STANDARD I: INSTITUTIONAL MISSION and EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
I.A – MISSION **The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**					
I.A – MISSION The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?				
	Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?				
	What processing does the institution use to foster college wide commitment to student learning? Does the mission statement express this commitment?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	Have discussions been held among key constituents regarding the relevance of the mission statement to student learning?				
	What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution?				
	How does the institution know it is addressing the needs of its student population?				
	What assessments of institutional effectiveness are undertaken?				
I.A.2 The mission statement is approved by the governing board and published.	When was the current mission statement approved by the board?				
I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	How effective is the institution's process for periodic review of the mission statement? Does the process allow for incorporating the interests of the institutions' stakeholders?				
	How does the institution know that the way the mission statement is developed, approved, and communicated to all stakeholders is effective? What circumstances prompt changes to the statement?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
I.A.4 The institution's mission is central to the institutional planning and decision making.	How effectively does the mission statement prompt planning and decision making? To what extent is the mission statement central to the choices the college makes?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
I.B – IMPROVING INSTITUTIONAL EFFECTIVENESS **The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**					
I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue?				
	When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning?				
	Does the dialogue lead to a collective understanding of the meaning of evidence, data, and				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	research used in evaluation of student learning?				
I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	What criteria does the college use to determine its priorities (set goals)?				
	Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals?				
	How well does the college implement its goals?				
	Are goals articulated so that the institution can later determine the degree to which they have been met?				
	To what extent does the college achieve its goals?				
	What evidence is used to demonstrate progress toward achieving college goals?				
I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-	To what extent does the institution understand and participate in ongoing and integrated planning?				
	Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning,				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated?				
	To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?				
I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	What mechanisms exist for participation in college planning?				
	How is broad involvement guaranteed?				
	To what extent does the college allocate resources to fulfill its plans?				
	When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?				
	What changes have occurred as a result of implemented plans?				
I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	What assessment data does the college collect?				
	By what means does the college make public its data and analyses				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	internally and externally?				
	How does the college assess whether it is effectively communication information about institutional quality to the public?				
I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	What processes does the institution use to assess the effectiveness of tits cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?				
	How effective is the college planning process for fostering improvement?				
I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?				
	How effectively do evaluation processes and results contribute to improvement in programs and services?				

STANDARD II: STUDENT LEARNING PROGRAMS and SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides and environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
II.A – INSTRUCTIONAL PROGRAMS **The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**					
II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	How does the institution ensure that all institutional offerings align with the stated mission of the institution?				
	How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?				
	How does the institution choose the fields of study in which it offers programs? What are the student achievement outcomes of the institution's programs, i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?				
	How does the institution ensure that its				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	programs and curricula are current?				
II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	What research is conducted to inform the college of student learning needs? What means does the institution use to assess students' educational preparedness?				
	How is this information incorporated into program planning?				
	What kind of research is being conducted to determine if students are achieving stated learning outcomes?				
II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	How does the institution determine that delivery of instruction supports the objectives and content of its courses?				
	How are delivery methods evaluated for their effectiveness in meeting student needs?				
	What dialogue is taking place about delivery systems and modes of instruction?				
	How effectively are delivery systems and modes of instruction facilitating student learning?				
II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the	By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	community education, study abroad, short-term training, international student, or contract education programs?				
	Which of these (or other) categories of courses and programs does the institution offer?				
	By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?				
	What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?				
II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing 1uality and improving instructional courses and programs.	What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?				
	Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcome/assessments?				
	Are student learning outcomes and assessment established for each course, program, certificate, and degree?				
	What processes exist to approve and				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	administer courses, programs, certificates, and degrees? Are the processes effective?				
	How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?				
	What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?				
II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?				
	How has the institution structured the relationship between student learning out comes, competency levels for degrees, certificates, programs, and courses?				
	Do students have a clear path to achieving the student learning outcomes required of a course, program, certificate and degree? How well does the institution achieve and evaluate the effectiveness of learning at each level?				
II.A.2.c High-quality instruction and	How does the institution demonstrate the quality of its instruction? What evidence				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	exists that all programs are characterized by the variables cited in this standard?				
	What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?				
	What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?				
	What role do faculty play in these decisions? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?				
II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	What assessment of student learning styles has the college performed?				
	How does the institution demonstrate it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?				
	Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?				
	What teaching methodologies are				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students' learning styles?				
	Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?				
II.A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	How does the college evaluate the effectiveness of its courses and programs?				
	Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is the process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?				
	What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	How is the relevancy of a program determined? Have student learning outcomes for the program been identified and assessed? How well are student achieving these outcomes?				
	How are results of program evaluation used in institutional planning? What changes/improvements in the programs have occurred as a result of the consideration of program evaluations?				
II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	To what extent does the institution understand and participate in ongoing and integrated planning?				
	Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?				
	To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?				
II.A.2.g If an institution used departmental course and/or program examinations, it validates their effectiveness in measuring student learning and	How does the institution ensure the use of unbiased, valid measures of student learning?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
minimizing test biases.					
II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	Are student leaning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education.				
II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?				
	What institutional dialogue has occurred about the learning expected of students to earn a degree or certificate?				
	How has the college identified student learning outcomes for its degrees and certificates?				
II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning out comes for the course.	What evidence is found in the catalogue of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general educations?				
	How are student learning out comes used to analyze courses for inclusion as general education?				
	How is the rationale for general education communicated to all stakeholders?				
	How is the general education philosophy reflected in the degree requirements?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
II.A.3. General education has comprehensive learning outcomes for the students who complete it, including the following: a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	How are the basic content and methodology the traditional areas of knowledge in general education determined?				
	What process is used to ensure that general education courses include this content and methodology?				
	Do general education courses demonstrate student achievement of comprehensive student learning outcomes?				
	Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines?				
	How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?				
II.A.3.b b. A capability to be a productive individual and lifelong learning: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	What criteria have been developed to determine if general education students have attained these capabilities or skills?				
	What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measures of student skills are employed? Is the college satisfied that these measures are				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	effective?				
	How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?				
II.A.3.c c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	How are student learning outcomes developed to address concern about ethics and effective citizenship? How is it determined where to include student learning to development of these qualities?				
II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	Do degree programs include at least one area of focused study or interdisciplinary core?				
II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies?				
	How does the college acquire reliable information about its students' ability to meet these requirements?				
II.A.6	How does the institution assure that				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.	information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?				
	How does the institution verify that students receive a course syllabus that includes student learning outcomes?				
	How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes?				
II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	What policies does the institution have to address transfer of coursework internally and externally and how are they communicated to students? Are these policies regularly reviewed?				
	How does the institution develop, implement, and evaluate articulation agreements?				
II.A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so	What policy does the institution have to address elimination of, or major changes in, programs?				
	How are students advised to complete educational requirements when programs				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
that enrolled students may complete their education in a timely manner with a minimum of disruption.	are eliminated or modified?				
II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?				
	Does the institution provide information on student achievement to the public? Is that information accurate and current?				
II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	Do board-approved policies on academic freedom exist and are they made public? Do board-approved policies on student academic honesty exist and are they made public?				
II.A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a	What policies demonstrate institutional commitment to the pursuit and dissemination of knowledge?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
discipline. They present data and information fairly and objectively.	How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation?				
II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.	What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?				
II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or rove learning? What changes have .	How are requirements of conformity to codes of conduct communicated?				
	If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?				
II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
II.B – STUDENT SUPPORT SERVICES The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?				
	What college wide discussions have occurred about how student access, progress, learning, and success are consistently supported?				
II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?				
	How are distance education and correspondence education (DE/CE) student support services evaluated for comparability to face-to-face course/program student support services?				
II.B.2 The institution provides a catalog for its constituencies with precise,					

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
accurate, and current information concerning the following:					
II.B.2.a General Information	Official Name, Address(es), Telephone Number(s), and Website				
	Address of the Institution				
	Educational Mission				
	Course, Program, and Degree Offerings				
	Academic Calendar and Program Length				
	Academic Freedom Statement				
	Available Student Financial Aid				
	Available Learning Resources				
	Names and Degrees of Administrators and Faculty				
	Names of Governing Board Members				
II.B.2.b Requirements	Admissions				
	Student Fees and Other Financial Obligations				
	Degree, Certificates, Graduation and Transfer				
II.B.2.c Major Policies Affecting Students	Academic Regulations, including Academic Honesty				
	Nondiscrimination				
	Acceptance of Transfer Credits				
	Grievance and Compliant Procedures				
	Sexual Harassment				
	Refund of Fees				
II.B.2.d Locations or Publications Where Other Policies May Be Found	Is the catalog current, complete, clear, easy to understand, easy to use, well-structured?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public?				
	When policies are not included in the catalog, are the publications in which they are found easily accessible?				
	Does the institution maintain records of student complaints/grievances and make them available to the team?				
II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	By what means does the institution determine the support needs of its students? How well does it address these needs?				
	If courses, programs, certificates or degrees are offered via DE or CE, how does the institution determine and monitor learning support needs?				
II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	What evidence is provided that the institution assesses student needs for services regardless of location or mode of delivery, and provides for them?				
	How are online and off-site location services evaluated? How well are services meeting the needs of students?				
II.B.3.b	What is the institution doing to provide a				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
The institution provides and environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	learning environment that promotes these personal attributes? What dialogue has the institution about what constitutes a good learning environment?				
	What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?				
II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	Does the institution develop, implement, and evaluate counseling and/or academic advising?				
	Does the evaluation of counseling and/or academic advising include how it enhances student development and success?				
	Are those responsible for counseling/advising trained?				
	Are these or comparable services available to online students?				
II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine the effectiveness of services?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	Are these or comparable services available to online students?				
II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness? How are cultural and linguistic bias in the instruments and processes minimized?				
II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	What institutional policies govern the maintenance of student records? Are records secure? Does this institution have a policy for release of student records?				
II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution used the results of these evaluations as the basis for improvement.	How does the institution provide for systematic and regular review of tis student support services? How are the results used?				
	Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	

II.C – LIBRARY AND LEARNING SUPPORT SERVICES
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.					
II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?				
	How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety?				
	What level of quality is determined by the institution?				
	How does the institution know it has sufficient depth and variety of materials to meet the learning				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	needs of its students?				
	What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes?				
	How are comparable services provided to DE/CE students and students at off-site locations?				
II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?				
	How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?				
	How are comparable information competency skills developed for DE/CD students and students at off-site locations?				
II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	What are the hours of operation of the library?				
	What is the availability of electronic access to library materials?				
	Are all campus location/all types				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
	of student/all college instructional programs equally supported by library services and accessibility?				
II.C.1.d The institution Provides effective maintenance and security for its library and other learning support services.					
II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	What contracts, if any, exist for the provision of library and learning support services (LSS)? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used?				
II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of	What methods does the institution use to evaluate its library and other LSS? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	*Fair*	*Minimal*	
student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	faculty, staff and students?				

Standard III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. (Note: Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.)

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.A - HUMAN RESOURCES **The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**					
III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?				
	What analysis and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?				
III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	How does the institution decide on hiring criteria?				
	Does the institution advertise specifically for personnel with expertise and experience in DE/CE? What is the rationale?				
	How are faculty involved in the selection of new faculty?				
	How does the college decide an applicant is well qualified?				
	How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?				
	How does the college know that the faculty selected have knowledge of their subject				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	matter?				
	To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?				
	By what methods does the college define and evaluate "effective teaching" in its hiring processes? How is that effectiveness judged?				
	By what methods does the college define and evaluate "effective teaching" in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?				
	How does the college define and judge scholarship in a candidate, and by what means does it judge a candidate's potential to contribute to a college mission?				
	How are jobs advertised?				
	By what means does the institution verify the qualifications of applicants and newly hired personnel?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How does the college identify faculty expertise in DE/CE instruction?				
	How does the college check the equivalency of degrees from non-U.S. institutions?				
	What evidence is there that hiring processes yield highly qualified employees?				
	What safeguards are in place to assure that hiring procedures are constantly applied?				
III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged?				
	What process is in place to assure that evaluations lead to improvement of job performance?				
	To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	What is the connection between personnel evaluations and institutional effectiveness and improvement?				
	Do evaluation criteria measure the effectiveness of personnel in performing their duties? Do evaluation criteria measure the effectiveness of personnel in performing their duties related to DE/CE activities?				
III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	What are the roles of teachers, tutors, and others in producing student learning outcomes?				
	What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, again as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?				
	What discussions have faculty had about how to improve learning? What plans have been made?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?				
	What changes have faculty made in teaching methodologies to improve learning? What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?				
	What changes in course content or sequencing have resulted from analyses of how well students are mastering course content in both DE/CE and face-to-face instructional formats? What changes in course content or sequencing of DE/CE courses have resulted from analyses of how well students are mastering course content?				
	What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Do				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	these methods cover the effectiveness of producing and assessing student learning outcomes in DE/CE mode? Are these methods yielding meaningful and useful results?				
	How does the institution use analysis of the results of assessment to improve student learning outcomes?				
	How has professional development supported faculty performance in satisfactory development and assessment of student learning outcomes? How has professional development supported faculty performance in the achievement and assessment of student learning outcomes in DE/CE courses? What kinds of support have been provided to staff?				
	Is there professional development for faculty using DE/CE modes of instruction?				
III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.	How does the institution foster ethical behavior in its employees?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Does the institution have a written code of professional ethics for all its personnel?				
	How does the institution address issues of professional ethics related to DE/CE and do these efforts foster ethical behavior of employees? Are these issues included in the Code of Ethics? What is the rationale for the approach?				
III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	By what means does the institution determine appropriate staffing levels for each program and service? By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?				
	How does the institution decide on the organization of administrative and support staffing? How does the institution decide on the organization of administrative and support staffing for DE/CE mode?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness? How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?				
III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	What processes does the institution use to develop and publicize its personnel policies?				
	How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?				
III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.					
III.A.3.b	What are the institution's				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	provisions for keeping personnel records secure and confidential?				
	How does the institution provide employees access to their records?				
III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	In what ways does the institution foster an appreciation for diversity?				
	How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?				
III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	How does the institution determine what kinds of support its personnel need?				
	How does the institution design programs and services that provide for the range of diverse personnel at the institution?				
	What programs and services does the institution have to support its personnel? How effective are these programs?				
	Are the programs, practices and services evaluated on a regular basis?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.A.4.b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.	What is the institution's record on employment equity and diversity?				
	How does the institution track and analyze its employment equity record? How does it use this information?				
III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	What policies and procedures about the treatment of personnel does the institution have in place?				
	How does the institution ensure that its personnel and students are treated fairly?				
III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs					
III.A.5.a The institution plans professional development activities to meet the needs of its personnel.	What professional development programs relevant for DE/CE personnel does the institution support and/or provide?				
	How does the institution determine the professional development needs of its				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	personnel involved in DE/CE?				
	What professional development programs on teaching and learning methodologies in DE/CE does the institution provide?				
III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	What professional development programs does the institution offer and/or support?				
	How does the institution identify teaching and learning needs of its faculty and other personnel?				
	What processes ensure that professional development opportunities address those needs?				
	How does the college ensure meaningful evaluation of professional development activities?				
	What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement? What impact do professional				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	development activities related to DE/CE have on the improvement of teaching and learning? How does the institution evaluate that improvement?				
III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	What process does the institution use to assess the effectiveness of human resources in meeting the stated college mission and goals?				
	How does the institution ensure that human resource decisions are developed from program review results, institutional needs and plans for improvement? What evidence is there that demonstrates the institution bases its human resource decisions on the results of evaluation of program and service needs?				
	How does the institution determine that human resource needs in program and service areas are met effectively?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.B – PHYSICAL RESOURCES **Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**					
III.B.1 **The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**	Against what criteria and by what processes does the institution evaluate the safety of its facilities?				
	What evidence and/or data does the institution use to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college use to evaluate how effectively facilities meet the needs of programs and services?				
	How well does the institution meet its facilities needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient?				
	How does the college use the results of facilities evaluations to improve them? Does the college use similar processes to assure the safety and sufficiency of its equipment?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met?				
III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	How does the institution consider the needs of programs and services when planning its buildings?				
	What processes ensure that program and service needs determine equipment replacement and maintenance?				
	How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?				
	How effectively does the institution use its physical resources?				
III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	How does the institution assure access to its facilities?				
	How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	What process does the institution use to assess the use of its facilities? How often does the evaluation occur?				
	How does the college use the results of the evaluation to improve facilities or equipment?				
III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning?				
	What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?				
	How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement?				
	What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases?				
	How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.C – TECHNOLOGY RESOURCES **Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning**.					
III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	How does the institution ensure that its various types of technology needs are identified?				
	If the college is not supported by technology, how did the college make that decision?				
	How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?				
III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	How does the institution make decisions about technology services, facilities, hardware, and software?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?				
III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.	How does the institution assess the need for information technology training for students and personnel?				
	What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?				
III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Does the college provide an appropriate system for reliability and emergency backup?				
III.C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	How does the institution make decisions about use and distribution of its technology resources?				
	What provisions has the institution made to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty?				
	What policies or procedures does the institution have in place to keep the infrastructure reasonably current and sustainable?				
	Does the institution give sufficient consideration to equipment selected for DE programs? How effectively is technology distributed and used?				
III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?				
	How does the institution determine that technology needs in program and service areas are met effectively?				
	How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D – FINANCIAL RESOURCES **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.**					
III.D – FINANCIAL RESOURCES Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels	What is the institution's overall budget?				
	Does it have sufficient revenues to support educational improvements?				
	Are the institution's finances managed with integrity in a manner that ensures financial stability?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
in multi-college systems.	Does the resource allocation process provide a means for setting priorities for funding institutional improvements?				
	Are institutional resources sufficient to ensure financial solvency?				
III.D.1 The institution's mission and goals are the foundation for financial planning.					
III.D.1.a Financial planning is integrated with and supports all institutional planning.	Does institution review its mission and goals as part of the annual fiscal planning process?				
	Does the institution identify goals for achievement in any given budget cycle?				
	Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Does the financial planning process rely primarily on institutional plans for content and timelines?				
	Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?				
	Does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning?				
III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments?				
	Does the institution establish funding priorities in a manner that helps the institution achieve its mission and goals? Are items focused on student learning given appropriate priority? What other documents are used in institutional planning?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	What evidence of long-term fiscal planning and priorities exits?				
	Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?				
	Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Retirement Benefit (OPEB) obligations?				
III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	Where or how are the processes for financial planning and budget recorded and made known to college constituents?				
	What mechanisms or processes are used to ensure constituent participation in financial planning and budget development?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.					
III.D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?				
	What do the audit statements say about financial management?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Does the institution provide timely corrections to audit exceptions and management advice?				
	Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?				
	Are audit findings communicated to appropriate institutional leadership and constituents?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D.2.b Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	What information about budget, fiscal conditions, financial planning, and audit results is provided throughout the college? Is this information sufficient in content and timing to support institutional and financial planning and financial management?				
III.D.2.c Appropriate financial information is provided throughout the institution, in a timely manner.	What is the ending balance of unrestricted funds for the institution's immediate past three years? Is this amount sufficient to maintain a reserve needed for emergencies?				
	Does the institution have any other access to cash should the need arise?				
	How does the institution receive its revenues? Does this receipt pose cashflow difficulties for the college? If so, how does the college address cashflow difficulties? (e.g., Certificates of Participation (COPS), loans)?				
	Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D.2.d All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	What are the institution's procedures for reviewing fiscal management? Are they regularly implemented?				
	What evidence about fiscal management is provided by external audits and financial program reviews?				
	Does the institution review its internal control systems on a regular basis? Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner?				
	Is there an annual assessment of debt repayment obligations, and are resources allocated in a manner that ensures stable finances?				
	Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with federal regulations?				
	Has the institution received any audit findings or negative reviews during the last six years? Have these been addressed in a timely manner?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
III.D.2.e The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	Are the institution's special funds audited or reviewed by funding agencies regularly?				
	Do the audits demonstrate the integrity of financial management practices?				
	Are expenditures from special funds made in a manner consistent with the intent and requirements of the funding source? Are bond expenditures consistent with regulatory and legal restrictions?				
III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability.					
III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	What is the level of the institution's fiscal reserve?				
III.D.3.b The institution practices effective oversight of finances, including management of financial aid, grants,	What processes does the institution use to assess its use of financial resources?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	How does the institution ensure that it assesses its use of financial resources systematically and effectively?				
	How does the institution use results of the evaluation as the basis for improvement?				
III.D.3.c The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	Is the institution fully funding its annual OPEB obligation (Annual required contribution (ARC))? At what level is the contribution being funded?				
III.D.3.d The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.					
III.D.3.e On an annual basis, the institution	What is the level of locally incurred debt?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	What percentage of the budget is used to repay this debt?				
	Does the locally incurred debt repayment schedule have an adverse impact on institutional financial stability?				
III.D.3.f Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	What is the default rate for the past three years?				
	Is the default rate within federal guidelines?				
	Does the institution have a plan to reduce the default rate if it exceeds federal guidelines?				
III.D.3.g Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by	What contractual agreements exist, and are they consistent with institutional mission and goals?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?				
	Are external contracts managed in a manner to ensure that federal guidelines are met?				
III.D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	Does the institution have an annual external audit to provide feedback on its processes?				
	Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?				
III.D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	How does the institution ensure that financial decisions are developed from program review results, institutional needs, and plans for improvement?				
	What evidence is there that the institution bases its financial decisions on the results of evaluation of program and service needs?				
	How does the institution determine that financial needs in				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	program and service areas are met effectively?				
	How does the institution prioritize needs when making financial decisions? How effectively are those needs met?				

Standard IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.A – DECISION-MAKING PROCESS The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.					
IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence?				
	Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?				
	Can staff describe their roles in assisting the institution to achieve its goals?				
	What information about institutional performance is circulating and available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialogue and				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	decision making sessions?				
	Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?				
	Do institutional planning efforts provide opportunity for appropriate staff participation?				
	How do individuals bring forward ideas for institutional improvement?				
	How does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How do individuals and groups at the institution use the governance process to enhance student learning?				
IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.					
IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?				
	What evidence demonstrates that these policies and procedures are functioning effectively?				
IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?				
	Are staff and students well informed of their respective roles. Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements?				
	Is the result of this effort actual institutional improvement? Is there effective communication at the college - clear, understood, widely available, current communication?				
	Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	What does documentation of the institution's past accreditation history demonstrate about integrity in its relationship with the Commission - has it responded expeditiously and honestly to recommendations, are there citations indicating difficulty, etc.?				
	Are the institution's communications of education quality and institutional effectiveness to the public accurate?				
	What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations?				
IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?				
	How does the institution use identified weaknesses to make needed improvements?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.B – BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.					
IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in establishing a policy for selecting and evaluating the chief administrator for the college or district/system and reviewing it on a regular basis?				
	What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it?				
IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?				
	Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution?				
IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services?				
IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	Is the governing board independent; are its actions final and not subject to the actions of any other entity?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.					
IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?				
	Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?				
IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	What is the governing board's program for development and orientation?				
	Does the governing board development program address the need to learn about Accreditation Standards and expectations?				
	Does the board have a formal, written method of providing for continuing membership and staggered terms of office?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	What is the board self-evaluation process as defined in its policies? Does the process as described present as an effective review?				
	Does the governing board policy call for regular self-evaluation? Does the institution's board regularly evaluate its own performance?				
IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?				
IV.B.1.i The governing board is informed about and involved in the accreditation process.	What training is provided to the board about the accreditation process and Accreditation Standards?				
	How does the board participate appropriately in institutional self-evaluation and planning efforts?				
	How do board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?				
	Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?				
	Is the board knowledgeable about Accreditation Standards, including those that apply to the board?				
	Does the board assess its own performance using Accreditation Standards?				
IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief	What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	Has the board used these processes in its most recent chief administrator searches?				
	How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)				
	Is this delegation clear to all parties?				
	How effective is the governing board in focusing at the policy level?				
	What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?				
	How does the board set clear expectations for regular reports on institutional performance from the chief administrator?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?				
IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.					
IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.					
IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following: *1.* establishing a collegial process that sets values, goals, and priorities;	What does the president do to communicate institutional values, goals and direction? How familiar is the president with data and analyses of institutional performance?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; *3.* ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; *4.* and establishing procedures to evaluate overall institutional planning and implementation efforts.	How does the president communicate the importance of a culture of evidence and a focus on student learning?				
	Where does the research office report in the institution; does it have easy access to the president's office?				
	What mechanisms has the president put in place to link institutional research, particularly research on student learning, institutional planning processes, and resource allocation processes?				
	How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership?				
IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.					
IV.B.2.d The president effectively controls budget and expenditures.					

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.B.2.e The president works and communicates effectively with the communities served by the institution.					
IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.					
IV.B.3.a The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?				
	Is the delineation of responsibilities evaluated for effectiveness?				
IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.	What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
	Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?				
	Are district/system services regularly evaluated with regard to their support for institutional missions and functions?				
IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process?				
	Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?				
IV.B.3.d The district/system effectively controls its expenditures.	What are the institution's financial control mechanisms? Does the institution follow standard good practice in fiscal management?				
	Does the institution consistently end the fiscal year with an positive ending balance?				
	What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.					
IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	What methods of working jointly do the district/system and institutions use?				
	Do these methods result in clear and timely communications in all directions?				
	Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education?				
IV.B.3.g The district/system regularly evaluates district/system role delineation and	What are the district/system's methods for evaluating its effectiveness?				

Accreditation Standard and Sub-standards	Questions from the "Guide to Evaluating Institutions" August 2012 edition	Your rating of SCC with respect to the standard			Notes (e.g. what evidence is available; what specific areas need work, etc.)
		Excellent	Fair	Minimal	
governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	Does it conduct regular assessments? How does it communicate the results?				