EVALUATION REPORT

SACRAMENTO CITY COLLEGE

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A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association for Schools and Colleges

This report represents the findings of the evaluation team that visited
Sacramento City College from October 12-15, 2009

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SACRAMENTO CITY COLLEGE
Comprehensive Evaluation Visiting Team

October 12-15, 2009

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ACCREDITATION EVALUATION REPORT FOR

SACRAMENTO CITY COLLEGE

Comprehensive Evaluation Visit
October 12-15, 2009

Summary

This report represents the findings and recommendations of the accreditation team that visited Sacramento City College (SCC) from October 12-15, 2009. The visit was conducted to reaffirm the accredited status of the college under the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The team was composed of eight team members, two team assistants, and a team chair.

The visiting team found the self study to be complete and included prior team recommendations, all standards, eligibility requirements, extensive references, and appropriate documents. The team found all documents available in the team room on campus. Overall, the college's preparation for this accreditation visit was satisfactory.

While visiting the campus, the team members interviewed faculty, support staff, students, and administrators. They visited classrooms and labs to see the instructional programs in action. Team members also visited the West Sacramento Center, Downtown Center, and Davis off campus educational centers, as well as the site at Sutter Center for Health Professions, which houses a specialized SCC nursing program. Numerous course offerings are available at the campus, off campus educational centers, or through distance education. The team had an opportunity prior to and during the visit to frequent the online courses. The interviews with faculty who teach online courses revealed a program that is growing and well supported. Students can earn a variety of complete degrees and certificates online. Team members visited the district office and talked with district administrators. The team chair met with the chancellor of the Los Rios Community College District (LRCCD) and all six members of the district board of trustees.

The focus of the team was to determine how well the college is achieving its stated purposes, mission, vision, and goals by assessing the college as it carries out its activities and to review evidence to demonstrate the level of success the college has achieved in meeting the accreditation standards. The team was able to verify the information in the self study and confirmed that a broad and inclusive approach was used to accurately describe the college. The self study addressed all of the standards as required by the Accrediting Commission.

The team acknowledges the excellent work of the college community in preparation for the visit. The college has seriously addressed the issues of prior team recommendations and has done so with a commendable spirit of collegiality.

<u>Recommendations</u>

After carefully reading the self study, examining evidence, interviewing college personnel and students, and discussing the findings, the team offers the following recommendations to Sacramento City College. The recommendations are based on specific standards cited in parentheses following each component of the recommendation.

1. In order to fully meet the standards, the team recommends that the college build on the strong foundation it has established in identifying Student Learning Outcomes (SLOs) at the course, program, general education, and degree level, to begin widely assessing the learning outcomes. The college should ensure that courses are assessed consistently across different sections of the same course and that the resulting findings are used by the departments to improve student learning. (I.B.5; II.A.1.c)

2. In order to increase effectiveness, the team recommends that the college develop a more interactive process to keep the campus community engaged and informed of capital construction projects and the college planning process. (I.A.4; I.B.1; I.B.3; I.B.4; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.1.d; and IV.B.3.g)

3. In order to increase effectiveness, the team recommends that the college develop an approach to redesigning its website to ensure that it is non duplicative, effectively opens documents and informational materials with one click, and provides accuracy and effectiveness for students and public audiences. (II.A.6.c, III.C)

4. In order to increase effectiveness, the team recommends that the college move forward with implementation of reciprocity of student placement assessments district wide. (IV.A.2.b, IV.A.3)

Introduction

Sacramento City College (SCC) is one of four comprehensive community colleges in the Los Rios Community College District (LRCCD) and has been in existence since 1922. SCC is one of the oldest public community colleges in California and is the oldest institution of higher learning in Sacramento. The current college enrollment is in excess of 24,000 students.

In preparation for its self study, SCC began work on the recommendations and action plans immediately following the 2003 evaluation of the college.

General Observations of the Self Study

Team members found the self study to be complete an inclusive of all information required. The report reflected the pride of the college in its historical perspective and provided the reader insight into the college and its commitment to students and the community. The effort and dedication to improve the college through honest and collegial dialogue throughout the self study process was evident to all team members.

The self study indicates, and the evidence supports, a sincere effort by the institution to provide a candid reflection of work done by the faculty, staff, and administration of the college and the requirements of the accreditation process were taken seriously.

Endeavors to expand offerings as well as comparable student services off campus to a wider variety of potential students are laudable, and point to some of the challenges that the college understands it will face in the years to come. Recent changes to the institution include: the passage of Measure M totaling $475 million, of which $23.5 million will go toward funding construction of the Davis Center and West Sacramento Center that will open in 2010; the construction of a new 1,964 space parking garage in January 2007 with funds from a Certificate of Participation issuance; the technology building was modernized and completed in December 2005, followed by the construction of the cosmetology building completed in spring 2006; in 2008-2009 the north gymnasium modernization was completed and new work on the fine arts building can performing arts center began; the newly developed curriculum management software, SOCRATES, was developed and fully in place by 2007; and there have been two interim and three permanent presidents since the last accreditation visit in 2003. The current college president was appointed by the chancellor of the LRCCD and confirmed by the Board of Trustees on December 12, 2007, with an effective date of March 17, 2008.

The college revealed a forthright assessment of where the college is and where it needs to go, such as increased communication of governance processes and student learning outcomes assessment.

The college is to be commended in several areas:

- Communication – The team commends the college leadership for the preparation and distribution of Howgozit, a document that details classified hiring, classified evaluations completed timely, number of attendees to the administrative services workshops, new classified orientation attendance, college discretionary spending burn rate, and other statistical information. (III.D.3)

- Planning –

    o The team commends the college for the development of a well-integrated planning process that involves the broad-based participation of all academic, student services, and administrative units, linking resource prioritization to college goals.

    o The Planning, Research, and Institutional Effectiveness Office has been a valuable resource to the College Strategic Planning Committee and other faculty and leadership groups by providing needed data and initiating conversations about how to interpret and use a range of outcomes and effectiveness indicators.

- Active Dialogue – The team commends the college for the structure and success of using a tri chair approach on all standing committees, thus ensuring involvement by all constituent groups, by more individuals in the planning and operations of the college, and the creation of a blame-free culture. (IV.A.4)

- Student Participation – The team commends the students of SCC for their strong leadership, sense of college community, exceptional relationship with faculty and staff, and pride in education and governance.

- Student Success –

    o The team commends the college's information technology department for their ability to provide a student access card that serves multiple functions for student success. Those functions include the card acting as a photo ID, library card, GoPrint card, regional transit pass card (with a reduction of bus fees), and access to library online services.

    o The team commends the learning skills tutoring center program and Beacon peer support tutoring program. Both exhibit exemplary practices through ongoing student tutor development/training, widespread integration throughout college disciplines, and connections to cohorts of classes with tutor/instructor contact. (II.C.1.a)

- Student Learning – The team commends the Library Learning Resource Center (LLRC) and librarians who, through work with the campus community and

collaboration with the general education learning outcome development task group, have information competency as one of the seven competencies as well as the support of the SCC academic senate to make information competency a graduation requirement districtwide. (II.C.1.b)

- Facilities –

    o The team commends the college who, through educational center leadership and community partnerships, established joint facilities usage including day care, library services, and health education clinician sites.

    o The team commends the college for implementation of facilities planning for SCC that students and faculty are now enjoying.

Findings and Evidence

Evidence is provided for most of the major claims made by the self study report and a detailed index of evidentiary sources follows each section. In some instances, assertions about accreditation worthiness were made without sufficient documentation; however, in most of these cases, the evidence necessary to corroborate the claims was not prohibitively difficult to obtain. The college's progress toward implementing a fully developed Student Learning Outcomes (SLOs) program has been impressive. Under the direction of the faculty, SLOs have been identified for 100 percent of courses, 88 percent of instructional programs, and 100 percent of student service units. Learning outcomes have also been defined for the general education program and for nearly 89 percent of degrees and certificates. The college's June 2009 report to the Accrediting Commission for Community and Junior Colleges (ACCJC) indicated that about 30 percent of course and program assessments have been completed and utilized for improvement. Course and program level learning outcomes assessment reports available on the planning and research website contain varied levels of information about the extent to which the results have been analyzed and used for instructional improvement. Higher level assessment strategies and instruments are yet to be fully institutionalized.

In student services, all of the programs have developed and assessed at least one SLO. Assessment tools have included student surveys and focus groups. The institution has made significant progress in developing SLOs in all areas of student services. In conjunction with the development, there is extensive evidence to demonstrate that the college regularly assesses their student services SLOs and uses the results of that data to make substantial improvement to the institution and the services provided to students. Moreover, there is evidence to demonstrate that the college involves all stakeholders in the discussion regarding the results of the data and makes strides to employ practices that are reflective of student needs.

The institution has done a great deal of planning and has engaged in constructive dialogue while developing SLOs. The evidence suggests that some departments are considerably ahead of others. Overall, the assessment of measurements to use for planning and quality

improvement is an issue. Understandably, the process has been slowed by changing administrative leadership; however, the faculty leadership has led the process along with the new administrative structure.

The overall college culture has moved forward toward a serious commitment to responding to accreditation recommendations and implementing the process they have developed for planning, measuring, assessing and improving programs and classroom instruction they provide students.

Conclusions

The college demonstrated their mission statement of "Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community." This statement was the driving factor for the self study report. The college is committed to improvement in all aspects of the school and each aspect is pivotal to the quality of education provided by the college.

The college is clearly making an effort to reach out to the communities it serves and is working hard to improve the range and quality of its educational delivery methods as well as comparable student services. Ongoing evaluation plans, improved program review methods, and campus dialogue sessions are evident in all college governance bodies. The college's academic offerings, student services, and library offer exceptional learning opportunities to students. As the college completes its SLO cycle through a formalized assessment process, these opportunities will increase as the areas make adjustments through continuous quality improvement.

The institution is providing quality services and instruction for students and is meeting the requirements expected of an accredited college. The progression of the college since its 2003 accreditation recommendations is apparent and commendable. The college is addressing areas of service, planning, and assessment. The current administrative structure supports and leads and has provided a stable and predictable environment for the college to flourish. The roles, governance, and processes of the district and college are well defined.

Responses to the Previous Team's Recommendations

A formal accreditation visit to SCC was conducted in 2003. In January 2004 the Accrediting Commission for Community and Junior Colleges (ACCJC) acted to reaffirm the accreditation of Sacramento City College under the older set standards. In 2006, the college developed and submitted the required midterm report. During that process, SCC assembled the necessary documents to verify and validate the progress made to address the recommendations made by the visiting team in 2003. These documents provided data that

was fundamental for institutional planning. The college also continued to track progress on the self-identified planning items that were created as part of the 2003 self study report.

Based upon the evidence presented by Sacramento City College, the team makes the following assessment toward the three recommendations of the prior team:

Recommendation #1 – To fully meet the standards related to planning, the college must:

a. Clarify the mission statement to better address the accreditation standard, especially as it relates to its link to the planning process and to defining the students that the college intends to serve; (Standards 1.2, 3.A.3, and 5.7)

   The current mission statement, adopted in April 2008, is the following:

   "Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community."

   The mission statement defines the college's student population in the context of an open access institution with a wide range of programs and specifies the link between planning and student learning. The college has met this recommendation.

b. Refine an integrated and streamlined planning process, as well as a college plan, with standardized terms that faculty, staff and their departments can fully implement; (Standard 3.C.1)

   The college's Strategic Master Plan, implemented in September 2007 and updated in August 2008 and September 2009, provides a framework for the planning process at SCC. The Strategic Master Plan includes a glossary of common planning terms and definitions. It effectively integrates the development of goals and objectives with resource allocation.

   Institutional plans, program plans and unit plans define a series of objectives and measures that are linked to the college's goals and utilizes these objectives as the basis for resource requests (financial, facilities, and technology-related).

   The college has completed two cycles of planning and resource allocation utilizing this model. The college has met this recommendation.

c. Ensure that all college faculty and staff are fully engaged, aware of, and implementing the planning process; (Standard 3.B.1)

Extensive efforts have been made to communicate the planning process to campus members. A number of workshops were held on this topic (spring 2007, 2008, and 2009). Information about the process and copies of planning templates are available online, a pamphlet outlining the strategic planning process was distributed at the fall 2008 convocation, and a PowerPoint presentation was developed and posted to the website to explain the strategic planning process. On the faculty and staff survey, about 44 percent of respondents agreed that "planning and resource allocation processes for instructional programs are clearly defined." The college has partially met this recommendation.

d. Identify college and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (Standard 3.C.1)

In 2005, SCC's Academic Senate adopted a Statement of Philosophy of Student Learning Outcomes Assessment, which presents a set of guiding principles and benefits of SLO assessment, as well as a series of protections for faculty participation in this process. Under the direction of the faculty, student learning outcomes have been identified for almost 100 percent of courses, 80 percent of instructional programs, and 92 percent of student service units. Learning outcomes have also been defined for all general education courses and for 80 percent of degrees and certificates. At the current time, a relatively limited number of assessments have been completed and utilized for improvement. The college's status on SLO development is within the definition of the development stage.

e. Emphasize the research and evaluation component of planning in order to use focused research information constructively and systematically to continually improve identified student achievement and college effectiveness outcomes. (Standards 3.1.4 and 3.B.2)

In September 2009, the strategic master plan was updated with a paragraph that states: "Data used in unit planning include, but are not limited to: student data (enrollment, demographics, success measures, etc.), staffing data, student outcomes data, previous unit plan outcomes reports, and qualitative data and observations about your unit/department."

Research information is integrated into the program review process. Departments are required to reflect on the demographics and success rates of their students and the productivity of their department in relation to comparable college information.

At an institutional level, the College Strategic Planning Committee reviews collegewide data, including district strategic plan, internal and external scanning data, goal accomplishments from the prior year, and student learning outcomes data each fall to use in updating the college goals and outcomes measures for the upcoming year.

This recommendation has been met.

Recommendation #2 – The Los Rios Community College District has adopted a strategic plan to serve the people within the district through the creation of four colleges and a series of educational centers affiliated with each of those colleges. It is recommended that in order to fully meet this standard the district amplify on the strategic plan to include prescriptions for how appropriate instructional and student support systems will be provided at each center, a matrix of service levels associated with different thresholds of student headcount at a center, and a financing plan to ensure that no one college is unduly burdened in their responsibility as the educational center hosts.

> The district and college should be congratulated for the passing of the 2008 Measure M Bond in the amount of $475 million and the 2002 Measure A Bond, a $265,000 general obligation bond. The Measure M funds and additional state bonds will total $52 million for phases 2 and 3 of the Davis Center and West Sacramento Center. Phase 1 for both sites was covered with Measure A funding.

> The college has clearly taken steps toward integrating the various centers into two main operations, the Davis Center and West Sacramento Center. The response to the recommendations of 2003 clearly took an enormous amount of time, energy, and commitment and is impressive; however, the interviews with staff and site visits suggest that there may still be work to do to bring all the sites up to standard. The need for center instructional support and student support systems that parallel the SCC campus is a benchmark.

Recommendation #3 – To fully meet the standards related to student support services, the College must:

a. Develop a fully integrated, research based, comprehensive plan to deliver student services in a manner that addresses the equity of resources and services at the campus and the centers; (Standards 5.3, 5.5, 5.6, and 5.10)
b. Develop among student services professionals a culture of evidence that characterizes student services at SCC; (Standards 5.3, 5.5, 5.6, and 5.7)

> The college has taken steps to address recommendations 3a and 3b with regard to student services. The college responded to this task by administering the Noel-Levitz Student Satisfaction Survey in spring 2008. The Student Services Department began using electronic education plans, gathered focus groups, and created satisfaction surveys and measurable student learning outcomes to demonstrate student satisfaction. They created several handbooks and provided training in the use of software. They have also developed a "culture of evidence" by developing program review and Student Learning Outcomes. The culture of evidence was based nominally on policy elements from the Accreditation Reference Handbook and ACCJC's Characteristics of Evidence. The college's response to the recommendation included ideal references to developing a student tracking program that identifies student participation in support and tutoring services. Again, the need for center instructional and student support systems that parallel the SCC campus is a benchmark. This recommendation has been met.

c. Develop a comprehensive staff development program that addresses the needs of classified staff, particularly in student services, as well as instruction and administration, in the People Soft information system; in developing data measures to use for improvement including student learning outcomes, service needs assessment, and student satisfaction with services; and in cross-functional office operations to cover for retiring staff. (Standards 5.3, 5.9, 5.10, and 7.C.1)

> Responses to recommendation 3c do show that the campus responded by providing training and workshops to staff, which include training on PeopleSoft as well as other trainings on new software and purchases, departmental staff cross training, and new faculty and staff orientations. The college's collection of handbooks and manuals related to this item suggests they devoted considerable energy to providing information to the campus community. The quality of the responses to the previous team's recommendations is satisfactory. The responses demonstrate that the college began working on the recommendations after their 2003 visit and have a clear chronicle of activity up to 2007. There is evidence that the college revisited the activities and that the activities have become institutionalized. This recommendation has been met.

In summary, SCC's response to the 2003 recommendations reveals a serious commitment to respond to the recommendations of the previous team. While they may not have fully accomplished their goals, they have addressed their recommendations from the last accreditation visit and have demonstrated a respect for, and accountability to, the new standards. Overall, SCC has provided a thorough response with a comprehensive summary of self identified action items.

EVALUATION OF SACRAMENTO CITY COLLEGE
USING THE ELIGIBILITY REQUIREMENTS

1. Authority

   Sacramento City College, a public two-year community college, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). They also offer programs accredited by the Commission on Dental Accreditation, the Commission on Accreditation in Physical Therapy Education, the Accreditation Council or Occupational Therapy Education of the American Occupational Therapy Association, the California Board of Registered Nursing, the California Board of Vocational Nurse an Psychiatric Technician Examiners, the Dental Board of California, the Federal Aviation Administration, and the California Board of Cosmetology and Barbering.

2. Mission

   The team confirmed that the college mission statement addresses the function of the college, which is student learning, and is published in all official documents of the college and posted in several pertinent areas on campus and in publications.

3. Governing Board

   The Governing Board of the Los Rios Community College District is a seven-member board which governs all four colleges of the district – American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

4. Chief Executive Officer

   Since the last accreditation visit in 2003, there have been two interim and three permanent college presidents at Sacramento City College. The current college president was appointed by the chancellor of the LRCCD and confirmed by the board of trustees on December 12, 2007, with an effective date of March 17, 2008. The president serves as the Chief Executive Officer of the college.

5. Administrative Capacity

   The administrative staff has seen significant turnover in recent years; however, the team determined that the college employs sufficient administrative staff who are adequately prepared and experienced to operate the college. An organizational structure is in place which delineates reporting assignments.

6. Operational Status

   Evidence reviewed by the team confirmed that SCC offers academic and vocational programs leading to degrees and certificates.

7. Degrees

   The team confirmed that the college offers programs leading to 96 AA and AS degrees and 83 certificates.

8. Educational Programs

   The needs of businesses and industry were clearly portrayed in the course offerings provided by the college. Upon examination of curriculum review, program review, SLOs and faculty evaluation, the team confirmed that courses are of high quality and rigor.

9. Academic Credit

   SCC follows a 16-week traditional semester and credit is given based on the Carnegie Unit Value system and Title 5 minimum standards.

10. Student Learning and Achievement

    The team confirmed that 100 percent of academic departments have developed SLOs and has processes and cycles in place for assessing outcomes. Course outlines and syllabi were examined for core competencies.

11. General Education

    The team found evidence that core competencies were developed and reflect the general education goals of SCC.

12. Academic Freedom

    The Los Rios California Federation of Teachers (LRCFT) contract includes a policy on academic freedom. District board policy also addresses this item (Board Policy 7142).

13. Faculty

    At the time of the accreditation visit, SCC employed 337 full-time faculty and 555 part-time faculty. Evidence showed that all faculty met minimum qualifications in their specified area.

14. Student Services

    The college provides several opportunities and programs for students to complete their educational goals. The team found an institution that takes great pride in the support services it provides to its students.

15. Admissions

    The team found that the admissions policy is adequately published in the catalog and other publicly available documents. The policy is consistent with the Education Code and Title 5 of the California Code of Regulations.

16. Information and Learning Resources

    SCC operates a full-service library with extended operating hours. The team found evidence of an expansive book collection, reference materials and online databases which meet the needs of the campus community.

17. Financial Resources

    The team found evidence that the district's funding structure assures the college's financial stability. The allocation of resources is determined through a decision-making process.

18. Financial Accountability

    The team confirmed that annual financing audits are conducted by an external auditing firm as required by state and federal requirements and are reviewed by the board of trustees.

19. Institutional Planning and Evaluation

    The team found evidence of institutional planning and evaluation for many aspects of college operations. Benchmarks have been established and data and reports from surveys are used for decision-making.

20. Public Information

    It was evident to the team that SCC provides a great deal of printed information about the college including the annual catalog, schedule of classes, division pamphlets, library resources and the college's own website.

21. Relations with Accrediting Commission

    The team determined that the college has consistently adhered to all eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges and has submitted the required reports in a timely manner.

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.

A.   Mission

General Comments

An examination of the evidence along with onsite observations illustrates a strong commitment to a mission that focuses on student success and to widespread communication and understanding of the mission.

Additionally, the self study provides a detailed description and ample validated evidence of the actions taken in response to the recommendations made in 2003.

The college's annual strategic planning process, initiated by the College Strategic Planning Committee, begins with a review of the mission, values, and vision statements of the college. These statements serve as the foundation for the development of college goals and the subsequent determination of department and unit objectives. In addition, the mission statement is referenced throughout the year as decisions are made in such areas as enrollment management, facilities planning, and curriculum development.

In addition, the mission serves as a guide throughout the year as decisions are made in a variety of areas. The self study report cites the emphasis on basic skills, the scheduling of evening and weekend courses and courses at alternate locations, the development of the Cultural Democracy Initiative, and the creation of new programs such as Motorcycle Maintenance and Nursing as being responsive to the needs of the diverse group of students described in the college mission statement.

Findings and Evidence

The college utilizes data about its students and their goals, as well as its status as an open access institution, to define the programs and services it offers. The College Strategic Planning Committee and all departments participate in the program review process, the annual unit planning process, and all utilize information about the students, their interests, and abilities to set goals and refine their programs and services. This was evident through an analysis of program review and annual unit planning documents, as well as multiple interviews with administration, faculty, and staff. The fall 2008 faculty/staff survey conducted at the college indicates that 81 percent of the respondents agreed that the mission statement is effectively linked to the goals of the institution and almost 90 percent agreed that the mission and vision statements provided adequate direction to the college. (I.A)

The Sacramento City College mission statement clearly identifies its educational purposes as being a comprehensive community college and further defines educational opportunities as transfer, career advancement, basic skills development, and personal enrichment. A review of the self study and supporting documents supports the college claim that the college mission is in alignment with the Los Rios Community College District (LRCCD). (I.A.1)

The current version of the mission statement was approved by the Los Rios Community College District Board of Trustees at its April 2008 meeting and is published on the college website and in the catalog and schedule of classes. (I.A.2)

The college uses its prescribed governance and decision-making processes to regularly review the mission statement. The annual strategic planning process begins with a review of the mission, values, and vision statements of the college. These statements serve as the foundation for the development of college goals and the subsequent determination of department and unit objectives. In addition, the mission is referenced throughout the year as decisions are made in such areas as enrollment management, facilities planning, and curriculum development. As part of these processes, the planning bodies receive information about the demographics, success rates, and achievements of students. All college divisions have taken advantage of the opportunity to reflect on the mission of the college and the students being served to ensure that the two are appropriately linked. (I.A.3)

Based on a review of the Sacramento City College self study, and confirmed through observations, it was apparent that the college's mission is central to institutional planning and decision making. (I.A.4)

Conclusions

The college meets the standard.

Sacramento City College utilizes multiple data sources to measure and evaluate the efficacy of the mission statement as it relates to student learning programs. Furthermore, the mission serves as a tool for alignment to its college purpose, character, and student population. Based on a review of the self study and confirmed through evidence and observations, it was apparent that the SCC mission serves as the basis for the college's goals and annual planning process and influences important decisions made throughout the year in areas such as curriculum development, facilities planning, and enrollment management.

Recommendations

None.

B.   Improving Institutional Effectiveness

General Comments

Dialogue occurs through a number of forums. Through Academic Senate, Curriculum, College Strategic Planning Committee meetings, and various workshops and flex activities, the faculty, staff, and administrators regularly discuss issues related to improving student learning and institutional processes.

The college has strengthened its planning process and strives to ensure that all academic, student services, and administrative areas are participating in the annual review and revision of their institutional, program, and unit plans.

The planning process results in a prioritization of objectives linked to college goals which determine resource allocation. The process is overseen by a representative College Strategic Planning Committee which has made a number of refinements to the process in recent years based on feedback from college constituents. Although efforts have been made to disseminate information throughout the college and engage everyone in the process, a large number of faculty and staff, as evidenced by the faculty and staff survey and discussions during the visit, are still unclear about the purpose and steps involved in unit planning. Each academic, student services, and administrative department also undergoes program review on a regularly scheduled basis (every two years for career and technical education programs and every six years for general education and student services programs) to provide a long-range reflection on the strengths, weaknesses, and future plans for the area.

At the time of the last accreditation visit the visiting team noted that the college was transitioning to a fully integrated planning model.

The college has created a detailed, annual calendar of activities for evaluating the achievement of prior goals, establishing new goals and objectives at the college and unit level, linking resource requests to the objectives, prioritizing requests, and allocating resources. The Strategic Master Plan lays out the planning cycle, defines the varied plans that are created, and explains the role of data in the planning process and evaluation.

The Planning, Research, and Institutional Effectiveness (PRIE) office posts on its website a number of reports that provide assessment results in the areas of students' academic outcomes (success rates, transfer, degrees, and certificates), learning outcomes assessments, and progress made on college goals and objectives. In addition, throughout the year the PRIE office meets with various constituents, including the College Strategic Planning Committee, the Classified Senate, and department chairs, to share and discuss assessment data.

The college has a number of evaluation practices in place for assessing the effectiveness of its instructional and support services programs. These include the planning process, program review, accreditation, internal surveys, and feedback from state and federal monitors as well as advisory boards. These processes are subject to ongoing review by the college and

complement each other in that they provide a cross check on the value of these evaluation processes and information on how to improve them.

<u>Findings and Evidence</u>

The college has been proactive in reaching out to instructional and student services personnel to discuss the development and assessment of student learning outcomes. In 2005, SCC's Academic Senate adopted a Statement of Philosophy of Student Learning Outcomes Assessment, which presents a set of guiding principles and benefits of SLO assessment, as well as a series of protections for faculty participation in this process. Regular training sessions occur and copies of presentations and guidelines for developing and assessing SLOs are posted on the SLO assessment and faculty research resource website. (I.B; I.B.1; I.B.4; I.B.7; II.A; II.A.1; II.A.1.a; II.A.1.c)

The College Strategic Planning Committee initiates the planning process every year and hosts a number of workshops and training sessions throughout the fall and during flex day activities and flex week workshops. Information about the process and copies of planning templates were widely distributed including online, pamphlets, and presentation. Unit and program plans are developed by the academic, student services, and administrative units throughout the college and priorities are set through discussions at the unit, division, and vice presidential level. All academic, student services, and administrative units actively participate in the annual planning and resource allocation process, as well as the regularly scheduled program review process; however, the involvement in the planning process is limited in some areas to the department chair or program director and the college needs to make additional efforts to inform and involve a wider range of faculty and classified staff in the process. The fall 2008 Faculty/Staff Self Study Survey revealed that 44 percent of the respondents agreed that "planning and resource allocation processes for instructional programs are clearly defined." (I.B.2; I.B.3; I.B.4)

Program plans are developed for college wide services that support the college's goals (such as college and community relations or professional development). Unit plans are developed by each instructional and administrative area (academic departments and administrative units such as the bookstore). Each of these plans defines a series of objectives and outcome measures that are linked to the college's goals and utilizes these objectives as the basis for resource requests (financial, facilities, technology related, and staffing). The college has completed two cycles of planning and resource allocation utilizing this model. (I.B.5; I.B.6)

The College Strategic Planning Committee (CSPC) reviews data related to the internal and external environment in updating the college goals. The data provided for this purpose to the CSPC and the campus (on the PRIE office website) includes environmental scans conducted by the district, program review outcomes, student and faculty survey results, outcome measures for college goals, successful course completion rates, persistence rates, transfer rates, and degree and certificate completions, as well as statewide data from the Chancellor's Accountability Reporting for Community Colleges website. (I.B.5)

The process for creating a unit plan includes a data review form that provides information about enrollment, outcomes, productivity, staffing, and SLO progress for each academic unit. For program review, departments are provided with the demographics and success rates of their students and the productivity of their department in relation to comparable college information. The PRIE dean and staff meet regularly with the individuals who utilize the data to assist them in interpreting the information. The CSPC and the Budget Committee have modified the planning and resource allocation process based on input from the Academic Senate, Department Chairs Council, and other campus constituents. In addition, information from the faculty and staff survey provides insight into areas in which these processes are not fully understood or utilized by the college community. (I.B.5; I.B.6)

The college has established forms and processes for reporting on the learning outcomes assessments at the course, program, and degree level. To date, assessment plans and results from 14 different departments are available on the college SLO website. Some of the documentation includes assessment results and plans for implementing the findings, while others list specific or general approaches to assessment (an exam or quiz) but do not include any evidence of assessments having been conducted. The SLO Advisory Group reported that assessment results are officially maintained at the department level rather than in a centralized repository. During the visit, the SLO Advisory Group indicated that the approach to assessment that is being followed at the college allows individual faculty to create their own approach to SLO assessment, as long as they determine that the assessment addresses one or more SLOs for the course; however, one of the central goals of student learning outcome assessment is to foster discussion among faculty to identify common outcomes for the students and to increase accountability by ensuring that student performance on these key outcomes can be compared across all sections of a course. The extent to which these objectives are achieved is reported to the PRIE office and the board of trustees on an annual basis. To date, few of the objectives, including the objectives linked to student success goals, reference the student learning outcomes and assessment process. See team recommendation 1. (I.B.7)

Input from advisory boards, pass rates for licensing exams, and program review for career and technical education programs have been used to provide an external perspective on the usefulness of these programs in meeting the needs of local employers. (I.B.7)

Formal faculty and student surveys have served as guides for the library, the Learning Skills and Tutoring Center, and the Writing Center to assess the effectiveness of these programs. Student services use data is compiled by the PRIE office and its own student surveys to supplement program review in determining the appropriateness of its services. (I.B.7)

Conclusions

The college partially meets the standard.

The college continues to examine the effectiveness of its planning and resource allocation process by soliciting input from a variety of college constituents and modifying the process

as needed. The college critically reviews its evaluation processes on an ongoing basis to look for ways to positively impact the instructional and support services.

In the area of SLO assessment, the college should expand the number of courses, programs, and degrees and certificates for which student learning outcome assessments are conducted and reported between now and 2012. The assessment process should ensure consistency and accountability across all sections of a given course by identifying common outcomes and appropriate assessment methods and fostering dialogue about the results and the implications for teaching.

Commendations

The college has developed a well-integrated planning process that involves the broad based participation of all academic, student services, and administrative units, linking resource prioritization to college goals.

The Planning, Research, and Institutional Effectiveness Office has been a valuable resource to the College Strategic Planning Committee and other faculty and leadership groups by providing needed data and initiating conversations about how to interpret and use a range of outcomes and effectiveness indicators.

Recommendations

1. In order to fully meet the standards, the team recommends that the college build on the strong foundation it has established in identifying Student Learning Outcomes (SLOs) at the course, program, general education, and degree level, to begin widely assessing the learning outcomes. The college should ensure that courses are assessed consistently across different sections of the same course and that the resulting findings are used by the departments to improve student learning. (I.B.5; II.A.1.c)

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 an 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 of its students.

A. **Instructional Programs**

General Comments

The institution met most of the standard sub-sections in II.A and exceeded several.

The self study indicates that there exists an accountability report which tracks students' completion statistics for degrees and certificates; the program review cycle for instructional programs is every six years; for student service the program review cycle is three years long; for administrative services there is an annual program review; the faculty of the four colleges within the district work collegially to develop curriculum and programs; and student feedback is solicited and noted.

The self study describes a Multicultural Learning Symposium offered through the Staff Resource Center. It is designed for faculty in the content areas where there are no specific continuing education requirements to maintain licensing such as basic skills, the sciences, and the arts. It provides both face-to-face and access to online workshops directed toward meeting student needs and teaching innovations.

There were some recent changes noted in the self study. Those occurred in standard sub-sections II.A.2.e and II.A.7

Findings and Evidence

The college meets or exceeds many of the standard sub-sections for II.A.

Under the direction of the faculty, student learning outcomes have been identified for 100 percent of courses, 88 percent of instructional programs, and 100 percent of student service units. Learning outcomes have also been defined for the general education program and for nearly 89 percent of degrees and certificates. A review of selected curriculum outlines of record revealed that SLOs are well written and appropriate. The curriculum outline of record includes curriculum cycle information, basic course information, SLOs, course topics, instructional delivery modalities, instruction methods and class activities, typical homework assignments, evaluation and assessment methods, list of textbooks, additional course information, and advisory justification. (II.A.I; II.A.1.a; II.A.2.a; II.A.2.e; II.A.2.f; II.A.2.i; III.A.3.a; III.A.3.b)

The college's June 2009 report to the Accrediting Commission for Community and Junior Colleges (ACCJC) indicated that about 30 percent of course and program assessments have been completed and utilized for improvement.

There is an SLO assessment strategies template that is separate from both the annual unit plan and program review. It is not clear if these templates are reviewed by any one person or group; however, program review includes SLO assessment processes and what improvements were made as a result. Assessment of SLOs is taking place throughout the institution. Some academic departments are beginning at the course level, others are choosing to begin at the program level, and others have begun at the general education level. Decisions are made at the beginning of the year as to which SLOs will be assessed. It is not clear if the institutional standard for SLO assessment is written or widely known, nor is it clear that the academic units are held accountable to a standard. Course and program level learning outcomes assessment reports available on the planning and research website contain varied levels of information about the extent to which the results have been analyzed and used for instructional improvement. See team recommendation 1. (I.B; II.A.1.a; II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.i; III.A.3.a; III.A.3.b)

Program review templates include data relevant to efficiency for courses with multiple sections; fill ratios and FTES provided by the PRIE office. Training is being provided to faculty, particularly department chairs, on how to analyze the data for the review process. Every academic unit has undergone at least one cycle of program review with the current accreditation standards. (II.A.1.a; II.A.1.b; II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f)

For distance education courses, the outline includes allocation of instructional time and regular instructional contact with totals in hours. Both full-time and part-time faculty submit their course syllabi at the beginning of the term. The area dean reviews each syllabus for inclusion of SLOs as they appear on the curriculum outline of record. SCC provides instruction face-to-face both on campus and at off campus sites, online, televised, via video conference, and incorporates web streaming technology when equipment is available. Faculty who teach online are evaluated using a tool adapted from the face to face evaluation tool. (II.A.1.b; II.A.2.d)

The college catalog, available in print and on the website, describes the general education requirements for all degree and certificate programs. Core competencies for certificates, programs, and courses are clearly identified. Students completing vocational and occupational certificates and degrees are aware of and demonstrate technical and professional competencies. SCC has clearly stated educational courses and programs as well as transfer policies. Assessment and articulation agreements do not currently exist between the district colleges. (II.A.3; II.A.4; II.A.5; II.A.6)

The faculty code of ethics and academic freedom statement is found on pages six and seven of the SCC 2009-2010 catalog. The student code of conduct is found on pages 42 and 43 of the SCC Student Guide and Planning Calendar 2009-2010. (II.A.7)

Conclusions

The college partially meets the standard.

The institution has met or exceeded most of the standard sub-sections. Concerns remain about the completion of SLOs for all courses and programs; the clear evidence of assessment of those SLOs, and how the results of that assessment are leading to improvement in all areas of the college. The communication on the collaborative process for developing and assessing courses as well as programs needs to improve.

Aligning the student learning outcomes at all levels and with the same understanding among all faculty will help the college reach the ACCJC benchmark of Proficiency by 2012, but it will require considerable effort as a priority for all instructional employees.

Recommendations

See Recommendation 1.

B.   Student Support Services

General Comments

The student support services at Sacramento City College are functioning as a cohesive team. The college has undertaken a thoughtful and deliberate review of their student services department. Particular attention was paid to describing the current status of the college in all areas. There was strong evidence that the college had engaged in extensive dialogue about assessment, the results of their assessments, and the improvement on student services and supporting learning.

Accountability, dialogue, and engagement occur across all units of student services to offer a more comprehensive experience to students. Formal and informal assessments have been instrumental in the process to implement innovative ideas. The evaluation of planning and movement toward objective completion is an ongoing process and was evident in numerous meetings and within varied documents.

The college utilizes multiple measures of assessment to determine program impact and evaluation of student services. Such measures used are: Noel-Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, and various internal assessments measuring student and staff perceptions and satisfaction of services. The college has responded to the feedback by making adjustments to the delivery of student services. In addition, the senior leadership team reviews data and the area deans bring information back to their specific units to develop and implement programmatic changes. The student services division is working toward regular evaluations of the impact and results of those programmatic changes.

Findings and Evidence

The Sacramento City College catalog contains the necessary and required components including clearly identifying the college location, phone numbers and staff. This information is listed both in hard copy and in other multiple formats such as large print, Braille, MP3, CD, and online. The sexual harassment policy in the hard copy format, while detailed, is located in the back of the catalog. The location of this essential document is questionable as to whether or not students are informed with the necessary knowledge for reporting sexual harassment. AB 1088 Sexual Violence information can now be found on the Los Rios Police Department web page, but it is buried down three levels and is the only link not broken in the eleven documents listed in informational printouts. Again, the location of this essential document is questionable as to whether or not students are informed with the necessary knowledge for reporting. (II.B.2; II.B.2.a; II.B.3.a)

The college has several systems in place to address coordinated counseling services such as the SARS program which enables staff to track and analyze student access to counseling and other services. The college counseling staff has access to an electronic warehouse in order to have the most up to date student educational plans no matter where the student is being served. The collaborative, purposeful, and regular dialogue between general and categorical counseling staff has resulted in an increased knowledge from which staff is better equipped to serve students and communicate relevant information. The staff at the college educational centers is well versed in all student services areas and communicates regularly with other units to ensure that the information provided to students is accurate and current. The college is in the early stages of utilizing CCC Confer to provide orientation and other matriculation services for online students. (II.B.3.a; II.B.3.c)

The student services department has been responsive to student needs. The financial aid office has responded to the high demand for one-on-one financial aid assistance and has implemented expanded services in the registration/financial aid lab and extended services at the West Sacramento Center. (II.B.3.a)

The college understands the diverse population it serves and has multiple programs and services in place that expose students, faculty, and staff to cultural appreciation opportunities. The Cultural Awareness Center (CAC), established in 1993, provides enrichment experiences that cover the breadth and scope of activities sensitive to gender, ethnicity, language, and at-risk student populations. There is a multitude of student organizations that allow for expressing of diversity, understanding and promoting inclusion. (II.B.3.b; II.B.3.d)

The college utilizes the institutional research office and instructional staff in order to evaluate the validity and reliability of the instruments it uses. Instruction assists with the selection of the assessment instruments. Appropriate assessments are in place to measure educational levels, language levels, disability, interest, and performance levels in reading, writing, and mathematics. (II.B.3.e)

Attention to the confidentiality and security of students' records is extensive. The college has instituted an Information Security Officer and a district wide security committee that is

charged with the task of continual assessment of security measures throughout the district. Policies and procedures are in place that detail this process in accordance with appropriate regulations. (II.B.3.f)

The institution evaluates student support services to assure their adequacy in meeting identified student needs. The division has used evaluation data to drive systemic change and improvement. Recognizing that first time students have a greater risk of not being successful and persisting, the college instituted and has been successful with the Students Obtaining Success (SOS) intervention program. Students are supported in completing the matriculation process in one location. The college has created a seamless matriculation process and has made staff, facility, and technology resources available. (II. B.4)

The institution utilizes the program review process for assessing the effectiveness of its programs. This process includes all categorical programs and is on a three year cycle. It includes input from advisory committees. The institution's database management system for the recommendations that come out of the program review process clearly delineates the resources needed to support the student learning outcomes. As a result of the program review process and program assessments, the institution has implemented software programs to monitor services and make recommendations for needed changes. (II.B.3.c; II.B.4)

The institution has made significant progress in developing student learning outcomes in all areas. In conjunction with the development, there is extensive evidence to demonstrate that the college regularly assesses its SLOs and uses the results of that data to make substantial improvement to the institution and the services provided to students. There is evidence to demonstrate that the college involves all stakeholders in the discussion regarding the results of the data and makes strides to employ practices that are reflective of student needs. (II.B.4)

Conclusions

The college meets this standard.

The Sacramento City College student services programs have created a comprehensive and cohesive department that is sensitive to diversity, student needs, and program requirements. The evidence the college uses for decision making is based solidly upon multiple measures and the college utilizes the cycle of inquiry to make improvements while being responsive to the changing population.

The college recognizes the need to provide comparable services at all centers and locations. Several categorical programs such as Extended Opportunity Programs and Services (EOPS) and Disabled Student Programs and Services (DSPS) are made available to students when requested. The need for center student support systems that parallel the SCC campus is a benchmark.

Recommendations

None.

C.   Library and Learning Support Services

General Comments

Library and Learning Support Services offers a wide range of services including library with bound and electronic volumes, tutoring, computer lab, information competency instruction, and a non-print media collection. The library has developed and follows quality policies for print and non-print collection development to support the teaching and learning process as well as provide instruction and orientation in information competency. The Learning Skills and Tutoring Center exhibits exemplary practices, while Instructional Media works with faculty and staff campus wide to provide services on demand in support of student learning. Learning Support Labs are discipline specific and support student learning needs.

The self study describes in depth the configurations of the tutoring and learning centers. There is a consistency in the planning and goals that the team observed in the self study and especially during interviews that is applied to all types of support services sponsored by Sacramento City College. This is not limited to the physical campus, but extends to the college's outreach centers. All areas are supported at some level regardless of location or means of delivery including outreach centers at Davis and West Sacramento as well as through distance education.

Findings and Evidence

The library, housed on the second and third floors of the Learning Resource Center, has 80,000 print volumes including more than 12,000 electronic books, and almost 6,500 media items with subscriptions to 400 print periodicals. The electronic databases allow access to more than 12,000 magazine, journal and newspaper titles. College staff follow baseline standards to maintain their collection including Title 5 California Code of Regulations (CCR) as well as a local collection development policy, the LRCCD Collection Development Plan. The Library is staffed with eight full-time faculty librarians and 9.5 para-professional library media technical assistants. Collection development is supported by recommendations of the faculty, the curriculum process, a gap list maintained from student requests, and faculty are provided a list of librarian subject selectors. The library hosts a website that provides access to databases, study aids, and other information for all students, regardless of location. Additionally, the library purchases materials through a permanent base budget of $54,000. An additional $50,000 has been allocated since "the mid-1990s." An additional $50,000 has been allocated annually and temporarily since 2007-2008. Telecommunications and Technology Infrastructure Program (TTIP) funding has paid for electronic subscriptions districtwide. (II.C; II.C.1; II.C.1.a; II.C.1.c)

The Learning Skills and Tutoring Center (LSTC) is governed by Title 5 and provides individualized tutoring for all academic areas on campus as well as group tutoring through the Beacon Peer-Assisted Learning program that boasts 100 peer tutors. The LSTC is providing tutoring for classes in high demand and advertising their tutorial services. The Beacon program focuses on students who are enrolled in the same section of a class and

student tutors have received training and materials from the instructor teaching the class. (II.C.1.a)

The LSTC offers a human services course for students to work independently on basic skills. LSTC staffing includes two faculty coordinators, one assistant, a 1.5 FTE instructional assistants (IA) as well as part-time temporary IAs and clerks. (II.C.1.a; II.C.1.c)

The Writing Center opened in fall 2007 and offers writing workshops and individual tutoring in writing with additional supplements such as dictionaries, grammar textbooks, faculty handouts, and reference materials. The Center is staffed by one full-time faculty coordinator and several reassigned English and English as a Second Language (ESL) instructors. The Writing Center accommodates 12 students at any given time due to space allocation. This is a Basic Skills Initiative. (II.C.1.a; II.C.1.b; II.C.1.c)

The Instructional Media Center houses non-print collections for the library and they list over 6,000 items in varied formats. There are two full-time staff. The Instructional Media Center provides access to non-print library items, audiovisual equipment, two computer labs, and an electronic classroom. Faculty can check out equipment for their classes. Non-print items can be reserved through the library catalog system, also known as the Los Rios Online Information Center (LOIS), or via email and/or phone. There are Learning Support Labs throughout the campus to meet student needs in various disciplines. (II.C.1.a; II.C.1.c)

The Planning Agenda Item for II.C.1.a states, "By spring 2010, the LRC Dean and librarians will work with the district to analyze library funding to ensure a common, consistent and equitable base of ongoing funding for learning and research materials in libraries throughout the district." Additionally, Item 6.1 from the earlier 2003 self study states that, "By 2005, the college will develop stable, adequate, and continuing operating budget resources, including sinking funds, to systematically provide for growth and maintenance of library materials and services, computer and network systems and software and tutoring services and computer labs."

As a result, the library and learning support services are now pursuing a strategic budget solution district-wide. Currently library and electronic resources are provided to students seamlessly, regardless of home campus or primary location of courses. There is collaborative planning underway to develop a stable, adequate and continuous operating budget, which is now considered a district-wide initiative. All library and learning support services are in dialogue to combine efforts that will leverage buying power for services as well as library materials including volumes, textbooks, and multimedia non-print items. (II.C; III.D.1.a; III.D.1.b; III.D.2.a; III.D.3)

The SCC Library teaches Information Competency on regularly scheduled times and days for students to drop in. The librarians and faculty work to create an orientation with information literacy for pre-determined assignments or course objectives. This entails dialogue and achieves outcomes. All centers offer the online LIBR 318. Students at the Downtown and West Sacramento Centers registered in the online LIBR 318 attend a mandatory orientation

on the main campus. Davis Center students attend the mandatory orientation at the Davis Center. (II.C.1.a; II.C.1.b; II.C.1.c)

Students and faculty at any location have access to print, nonprint, and electronic library recourses. In a survey conducted in fall 2008, only 40 percent of outreach center students were aware that library databases were available online. Based on the survey, Sacramento City College has now identified a single librarian to provide outreach, marketing services, and orientations at the outreach centers at Davis, West Sacramento, and Downtown Centers. (II.A.1.a; II.C.1.b; II.C.1.c)

Tutoring services are provided at the outreach centers and students can access online tutoring during open lab hours. There is a dedicated librarian traveling between centers to provide outreach, marketing, education, and orientation for tutorial services as well as electronic library resources. (II.C.1.a; II.C.1.c)

Learning support labs are available for student use at all outreach centers at various days and times. There are plans including budget allocations through bond funding to increase resources and support at the labs that will improve access to students. (II.C.1; II.C.2)

Instructional Media supports distance education through a television studio and interactive television classes. There is a slight increase in usage by faculty as they begin to utilize other forms of technology including streaming video and web captioning. The distance education courses are in compliance with the recent Higher Education Opportunity Act (HEOA) signed in August 2008. Faculty, staff, and students accessing online courses have a unique user name and password. Faculty use best practices for incorporating academic honesty in distance education courses and submit student papers through the plagiarism detection software, Turnitin. (II.C.1; II.C.1.c; II.C.2)

The LRC building maintained by custodial services is cleaned daily. The public passes through a 3M sensor gate that activates a security alarm if books or items have not been properly checked out. All exit doors on all floors are security alarmed. (II.C.1.d)

The LRC Security Task Force was created in 2007 to address all security concerns and coordinate security efforts with campus police, operations, and the Campus Safety Committee. (II.C.1.d)

Maintenance staff are aware of building needs including new 3M security gates, a new door, and possible installation of security cameras. There is a web presence that they continue to build. Individuals have been assigned to each function, including disaster recovery. The college plans to add Student-Right-to-Know crime statistics on the college website in an area easily accessible to students. (II.C.1.d)

The library participates with the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians, thereby receiving discounts to a variety of online databases. All databases are evaluated on a regular basis and then evaluated again by the Los Rios Community College District librarians to meet the

specific needs of the district students and faculty. Librarians examine for quality and quantity of information supplied by each database. Records of purchases are available at the college and district offices. (II.C.1.e)

The planning process for the library and learning support services is clear, and the many well-supported learning centers and labs reach out to every sector of the college audience. College staff understand and are involved in the process of unit plans and program reviews. Program reviews include goals and outcomes and three year plans. The program review addresses SLOs specifically as they pertain to the one-unit courses on information competency. There is also discussion of the CSU transferable AS Degree and Certificate in Library Information Technology in the program review along with SLOs. (II.C.2)

The library conducts an annual student survey to measure student use "and value" of library books as a component of their academic journey, and they have compiled six years of data and use the results for continued quality improvement. The fall 2008 faculty-staff survey showed that 67 percent of respondents agreed that educational materials and equipment are sufficient to support educational courses, programs, and degrees.

The LSTC, including the Beacon program, exhibit exemplary practices and success with continued analysis, assessment, and improvement processes.

Instructional Media demonstrates that data, review, assessment, and improvement procedures are followed.

The learning support labs on campus provide quantitative usage data through tracking programs for assessment and quality improvement processes with plans in place to establish tracking programs at the outreach centers. (II.C.2)

There have been directed efforts to incorporate all facets of library and learning resources into institutional student learning outcomes. The quality and sufficiency of learning resources is robust, and a systematic approach with a comprehensive analysis of service improvement is clear and staff throughout library and learning resources center are engaged in the process. A General Information Competency Task Force was created and has information competency as one of the seven competencies of the General Education Learning Outcome (GELO) Development Task Force and the approval of the SCC Academic Senate to make it a graduation requirement district-wide. (II.C.1.b; II.C.2)

Conclusions

The college meets the standard.

The quality and sufficiency of learning resources is admirable among the many programs and centers in Library and Learning Support Services. Aligning with their counterparts in other instructional areas, SLO assessment of programs, services, and courses must be addressed in the immediate future. (II.C) The inclusion of SLOs in the evaluation process for those directly responsible for student achievement of SLOs needs to be addressed. (III.A.1.c)

The library and centers clearly seek an equitable, formula-based funding system that would allow the SCC library to keep pace with increases in enrollment (28 percent), book costs (up 25 percent) and wear and tear from heavy use. The LRC Dean and librarians are working with their counterparts at the other colleges and with the district to analyze library funding and agree to a common, consistent and equitable base of "ongoing funding for learning and research materials in libraries throughout the district." (II.C.1.e, III.D.1.b, III.D.2.a, III.D.3)

Commendations

The Learning Skills Tutoring Center program and Beacon Peer Support Tutoring Program both exhibit exemplary practices through ongoing student tutor development and training, widespread integration throughout college disciplines, and connections to cohorts of classes with tutor/instructor contact. (II.C.1.a)

Librarians, through work with the campus community and collaboration with the General Education Learning Outcome Development Task Group, have information competency as one of the seven competencies, as well as the support of the SCC Academic Senate to make information competency a graduation requirement. (II.C.1.b)

Recommendations

None.

Standard III – Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, included stated student learning outcomes, and to improve institutional effectiveness.

A.   Human Resources

General Comments

Sacramento City College follows all the policies and procedures prescribed for human resources. There is a direct correlation between needed new positions, unit planning, and program reviews. The Los Rios Community College District provides leadership and function on the majority of human resources processes. There is a district Faculty Diversity Internship Program, a long standing program that allows opportunities to streamline employment of individuals with diverse backgrounds. The college has the tools and systems to ensure the most capable candidate is hired. The feedback identifies a 56.9 percent satisfaction rating. The college has identified actions to address concerns.

The Academic Senate has input into the choice of faculty positions to be hired, prioritizes those positions, and participates in the hiring process. Hiring decisions are based on data and the reliance on data is accepted by constituent groups. The college has sufficient full-time faculty, staff, and administrators. There are systems in place to evaluate the need for additional staff such as the Unit Plan, Joint Job Reclassification Review, and collaborative discussions between the college presidents and chancellor. Currently, the district exceeds the compliance number for faculty positions as outlined in the LRCCD Guidelines for Authorizing New and Replacement Faculty Positions – State Compliance Information for Faculty Replacements.

The institution has established clear evidence of student learning outcomes, measures of assessment, and a plan of action to address needed improvement. Dialogue exists between key individuals, groups and/or committees; however, that same level of communication is not transparent to the employee population at large.

Findings and Evidence

The college clearly and publicly communicates the criteria, qualifications, and procedures for selection of personnel. In the actual hiring process there are screening committees, interview committees, and hiring committees for various positions. The final decision rests with the college president for recommendation to the LRCCD Board of Trustees. (III.A.1.a)

Evaluation schedules are in place for faculty, staff, and management. Managers are sent a quarterly reminder of classified staff scheduled for evaluation, emphasizing the need for this process. This is part of an overall metric tracking system designed to provide feedback on a number of critical areas for improvement and institutional effectiveness. (III.A.1.b)

The faculty collective bargaining agreement states that the assessment of student learning outcomes is one criterion for evaluation of college faculty. "Faculty are encouraged to reflect on their strengths and weaknesses in … student learning outcomes." (III.A.1.c)

The college and district appear to have addressed ethics across the organization, including in the collective bargaining agreements. According to the self study report, there are few grievances and even fewer relative to ethics violations. There were many references to the levels of trust and respect which were said to be the overarching dynamics in the workplace. (III.A.1.d)

The number of employees and level of staffing at the college is sufficient. Of those surveyed at the college, 88 percent agreed that the college staff is "qualified" and "up to date," compared with 84 percent in 2002. These figures indicate support for the current staffing level when the self study was written and when the survey was conducted. (III.A.2)

There are district-wide policies in place for fairness in all employment practices with ongoing input from the Staff Equity and Diversity Committee. There is strong support in matters of equity and diversity with ongoing activities and training events. The college adequately supports diversity of its personnel through committees, resource groups, and ongoing programs. The self study survey indicated a 90 percent favorable response to these programs and issues. Data demonstrates that Sacramento City College has increased in the diversity of its employees since the previous self study. (III.A.3.a, III.A.4.a, III.A.4.b)

The district maintains a strong, interest-based approach for problem solving. There is support for participatory decision-making and a strong tradition of fairness at the college. This approach permeates the institution as well as the district. (III.A.4.c)

The college has a diverse array of professional development opportunities for employees. The district has practices in place to ensure that new faculty receive appropriate training and information about resources through the Sacramento City College online orientation, New Faculty Module, and the SCC Faculty Handbook, updated annually. Classified staff also receive training through the office of the Vice President for Administrative Services (VPA). Professional development events and programs are evaluated in a timely manner and these evaluations affect plans for future events and programs. (III.A.5.a, III.A.5.b)

An effort is planned for spring 2010 to evaluate the relationship between and among the various planning efforts including human resources. This one year initiative is expected to demonstrate the interrelatedness of all planning processes at SCC. (III.A.6)

Conclusions

The college meets or exceeds the standard.

The college and district have clear procedures from the requests to fill a needed position, to the interview and selection, to the performance evaluations and the record maintenance.

A cohesive flow of information, training, expectations and accountability is in place to ensure fair and equal treatment of prospective employees and current employees. The district has demonstrated a concerted effort to recruit and hire diverse individuals that "mirror" the student demographics.

While the district has outlined a clear model for determining the number of classified staff needed, particularly for the West Sacramento Center, this process is not understood by all constituents. Based on a survey conducted in fall 2008, 55 percent of the staff were unaware of this process. The college has developed an action plan to address this vital communication link.

Based on the feedback from constituents, the college is encouraged to fully implement the planning agenda item of exploring options for increasing the breadth of information obtained during the interview process. (III.A.1)

Recommendations

None.

B.   Physical Resources

General Comments

Sacramento City College is committed to the demands it faces given its land-locked campus, and is proud of its commitment to provide instruction for its students within five miles of their homes. The long range capital investment plan reveals an elaborate plan which includes multiple sites so that students can easily access learning space.

Sacramento City College's staff survey and the work of the Campus Safety Committee indicates the college has done an exceptional job to ensure the safe and secure working environment for staff and students.

Definitions of an outreach center, educational center and outreach location are confusing and should also include the Sacramento City College Associate Degree Nursing Program, Extended Campus, located at 2700 Gateway Oaks, Sacramento, CA 95833 and the Gateway Centers in Sacramento.

Findings and Evidence

SCC exceeds the standard and is to be commended for its work in developing plans to offer education to students near their homes which suggests the college is working hard on the issue of sufficiency and effective utilization. They have also committed themselves to upgrading their existing campus facilities. Particular attention has been given to meeting ADA (Americans with Disabilities Act) standards. (II.B.3; III.B.1; III.B.2)

Physical access to the main campus has increased since the last accreditation, beginning with the 2003 completion of a light rail station on the east side of Hughes Stadium. As part of the Transportation Access and Parking Plan (TAP), in 2007 the college completed the construction of a $28.3 million multi-level parking facility and a $2.9 million expansion of its staff parking lot, increasing available parking on the main campus by 864 parking spaces, a 29.1 percent increase. The campus now has 3,057 student spaces, 644 staff spaces, and 136 disabled and special use spaces. (III.B.1.a; III.B.1.b)

In 2008 the college broke ground for the future, permanent home of the West Sacramento Center, the first phase of which will be a $10 million state-of-the-art complex. Located near a newly constructed library and a community center under construction, the center reveals a strong relationship between the city of West Sacramento and the college. In 2010 the college will break ground on a permanent home for the Davis Center, the first phase of which will be a $10 million state-of-the-art complex with 14,255 assignable square feet located within the West Village Center at UC Davis. When completed, this center will be the only community college outreach center permanently located on a UC Campus. The team also visited the nursing facilities at the Sutter Health Hospital. This facility also meets accreditation standards. (III.B.1.b)

In 2003 the college completed a $2.48 million modernization of the cafeteria building and, in 2005, a $4.1 million modernization of the technology building. In 2006 the cosmetology building, which includes graphic communication, underwent a $2.89 million renovation, and in 2008 the north gymnasium was modernized, including the construction of a new pedestrian mall and walkway at the cost of $7.3 million. Modernization projects continue at Sacramento City College with the fine arts building currently under construction, the performing arts building in the final stage of design, and planning beginning for the modernization of Hughes Stadium. (III.B.1.a; III.B.1.b; III.B.2)

The Faculty/Staff Self Study Survey of fall 2008 revealed that over 80 percent of all respondents felt that the equipment provided or accessible to them is satisfactory to do their jobs, and 79.5 percent felt that their assigned workspaces are adequate to carry out their jobs. Of 320 respondents, 12.6 percent disagreed with the statement that the college has adequate physical accommodations for people with disabilities. (III.B.2.a; III.B.2.b)

The Campus Safety Committee is charged with promoting safety and emergency preparedness on campus. The committee regularly reviews reports of accidents and injuries and makes recommendations to mitigate adverse trends. SCC policies and procedures require that equipment be secured and facilities locked when college employees leave the premises. The Injury and Illness Prevention Program (IIPP) includes a monthly property checklist to address loss prevention. Based upon 323 respondents to the fall 2008 Faculty/Staff Self Study Survey, 81.5 percent felt safe on campus during the day and the evening. (III.B.2.b)

The district and college have plans and resources in place to support the long range goals of the institution. Interviews on campus suggest that the college community is not kept well-informed of the direction of those plans. (III.B.2.b)

To ensure the feasibility and effectiveness of physical resources in support of its programs and services, the college has developed a number of tools to support its decision-making and long range capital planning processes. These tools include facilities master planning, annual updates of the Five Year Construction Plan, review of the facilities deficiency database, Facility Resource Allocation Plan, and the development of design standards. Equipment needs and their related replacement cycles are determined at the department level and vary depending on the type of equipment needed. (III.B.2.b)

The self study and the results of the staff survey indicate that the campus community is not kept informed or involved in the institutional planning of physical resource planning and needs to improve its dissemination of information pertaining to its facilities planning processes.

Minutes of all meetings with the end users are recorded by the architect/planner and are available through their office or the assigned district planner. (III.B.2.b)

Conclusions

The college meets the standard.

The Sacramento City College, Faculty/Staff Self Study Survey completed in 2008 indicates the college works hard to provide the equipment and workspace necessary for staff to carry out their jobs. The Campus Safety Committee reviews reports of accidents and injuries and makes recommendations to mitigate future problems. The LRCCD How Are We Doing Employee Survey indicates that staff members at Sacramento City College feel safe on campus during the day and evening hours.

The college and district have made significant gains in the planning for long term physical resources, but the plans and integration of those plans are not clearly understood by the campus community. Sacramento City College did state this as a planning agenda item, but the issue was noted as a recommendation during the last team visit in 2003. (Recommendation 1.c)

Commendations

The district and college should be congratulated for the passing of two bond measures, including Measure A, a general obligation bond, passed in 2002 in the amount of $265,000 and Measure M for $475 million in 2008. These funds are being used for a number of efforts to expand, improve, or build new facilities. The Measure M funds and additional state bonds will total $52 million for phases 2 and 3 of the West Sacramento Center and Davis Center.

The team commends the college who, through educational center leadership and community partnerships, established joint facilities usage including day care, library services, and health education clinician sites.

The team commends the college for implementation of facilities planning for SCC that students and faculty are now enjoying.

Recommendations

2. In order to increase effectiveness, the team recommends that the college develop a more interactive process to keep the campus community engaged and informed of capital construction projects and the college planning process. (I.A.4; I.B.1; I.B.3; I.B.4; III.A.6; III.B.2.b; III.C.2; III.D.1.a; III.D.1.d; and IV.B.3.g)

C.   Technology Resources

General Comments

Sacramento City College meets or exceeds the standard. Technology systems within the college are sufficient including their ability to support student learning including teaching, learning communication, research needs, how well the planning for technology resources is integrated with institutional planning, and how the results of technology integration with planning have improved processes, systems, and student learning. Training needs for faculty, staff, and students is widespread and sufficient.

Findings and Evidence

To enhance institutional operation and effectiveness there is a District Education Technology Committee comprised of representatives from the information technology (IT) staff and each of the district's four colleges. They follow the district's information and security policy which was adopted in spring 2007. College wide communications are supported through the telephone system, campus networks, email, and campus web pages. The college is currently looking at new technologies that can take advantage of the new high speed fiber optic network that links all four colleges to the district office. (III.C.1)

ACCJC's new draft of the Distance Education & Correspondence Education Manual, August 2009, proposes "technological currency is important as an indicator of institutional commitment to distance education," and the rapid installation and changeover to a new learning management system, Desire2Learn, in 2008 is a creditable process with a resulting positive outcome. (III.C.1; III.C.1.a)

The college uses PeopleSoft for all processes on campus having to do with scheduling, finances, student records, registration, and admittance. System for Online Curriculum Review and Technological Education Support (SOCRATES) is used as the curriculum management software and Ingeniux, a recently purchased content management system, is used for the website. There is need for design continuity between departments. The college's General Education Student Learning Outcomes (GELOs) include information competency outcomes. This improvement partially originates from the instruction office and IT office developing an integrated plan to meet technology demands which supports

integration of instructional technology and students' acquisition of technology competencies. (III.C.1; III.C.2)

The IT department at SCC supports both Mac and PC platforms and faculty are provided a choice. Computers are provided for all full-time faculty and adjunct faculty are provided an office location with a computer. All computers include a suite of software applications and/or access to network applications to enhance the teaching/learning experience. Four networks provide secure access to instruction, administration, resources, and the public. College networks connect buildings to a central network integrating the resources with the outreach centers, other colleges in the district, and the district office. There is a clear delineation between responsibilities with the district office and the college IT department. (III.C.1.a; III.C.1.c; III.C.1.d)

More than 1,000 computers for student use are maintained in discipline-specific and open computer labs throughout the campus. Computer software includes virus protection software. Classroom instruction is supported with over 50 smart classrooms, 30 multimedia rooms, and 20 mobile smart carts. Wireless laptop carts have been provided to the chemistry and biology departments. (III.C.1.a; III.C.1.c; III.C.1.d)

The IT department supports a robust distance education component at SCC that includes online courses, iTV, streaming media, podcasts, and cable television. There is a policy in place preserving intellectual property rights. (III.C.1.a; III.C.1.c; III C.1.d)

Students receive student access cards that serve multiple functions including photo ID cards, library cards, GoPrint cards, and Regional Transit Pass cards. The cards also enable access to the library's online services, eBooks, online reserves, and online databases.

There is a heavy demand for training. The instructional development department provides training to staff (classified, managerial, and full and part-time faculty) during flex activities, at the new media lab during drop in hours, and during project consultation. Training includes help with documents, websites, new technology, website accessibility for the disabled, materials access in the staff resource center, and professional development funds for outside training. The IT department also supports the staff resource center that hosts workshops on technology throughout the year and operates a campus helpline for immediate training needs and questions. IT staff receive training through New Horizons computer learning centers and other vendors whenever new software programs are launched. Training for students includes basic computer classes, computer labs, and career training in the business and computer information room in the science department. The Learning Resource Center (LRC) has orientation sessions to use web-based library catalogs and the Disability Resource Center (DRC) has a computer lab with assistive software programs. Faculty often provide orientations for students taking online classes which may contribute to stable enrollments in the online learning classrooms. (III.C.1.b)

The IT department at SCC has a clearly defined and comprehensive inventory, replacement cycle, and cascading process. All college IT technology and software responsibilities are clearly catalogued, maintained, and evaluated to meet college goals. The September 2008

strategic planning system for information technology includes formal applications for IT requests of more than $10,000. (III.C.2)

The existing base computer evaluation process takes place prior to unit planning so departments can include for budget planning. There is a clear delineation of college and district office responsibilities for equipment maintenance and replacement. The IT helpline also identifies technology that needs maintenance, upgrades, or replacement. There is also a helpline at the district for questions regarding IT processes that originate from there. (III.C.1.b; III.C.2)

Cosumnes River College is the offsite location for the second disk data backup. Utilizing the fiber channel from the district office to Sacramento City College, the critical campus systems can be restored. Their virtual storage system allows for quick recovery through redundant systems. There is a clear process on many levels to support technology infrastructure and maintenance that is tied to the budget and planning processes. (III.C.2)

Technology resource planning at the IT department level has clear planning processes and is tied to the governance process within the college planning processes as well as with the Los Rios Community College District planning processes. There is evidence of clear goals, a timeline for evaluation, and continuous quality improvement. (III.C.2)

Conclusions

The college meets the standard.

The level to which technology infrastructure and equipment is properly maintained is evident. Distribution and utilization supportive of programs and services are successful. The college has delivered substantial efforts to remediate standing problems in multiple ways. Some level of business quality needs is assured. (III.C.1.c; III.C.1.d)

Commendations

The team commends LRCCD and the college's information technology department for their Learning Management System evaluation process in 2007-2008. It was a model of communication and faculty involvement in the process.

The team commends the college's information technology department for their ability to provide a student access card that serves multiple functions for student success. Those functions include the card acting as a photo ID, library card, GoPrint card, regional transit pass card (with a reduction of bus fees), and access to library online services.

Recommendations

3. In order to increase effectiveness, the team recommends that the college develop an approach to redesigning its website to ensure that it is nonduplicative, effectively opens

documents and informational materials with one click, and provides accuracy and effectiveness for students and public audiences. (II.A.6.c, III.C.1)

D.   Financial Resources

General Comments

The district used an X, Y, and Z allocation process incorporating three revenue scenarios. Adjustments of allocations to the colleges occur mid-year when actual revenues are in hand. The college is allocated a discretionary fund that is used to support the strategic goals of the college after the district funds all salary and benefits. While the district has a three year fiscal plan to sustain operations using current and significant reserves, planning processes beyond the three year threshold should be considered.

Findings and Evidence

In 2007 Sacramento City College implemented a new strategic planning framework that includes a Family of Plans incorporating institutional plans, program plans, unit plans, and resource plans. The unit plans objectives are tied to college goals. (III.D.1.a; III.D.1.b)

The district uses a budgeting process that takes a conservative approach to ensure the resources available to the colleges are realistic. Adjustments of allocation of funds to the college occur mid-year once revenues are realized. At the end of the fiscal year, the Board of Trustees awards increases in compensation either as one time only (OTO) funds (in the form of retroactive checks) or as adjustments to the base in line with actual revenues received. This process ensures that the colleges can then proceed with their internal planning process without undue need for contingencies in the event funds are reduced or eliminated. (III.D.1.c; III.D.1.d)

The internal controls of the district and college clearly identify authorized signers for the many transactions of the district. The district employs two internal auditors to ensure the effective and efficient use of district and college resources, as well as to evaluate that property controls and processes are in place. An external audit on the district's financial resources is performed annually. The Sacramento City College Foundation, a subsidiary of the LRCCD Foundation, is included in the district audit. Sufficient controls are in place to ensure institutional integrity. The district's financial statements show the commitment of providing facilities, support services, and staffing that supports student learning. The district met the 50 percent law ensuring resources are dedicated to the classroom. (III.D.2.a)

The Vice President for Administrative Services issues a "Metric Assessments of Key Operating Areas" quarterly which provides data to the campus community on classified evaluations status, classified new hire orientations, burn rate (status of general fund and categorical expenditures to budget), and other institutional information by department or program. (III.D.2.b)

Information related to fiscal conditions is available in the district's 2008-2009 adopted budget, the Los Rios Community College District Chancellor's Report, and the CCLC Budget Report updates which are e-mailed to all college staff periodically by the college president. The college president communicates with the College Budget Committee and the annual audit report is available for review. Audit results by external auditors are published annually in the financial statements and independent auditors' reports. Copies of this report are distributed and available for review by faculty and staff upon request. (III.D.2.b)

The district's 2008-2009 adopted budget contains evidence of plans for payment for liabilities and future obligations. Formula-driven allocations are made for both compensation and other long-term liabilities to ensure long-term commitments can be met. The district began funding its other post-employment benefits (OPEB) in 1985 – over twenty years before GASB 45 was required and, as of July 2007, had funded $53.9 million of its $58.6 million Actuarial Accrued Liability (AAL) for current employees and retirees. It has continuing funds designated to meet the Actuarially Required Contribution (ARC). The district's liability for accrued vacation is also fully funded as is faculty leave banking. The district sets guidelines with respect to the percentage of personnel expenses that can be charged to categorical funding sources such as matriculation (up to 60 percent) to ensure that ongoing compensation commitments can be met. (III.D.2.c; III.D.2.d; III.D.2.e; III.D.2.f)

The district has had sufficient cash flow in the recent past and has not issued Tax Revenue Anticipation Notes (TRANs) for two years.

The LRCCD Board of Trustees has adopted policies which identify an uncommitted reserve in the district's general fund to be at least 3 percent. The district's general fund beginning balance meets the state policy requirements with a projected total unrestricted fund balance of 5.3 percent and an uncommitted fund balance of 3.4 percent. (III.D.2.c; III.D.2.d; III.D.2.e)

At the college level, planning and resource allocation have undergone assessment and improvement processes over the past several years and are now clearly identified in the strategic master plan and the financial resource allocation plan (part of the Family of Plans identified in the college's strategic master plan). The college's planning and resource allocation include the provision that unit plans develop objectives related to college goals and develop resource requests to support unit objectives. Unit objectives' priorities are assigned at the department, division, and college service area level, and resource requests share the priority assigned to the objective. (III.D.3)

Conclusions

The college meets the standard.

With the guidelines from the district's budget process and the implementation of the college's strategic planning framework, a process has been established by the college for budget development. The college's planning process does not appear to be clearly understood by the campus community. The Sacramento City College Faculty/Staff Self

Study Survey indicated that a significant number of staff do not clearly understand the planning process. (III.D.2.b)

<u>Recommendations</u>

None.

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.

A.   Decision-Making Roles and Processes

General Comments

There is a need to explore opportunities for classified staff to increase their participation in the college governance process. This was mentioned in the self-evaluation and again in the planning agenda and there is a study occurring this academic year with a report due in May 2010 to the Executive Council.

There is also an effort planned for spring 2010 to evaluate the relationships between and among the various planning initiatives and constituency groups. This process is anticipated to take one year. This process should demonstrate the interrelatedness of all planning processes, including those through the participatory governance efforts.

Several groups conduct formal reviews of the governance process. Every two years an Employee Satisfaction Survey is administered by the district to see how employees feel about their work. The Department Chairs Council was created following the last accreditation self study report after a need was identified for more communication among faculty in instructional areas and between instructional and student services faculty.

Findings and Evidence

With respect to institutional governance, administrators, faculty, staff and students have defined roles and avenues of input into institutional decisions. The college recognizes representative groups from each of the constituencies. There is the administrative Senior Leadership Team; the faculty Academic Senate and Los Rios California Federation of Teachers; the staff Classified Senate and Los Rios California Employees Association (LRCEA); Los Rios Supervisor's Association (LRSA), and Service Employees International Union (SEIU). Representatives from these organizations sit on the Executive Council at the college and on district committees. The concept of tri-chairs of standing committees is working well and substantiates the role of all working groups in the future of the college. There are chairs from faculty, classified, and management on all standing committees, thus ensuring that constituents receive information on major topics through their co-chairs. (IV.A.1, IV.A.2.a)

The college produces "Your Guide to Participatory Decision-Making at Sacramento City College," also called the Blue Book. Responses to the self study survey indicate the need for

wider dissemination and explanation of the processes. The Blue Book is out of date and the use of two different names can be confusing. (IV.A.2)

The college relies on its faculty, staff, and academic administrators, working together in participatory decision-making, to provide leadership regarding student learning, programs, and services. There is a strong feeling of unity and institutional pride across the college. (IV.A.2.b)

Curriculum conflicts across the district are handled by the District Curriculum Coordinating Committee. The committee is comprised of the curriculum committee chairs, eight additional representatives from the four colleges (two from each college), administrators and students. (IV.A.2.b; IV.A.3)

There is a concern that there is no portability of assessments throughout LRCCD. Inasmuch as the colleges have interdistrict agreements for courses, library usage, and other processes that enhance the student success and retention experience, this is an anomaly. There is a white paper entitled Assessment Portability to resolve this issue, but the progress is unknown. (IV.A.2.b, IV.A.3)

There is broad-based agreement that the college practices effective communication (clear, understood, widely available, and current) with only 20.4 percent disagreeing. This was borne out through conversations at the college. (IV.A.3)

There does not seem to be a clear evaluation process for the governance structures for the purposes of assessing their effectiveness leading to conclusions on how they might be improved. The self evaluation for substandard IV.A.5 indicates that constituents are surveyed, but there seems to be difficulty in disseminating the results of the survey throughout the college. There is a study under way by the PRIE dean to regularize the process for obtaining feedback on the effectiveness of the college governance process and broaden the dissemination of this information. (IV.A.4, IV.A.5)

Conclusions

The college meets the standard.

The institution takes great pride in its planning process. Whether speaking to an administrator, faculty member, staff member or a student, all seem to respect the process, believe that it is linked to spending, and share a high level of confidence that their voice and the voice of their colleagues are heard.

Data-driven decision making is endemic in the culture of the institution.

There is still a question about how the institution evaluates its governance structures for the purpose of improvement. Under standard sub-section IV.A.5, the self study indicates that a survey is conducted to gather data from which conclusions can be drawn as to how the

governance structures can be improved. The study under way by the PRIE dean should solve this issue.

Commendations

The team commends the college for the structure and success of using a tri-chair-approach on all standing committees, thus ensuring involvement by all constituent groups, by more individuals in the planning and operations of the college, and the creation of a blame-free culture. (IV.A.4)

Recommendations

4. In order to increase effectiveness, the team recommends that the college move forward with implementation of reciprocity of student placement assessments district-wide. (IV.A.2.b, IV.A.3)

B.   Board and Administrative Organization

General Comments

Sacramento City College has been guided by its history and its leadership at the district with the long standing and stable LRCCD chancellor and board of trustees. The SCC president has been in office since March 2008. She was preceded by two interim presidents and two permanent presidents since the last accreditation visit in 2003. Even so, the college has strong processes in place for planning, organizing, budgeting, and selecting and developing personnel. Strong vice presidents provide good leadership in student services, instruction, and administration. There are many student initiatives designed to improve student learning outcomes, especially in basic skills.

The number of students and special activities would suggest a much larger management team. There is good communication between and among the management team members.

The board operates in concert with the district leadership as well as in a collegial and professional relationship with the college. The roles of the board of trustees, district, and college are clearly defined and all operate within parameters of their established code of ethics.

Findings and Evidence

The LRCCD board of trustees clearly understands their role as an independent policy-making body that acts in the interests of the colleges and students they serve. Policies are established that are guided by the mission and vision of the district and include the improvement of student learning by ensuring resources necessary to support existing and new initiatives. (IV.B.1.a; IV.B.1.b; IV.B.1.c)

The board of trustees' bylaws, policies, duties, operating procedures, and responsibilities are published online and in print. (IV.B.1.d)

In governance issues, college constituency leaders work through the district governance process to create a formal process for evaluating district governance committees. (IV.B.1.e)

The processes for board development, new member orientation, self evaluation, and participation in accreditation are satisfactory. (IV.B.1.f; IV.B.1.g; IV.B.1.i)

Processes for selection of college presidents and district chancellor as well as the evaluation of district chancellor are in place. (IV.B.1.j)

Conclusions

The college meets the standard.

Recommendations

None.