

CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Scottsdale Community College (SCC) operates with integrity to fulfill its mission. As a unit of the Maricopa County Community College District (MCCCD), SCC articulates its mission with the established vision, mission, and values of the college district. The integral connection of the College to the District is found in all major planning and support processes related to strategic initiatives, curriculum, budgeting, facilities, and human resource management.

The MCCCD clearly states its vision, mission, and values, and these ideals provide the underpinning for policy development, organizational structure, resource management, and all work activity. While SCC maintains a distinctive mission, it is aligned with MCCCD's mission.

CORE COMPONENT IA

The organization's mission documents are clear and articulate publicly the organization's commitments.

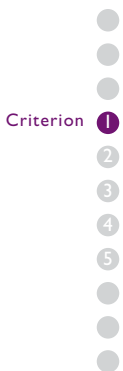
MISSION STATEMENTS

The mission documents of the Maricopa County Community College District clearly establish it as an organization that focuses on learning across a broad spectrum of educational programming, including traditional academic offerings, occupational programming, and opportunities for lifelong learning. The MCCCD mission is:

Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

As part of the MCCCD, SCC operates in a manner that is consistent with the stated mission of the District. However, SCC goes beyond the MCCCD mission by articulating an expanded and enhanced definition:



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The mission of Scottsdale Community College is to create accessible, effective, and affordable environments for teaching and learning for the people of our communities in order that they may grow personally and become productive citizens in a changing and multicultural world.

Scottsdale Community College is committed to offering:

- General Education, enabling all students to exercise their obligations and privileges as citizens with intelligence and informed judgment.
- University Transfer Education, enabling transfer to public and private four-year colleges and universities.
- Occupational Education, providing job training, retraining, and upgrading of skills through courses, internships, and certificate and degree programs.
- Basic Skills Education, preparing students for access to post-secondary education through remedial and developmental education.
- Student Development and Support Services, providing a broad range of services to enable students to develop and achieve educational, personal, and career goals.
- Continuing Education and Community Services, providing enrichment opportunities for lifelong learning through credit and non-credit courses, workshops, seminars, forums, and cultural programs.
- Cultural Education, supporting opportunities to experience and participate in the fine arts.

The mission establishes SCC as a comprehensive community college that accommodates the dynamic learning needs of its constituencies, with numerous programs specifically designed to meet the needs of the community. Since the College serves a large metropolitan area as well as the Salt River Pima-Maricopa Indian Community, the mission is sufficiently broad to be responsive to the disparate learning needs of surrounding residents and local employers.

SCC identifies and responds to changing community needs. For example, prior to the last HLC site visit, the mission statement for Scottsdale Community College was “to provide quality education to the citizens of Maricopa County in response to community need.” Realizing that the communities served were increasing in size and diversity, the institution revised its mission statement to reflect the changing environment. In 1999, the College’s values statement and Strategic Plan were developed as an outgrowth of the revised mission statement, and the Strategic Plan was again revised in 2004–2005 to align with the MCCCDC reporting template. As the College responds to changing environmental realities, the mission serves as the basis for the strategic planning process. The current strategic plan, entitled *Strategic Directions and Priorities 2005–2008*, mirrors the strategic goals of the MCCCDC, although the ensuing action objectives are particular to the College. Strategic Planning, which is integral to operational planning and budgeting, is discussed in detail in Criterion Two.

The College mission statement is prominently displayed on campus and in various publications produced by the institution, including the General Catalog and Student Handbook, all schedules related to the academic, occupational, and co-curricular programs, administrative reports to internal and external agencies, and the College website.

An initiative is underway in the MCCCCD to examine current assumptions and to consider the current realities and trends that impact the work of the colleges. Beginning in the spring of 2006, the Chancellor initiated discussions that will take place at each of the ten colleges in the District. These discussions of the colleges' changing priorities will form the basis for reviewing the mission of MCCCCD and the individual colleges.

CORE COMPONENT 1B

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

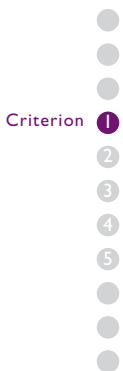
VALUING DIVERSITY

Scottsdale Community College's mission documents strongly articulate the value the College places on diversity. The College demonstrates its commitment to diversity through policies, procedures, and activities that promote awareness and appreciation of diverse perspectives and ways of life. The College ensures equitable and fair treatment of all students, employees, and local residents, and the MCCCCD Values Statement enumerates diversity, freedom, fairness, responsibility, and public trust as guiding values. Manifestations of these values include compliance with nondiscrimination policies in dealing with both internal and external constituents, following Equal Employment Opportunity Commission guidelines in hiring and admission practices, initiating affirmative action when necessary, and funding support to infuse diversity into the curriculum.

DIVERSITY-RELATED ACTIVITIES AND ORGANIZATIONS

An important element of the mission of Scottsdale Community College is to prepare students to become "productive citizens in a changing and multicultural world" by means of curricular offerings, programmatic activity, and student organizations. A number of student organizations at SCC reflect the diverse student populations that it serves, including:

- AWARE (Adult Who Are Re-entering Education)
- Black Student Union
- Campus Crusade for Christ
- Gay-Straight Alliance
- International Community Club
- Sun Earth Alliance Indian Club
- Advocacy @ SCC (Disability Awareness)
- American Indian Honor Society



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Recruitment and publicity efforts for these student organizations are most evident at the beginning of each semester, and many organizations are active in theme-related awareness campaigns and the distribution of information throughout the academic year. A complete list of student clubs and organizations is available in the Resource Room.

The institution also conducts numerous activities to foster learning about diverse perspectives and ways of life, including International Education Week, Black History Awareness Month, Hispanic Heritage Month, Many Faces of Hate Film Series, Native American Heritage Month, Foreign Language Week, and a comprehensive Senior Adult program. Each of these activities is publicized to the campus and local community through news releases, event calendars, and email campaigns. Examples are available in the Resource Room.

In addition, the university transfer programs offer many courses that meet university general education requirements related to cultural diversity in the United States and/or global awareness. Among the courses regularly offered at SCC are Elements of Intercultural Communication, World Dance Perspectives, World Religions, Southwest History, Racial and Ethnic Minorities, and a wide array of foreign language courses. Moreover, the College's Student Learning Outcomes Assessment Committee has focused on cultural awareness as one of four General Education outcomes for students. Assessment of this learning outcome is discussed in Criterion Three.

DIVERSITY INFUSION PROGRAM

Scottsdale Community College hosts the MCCCCD Diversity Infusion Program, which supports faculty efforts to enhance students' comprehension of social and cultural diversity. Internal funding to develop course syllabi and instructional materials is made available to full-time and adjunct faculty through a competitive application process. Successful applicants spend an academic year developing syllabi and related materials that are geared to a particular course, and these materials are made available to other faculty through a website at www.scottsdalecc.edu/diversity. The MCCCCD program also maintains a library collection of diversity materials as well as a helpline to provide assistance to employees on a multitude of diversity-related issues. Further information on the MCCCCD Diversity Infusion Program is available at www.maricopa.edu/diversityinfusion.

DIVERSITY COMMITTEE

The College also supports a Diversity Committee to coordinate and advocate campus activities that promote diversity and multiculturalism. The SCC Diversity Committee increases, enhances, and promotes individual awareness, understanding, and respect for all facets of diversity, and positively impacts the culture and climate of the campus and the community at large. This committee produces the SCC Diversity Action Plan, which includes goals for curriculum development, employment, institutional climate, and student enrollment. The most recent plan is available in the Resource Room.

The College has offered its employees workshops designed to broaden sensibilities to diversity issues. For example, in fall 2004 external consultants conducted a workshop with the central theme “Inclusion Breakthrough,” which 139 faculty, staff, and administrators attended. This workshop focused on ways of expanding diversity infusion practices beyond the narrow focus of workforce and student recruitment processes. As a direct outgrowth of this workshop, the College Diversity Office was established to facilitate activities and programming for students. Additionally, the MCCC CD Gay and Lesbian Human Rights Association, in conjunction with the MCCC CD Employee and Organizational Learning Division, offers two-part workshops on creating a safe workspace for gay, lesbian, bisexual, and transgender people. Twenty-three SCC employees completed this training in its initial offering.

In a number of focus group sessions examining College diversity between Fall 2002 and Spring 2004, a representative group of over 165 students were asked, “In general, do you think that the atmosphere of Scottsdale Community College is respectful of people’s diversity? (Do you feel that all students have equal opportunities at Scottsdale Community College; that there is an atmosphere of equity?)” Responses indicated that students recognize that SCC is diverse and that the campus community reflects a respect for diversity. Further information about the commitment to diversity at SCC is available in Chapter 2, where the College responds to a concern of the previous HLC team.

EXPECTED BEHAVIOR

Along with structures and activities that recognize the institution’s responsibility to the society it serves, SCC publishes codes of expected behavior that are congruent with its mission. Standards of professional conduct for all employees are outlined in the Blue Book, which the MCCC CD Legal Department distributes to every employee. Among other guidelines, the standards address issues related to the appropriate use of institutional facilities and equipment as well as policies concerning nondiscrimination, sexual harassment, and workplace violence. The Blue Book is available in the Resource Room and online at www.maricopa.edu/legal/dp/TheBlueBook2006.pdf.

Similarly, the General Catalog and Student Handbook addresses matters of academic misconduct, students’ rights, discrimination complaint procedures, sexual harassment policy, hazing prevention, substance abuse/misuse, and appropriate use of technology resources. In short, both the employee and student handbooks outline behaviors and practices that are important to a civil and respectful learning environment.

POSITIVE LEARNING ENVIRONMENT

SCC also responds to changes in its environment. Sensing a trend toward classroom incivility and its potentially deleterious effect on learning, SCC administrators and faculty leaders formed a College committee to study this issue. The group developed a civility statement that can be included in syllabi to outline expectations for appropriate classroom behaviors for both students and faculty:

Positive Learning Environment

To promote a positive learning environment in this class:

Instructors are expected to be professional, courteous, respectful and empathic to students:

- Begin and end class on time;
- Be prepared for each class session;
- Provide academic feedback and grade assignments in a timely manner;
- Be available for individual consultation;
- Clarify assignments and inform students of any adjustments to the class schedule.

Students are expected to be reflective, courteous, respectful, and empathic to classmates, instructor, and other college staff assisting in your learning:

- Be in class and be on time;
- Be prepared for class sessions;
- Participate in class activities;
- Follow instructions and complete assignments;
- Keep up with and turn in assignments by the due dates;
- Put forth your best effort;
- Ask questions when you don't understand;
- Maintain knowledge of your grade status;
- Contact instructor right away about concerns or situations that interfere with your success in class;
- Comply with policies found in General Catalog and Student Handbook.

All SCC faculty are strongly encouraged to include this statement in their syllabi and to address it explicitly with students at the start of each semester, and a workshop on creating a positive learning environment has become a standard part of the new-faculty orientation sessions for both residential and adjunct instructors.

CORE COMPONENT 1C

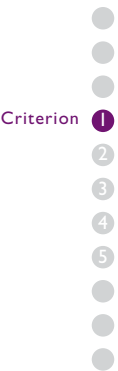
Understanding of and support for the mission pervade the organization.

SUPPORT FOR THE MISSION

Scottsdale Community College's administration, faculty, and staff demonstrate outstanding support for the College mission. Teaching and learning are central to the institution's mission, and evidence of the College's commitment to that mission is seen in the budget: as detailed in Criterion Two, nearly 70% of the operational budget is allocated in direct support of student learning, such as faculty salaries, academic support, and instructional facilities. Historically, new operational dollars or carry-forward monies have been allocated to establish new faculty lines as recommended by the College Staffing Committee. The College administration and faculty leadership have diligently maintained the 90:10 full-time to adjunct staffing ratio in the day program as required by the Residential Faculty Policies. Only one other MCCCDC college maintains this strong ratio of full-time to part-time instructors.

..... Learning-Centered

The College has a long-serving President who enjoys enormous support from both internal and external communities. One major indicator of the President's ability to marshal support for the College's mission is found in his efforts to develop a student scholarship fund. The College boasts approximately \$1,700,000 in endowed scholarships. Similar support for the College mission is found among employees, who pledged over \$80,000 for student scholarships in a 2005 campaign. This financial support for students by the external community and employees affirms support for the mission of the College and its related work.



CORE COMPONENT 1D

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

GOVERNING BOARD

Scottsdale Community College operates with a great deal of autonomy within the policies, practices, and procedures of governance and administration established by the Maricopa County Community College District Governing Board, pursuant to Arizona Revised Statutes Section 15-1444. The five board members are elected from geographical districts across Maricopa County for six-year, staggered terms. The Governing Board routinely meets on the second and fourth Tuesdays of each month to conduct its formal business. Governing Board policy expresses the role and scope of the Governing Board in the governance process, including board member job descriptions, operational procedures, board committee principles, and a board member code of conduct.

Table 3.1: Maricopa County Community College District Governing Board

| Name | Term of Office | District |
|----------------------|----------------|----------|
| Dr. Donald Campbell | 1983–2012 | 5 |
| Ms. Colleen Clark | 2007–2012 | 1 |
| Mr. Scott Crowley | 2004–2008 | 4 |
| Mrs. Linda Rosenthal | 1980–2008 | 3 |
| Mr. Jerry Walker | 2005–2010 | 2 |

The Governing Board maintains a commitment to govern from a strategic perspective while delegating administrative responsibilities to the Chancellor. The Governing Board remains accountable to the external community in a variety of ways, including:

- Producing an annual report that addresses indicators of institutional effectiveness;
- Providing a citizens’ forum during regularly scheduled Governing Board meetings;
- Conducting special forums on specific issues for which community input is needed; and
- Hosting topical Strategic Conversations throughout the academic year.

The Strategic Conversations are an important collaborative process, allowing the Governing Board members, administrators, campus leaders, and constituent groups to discuss strategic and mission-related concerns. Recent topics have focused on addressing student needs, developing community partnerships, quantifying and qualifying student success and retention, and supporting innovative teaching and learning methods.

In addition to the policies and procedures the Governing Board has established, every employee group has a policy manual that outlines the scope, rights, and responsibilities of the respective employee group as well as terms of employment, work conditions, grievance procedures, and benefits. The establishment of these respective groups gives form to governance and administrative structures that support the College mission.

COLLEGE GOVERNANCE

The College President works within the established mission to provide leadership to the College. An Administrative Council, comprised of executive administration and the Faculty Senate President and President-elect, directs College planning related to strategic initiatives and overall College operations. This council meets bi-weekly. In addition, the three Vice Presidents (Academic Affairs, Student Affairs, and Administrative Services) meet weekly to share ideas, communicate across their respective areas of the College, and ensure a seamless approach to the daily operations of the College.

SCC provides an exemplary model of shared governance, a hallmark of which is the collaborative nature of leadership exercised by the President, administration, and faculty. SCC has a well-established plan for faculty governance that organizes faculty into eleven instructional divisions, each with a chair elected to a three-year term by division faculty. Additionally, five of the academic divisions are further organized into departments with faculty chairs for both day and evening programs. This two-tiered structure permits the development of a cadre of experienced, dedicated senior faculty leaders, and the decentralized nature of the division and department structure empowers faculty to exercise a high degree of leadership and decision-making responsibility in support of the College mission and related curriculum. A copy of the SCC Governance Plan and a list of division and department chairs are available in the Resource Room. The College's organizational chart may be found in the Appendix.

..... Distinctive

The Governance Plan is periodically reviewed for its efficacy in supporting the mission of the College. In 2004–2005, an ad hoc Faculty Senate committee studied the existing plan with a goal of recommending improvements as necessary. One resulting recommendation was to conduct regular evaluations of the performance of academic chairs as required by the Residential Faculty Policies. Such evaluation had not been conducted routinely, and thus the Faculty Senate is currently working to develop an evaluation instrument and implement a procedure.

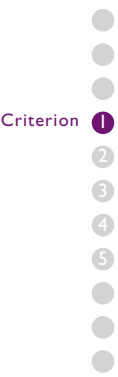
COLLEGE COMMITTEES

Effective leadership and collaborative work in support of the mission of the College are further embodied in the College committee structure. The Faculty Senate, working in conjunction with the College administration, initiates and evaluates over 25 committees to attend to institutional priorities and activities, ranging from College staffing and staff development to campus beautification. Faculty and staff committee assignments are made by the administration and Faculty Senate each spring, and a Faculty Senate review process evaluates and aligns the activities of open committees with changing institutional priorities and initiatives. For example, the need to develop and implement a student learning outcomes assessment plan for the general education program was identified in the College's last accreditation review. Through the established committee structure, a plan was brought to fruition and is currently being implemented. Similarly, initiatives related to the development of online course offerings, new faculty orientation, and increased opportunities for student and faculty international education experiences all have been realized through collaborative committee activity. A list of committees is available in the Resource Room.

CURRICULUM DEVELOPMENT

The curriculum development process within the MCCCDC is also managed in a collaborative manner. The faculty work within their respective discipline areas to identify needs and to develop and evaluate the curriculum. In academic areas, the curriculum is shared across the MCCCDC; thus, each curriculum proposal is subject to review and approval by a District-wide, discipline-specific instructional council. A similar review process occurs in shared occupational programs. All SCC-initiated curriculum changes are then submitted to the SCC Curriculum Committee for review and action. This committee, consisting of the

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Vice President of Academic Affairs, deans, and division chairs, meets monthly to consider curriculum issues ranging from minor course modifications to new program proposals. Proposals are evaluated according to several criteria, including college-wide impact and the recommendations of instructional councils and advisory committees. Once approved, curriculum proposals are forwarded to the District Curriculum Committee for action, and curriculum receives final review and approval from the Governing Board. The iterative nature of the curriculum development process, while it is time-consuming, ensures that courses and programs are consonant with the stated mission of the College.

In addition to the internal collaboration on curriculum development, the College partners with external constituencies in curriculum and transfer planning. Through the various District instructional councils, the College participates in articulation task forces which facilitate statewide articulation among the Arizona public community college districts and the state universities. For example, the College is represented in the Maricopa/Arizona State University Alliance, which was established to facilitate the transfer of students into teacher education, nursing, manufacturing technology, interdisciplinary studies, and honors studies programs at Arizona State University. These and similar initiatives are important to sustaining a viable transfer program for students.

COMMUNICATION

In general, the communication flow within the organization helps employees fulfill their respective roles in support of the College mission. The College President meets with the faculty at the beginning of each semester to provide a general update of the state of the College, including strategic and budgetary initiatives at the District and College levels. Also, relevant personnel additions and changes are announced, campus master planning updates are described, and other relevant topics that broadly impact the College are addressed. Similar meetings are conducted for other employee groups.

College information, changes, and decisions that are particular to job functions are conveyed through the Vice Presidents and division and unit heads. Each area has its own means of managing such information flow. For example, the division chairs meet bi-weekly with administration to discuss issues relative to the College academic program as well as general College operations. In this forum, the Vice President of Academic Affairs facilitates input that will have a bearing on administrative policies under review by the Administrative Council. Similarly, the Faculty Senate President often presents such input from the Faculty Senate to the Administrative Council. In Student Affairs, the Vice President meets weekly with the deans and periodically with all unit managers, and the deans meet bi-weekly with the managers who report to them to address issues related to student services.

CORE COMPONENT 1E

The organization upholds and protects its integrity.

Scottsdale Community College and the Maricopa County Community College District uphold and protect their integrity in exemplary fashion. The MCCC, as a



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public institution, takes pride in operating with integrity and impeccable attention to its fiduciary responsibility.

ADMINISTRATIVE REGULATIONS

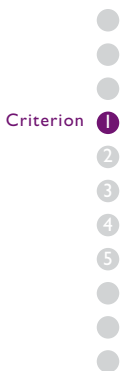
The MCCCCD sets forth administrative regulations that embody federal and state laws and requirements pertaining to public institutions of higher education, and these Administrative Regulations provide the means by which the Chancellor manages and/or delegates the colleges' day-to-day operations. Included in the Administrative Regulations are provisions for fiscal management, serving student interests, management of auxiliary services, certain protections of academic interests, and nondiscrimination policy. The adoption of new administrative regulations, or the amendment or deletion of existing ones, can be initiated by any group or staff member. Upon review by the appropriate Vice Chancellor, the proposal is subject to a series of reviews and comment by internal groups and the Chancellor's Executive Council (CEC). Final approval of a proposed Administrative Regulation rests with the Chancellor.

INTERNAL AUDIT

The MCCCCD has an internal audit service whose mission is to ensure the efficient and effective use of resources. One function of the service is to conduct annual fiscal audits to ensure appropriate stewardship of public monies, and the Governing Board demonstrates fiscal responsibility through public budget reports at every business meeting, a public budget approval process, and public deliberation on other fiscal matters. As a result of the responsible management of the funding entrusted to the college district, the MCCCCD boasts a bond rating of AAA. An indication of the community's support for the MCCCCD is the \$951,000,000 general obligation bond which passed in November 2004 with over 75% of the votes. The bond issue is discussed further in Criterion Two.

MCCCCD LEGAL DEPARTMENT

When appropriate and necessary, College employees are educated about laws and regulations relevant to their assigned duties. The MCCCCD Legal Department maintains a website and attendant publications to support understanding of and compliance with applicable local, state, and federal laws and regulations, and District online tutorials are provided for College employees on topics such as the Family Educational Rights and Privacy Act (FERPA), harassment, intellectual property, and the responsible use of public records. In addition, the Legal Department maintains staff to advise College employees on work-related matters when needed. The MCCCCD Legal Office also distributes *In Brief*, a quarterly newsletter containing articles on legal matters relevant to higher education. Recent articles have focused on receiving student discrimination complaints, the Student Code of Conduct, practical interpretations of MCCCCD Administrative Regulations, copyright law, and the appropriate use of email accounts and other College facilities. Copies of recent issues of *In Brief* may be seen in the Resource Room.



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INTERNAL CONSTITUENTS

The College promotes clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. All board-approved employee groups have policy guidelines, including specific steps and timelines, for due process and the management of grievances or complaints. The policy manuals are subject to annual revision and negotiation by the respective employee groups and representatives of the MCCCDC Governing Board. Policy manuals are available in the Resource Room and online at www.maricopa.edu/hrweb/pol_pdf.html.

For students, the *General Catalog and Student Handbook* contains the instructional grievance process and the non-instructional complaint resolution process, with a maximum of ten working days allowed for responding to the student complaint at each level prior to an unsettled complaint reaching the executive administrative level for a final determination. The specificity of the process dictates a timely response to such concerns. The College administration maintains records of all student grievances and complaints.

Two recently adopted initiatives point to the importance MCCCDC places on its fiduciary responsibility. In fiscal 2000–2001, MCCCDC Chancellor Rufus Glasper presented to the Governing Board the Maricopa Integrated Risk Assessment program (MIRA), designed to embed risk assessment and management in the colleges' daily operations. MIRA reports its goals and progress annually to the board. A second and related initiative was the development of a code of ethics. In 2002, the college district contracted with Dr. Rushworth Kidder, founder of the Institute for Global Ethics, to facilitate a two-day ethics code-building workshop. The experience included all Governing Board members, the Chancellor, members of the Chancellor's Executive Council, faculty representatives, and leaders of the employee policy groups. The resulting draft, Maricopa Guiding Principles, was then discussed by focus groups throughout the college district, and the adopted principles now serve to provide behavioral standards and concrete expression to the Maricopa Values. Maricopa Guiding Principles is available in the Resource Room.

ATHLETICS

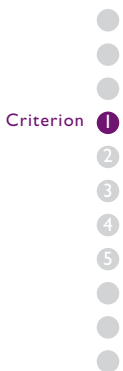
Scottsdale Community College adheres to the regulations of the Arizona Community College Athletic Conference (ACCAC) and the National Junior College Athletic Association (NJCAA) for all its athletic programs. SCC embraces the exemplary standards of academics, fair and equal competition, and sportsmanlike conduct espoused by these bodies. The administration of the SCC intercollegiate athletic program includes a men's and a women's athletic director, who oversee eight women's and eight men's sports. In 2005 the Men's Athletic Director was elected for a three-year term as President of the National Junior College Athletic Association. This is not only a testament to his many years of exemplary work on behalf of student athletes, but more importantly it is a reflection of the NJCAA's respect for the high standards of student athletics at Scottsdale Community College.

SCC has had Academic All-American teams in baseball, softball, men's and women's golf, men's and women's tennis, men's cross country, and men's basketball. Several of the athletic teams have also finished at the top of their division, region, and

national competitions. The College regularly files an Equity in Athletics Disclosure Act report with the US Department of Education Office of Postsecondary Education.

EXTERNAL CONSTITUENTS

The MCCCCD and SCC also deal fairly with external constituents. The Office of the General Counsel provides an ombudsman service as a means for the external community to address disputes and other concerns. The service receives, facilitates, documents, and responds to complaints and concerns about College or Governing Board operations. The College President remands any external community complaints to the appropriate Vice President for investigation and resolution. The responding Vice President has the responsibility of documenting and communicating to the President the resulting action.



SUMMARY

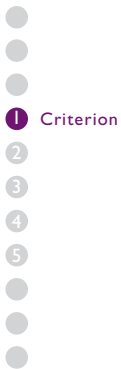
Scottsdale Community College fulfills Criterion One in exemplary fashion. The College's mission documents are clear, and the activities of the organization fulfill its mission. Its operations, including strategic planning, budget planning, and long-term planning, are aligned with the College mission and purpose. The governance and administration of the College promote its mission, and the College upholds and protects its integrity.

STRENGTHS

- SCC has a clear mission statement and a strategic plan that is derived from that mission.
- The College's administrative leadership is committed to collaborative governance.
- The division and department structure provides for decentralized leadership, empowering faculty to exercise a high degree of leadership and decision-making responsibility in support of the College mission and related curriculum.
- Scottsdale Community College, as part of the MCCCCD, takes pride in operating with integrity and impeccable attention to its fiduciary responsibility.

CHALLENGES

- The SCC Statement of Values does not appear in any document except the Strategic Planning Documents from April 1999. SCC should increase public recognition of this important document.
- The College mission statement may be in need of review and revision.
- A regular, effective process for evaluation of division and department chairs should be established.



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