASG Representative
Vicky Tawil

Guests:
John Smith
Charlotte Samuels

I   ORDER OF THE AGENDA
As set

II Approval of Minutes
November 2, 2010
Professor Martino Moved to accept
Professor Hovanitz seconds
Approved without dissent

III   PUBLIC COMMENTS
A   Professor Evett shared the concerns raised at the State Senate Plenary session regarding the Bill and Melinda Gates Grant; adding that some in the State Senate are seeking to work with the Gates foundation to broaden aspects of various grants.
  1   That the completion by design assistance team does not have any faculty on it.
  2   That the measures of student success could be used for performance based funding.
  3   That student success is unique to the student and very hard to quantify.
    a   For instance, what of those students that come solely for personal enrichment?
  4   That Vice President Hernandez presented the grant as if it were operational but there is clearly some overlap with Senate responsibilities, specifically 1-4 and particularly number 5.
B   Upon many points of clarification, the following background information was discovered:
  1   The purpose for this grant is to discover the best practices that allow underrepresented community college groups to meet with success (they are employable; they are prepared to transfer).
  2   The desire is that a number of colleges join to form a cadre that will discover "best practices" to ensure student success
    a   "Best practices" implies that it is a program already under operation; it is not the creation of a new program to meet the purpose. (ie EOPS)
  3   The participating colleges will form committees to investigate "best practices" at their respective campuses.
  4   They are then to meet and share their findings.

5   From the findings, they are to then discover the best of the "best practices" and propose implementation of determined "best practices" at all of the participating campuses.
6   If the program meets with success, then future funding will be provided.
7   There are nine states that are eligible to apply.

C   The method by which the grant came to SCC
1   SAC spearheaded the endeavor; Santiago Canyon, Cerritos and Rio Hondo will be part of the cadre.
2   Vice President Mora reports that when the grant first came to their attention, a letter was sent to the Senate Presidents at both colleges, and President Barembaum was unable to attend.
3   She further states that faculty was involved from the inception including: Professors Kay Powell, Jennifer Coto, Dyana Babayan and Craig Rutan.
4   She further states that on November 8, 2010, there was a meeting with faculty and the constituent groups.

D   As to the process
1   Professor Rutan points out that whether or not a college applies for a grant it is at the discretion of the President, however, if the faculty is against it, then it is not likely that you will get the grant.
2   He further argues that the wording of the grant is one thing but that does not become policy if it violates the rights of faculty.
3   Professor Evett points out that the administration should have come to the senate to discuss the grant as it deals specifically with BP number 5 "standards or policies regarding student preparation and success"
4   President Barembaum states that grants are sticky wickets, they have odd timeframes and it is difficult to get all of the information to all of the people involved before deadlines.

IV   ASG
Senate Representative Vicky Tawil reports:
1   Campus Clean up this Friday, November 19, 2010, 12:30 to 2, followed by
2   DODGEBALL at 2
3   Town-hall meeting will be on Wednesday, December 1, from 1:30 to 2:30
4   Finals week ASG will host the Stress Free Zone, students with current ASG sticker may pick up scan-trons, coffee, pencils and the like.

V   ACTION
A Turnitin.com
Professor Cummins moves to accept the resolution
Professor Isbell seconds
The resolution is accepted without dissent
(Appendix 1 - F2010:   Resolution for District Purchase of Turnitin.com License)

B Program Review Model
1   Professor Rutan reports that the time-frame to make changes to this proposed model has almost elapsed; thus the Senate either accept the proposed new model or continue with the former.

2   Professor Wagner states that the Math Department is testing the model as a pre-pilot and is meeting with success.

3   Professor Rutan clarifies that all departments will not do the program review at the same time; roughly one third of the departments will begin this Spring and another third the following year and the last third the next. We will then be cycling on three year program review program.

Professor DeCarbo Moves to accept
Professor Evett seconds
Model is accepted without dissent
(Appendix 4 - Revised Academic Program Review Template)

VI   DISCUSION
A   SLOARC

1   The committee has come into existence and any faculty member may participate; there will be a minimum of seven faculty members, with no cap set.

2   Professor Rutan points out that SLOs are not going anywhere, thus all programs must be involved in the process.

3   Professor Rutan delineates that the committee will not review course SLOs, but rather program SLOs that do not directly report to the CIC.
(Appendix 3 - Revised SLOARC)

B   Faculty Recognition

Professor DeCarbo invited the Senate and the entire campus to attend "Crisis Then, Crisis Now" the Faculty Excellence Presentation on December 2, 2010, in SC 105 at 1 pm.

He reports that the program will be a musical examination of how the Arts survive during times of crisis. He highlights that there will be an ensemble of five harps conducted by the Faculty Excellence Award Winner, Dr. Larry Ball

C   Honors Update

Professor Wagner reports that the committee is investigating how it can become a department.

D   Educational Vision Taskforce

1   Professor Evett again presented the recommendations from the taskforce and asked for direction.

2   President Barembaum said, in regards to the recommendation that communication with FARSCCD be increased, that he can invite FARSCCD to the meetings, but that will require someone from FARSCCD to come and attend, and FARSCCD does not have a history of people coming to meetings and speaking openly; at least as openly as they are allowed. He further states that he and SAC Senate President Zarske meet with Dr. Eastmond; if the Senate has any issues he can bring them up. He points out that FARSCCD and the Senate are two different entities and sometimes they overlap, but he will not have the Senate doing the work of FARSCCD. He states that if a faculty member is unhappy with communication from FARSCCD then it is up that faculty member to bring those concerns to FARSCCD representatives: Professor John Smith, Professor Georgia Summers, Professor Rosie Enriquez, and/or Professor Barry Resnick.

      a   Professor Rutan asked if perhaps a presentation could be made illustrating the differences between FARSCCD and the Senate.

      b   Professor Evett agrees with the need and says that some answers can be found at ASCCC.org under the handouts found under plenary sessions.

      c   President Barembaum claims that the state is working on a paper addressing the distinction between senates and unions.

      d   Professor Martino pointed out that the Educational Vision Taskforce offered the recommendation so that information could more easily pass between the two entities, not that one would do the work of the other.

      e   Professor Wagner said the goal was to let FARSCCD have an option to come to Senate and share information and answer questions the Faculty may have.

      f   Professor Granitto asks where the faculty are to be heard, if not in the Senate.

3   Professor DeCarbo reports that the Educational Vision Taskforce is seeking to find ways to map out the channels of communication between the many different parties on campus; as well as discover methods by which underrepresented parties can be supported.

      a   He points out that the taskforce was made aware of the many courses that did not have SLOs and how this lead to assistance being provided to the departments in need.

E   Budget Committee

1   There is going to be a larger EMP Committee that will have multiple committees reporting to it.

2   This will emerge with the new governance framework.

3   President Barembaum reports, due to State deferrals, we were able to make payroll these last few months because of the surplus from last year.

4   In regards to new hires, President Barembaum reports that ten positions have been budgeted across the district because of retirements.

      a   He further states that the State Board of Governors has waived the faculty obligation ratios.

      b   Vice President Mora points out that at some point it will no longer be waived and we should prepare now.

      c   President Barembaum further offers that due to unforeseen retirees and resignations, the number could go to twenty district wide.

      d   BAPR approved a 70/30 split between SAC and SCC, due to FTES and retirements.

      e   The Executive Board will meet with the Administration today (11/16) so as to forward a list of priorities to the board.

F   Fall ASCCC Plenary Resolution

1   Professor Martino has prepared a list of the resolutions debated at the Fall Plenary Session and has noted whether they passed or failed, (Appendix 2 - ASCCC Fall 2010 Plenary Resolutions Results)

2   Professor Martino alerts us that changes to minimum qualifications may be coming and that departments need to stay in contact with her to voice their approval or disapproval.

3   Professor Martino reports that changes were made to the resolution we forwarded to the State Plenary regarding the minimum qualifications for Education. The motion that

passed was not the one we created and we should examine this process so as to be better informed and prepared for the future.

VII   REPORTS

None given.

VIII   ADJOURNMENT

Professor Hovanitz moves.
Professor Deaver seconds
There was no dissent

Appendix 1 - 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, far superior to other available products, that provides resources and tools to help develop knowledge and understanding of plagiarism as well as to increase students' ability to conduct honest research;

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 has a stated "Academic Honesty" policy in the 2010-2011 catalog:

>   Students at Santiago Canyon College are expected to be honest and forthright in their academic endeavors. . . . [T]o steal the words or ideas of another . . . corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials. . ..

Whereas, Turnitin.com preserves and encourages institutional and educational integrity "by which knowledge is advanced";

Whereas, part and full-time faculty from Santiago Canyon College have regularly requested accessibility to Turnitin.com and departments have planned for the use of Turnitin.com as expressed in their DPPs and EMPs;

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

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

Appendix 2 - ASCCC Fall 2010 Plenary Resolutions Results

ASCCC Fall 2010 Plenary Resolutions Results

Failed resolutions/amendments are ~~striked-out~~
Referred to Executive Committee has Resolution number <u>underlined</u>

1.0 ACADEMIC SENATE
1.01 F10 Bylaws Change – *Passed*
1.02 F10 Separation of Accreditation and SLO Committee into Two Committees – *Passed*
1.03 F10 Professional Development for Successful Implementation of SB 1440 and AB 2302 – *Passed*
1.04 F10 Use of Technology during Executive Committee – *Passed*
1.05 F10 Creation of a Part-time Faculty Member of the Year Award – *Passed*

2.0 ACCREDITATION
2.01 F10 Federalization of Higher <mark>Education</mark> – *Passed*

6.0 STATE AND LEGISLATIVE ISSUES
6.01 F10 Evaluation and Revision of Financial Aid Systems – *Passed w/amendment*
    6.01.01 F10 Amend Resolution 6.01 F10 – *Passed*
    ~~6.01.02 F10 Amend Resolution 6.01 F10~~ – *Failed*
6.02 F10 Duration of Interim Appointments – *Passed*
<u>6.03 F10</u> Accountability Measures of Student Success – *Referred to Exec to review & take action*
    *<u>6.03.01 F10</u> Amend Resolution 6.03 F10 – *Referred to Exec to review & take action*
~~6.04 F10 Development of an Economic Recovery Fund~~ -- *Failed*
6.05 F10 Examining SB1143 Best Practices and Models for Accomplishing Student Success – *Passed*

7.0 CONSULTATION WITH THE CHANCELLOR
7.01 F10 Basic Skills and Student Success Efforts – *Passed*
7.02 F10 Commission on the Future – *Passed w/amendment*
    7.02.01 F10 Amend Resolution 7.02 F10 – *Passed*
7.03 F10 SB 1440 Long Term Impact Research – *Passed w/amendment*
    7.03.01 F10 Amend Resolution 7.03 F10 – *Passed split decision: ~~resolution~~ failed, changed whereas*
    ~~7.03.02 F10 Amend Resolution 7.03 F10~~ – *Failed*
    *7.03.03 F10 Amend Resolution 7.03 F10 – *Passed*
7.04 F10 Faculty Primacy and SB 1143 Implementation Task Force – *Passed*
7.05 F10 Commission on the Future Recommendations – *Passed*

9.0 CURRICULUM
9.01 F10 Developing a Reference Document for Curriculum – *Passed*
9.02 F10 Examining Conversion from TOP to CIP – *Passed w/amendment*
    9.02.01 F10 Amend Resolution 9.02 F10 – *Passed*
9.03 F10 Faculty Responsibilities for CB and SP Codes – *Passed*
    9.03.01 F10 Amend Resolution 9.03 F10 – *Passed*
9.04 F10 College Level Examination Program (CLEP) Exam Applicability to Associate Degree General
    Education Requirements – *Passed w/amendment*
    9.04.01 F10 Amend Resolution 9.04 F10 – *Passed*
    ~~9.04.02 F10 Amend Resolution 9.04 F10~~ – *Failed*

9.05 F10 Adopt and Publicize California Community College International Baccalaureate List
        and Template – ***Passed***
9.06 F10 Adopt the *Guiding Principles for SLO Assessment Paper* – ***Passed***
9.07 F10 Expediting the Flexibility in Approval of SB 1440 Degrees – ***Passed***
9.08 F10 Credit by Exam Processes – ***Passed***
9.09 F10 Golden Four Grades in New Transfer Degrees – ***Passed***
9.10 F10 Double-Counting GE and Major Courses in New Transfer Degrees – ***Passed***
9.11 F10 Adopt Paper *Student Success: The Case for Establishing Prerequisites Through
        Content Review* – ***Passed***

9.12 F10 SB 1440 – Universal CSU Transferability – ***Passed w/amendment***
        *9.12.01 F10 Amend Resolution 9.12 F10 – ***Passed***
9.13 F10 Study of the 18-unit Major/Area of Emphasis Requirement for an Associate Degree – ***Failed***
9.14 F10 Support of Maintaining Academic Standards for Alcohol and Drug Academic Program – ***Passed***

10.0 DISCIPLINES LIST
10.01 F10 Reconsideration for Adding Art History to the Disciplines List – ***Passed***

12.0 FACULTY DEVELOPMENT
12.01 F10 Developing Goals for Faculty Development Committees – ***Passed***

13.0 GENERAL CONCERNS
13.01 F10 Fostering Dialog between Adult Education and Noncredit – ***Passed w/amendment***
        *13.01.01 F10 Amend Resolution 13.01 F10 – ***Passed***
13.02 F10 SB 1143 – Defining Student Success – ***Passed w/amendment***
        13.02.01 F10 Amend Resolution 13.02 F10 – ***Passed***
13.03 F10 Academic Freedom: New Recommendations – ***Passed***
13.04 F10 Basic Skills Advisory – ***Passed***
13.05 F10 Providing Part-time Faculty with Adequate Resources and Support – ***Passed***
        *13.05.01 F10 Amend Resolution 13.05 F10 – ***Failed***
        *13.05.02 F10 Amend Resolution 13.05 F10 – ***Failed***
13.06 F10 Develop a Faculty Definition of Student Success – ***Passed***
13.07 F10 CCLC Board Policy Templates – ***Passed***
13.08 F10 Executive Order 1048, CSU Student Remediation – ***Passed***
13.09 F10 Best Practices: Integrating Part-time Faculty into Shared-Governance – ***Passed w/amendment***
        *13.09.01 F10 Amend Resolution 13.09 F10 – ***Passed***
13.10 F10 Support for Distance Learning Coordinators – ***Passed w/amendment***
        *13.10.01 F10 Amend Resolution 13.10 F10 – ***Passed***
13.11 F10 Increasing Faculty Voice – ***Passed***

15.0 INTERSEGMENTAL ISSUES
15.01 F10 Use C-ID to Determine Similarity of CCC and CSU Courses – ***Passed w/amendment***
        *15.01.01 F10 Amend Resolution 15.01 F10 – ***Passed***

16.0 Library and Learning Resources
16.01 F10 Adopt Paper *Standards of Practice for California Community College Library Faculty
        and Programs* – ***Passed***

17.0 LOCAL SENATES
17.01 F10 Responses to Violations of Law, Policy, and Procedure – ***Passed***

19.0 PROFESSIONAL STANDARDS
19.01 F10 Academic and Professional Matters Purview – *Passed*

20.0 STUDENTS
<u>20.01 F10</u> Admissions Priorities and Practices Regarding Out-of-State and International Students – *Referred*
      to Executive for research and report back
      <u>20.01.01 F10</u> Amend Resolution 20.01 – *Referred to Executive Committee*
~~20.02 F10 Prioritization of Resident Students~~ – *Failed*
      ~~20.02.01 F10 Amend Resolution 20.02 F10~~ – *Passed (resolution failed)*

*New amendments added on Friday, November 12, 2010

Appendix 3 - Revised SLOARC

STUDENT LEARNING OUTCOMES
AND ASSESSMENT REVIEW COMMITTEE

Mission

To assist faculty and staff to prepare students to be able to think, learn, communicate, and act on knowledge gained through their experience at Santiago Canyon College. To provide a framework for student learning outcomes (SLOs) and assessment plans that reflect an emphasis on student success.

Responsibilities

• Review, advise, and guide faculty and programs with respect to the writing and implementation of the student learning outcome assessment process at the course, program and general education level.
• To disseminate information regarding SLOs and SLO updates.
• To work with the Curriculum and Instruction Council to review course student learning outcomes as they pass through the curriculum process.

Chair

One faculty will serve as chair.

Membership

Minimum 7 Faculty with at least one faculty member from each of the Academic Divisions (Arts, Humanities and Social Science, Library, Mathematics and Sciences, Business and Career Technical Education, Counseling and Student Support Services, Continuing Education)
Faculty Assessment Coordinator
Vice President of Academic Affairs or designee
Vice President of Student Services or designee
Assistant Dean of Institutional Effectiveness and Assessment
Research Specialist
Support Services Assistant
Student

Appendix 4 - 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: <mark>Program Data Analysis</mark>
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
<mark>RSCCD Vision and Goals</mark>

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.

- 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.

- 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 . 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
- ❑ 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:** _____

Briefly describe and explain what is working well in your department.
Briefly describe and explain what is not working well or needs attention in your department.
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. **Facilities:** **Technology:** **Personnel:**
Summarize any other findings from your program review and planning process that you would like to share with the college community.

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