

Sacramento City College October 2009

Report of the Institutional Self-Study for Reaffirmation of Accreditation

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Submitted to:

Accrediting Commission for Community
and Junior Colleges of the Western
Association of Schools and Colleges

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Certification of the Institutional Self-Study Report

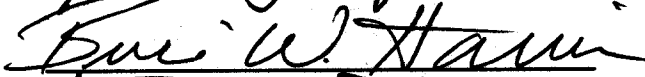
Date: August 14, 2009
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
From: Sacramento City College

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

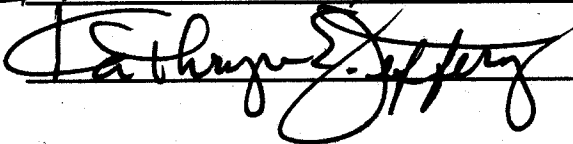
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.



Pamela Haynes
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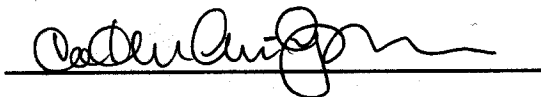
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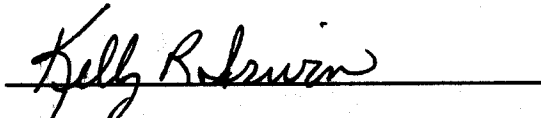
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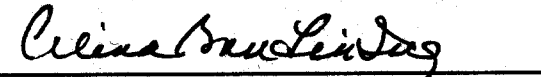
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Self-Study Steering Committee
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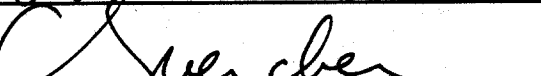
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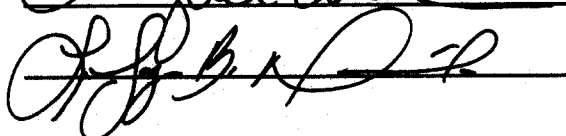
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INTRODUCTION

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- F. Student Learning Outcomes Assessment
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 - Sacramento City College Centers
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Introduction

A. History of the Institution

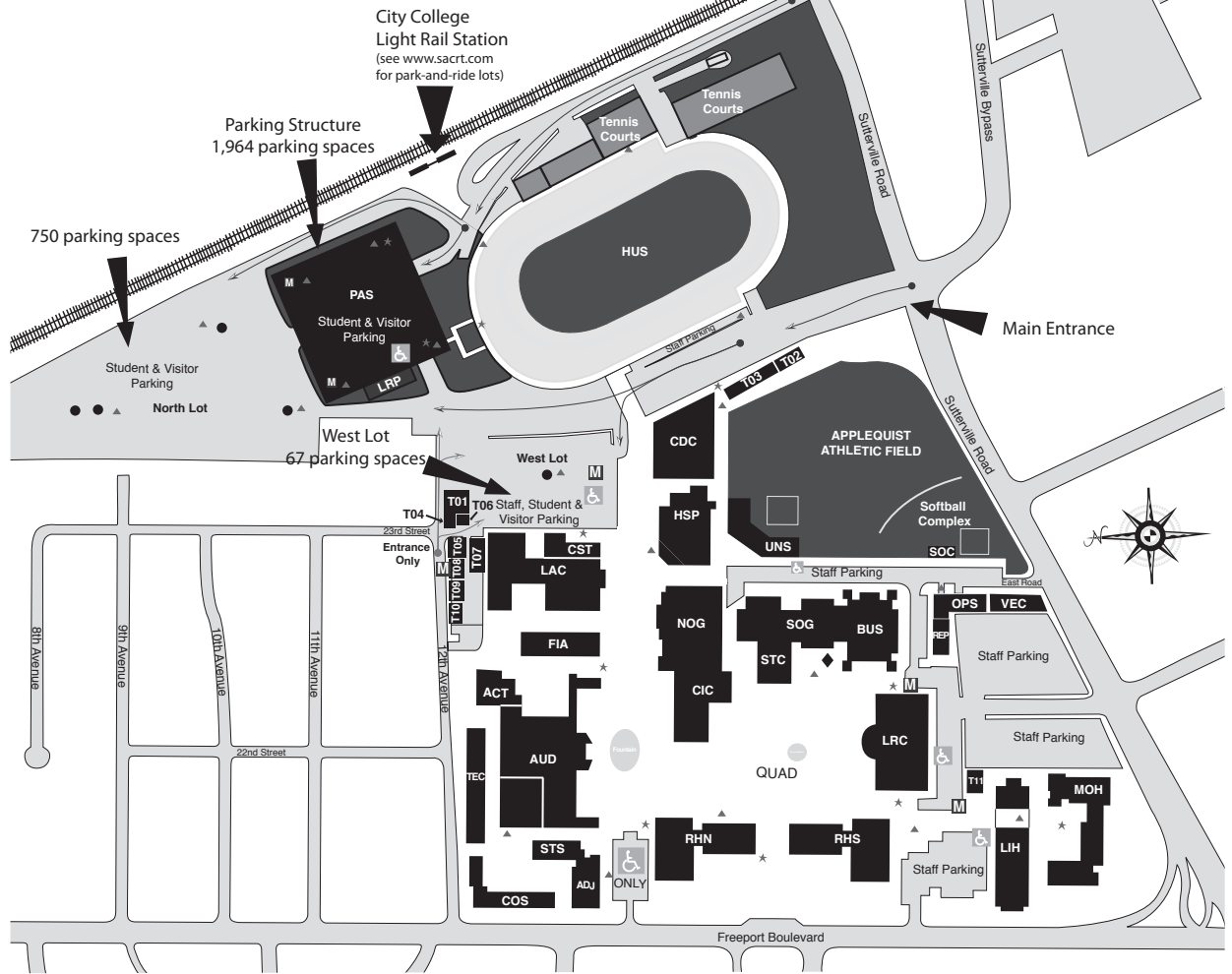
Main Campus

Sacramento City College (SCC) is one of the oldest public community colleges in California and the oldest institution of higher learning in Sacramento. In 1922, the citizens of Sacramento organized a junior college district around the fledgling College, which had been a department of Sacramento High School since 1916. Sixty acres on Freeport Boulevard opposite William Land Park were purchased and in September 1925, the cornerstone of the first new building was laid. The first new buildings consisted of administration, classroom and laboratory units and a gymnasium. Between 1928 and 1970, the College grew into something resembling the current configuration. Lillard and Mohr Halls were ready for occupancy in the spring semester of 1963. These buildings house Science and Nursing Education. During the 1964-1965 school year, a new wing of the library, a new cafeteria, and new facilities for men's physical education became available. A Student Center and an additional Physical Education Building were constructed in 1969. In 1970, the Business-Learning Center Building, the Art Court Theatre and the Graphic Arts-Cosmetology Building were ready for occupancy.

The decades of the 70s, 80s, and 90s saw additional growth and development of the College. The Aeronautics addition was completed in spring, 1974. The early 1980s saw the remodeling of several buildings and the construction of a welding facility. A new Learning Resource Center opened in the fall of 1998. During 1990-1991 a performing arts complex, including a music building, was completed. Remodeling of the Auditorium interior was completed in 1993 and dedicated in October of that year. A Child Development Center was completed in 1993 and dedicated in November, 1993.

The College's Facilities Master Plan, developed in 2003, outlines a College modernization program that will span many years. A new 1,964 space parking garage was completed in January, 2007. In spring 2006, the Technology Building was modernized and the Cosmetology Building was completed. In the 2008-2009 academic year, the North Gym modernization was completed and new work on the Fine Arts Building and Performing Art Center begun. **(IN.1, IN.2)**

Sacramento City College Campus Map



AUD	Auditorium	PAS	Parking Structure	T11	Temporary 11
ACT	Art Court Theatre	REP	Reprographics	UNS	Union Stadium
ADJ	Administration of Justice	RHN	Rodda Hall - North	VEC	Vehicle Compound
BUS	Business	RHS	Rodda Hall - South	●	Parking Permit Machines
CIC	City Café	SOC	Softball Complex	◆	Bike Lockers
COS	Cosmetology	STC	Student Center	★	Campus Directories
CPE	Center for Physical Excellence	SOG	South Gymnasium	▲	Emergency Phones
CST	College Store	STS	Student Services	♿	Parking for Persons with Disabilities
FIA	Fischbacher Arts Building	TEC	Technology	M	Motorcycle Parking
HSP	Hoos Swimming Pool	T01	Temporary 1	■	Tennis Courts
HUS	Hughes Stadium	T02	Temporary 2	●→	Parking Lot Entrances
LIH	Lillard Hall	T03	Temporary 3	●→	Parking Lot Entrance Only/No Exit
LAC	Lusk Aeronautical Center	T04	Temporary 4		
LRC	Learning Resource Center	T05	Temporary 5		
LRP	Los Rios Police Department	T06	Temporary 6		
MOH	Mohr Hall	T07	Temporary 7		
NOG	North Gymnasium	T08	Temporary 8		
OPS	Operations	T09	Temporary 9		
		T10	Temporary 10		

B. Demographic Information

Area Served

Located in the heart of Sacramento, with outreach centers in Davis, West Sacramento, and Downtown Sacramento, SCC serves the greater Sacramento Region including areas of Sacramento, Yolo, Solano, and San Joaquin counties. The core of the College's enrollment area lies within 5 miles of the main campus. The figure at right shows the overall enrollment density of SCC in the local area broken out by zip code. SCC is one of four Los Rios Community College District (LRCCD) Colleges and the area served by SCC overlaps with those of the other LRCCD Colleges.

The population of the three-county area served by the Los Rios Community College District, to which SCC belongs, increased by 84% from 1980 to 2008 and is still growing rapidly. The 2008 Environmental Scan conducted by the LRCCD Institutional

Research Office projects that several communities in the SCC service area will grow in the near future; these areas include West Sacramento, East Sacramento, Land Park/Pocket, Downtown, Vineyard, and Davis. SCC Centers in West Sacramento and Davis are planned to expand to meet the needs of the growing population in those areas.

The 2008 LRCCD Environmental Scan also reports job growth trends in several industries in the Greater Sacramento Area. Unsurprisingly, since Sacramento is the state capital, the government sector is a major employer. Projections indicate that a variety of healthcare and personal care jobs, as well as jobs in administrative and office support, are expected to be in demand in the near future. In addition, new jobs in the fledgling green technologies field are expected to increase. **(IN.3)**

Figure 2: SCC Enrollment by Zip Code

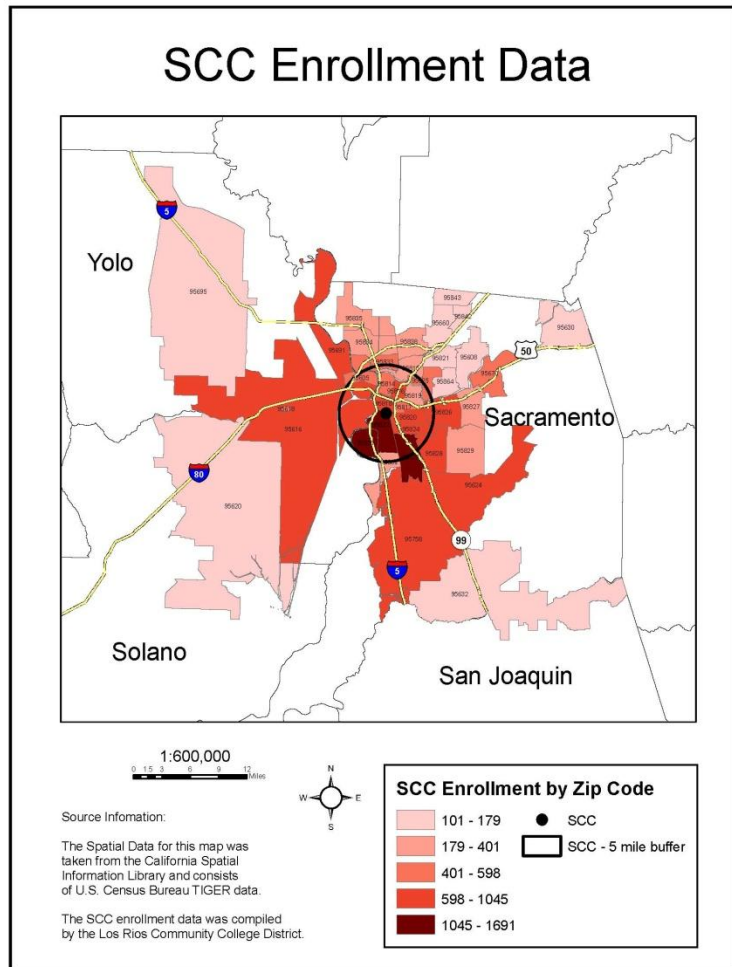


Figure 3: Employment Data for Greater Sacramento Area 2005-2008

Annual Average Employment by Industry in the Greater Sacramento Area: Civilian Employment by Industry	2002	2005	2008	Change: 2002 to 2008	% of Total in 2008	3-Yr % Change: 2005 to 2008	6-Yr % Change: 2002 to 2008
Government	226,800	224,000	237,500	10,700	26.2	6.0	4.7
Professional and Business Services	101,000	108,600	112,300	11,300	12.4	3.4	11.2
Retail Trade	92,700	98,700	97,000	4,300	10.7	-1.7	4.6
Educational and Health Services	78,000	88,200	99,800	21,800	11.0	13.2	27.9
Leisure and Hospitality	75,200	82,100	85,300	10,100	9.4	3.9	13.4
Construction	61,300	73,400	62,400	1,100	6.9	-15.0	1.8
Finance & Insurance	41,300	47,000	45,100	3,800	5.0	-4.0	9.2
Real Estate & Rental/Leasing	13,900	16,400	15,300	1,400	1.7	-6.7	10.1
Manufacturing	42,000	43,100	39,200	-2,800	4.3	-9.0	-6.7
Other Services	28,200	28,500	29,100	900	3.2	2.1	3.2
Wholesale Trade	25,600	26,900	28,000	2,400	3.1	4.1	9.4
Transportation, Warehousing & Utilities	22,400	23,400	25,800	3,400	2.8	10.3	15.2
Information (Publishing, Telecommunications)	23,100	19,900	19,700	-3,400	2.2	-1.0	-14.7
Farming	7,900	7,400	9,100	1,200	1.0	23.0	15.2
Natural Resources and Mining	800	700	800	0	0.1	14.3	0.0
TOTAL	840,200	888,300	906,400	66,200	100.0	2.0	7.9

Enrollment

Sacramento City College is experiencing growth, as demonstrated by increases in both unduplicated student headcount and Weekly Student Contact Hours (WSCH) over the past years.

The College has grown by at least 2.6% in each of the last four years and the rate of growth has been accelerating over that time. The College census headcount grew from 19,726 in 2005 to 24,506 in 2008. WSCH increased by over 19% from 2006 to 2007 and by over 10% the next year. WSCH in 2008 was nearly 35% higher than it was in 2005.

This growth trend is expected to continue in the near future. Reports from the LRCCD Institutional Research Office project an increase of 52,424 residents in the SCC service area from 2005-2013, with enrollment at the College projected to exceed 31,000 students by 2012. **(IN.3)**

Enrollment growth has occurred across the College population over the last 5 years, with a particularly noticeable increase in the number of first time freshmen in the last two years. Both day and evening enrollment has been increasing. **(IN.4)**

Figure 4: SCC Fall Enrollment 2005-2008 – Total & WSCH

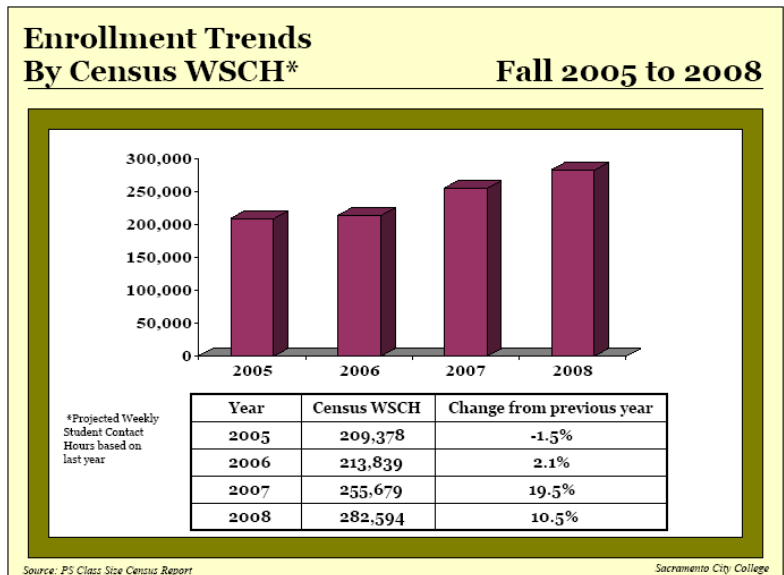
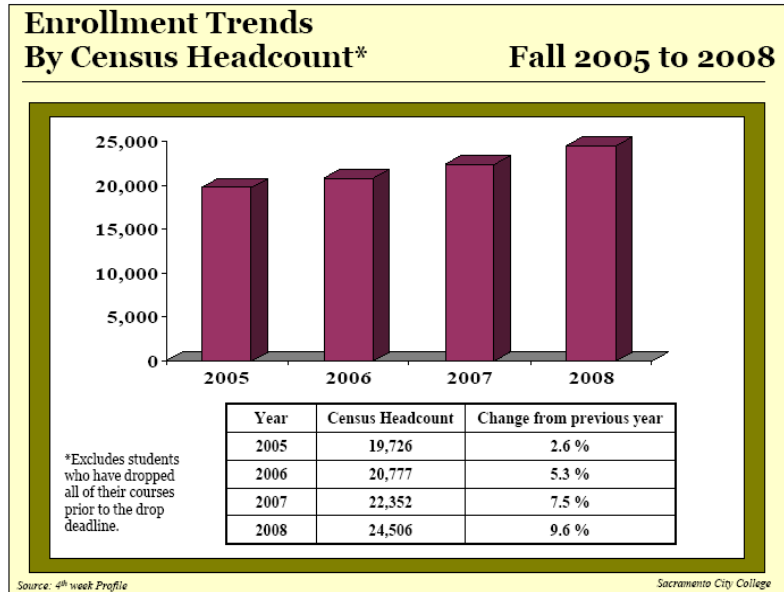
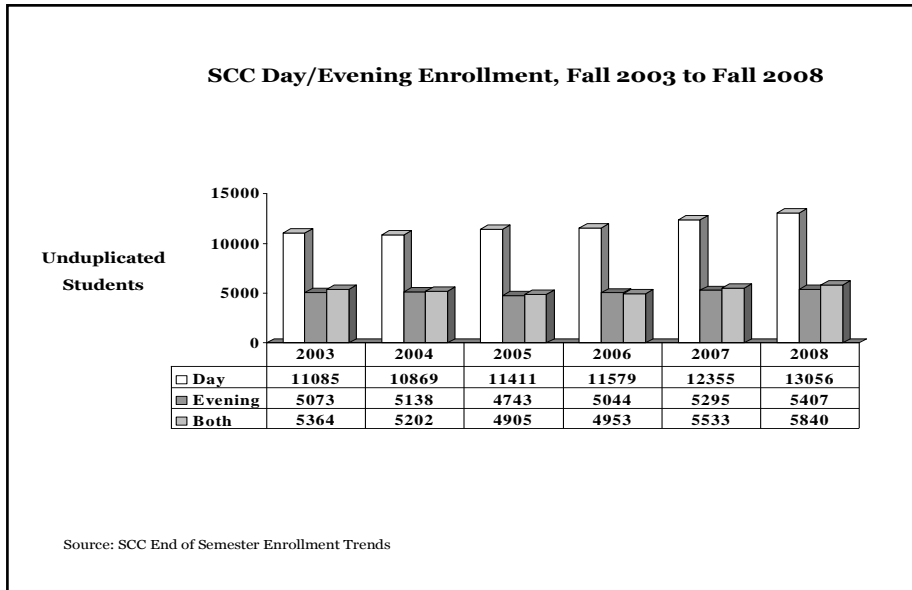
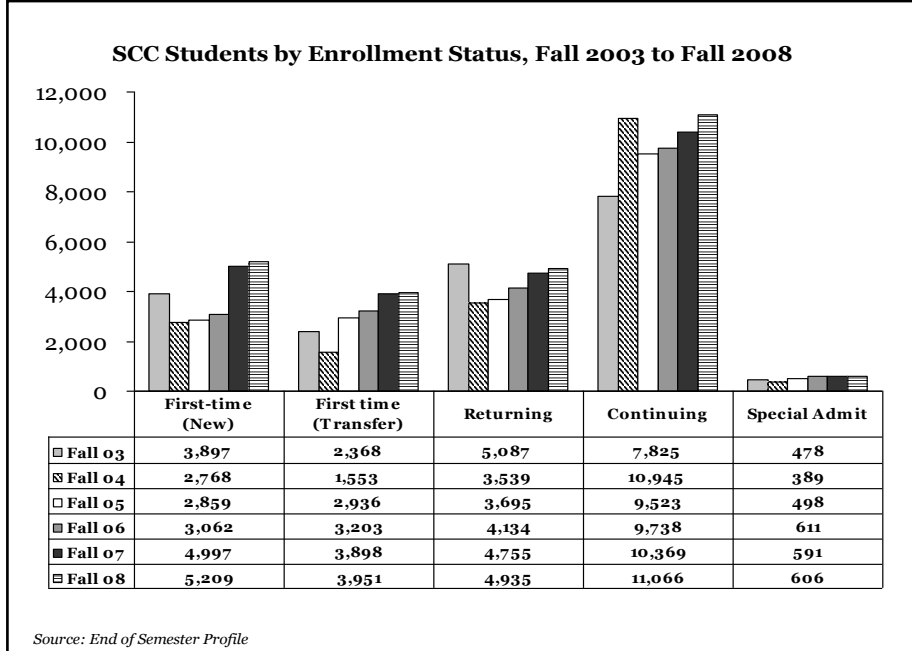


Figure 5: SCC Fall Enrollment 2003-2008 by Student Status

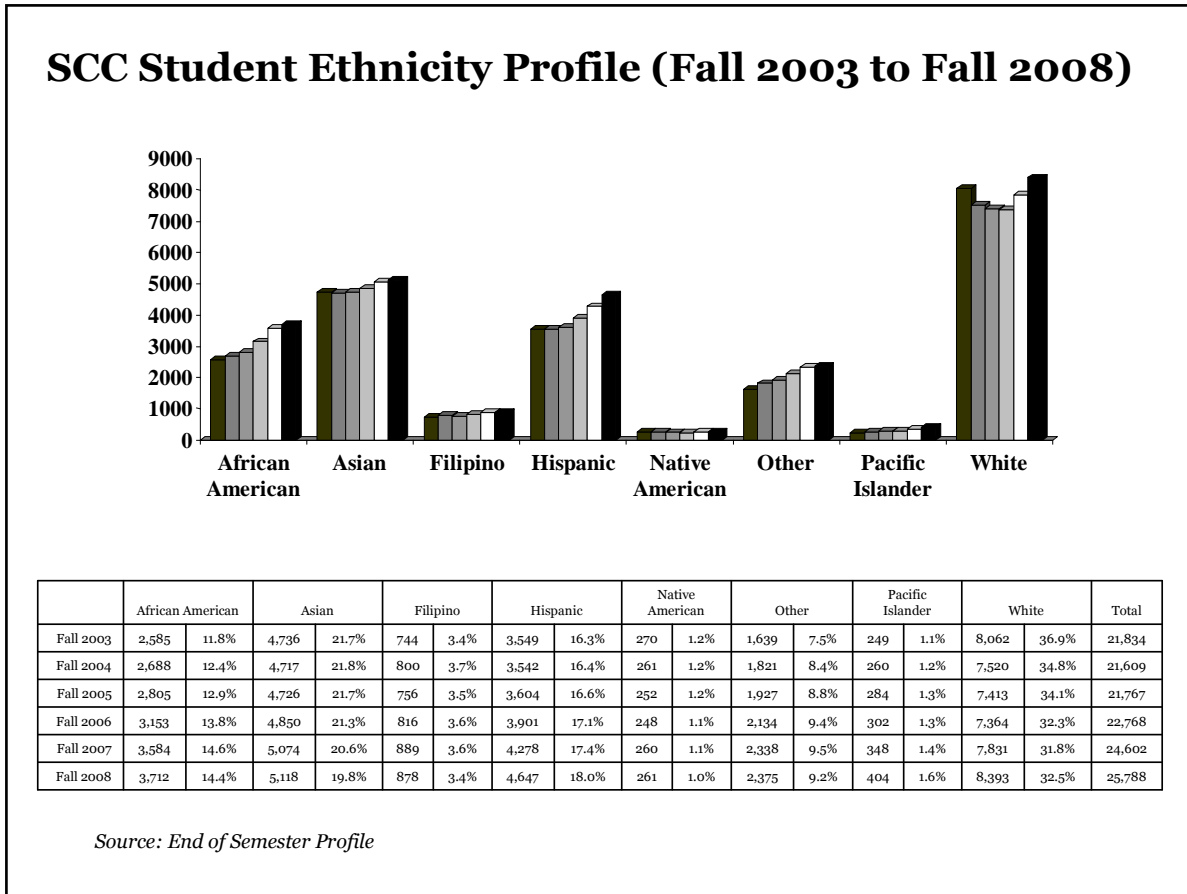
**Figure 6: SCC Fall Enrollment 2003-2008
Students Taking Day Classes, Evening Classes, or Both**



Student and Staff Diversity

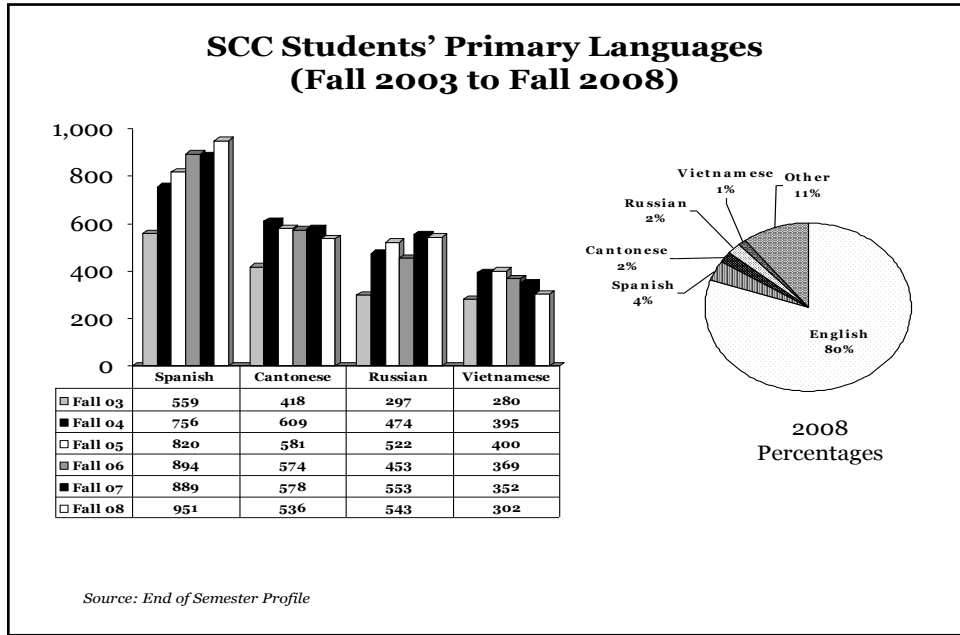
Ethnicity: In fall 2008, no ethnic group represented more than 33% of the student body. The diversity of SCC students has been changing slowly since 2003 with increases in the percentage of African American and Hispanic students. **(IN.4)**

Figure 7: SCC Fall Enrollment 2003-2008 by Ethnicity



Interestingly, language diversity within some ethnic groups has also been increasing. For example, there has been an increase in the number of students speaking Russian; these students count as “white” but are from a distinct cultural and language group. **(IN.5)**

Figure 8: Primary Languages of SCC Students 2003-2008



SCC employee diversity has increased somewhat over the past 6 years. Numbers of employees in all ethnic groups have increased, however some groups grew disproportionately. For example, from 2003 to 2008 the number of African American employees increased from 74 to 104, an increase of over 40%, while the number of White employees grew by only 7.6%. **(IN.6)**

Figure 9: Number of SCC Employees by Ethnicity 2003-2008

SCC All Employees by Number	Year/Term						Change 03-08
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
African American	74	78	82	82	83	104	30
Asian/Pacific Islander	101	119	126	132	142	147	46
Hispanic	87	86	94	110	109	118	31
Native American	18	19	18	19	19	18	0
Other Non-White	16	19	23	24	21	24	8
White	684	692	702	687	685	736	52
Unknown/Declined to State	36	36	68	84	119	45	9
Grand Total	1016	1049	1113	1138	1178	1192	176

The result of different growth rates for different employees is a decrease in the percentage of White employees and increases in the percentages of most other groups. The percentage of employees in each ethnic group has changed by as much as 5.6% over this time span. **(IN.6)**

Figure 10: All SCC Employees by Ethnicity 2003-2008

SCC All Employees by Percent	Year/Term						
Percent of Total SCC Employees by Ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Change in percentage 03 to 08
African American	7.3%	7.4%	7.4%	7.2%	7.0%	8.7%	1.4%
Asian/Pacific Islander	9.9%	11.3%	11.3%	11.6%	12.1%	12.3%	2.4%
Hispanic	8.6%	8.2%	8.4%	9.7%	9.3%	9.9%	1.3%
Native American	1.8%	1.8%	1.6%	1.7%	1.6%	1.5%	-0.3%
Other Non-White	1.6%	1.8%	2.1%	2.1%	1.8%	2.0%	0.4%
White	67.3%	66.0%	63.1%	60.4%	58.1%	61.7%	-5.6%
Unknown/Declined to State	3.5%	3.4%	6.1%	7.4%	10.1%	3.8%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Because adjunct temporary employees tend to come and go fairly rapidly, the College further examined the diversity of full time employees. The full-time employees of SCC have become somewhat more diverse over the last 6 years, as evidenced by the decline in the percentage of the largest ethnic group (White, from 64.5% to 58.2%). The percentage of full-time employees who are Asian/Pacific Islander or Hispanic increased during that time period. **(IN.6)**

Figure 11: Full-time SCC Employees by Ethnicity

Percentages of Full Time Faculty and Staff for Each Ethnicity	Fall 2003 (N=572)	Fall 2004 (N=573)	Fall 2005 (N=576)	Fall 2006 (N=593)	Fall 2007 (N=603)	Fall 2008 (N=644)
African American	9.8 %	10.6%	10.4%	9.6%	8.8%	11.2%
Asian/Pacific Islander	10.8%	12.4%	12.3%	12.5%	13.4%	12.9%
Hispanic	9.3%	9.1%	9.9%	11.1%	10.9%	12.1%
Native American	1.7%	1.4%	1.4%	1.3%	1.8%	1.7%
Other Non-White	1.4%	1.6%	1.6%	1.8%	1.7%	2.0%
White	64.5%	63.2%	62.0%	60.0%	57.7%	58.2%
Unknown/Declined to State	2.4%	2.1%	2.43	3.54	5.6	1.9
Total Number	572	573	576	593	603	644

Gender: The ratio of female to males among the full time faculty and staff has been stable over the last 6 years and roughly mirrors the gender ratio of the student body. **(IN.7)**

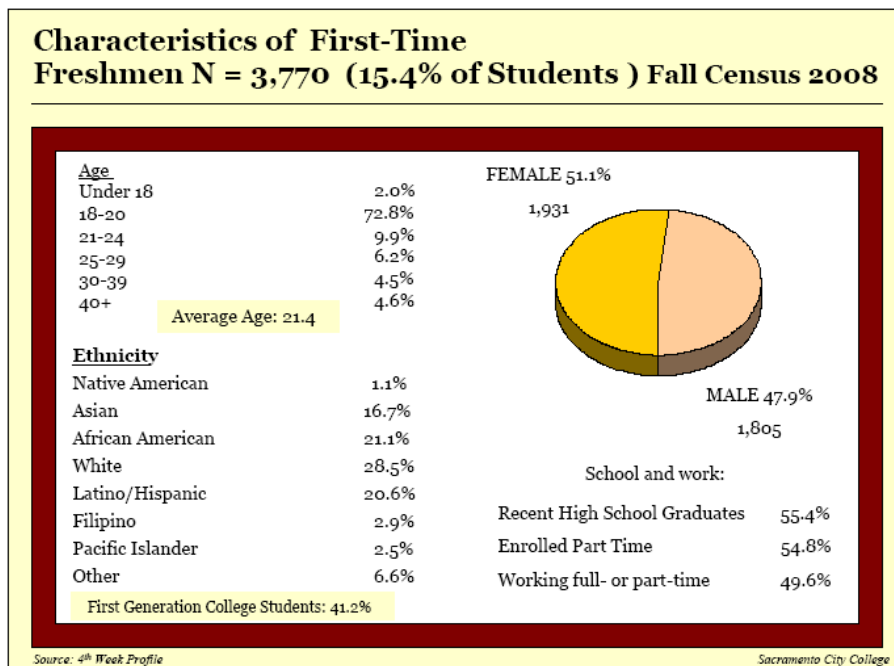
Figure 12:
(a) All SCC Employees by Gender 2003-2008
(b) Full-time SCC Employees by Gender 2003-2008

A. Percentage of All Employees by Gender	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	57.2%	58.5%	58.6%	58.5%	58.1%	58.0%
Male	42.8%	41.5%	41.4%	41.5%	41.9%	42.0%
N	1016	1049	1113	1138	1178	1192

B. Percentage of Full-Time Employees by Gender	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	60.0%	59.2%	61.1%	61.2%	61.4%	60.7%
Male	40.0%	40.8%	38.9%	38.8%	38.6%	39.3%
N	572	573	576	593	603	644

First-time Students: First-time freshmen are younger and more diverse ethnically than the overall student body. Nearly half of these young first-time freshmen are working full or part-time and over 40% are first generation College students. **(IN.8)**

Figure 13: Characteristics of Sacramento City College First-time Freshmen Fall 2008



C. Accomplishments from Previous Action Plans (IN.9)

Planning Agenda Item	Accomplishments <i>Note: Unless otherwise indicated, the last year shown for an item is the year in which the planning agenda item was completed and/or became an ongoing College process.</i>	Lead Persons or Groups
STANDARD ONE		
<p>1.1. During 2003-2004, the Planning, Research, and Institutional Effectiveness standing committee will lead the College in clarifying its mission statement so that it (1) clearly identifies the students the College intends to serve (e.g., transfer and vocational), (2) is measurable, and (3) is the driving force behind the planning goals and objectives, and the evaluation process.</p>	<p>2004: The Planning Research and Institutional Effectiveness (PRIE) Committee used a web-based survey to obtain feedback from the College on phrases to be used in developing a new mission statement. The Committee used the results of the survey to develop a proposed mission statement which was submitted to Executive Council.</p> <p>2005: A new College mission statement was approved fall 2004. The new mission statement clearly identifies the students the College intends to serve.</p> <p>2006: In spring 2006, the College adopted its vision statement.</p> <p>2007: Executive Council approved criteria for reviewing the mission statement on an annual basis and for using it as the driving force behind College planning goals. College goal status is reported to the College President in February and June each year. A revised strategic plan framework that connects the College mission and vision to the goals and relies on data and measurable objectives was completed.</p>	<p>PRIE Committee</p>
<p>1.2 The Office of Planning, Research, and Institutional Effectiveness will work with the Public Information Officer (PIO) to ensure that the current mission statement is published in its entirety in all relevant print and Web-based publications.</p>	<p>2004: The Dean of PRIE and the Public Information Officer worked together to ensure that the mission statement was correctly published in all print and web-based publications.</p> <p>2005: The new mission statement was published in the 2005-2006 Catalog and is posted on the College website. The PIO and PRIE Dean ensure that new versions and updates of the mission statement replace old versions in relevant print and Web publications.</p>	<p>PRIE Dean PIO</p>

<p>1.3 During 2003-2004, PRIE Committee will evaluate the College mission statement as it relates to the changing College environment and the accreditation standards and develop a process to systematically evaluate the mission statement and revise it as needed.</p>	<p>2004: The PRIE Committee conducted a review of many College mission statements and developed some criteria for evaluating SCC's mission statement. The Committee developed an information paper for the College community explaining why the College mission statement needed to be revised. This paper was distributed in the April 2, 2004 issue of SCC <i>eNews</i>.</p> <p>2005: It was determined that the mission statement will be reviewed each year by the Planning Committee.</p> <p>2007: The new College Strategic Planning Committee is responsible for systematically reviewing the mission, vision, and values statements of the College each year in light of College planning data review, accreditation standards, and other available information.</p>	<p>PRIE Committee</p>
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STANDARD TWO		
<p>2.1 Develop, publish, and disseminate timelines for revision of publications that allow adequate time for review and editorial input.</p>	<p>2004-2005: During fall 2004, the Instruction Office prepared and disseminated a memo including responsibilities and timelines for the College's 2005-2006 catalog and schedules. A task group was formed in spring 2005 to review and update the faculty handbook.</p> <p>2006: The Instruction Office and the Public Information Office evaluated processes to improve the timely development, publishing, and disseminating of publications such as the College catalog and schedule of classes.</p> <p>2007: The Instruction Office continues to prepare and disseminate an annual memo that identifies the responsibilities and timelines for revisions to College publications such as the catalog, class schedule, and faculty handbook. Editorial input is sought from appropriate College units, constituency groups and District legal counsel.</p>	<p>Vice President of Instruction</p>

<p>2.2 Develop clear lines of responsibility for reviewing and editing publications and ensure that adequate resources and personnel are allocated to provide the highest level of quality, accuracy and precision for all publications.</p>	<p>2006: The Instruction Office and the Public Information Office evaluated processes to improve the development, publishing, and disseminating of both the College catalog and schedule of classes. A new College Public Information Officer and two new part-time Schedule Technicians were hired.</p> <p>2007: The PIO and Schedule Technicians assist in the design, preparation, and review of the College publications and develop clear lines of responsibility for publications. A need was identified for the creation of a joint PIO/Instruction Office group to discuss and refine the development and review processes.</p> <p>2008: An ad hoc user group created a timeline for completion of the class schedule, both print and online. The College has made good progress on assuring that all publications are timely, precise and accurate.</p>	<p>Vice President of Instruction</p>
<p>2.3 Create a better structured system of enforcement for dealing with student plagiarism.</p>	<p>2004: SCC Faculty Handbook, SCC Student Guide and LRCCD Board regulation 2400 and 2440 outline and articulate a systematic enforcement policy related to student plagiarism.</p>	<p>Vice President of Student Services</p>

<p style="text-align: center;">STANDARD THREE</p>		
<p>3.1 In the next planning cycle, the District and the College will initiate reciprocal communications to ensure that there is understanding throughout the District concerning the fit between the District and individual College institutional plans.</p>	<p>2005: The PRIE Committee discussed this issue. The Facilities Master Planning process included both District and College participation. Districtwide strategic planning includes participation from all the Colleges. College level unit planning occurs entirely within the scope of the College.</p>	<p>PRIE Committee</p>

<p>3.2 During 2003-2004, the Planning, Research, and Institutional Effectiveness Office, in conjunction with members of the Executive Council, Deans Council, Department Chairs Council, and the PRIE Committee, will identify indicators for institutional effectiveness and make this data available to the College community.</p> <p>The College will also implement a feedback and evaluation process as indicated in the SCC Plan for Student Success that would include measuring the effectiveness of the unit-specific Key Performance Indicators (KPI) and a system for reviewing of the effectiveness and utility of the processes.</p>	<p>2005: The PRIE Committee reviewed the "dashboard" method of reporting indicators for institutional effectiveness. The PRIE Office identified data elements to include in the dashboard.</p>	<p>PRIE Dean</p>
	<p>2006: With input from various College groups, the PRIE Committee and Budget Committee completed a proposal for developing and linking both short- and long-term College goals with campus-wide planning and budget preparation. This was submitted to the Executive Council in 2006 and was distributed back to various constituent groups for input and feedback. College effectiveness indicators (called dashboard metrics) were developed for some College goals and College initiatives, and for all elements of mission statements.</p> <p>2007: Institutional effectiveness measures were created for Student Success and for the Education Initiative. Progress has been made on a third "dial" to reflect status on achieving the College goals. In addition, a draft Scorecard of institutional effectiveness measures was created. Indicators for institutional effectiveness were incorporated in the revised Strategic Planning frame work and reviewed by the College Strategic Planning Committee annually. Unit Plans have outcome measures for all objectives and are linked to College goals. The annual report of the accomplishments includes measures of institutional effectiveness. A system for reviewing outcome measures is included in the draft Strategic Master Plan which is under development.</p> <p>2008-2009: The SCC Plan for Student Success has been subsumed into and superseded by the Strategic Planning Framework, which was implemented in 2007. The College Strategic Planning process includes feedback, data review, and evaluation at a number of levels including the unit planning process. In the unit planning process, unit-specific outcomes and performance indicators are defined to measure the degree to which unit objectives are achieved. College data, including indicators of institutional effectiveness, are available to the College and the public on the SCC <i>Factbook</i> website and to the College community on the Planning Data site on <i>InsideSCC</i>. These data elements, and others, are submitted to the College Strategic Planning Committee which reviews the data with respect to institutional effectiveness, College goals, and strategic planning.</p>	<p>PRIE Dean</p>

<p>3.3 During 2003-2004, both the District and the College will develop a comprehensive, on-going program review process to encompass all District and College operations and administrative services.</p>	<p>2005: Student Services areas conducted program review.</p> <p>2006: College program review was initiated for operations and administrative services.</p> <p>2007: Administrative Services developed outcome metrics which are reviewed in Senior Leadership Team on a quarterly basis.</p> <p>2008: The District functions perform program review annually. District Program Review is also accomplished during the accreditation self study process through a written self-assessment by each function and presentation to the self study committees. The College processes for program review for Instruction and Student Services are described in the corresponding institutional plans.</p>	<p>President's Cabinet</p>
<p>3.4 By fall 2004, the Planning, Research, and Institutional Effectiveness Office will complete and implement the operational design of the College strategic plan, including the prioritization steps in the Planning and Resource Allocation process, as outlined in the SCC Plan for Student Success.</p>	<p>2004-2005: This item was delayed to 2005. In 2005 a process was initiated to create a revised planning and resource allocation procedure. The College Tri Committee was created to finalize steps and ensure integration of planning and resource allocation.</p> <p>2006: With input from various College groups, the PRIE Committee and Budget Committee completed a proposal for developing and linking both short-and long-term College goals with campuswide planning and budget preparation. This proposal was submitted to the Executive Council in early fall 2006 semester and distributed back to various constituent groups for input and feedback.</p> <p>2007: The Vice Presidents drafted a strategic planning framework and are shared the draft with constituent groups spring 07. The revised Strategic Planning Framework was implemented fall 2007 beginning with the new College Strategic Planning Committee. This framework clearly outlines and links the planning, prioritization, and resource allocation process.</p> <p>2008: The revised unit planning, prioritization, and resource allocation processes were implemented in fall 2007 and spring 2008 as outlined in the Strategic Planning Framework.</p>	<p>President's Cabinet</p>

STANDARD FOUR

<p>4.1 To ensure educational programs are aligned with the College mission and have adequate resources: Annually, the College will monitor student enrollment research and adapt programs and courses to meet the emerging educational needs of its students and, through its newly-integrated planning processes, will identify, prioritize, and evaluate the sufficiency of the financial and human resources that support its educational programs and services.</p>	<p>2004: Many curriculum proposals were submitted to the Curriculum Committee in response to the emerging needs of students. Specific examples included History 380, History of the Middle East, and Math 80, Mathematics Study Skills which have been developed and based on expressed student interest and identified remedial needs. Funding requests were developed, submitted, and prioritized using unit plan data/information to support specific educational programs and services.</p> <p>2005-2006: The College curricula reflected a dynamic blend of programmatic changes related to emerging student needs. The Budget Committee, the Learning Resources Center, and the College President worked to link funding requests and budgetary allocations to individual unit plans and to institutional goals and objectives. This process assured provision of sufficient financial and human resources to support educational programs and services.</p> <p>2007: During the 2006-2007 curricular cycle, more than 30 educational programs went through the College's program review process to ensure relevancy, mission alignment, and resource sufficiency. The College continues to modify and refine its planning process to improve the integration of educational programming and resource allocation. In fall 2007 the College Strategic Planning Committee identified the following among the College Goals for 2008-2009: "Develop new courses, programs and services based on assessment of emerging community needs."</p> <p>2008-2009: The 2007-2008 curricular cycles included 6 comprehensive program reviews and the Curriculum Committee's processing of 560 courses and 190 degree and certificate programs. The College's new unit planning template allows for a direct link between departmental curricular objectives and the resource request/allocation process. A retreat that included all instructional deans in spring 2009 focused on the provision and use of enrollment management data.</p>	<p>Vice President of Instruction</p>
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<p>4.2 To support the integration of instructional technology and students' acquisition of technology competencies: By 2003-2004, the Instructional Services and Information Technology Offices will develop a process and an implementation plan to meet the College's varied educational technology needs, including faculty computers and software, computer lab replacements and software upgrades, new technology-enhanced instructional facilities, such as multimedia rooms and computer labs, and curriculum management systems that result in "user-friendly" forms and proposal processes, and enhanced access to course outlines.</p>	<p>2004: The Information Technology (IT) Department submitted a request to the Budget Committee to establish sinking funds for faculty/staff computer replacements and maintenance of network equipment. The District has developed a curriculum management system. The major IT projects process was followed with recommendations to the Budget Committee. A number of multimedia rooms were funded under the process. The District office started a project to determine which software programs can be purchased with Districtwide site licenses.</p> <p>2005: A request was submitted to the Budget committee to continue the cycle for computer, server, and network equipment replacement and upgrades. The proposal was accepted by the Budget committee. Districtwide purchasing contracts have been put in place for Adobe software, in addition to the existing contracts for Microsoft, ESRI (specialized Geography software), and AutoCad. Technology enhanced facilities were designed for the buildings undergoing modernization.</p> <p>2006: The Instruction Office and IT Office developed an integrated plan designed to meet the College's varied educational technology demands. These needs included information management systems used for curriculum; facilities inventory; enrollment; new and updated hardware and software for faculty and computer labs; and new technology-enhanced instructional facilities such as multimedia classroom and computer labs.</p> <p>2007: A number of processes were used to support integration of instructional technology and students' acquisition of technology competencies: (1) The Budget process called for requests for replacing or adding instructional technology resources; (2) The major IT projects process provided information to the Budget Committee about College priorities for technology requests; (3) There was a replacement cycle for faculty and staff computers; (4) Vocational and Technical Education Act (VTEA) and Career Technical Education (CTE) funding were used to support technology expansion and replacement for workforce programs; (5) The modernization process was used to expand technology in buildings being remodeled; (6) The Audio Visual (AV) pool facilitates acquisition and replacement of smart classroom equipment; (7) The SOCRATES curriculum management system was fully in place and used to</p>	<p>Information Technology Dean</p>
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	<p>plan curriculum. (8) A process was identified in the revised Strategic Planning Framework to replace all computers on a published cycle; and (9) A process was put into place for obtaining new technology based on need demonstrated through the unit planning process. Note: Instructional software acquisition and upgrades remained the responsibility of departments.</p> <p>2008: The IT Program Plan was developed and reviewed by President's Executive Staff. The new unit plan, prioritization, and resource allocation process was implemented including the prioritization of IT equipment by the IT Committee. The replacement cycle for all computers, servers, networks, and systems software was implemented for FY2008-2009. Upgrades to applications software remain under the control of individual departments and divisions as it is mission related. The curriculum management system continues to be refined to have additional functionality.</p>	
<p>4.3 To ensure the quality of instruction, academic rigor, and consistency of awarded credit: Beginning in 2003, the Curriculum Committee will work with faculty to evaluate the establishment of an information competency graduation requirement and/or courses, identify and re-evaluate general education courses in oral communication and critical thinking, and review all courses to ascertain consistency in the application of criteria for credit hours and distance education courses.</p>	<p>2004: An SCC Information Competency Committee was established, met, and reports were submitted to the Curriculum Committee and the Academic Senate. The General Education Subcommittee of the Curriculum Committee continued to review "New to College" and "New to District" courses, as well as courses undergoing program review and established courses requesting general education status. The Distance Education Subcommittee of the Curriculum Committee continued to review "New to College" and "New to District" courses, as well as courses undergoing program review and established courses requesting distance education modality.</p> <p>2005-2006: The SCC Information Competency Committee conducted forums to discuss information competency with the College community. The General Education Subcommittee and the Distance Education Subcommittee continued to review "New to College" and "New to District" courses, as well as courses undergoing program review. In addition, the other subcommittees (Prerequisite/Corequisite/Advisory, Multicultural, and Honors) continued to review "New to College" and "New to District" courses, as well as courses undergoing program review. A Student Learning Outcomes (SLO) Task Group was appointed by the Academic Senate. SLO reports were submitted to the Academic Senate and the Curriculum Committee.</p>	<p>Curriculum Committee</p>

	<p>2007: The General Education, Distance Education, Prerequisite/Corequisite/ Advisory, Multicultural and Honors Subcommittees of the Curriculum Committee continued to review New to College and New to District courses, as well as courses undergoing Program Review and established courses requesting General Education status, Distance Education Modality Approval, Multicultural status and/or Honors status. The College continued to enter SLOs in courses and ProLOs for programs. The General Education Student Learning Outcomes (GELO) development process also included an identification of general education courses and re-evaluation of oral communication and critical thinking outcomes.</p> <p>2008-2009: The College’s General Education Student Learning Outcomes (GELOs) include information competency outcomes. Curriculum processes ensure the quality of instruction, academic rigor, and consistency of awarded credit for classes. Criteria and outcomes are consistent for distance education and “seat” classes.</p>	
<p>4.4 To improve student learning environments and opportunities: By 2004-05, the Office of Instruction in conjunction with the Office of Administrative Services will conduct inventories of instructional space and usage in order to provide sufficient physical and technological space for educational programs at all service locations, and identify strategies to increase the number of degrees and certificates conferred through the development of new programs, the</p>	<p>2004: Inventories of instructional space (lecture, lab) were developed and refined for usage in improving physical learning environments for students. New enrollment management activities, with all College constituencies involved, were developed focusing on student recruitment and retention. With the District's upgrade to PeopleSoft Version 8.0, a degree audit system is available and was reviewed by a District-liaison group.</p> <p>2005: A procedure for scheduling classes and utilizing instructional space has been developed and implemented. Divisions provided an initial schedule and room utilization was reviewed by the Instruction Office for best possible options.</p> <p>2006: The Facilities Master Plan included a prioritization process for all projects; a “best practice” model for building modernization based on needs and utilization; and a process to update room designations according to utilization categories.</p>	<p>Vice President of Instruction</p>

<p>expansion of existing programs, the development of a degree audit system, and the enhancement of educational program materials available to students.</p>	<p>2007: The College's facility utilization procedures related to student learning environments are in place; however, the transition to the compressed calendar resulted in increased demands for instructional space at peak times and concerns for enrollment impacts. Planning for the two permanent outreach centers (Davis and West Sacramento) began in earnest.</p> <p>2008: Facility data was collected and analyzed to determine scheduling needs and space availability.</p> <p>2008-2009: The revised strategic planning framework includes a Facilities Resource Plan and a method of making facilities-related requests through the annual unit plan. The Campus Development Committee reviews and prioritizes these requests and submits their recommendations to the Budget Committee. In addition, a proposed degree audit pilot project is under development Districtwide.</p>	
<p>4.5 To ensure educational programs are structured to support student achievement and program-based learning outcomes: Beginning in 2003-2004, the College's PRIE Office will develop strategies to increase frequency and consistency of publication of student performance data, and will develop survey methodologies to identify opportunities for educational programs to improve outcomes-based assessment and student acquisition of academic and technical competencies and overall achievement, particularly for non-</p>	<p>2004: Student interest and performance data was shared with College constituencies, including survey results of students seeking courses and seven student follow-up studies in various programmatic areas. A new Noel-Levitz study was undertaken at the College to assess student satisfaction. Faculty/administrative teams participated in a Learning Outcomes Institute hosted by the Research, Planning, and Assessment Group (RP) for the purposes of informing and improving outcomes-based assessment.</p> <p>2005: The Noel-Levitz Student Satisfaction Survey was completed and student focus groups were conducted to assess student needs. The results were shared with the College community and partially integrated into the College's Education Initiative.</p> <p>2006: The PRIE Office conducted surveys aimed at improving outcomes-based assessment and the achievement of competencies. Student performance data and other information from surveys and research projects was shared with the College community and integrated into the College's Education Initiative. In spring 2006, widespread efforts began on formulating general education learning outcomes.</p> <p>2007: A new SCC student/institutional data scorecard was developed by the College's PRIE Office. The State Chancellor's Office also released its ARCC reports for all California community colleges.</p>	<p>Vice President of Instruction</p>

<p>traditional students.</p>	<p>These data/reports are routinely shared with instructional deans, enrollment management teams, and constituency groups. Several surveys and/or open forums have occurred to solicit input for improving educational programs and student outcomes, including Information Technology, General Education Learning Outcomes, Blackboard Performance, Distance Education, and Campus Safety. Student demographic and performance data were presented to the new College Strategic Planning Committee. This data was made available to the managers in binders and to the whole College community on the web. Performance data was broken down by demographics.</p> <p>2008: Indicators of student achievement were made available to the College and the public on the SCC <i>Factbook</i> website. That data as well as planning data, data from the Noel-Levitz Survey, the Community College Survey of Student Engagement Survey (CCSSE) and other sources were made available to the College community through <i>InsideSCC</i> websites. These data elements, and others, are submitted to the College Strategic Planning Committee which reviews the data with respect to institutional effectiveness, College goals, and strategic planning.</p>	
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STANDARD FIVE		
<p>5.1 Increase student participation in the participatory governance process.</p>	<p>2004: Outreach, programs and activities, and marketing resulting in increased student awareness and involvement as compared to the past five years. The Student Leadership and Development (SLD) Coordinator did preliminary work with the Associated Student Government (ASG) and the club via the Specialist to review the Planning Agenda assignment and begin implementation efforts.</p> <p>2005: The SLD Coordinator, along with the Cultural Awareness Center Coordinator and a student representative from the ASG, met and developed a plan to address student participation in governance processes. They held two focus groups and an Academic Senate brainstorming session. From these, they generated themes and recommendations.</p>	<p>Associated Student Government</p> <p>Vice President of Student Services</p>

	<p>2006: Regular meetings and focused student groups looked at issues relative to student involvement and participation, and several recommendations were implemented including: encouraging a campus culture that values student involvement and promoting and supporting students in co-curricular activities.</p> <p>2007: The recommendations were submitted to the College leadership for implementation. Indicators of success include: a completely full ASG Board for the first time since well before 1999 (records do not date back any further); 24 students running in the 2007 election (two positions shy of a full ballot); and two times the number of students serving on standing committees as last year and three times the year before. In all other areas, numbers remained fairly consistent (voter turnout at elections and chartered and active clubs). In addition, SLD launched the Lead Series, four workshops addressing documented student interests, and Student Government, SGVT300. All other efforts (outreach and marketing, training materials, etc.) were maintained and/or improved. Students participated on the new College Strategic Planning Committee. Students became integrated into the governance process and are members of the Executive Council.</p>	
<p>5.2 Ensure that online admission and registration systems are effective and user-friendly; that implementation of all components of the PeopleSoft Student Administration systems, including prerequisite checking, degree audit, financial aid, assessment, and management information system (MIS), are effective and user-friendly; and the PeopleSoft Project include broader user input at all levels of planning, implementation and training.</p>	<p>2004: District IT continued to improve and enhance online admission and registration system. A monthly PeopleSoft update was distributed through email to keep the campus informed of all of the improvements and issues related to PeopleSoft. The District implemented PeopleSoft version 8, a version designed to be more user friendly. The Districtwide PeopleSoft Liaison Team expanded its membership to include more faculty representation in addition to representatives from classified staff and management groups.</p> <p>2006 - 2007: District IT enhanced the PeopleSoft system by adding functionality to permit the online application for fee waivers and parking decals, as well as other features that assist staff and students in the registration process. The District upgraded to PeopleSoft version 9.0, which included new user features related to student planning, ease of enrollment, and enhanced staff views into student records.</p>	<p>Vice President of Student Services</p>

<p>5.3 Place a high priority on hiring faculty who represent the student population.</p>	<p>2004: Additional faculty, managers and staff were trained to serve as equity officers on hiring committees. A sensitivity to the multicultural make-up of our campus community was a vital part of that training. In addition, the College continued to reach out to the surrounding community through "Pathways to Los Rios" programs offered throughout the year. Members of the Pathways Steering Committee made themselves available to conduct workshops for individual community groups. This information was conveyed to a wide range of community based organizations in the greater Sacramento region.</p> <p>2006 -2007: The training of faculty, managers, and staff to serve as Equity Representatives was conducted, as on the other Los Rios campuses, by the Equity Officer for each campus. The activities for the Pathways programs were centralized at the District Office, where they are facilitated by staff members selected by the District. The District asked the campuses to provide retraining every three years for all representatives.</p>	<p>Staff Equity & Diversity Committee</p>
<p>5.4 Conduct a needs assessment of the community and student population to provide input into designing appropriate, comprehensive, reliable, and accessible services to students.</p>	<p>2004: Needs assessment was conducted as a part of Student Services Program Review. Program review information was incorporated in the planning process and reflected in each unit plan.</p>	<p>Vice President of Student Services</p>

<p align="center">STANDARD SIX</p>		
<p>6.1 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</p>	<p>2004: IT/Network budget issues were addressed for the 1st time with Budget Committee. One-time-only funds were recommended for IT Infrastructure and Faculty/Staff Computer Replacement. The historical commitment of \$50,000 for Library Materials continued. The Learning Resources Center (LRC) supports instructional technology needs of the College both in the existing (media production, audiovisual, television) and emerging (instructional development/innovation, online, interactive television) technology areas. The College has established an Audiovisual Pool to fund AV needs. Funding is appropriated on an annual basis as one-</p>	<p>Budget Committee</p>

<p>and software, and tutoring services and computer labs.</p>	<p>time-only. A funding request for \$40,000 was submitted to the Budget Committee for 2004-05.</p> <p>2005: The College continued support of library materials, tutorial services, the replacement cycle for faculty/staff computers, and IT infrastructure.</p> <p>2006: A process for obtaining new technology based on need demonstrated through the unit planning process was identified. Funding for equipment for a new media lab was funded and digital capture studio. (Instructional software acquisition and upgrades remained the responsibility of departments.)</p> <p>2007: The Budget Committee and the College continued to support allocation of funds for library materials, tutorial services, a replacement cycle for faculty/staff computers, and IT infrastructure. In addition, the College set aside monies in a Reserve Fund to accommodate unforeseen expenses that fall outside of the normal resource allocation cycle. The new IT Resource Plan identified a standard upgrade cycle built into the resource allocation cycle. Equipment in the New Media Lab was updated with new PC and cross-platform Mac workstations and a document scanner.</p>	
<p>6.2 By academic year 2003-2004, staff responsible for providing information and learning resources will work with appropriate constituency groups to set base annual replacement rates and allocation processes.</p>	<p>2004: The IT Department submitted a request to the Budget Committee to establish replacement rates for faculty/staff computer. The IT Committee developed a series of options for allocations.</p> <p>2005-2006: The IT Committee reviewed and recommended the replacement proposal that was made to the Budget Committee. A discussion was held on how to meet the needs of faculty and staff who need new computers in order to meet work requirements but who are not in the current year's replacement cycle. Student and staff computers became part of the College's replacement cycle.</p> <p>2007: This was the 4th year of the replacement cycle for faculty and staff computers as well as for network and server resources. The Budget Committee requested a full replacement cycle including classroom and business related computers. A full inventory was prepared in order to develop this cycle. A process was identified in the revised Strategic Planning Framework to replace all computers on a published cycle. Allocation and replacement continue as an ongoing process.</p>	<p>Information Technology Dean</p> <p>Learning Resources</p>

STANDARD SEVEN		
<p>7.1 The College will develop a systematic approach, connected to the planning process, for classified staff hiring.</p>	<p>2005: Classified staff priorities were developed by each VP/President within their area of responsibility. The President's Cabinet prioritized them across the institution. Optional criteria for prioritizing classified positions included (1) excessive use of classified temporary & student employees or overtime; (2) strategic priorities/critical needs due to changing business requirements; and (3) statistical criteria -- WSCH/FTE for instructional assistants; building SQFT/FTE for custodial/maintenance tech; (4) students/FTE for student services.</p> <p>2006-2007: An approved process for collecting classified staff needs was put in place. Minor changes were made and approved by the Executive Council. The College has worked through a second iteration of this process to define and prioritize the 2007-2008 classified staff requirements. The mechanism utilized was a bottom-up collection of needs that are tied to the College's Strategic Goals and the unit's objectives for meeting these goals/directions. The final prioritized list is briefed to the Executive Council and approved by the President prior to submission to the District for final allocations.</p>	<p>Vice President of Administration</p>
<p>7.2 The College and District Office will explore modification of the existing recruitment methods for classified staff positions to improve alignment of advertised duties and responsibilities with actual job requirements.</p>	<p>2005: The District developed job descriptions that encompass the basic duties required of each classified job. Job duties may be modified to align with actual job requirements by approval of the Vice Presidents of Administration (VPA), unions and District Human Resources (HR). In addition, new job descriptions may be proposed and routed for approval as necessary.</p>	<p>Vice President of Administration</p>
<p>7.3 The College and the District will improve the hiring process of faculty to include better assessment of teaching effectiveness and better training of team members for equity methods and policies.</p>	<p>2005-2006: Teaching effectiveness was assessed during the hiring of new faculty through prepared as well as impromptu teaching demonstrations. Training in equity methods and the overall hiring process was provided to all selection committee members by the committee chairs.</p> <p>2007: A comprehensive hiring process checklist was prepared by the Instruction Office to assist committee chairs and members in fair and equitable processes. Additional equity training sessions were conducted by the College's Equity Officer. Districtwide, the Academic Senates worked on a</p>	<p>Vice President of Instruction</p>

	<p>rewrite/revise of the Faculty Hiring Manual and locally, the College Academic Senate and Staff Development Center approved a part-time coordinator position to focus efforts on improved teaching effectiveness through professional development activities in learning styles and innovative pedagogy.</p> <p>2008-2009: The Faculty Hiring Manual was finalized in March 2009 and distributed to members of the campus community that same month. Two Equity training workshops were provided for members of constituency groups involved in the hiring process. All members of the management team participated in a training for hiring in fall 2008. The College Equity Officer attended meetings of the Equity Officers of the Los Rios District, relaying new information back to the campus in Senior Leadership Team meetings and Deans Council meetings. The “Shared Principles: Screening, Interviewing & Confidentiality” document distributed at the April 2009 meeting of the Los Rios Equity Officers was distributed to all committee chairs that same month.</p>	
<p>7.4 The College will review the evaluation processes for management, faculty, and classified staff and develop mechanisms to ensure: (1) timely implementation of reviews; (2) systematic monitoring of the process; and (3) the ability of the process to encourage improvement.</p>	<p>2004-05: President's Cabinet explored setting up a tracking system for faculty evaluations.</p> <p>2006-07: The VPA reviewed all processes related to classified staff. Notification was sent out on any evaluation that was due or past due. In fall 2007 a tracking metric was developed and reported to managers quarterly</p> <p>2008-2009: New managers receive training through the District Office concerning the timing of employee evaluations, the process requirements, and the use of the process to encourage improvement. Reminders of when evaluations are due are sent to managers in a timely manner. The timeline of submissions of evaluations is tracked for classified staff by the VPA. Reminders regarding timelines for components of the faculty evaluation process are frequently communicated in the biweekly Deans Council meetings. The Associate Vice Presidents of Instruction work with the deans in their areas of oversight to ensure timely evaluation submissions.</p>	<p>President's Cabinet</p>

<p>7.5 The College will plan to provide for appropriate staff development opportunities for all categories of employees and regularly assess the effectiveness of programs and activities.</p>	<p>2004-2005: A needs assessment tool was developed and administered by the Staff Development (SD) Committee, IT staff and staff responsible for SD activities. Evaluation tools on workshop effectiveness were administered after each staff development activity.</p> <p>2006: A needs assessment was developed and delivered in fall 2006 which identified areas that the College wanted for staff development. "Teaching and Learning Styles" was identified as a topic staff development.</p> <p>2007: In fall 2007 two staff development coordinators were hired to focus on development of a teaching and learning program as well as a variety of other staff development opportunities as indicated by needs assessments. All staff development programs are evaluated at the end of the session.</p>	<p>Information Technology Dean</p>
<p>7.6 The College and the District will investigate the practices and the appropriateness of locally stored unofficial personnel files and payroll data.</p>	<p>2005: Policies and practices were put into place that stated: Managers and supervisors may maintain unofficial personnel files and payroll data, provided such files are properly secured in a locked file cabinet, with access to those files limited to use for appropriate business purposes by appropriate personnel. Files should not contain personal information such as social security numbers.</p>	<p>Vice President of Administration</p>

STANDARD EIGHT		
<p>8.1 Prepare a Master Plan for Student Success that is driven by educational programs and services. The Master Plan will contain implications for human resources, information technology needs, facilities, and budget which are driven by programmatic and service needs.</p>	<p>2004: The PRIE Office developed a web site that contained all of the elements of the Master Plan for Student Success as well as supporting documents. This web site included the profiles for all of the educational programs, student services, and administrative services. These profiles contained implications for human resources, information technology, facilities, and budget which are driven by programmatic and service needs. The Dean of PRIE participated in the Master Planning Group and facilitated the development of the presentation of the Facilities Master Plan to the Board. The facilities component of the Master Plan was completed in June 2004.</p> <p>2006: The PRIE Office in conjunction with the PRIE Committee and various participatory governance groups, worked on several interrelated projects. These includes identifying indicators for institutional</p>	<p>PRIE Dean</p>

	<p>effectiveness; implementing a feedback and evaluation process as indicated in the Master Plan for Student Success; aligning planning processes and resource allocations; and developing a comprehensive on-going program review process that encompasses all District and College operations and administrative services.</p> <p>2007-2008: A draft Strategic Master Plan was developed by President's Cabinet and reviewed by the Senior Leadership Team and constituent leaders for initial input into the design. The Strategic Planning Framework was implemented in fall 2007. The framework identified the linkage between unit planning and allocation of all types of resources. The SCC Master Plan for Student Success was subsumed into and superseded by the Strategic Planning Framework implemented in 2007. The College Strategic Planning process includes feedback, data review, and evaluation at a number of levels including the unit planning process. The unit planning process integrates unit objectives with resource requests related to facilities, budget, and staffing.</p>	
<p>8.2 Address the need for increased parking for the SCC campus. Integrate the Transportation, Access, and Parking Plan (TAP) into the Master Plan for Student Success.</p>	<p>2004: The Transportation, Access and Parking plan was incorporated into the Facilities Master Plan. This addressed the need for increased parking on campus. In addition, the District conducted an election among students regarding a Universal Pass for Regional Transit. The Universal Pass was approved and implemented in fall 2004.</p> <p>2005. The Facilities Master Plan addressed increased parking through the construction of a multi-story parking structure.</p>	<p>PRIE Dean</p>
<p>8.3 Develop a Collegewide prioritized listing of needs based upon programs and services and their functional relationship to facilities.</p>	<p>2004: The process to develop the facilities master plan included a determination of needs and a priority ranking of facilities projects.</p> <p>2006-2007: The revised strategic planning framework specified the process that is followed for prioritizing and allocating facility, faculty, classified staff, information technology, and financial resources.</p>	<p>President's Cabinet</p>

<p>8.4 Develop and publish a process to update room designation according to utilization category.</p>	<p>2003-04: Procedures for updating the SCC Facilities Space Inventory were published in August 2003. They were included in the front of the April 2003 Space Inventory that was distributed to all SCC manager's. A process was developed to make changes to the inventory through the area dean/manager and the Operations Division for processing with District Facilities Management.</p>	<p>Operations</p>
<p>8.5 Make clear to College constituencies the utilization, computation, and implications of the Capacity/Load Ratio for existing and new building construction.</p>	<p>2005: The capacity/load ratio was defined in Regulation 8417. The following information was disseminated: The capacity/load ratio is a formula used by the State to prioritize new construction and remodel (not modernization) projects for funding. In summary, the ratio is computed as a percentage of the capacity of existing facilities based on a standard expected utilization of different categories of space (lecture, lab, library, office, audiovisual television, physical education, Bookstore/Cafeteria and parking) to the anticipated load projected by state enrollment forecasts. The lower the percentage, the higher the state prioritizes projects.</p>	<p>Vice President of Administration</p>
<p>8.6 Determine a "best practices" model for building modernization to set a benchmark for room sizes based upon different subject area needs, utilization, and Cap/Load ratios.</p>	<p>2004: A section of the SCC Master Plan for Student Success was designed to capture 'best practices' for the campus. These best practices were intended to maximize student access as well as maintain a viable/competitive cap-load ratio for the campus.</p> <p>2005: During the initial meeting of District planners, campus Operations and the Division dean and staff of the building involved, a complete review of the modernization rules was completed. In addition, reference was made to appropriate documents that should be consulted during the modernization planning process. Finally, an 'assignable' square footage worksheet was developed by Campus Operations to facilitate how the available (Assignable Square Footage (ASF) is 'spent' during the planning process.</p>	<p>Operations</p>

<p>8.7 Obtain copies and review all physical condition reports for SCC facilities and determine which projects to address with funds from Scheduled Maintenance and Special Repairs (SMSR), Modernization, or Bond.</p>	<p>2004: The College received copies of the physical condition report which was included in the Facilities Master Plan as one of the criteria to prioritize building projects.</p> <p>2005: The Facilities Master Plan contains a prioritized list of projects to be funded with Modernization and Bond funds.</p>	<p>PRIE Dean</p>
<p>8.8 Pursue a plan to evaluate additional property options for the College.</p>	<p>2006-2007: After discussion, this planning agenda item was closed; it can be reopened if needed in the future.</p>	<p>President</p>
<p>8.9 Develop a Collegewide listing of needs that are program-based to replace outdated instructional equipment for departments requiring specific equipment to meet current and future industrial standards.</p>	<p>2004-2005: A complete list of equipment needs for all vocational/occupational areas was completed within a year.</p> <p>2006-2007: The revised unit planning process provided a listing and prioritization of resource needs at the unit, division, College area, and institutional levels. Federal VTEA and state CTE funds were utilized to cover the cost of equipment needed for vocational/occupational areas, including Mechanical Electrical Technology (MET), Graphic Communications, Computer Information Science, and Cosmetology.</p>	<p>Vocational Education</p>

STANDARD NINE		
<p>9.1 Increase faculty and staff awareness of the role of unit plans and the Budget Committee in the budget process.</p>	<p>2004: Budget request forms were tied to the unit plan; unit plans were placed in an accessible the public folder, and unit plans and area priorities were utilized in the decision making process</p> <p>2005: Presentations on budget allocation process were made to each constituency group</p>	<p>Budget Committee</p>

	2007: Presentations on budget allocation process were made to each constituency group. A task force with representatives from the Budget Committee, PRIE Committee and Department Chairs Council reviewed the budget allocation and planning processes. This group received input and provided an update to all campus constituencies on the planning and resource allocations processes. The role of unit plans and the Budget Committee in the budget cycle was clarified in the Strategic Planning Framework. This framework was broadly communicated with the College community.	
9.2 Identify and publicize discretionary funds.	2004-2005: "Pinksheets" were developed and distributed to managers and Budget Committee, and minutes/information items posted in the Public Folder. Change in charge clearly defined discretionary fund.	Budget Committee
	2006-2007: The revised strategic planning process was been shared. Each year the President and VPA prepare a memo to the Budget Committee that outlines all discretionary funds. This memo is published in SCC <i>eNews</i> .	
9.3 Establish lines of communication between the College and the District in order to increase flexibility and local decision-making in the financial management process.	2005: Lines of communication related to the financial management process were established between the College and the District.	Vice President of Administration

STANDARD TEN		
10.1 Codify the Los Rios Board of Trustees' annual evaluation process by revising District policy to reflect current practice	2004-2005: Completed by the District. Board Policy 3000 Section P-3112 Supervision and Control Part 3110: States the following: <ul style="list-style-type: none"> • 2.3.4 Board of Trustees: To perform regular self-evaluation of the performance of the Board of Trustees. • The Board of Trustees will set annual goals for the Trustees and Chancellor: the Chancellor will set annual goals with the Presidents of the Colleges. • The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear. • The Board of Trustees will informally discuss their performance as a Board annually. 	District Office

10.2 Increase campus accessibility to District information.	2006-2007: The VPs communicated District policies and procedures in a timely fashion. Districtwide committees obtain input from representatives of each College and communicate District information through these committees.	President's Cabinet
10.3 Ensure that the evaluation process for the Chancellor and the College President includes representation from key constituency groups.	2004: The Chancellor evaluation process includes a survey to over 250 people Districtwide. 2008-2009: Representatives of the faculty have the opportunity to provide input into the process of evaluation of the College President and the Chancellor. Discussions are occurring Districtwide on involving members of the classified and management staff in the president's evaluation process. At present, at Sacramento City College, while all constituencies have representative input into the Chancellor's evaluation, this does not occur with the College President's evaluation.	President
10.4 Revise the District mapping process to include the College participatory governance and ranking of the importance of College and District Functions within facilities planning.	2004: The Academic Senate had several discussions with District administrators regarding this matter. 2006-2007: The District Research Office identified several different models for mapping responsibilities. 2008: The Districtwide accreditation steering committee developed and vetted a mapping system that identified the primary/ secondary or shared role of the College and District for each part of the ACCJC standards.	Academic Senate
10.5 Develop a District process that utilizes full participation of the College in facilities planning.	2004-2005: Regulation 8417, Facilities Planning, defined the process, roles & responsibilities of the District & College. The College role in the planning process was defined in section 3.2. District Facilities/Maintenance provides the planning, coordination & oversight of facilities, and the College participates in the actual design/development of the space utilization. The College developed its Master Plan for Student Success – Facilities Component, which established the development plan of the campus facilities to support the mission of the College, including a long range construction timeline and the criteria for prioritizing projects. New projects begin with an Initial Project Proposal (IPP), which is submitted to the state for funding prioritization. When projects receive a competitive rating on their IPP, an architect is selected by the College to work with College & District planners to develop a Final Project Proposal (FPP). The District is responsible for the project oversight & budgeting for facilities projects and the College has full participation in the facilities planning and development process.	Vice President of Administration

<p>10.6 Develop mechanisms to increase faculty and classified staff participation in the early stages of planning and development of College activities.</p>	<p>2004-2005: The PRIE Committee designed the process for developing a new mission statement by provided the opportunity for everyone at the College to have input at the beginning of the process. The new network-based Unit Plan was shared in draft form with the Department Chairs Council and with Managers Council. Department Chairs were invited to participate in a "beta test" version in the spring 2005 cycle. All faculty/staff were informed regularly throughout the process of developing the Facilities Master Plan through SCC <i>eNews</i> and through a website. The final list of prioritized projects was advertised in these same ways as well as through colorful posters that were placed around campus. Input was solicited at each stage of the process including an initial meeting of the architect with each division/department.</p>	<p>Planning Committee</p>
<p>10.7 Develop strategies to make additional improvements in the College and District participatory governance processes.</p>	<p>2005-2006: In 2005-2006, Executive Council conducted a satisfaction survey at the College to determine opportunities for further improvement.</p> <p>2007: Executive Council conducted follow-up survey on the “Participatory Decision-Making Process” and a review of the standing committee structure and charges.</p> <p>2008: The District held conversations with the District Academic Senate regarding a website to communicate governance issues. In May 2007, the District Academic Senate reviewed all District shared governance committees with respect to participatory governance processes. Findings were finalized as recommendations and presented to the Chancellor.</p> <p>2008-2009: In fall 2008 the Vice Chancellor of Education and Technology and the District Academic Senate Executive formed as task group to implement the recommendations. <i>InsideSCC</i> web pages contain information on participatory decisions making processes at the College levels. Efforts to improve the functioning of participatory decision making at the College continue. Some concerns remain about District-level participatory decision making.</p>	<p>Executive Council</p>
<p>10.8 Communicate the status of the revisions in the planning and resource allocation process to the College community prior to finalization.</p>	<p>2004: Executive Council used a well established process for communicating with constituent groups prior to finalizing any issue or process. SCC <i>eNews</i> is also used systematically to communicate with the College community at the beginning stage of the process. The Council continued to monitor the effectiveness of communication within the College.</p>	<p>Executive Council</p>

<p>10.9 Promote student awareness and encourage student participation in the Associated Student Government organization, campus standing and hiring committees, and student clubs.</p>	<p>2004: Outreach, programs and activities, and marketing resulted in increased student awareness and involvement as compared to the past five years</p> <p>2005: The SLD Coordinator, along with the Cultural Awareness Center Coordinator and a student representative from the ASG, met, reviewed the assignment, and developed a plan. In order to gather more information, the College held two focus groups and an Academic Senate brainstorming session. These were used to generate themes and recommendations.</p>	<p>Associated Student Government</p>
	<p>2006-2007 The recommendations were submitted to the College leadership. Indicators of success include: a completely full ASG board for the first time since well before 1999 (records do not date back any further); 24 students running in the 2007 election (two positions shy of a full ballot); and two times the number of students serving on standing committees as last year and three times the year before. In all other areas, numbers remained fairly consistent (voter turnout at elections and chartered and active clubs). In addition, SLD launched the Lead Series, four workshops addressing documented student interests, and SGVT 300 will be offered in the fall of 2007. All other efforts (outreach and marketing, training materials, etc.) were maintained and/or improved.</p>	
<p>10.10 Review the role of the College in Districtwide planning, programmatic, and operational processes and recommend appropriate revisions to support the collaborative decision-making environment while preserving the uniqueness of the College.</p>	<p>2006: Discussion continued related faculty involvement in decisions regarding academic and professional matters early in the deliberative process. Some of these issues, such as concerns regarding bus transportation issue were collaboratively resolved.</p> <p>2007: College faculty, staff, and managers were involved in the Districtwide strategic planning process. The College also has representatives appointed to all Districtwide committees.</p>	<p>Planning Committee</p>

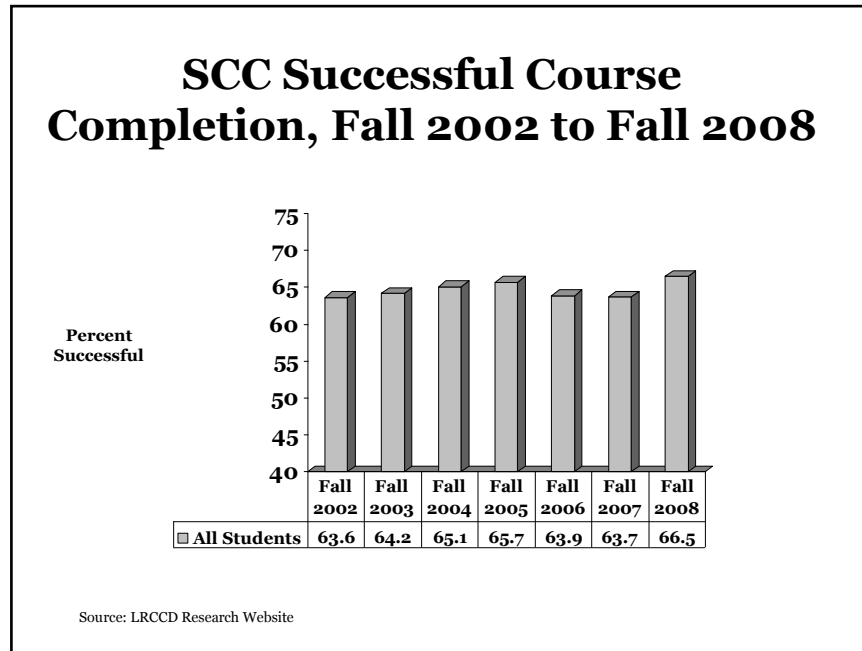
D. Longitudinal Student Achievement Data

Course Success

Trends by years and location: Average successful course completion rates have been between 63 and 66.5% over the last six years. Course success increased gradually from

fall 2002 to fall 2005 and then declined slightly for two years before recovering in fall 2008. **(IN.10)**

**Figure 14: SCC Overall Course Success Rate
Fall 2002-Fall 2008**



Overall course success rates are similar at all SCC locations

**Figure 15: Courses Success Rates at SCC Centers
Fall 2005-Fall 2008**

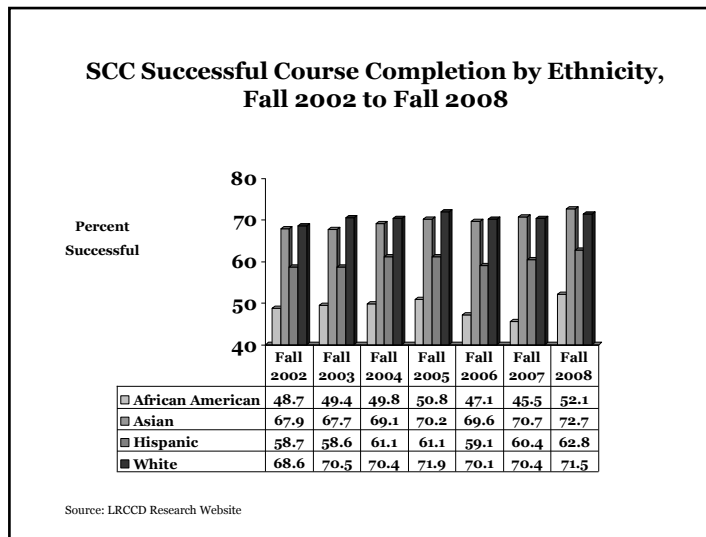
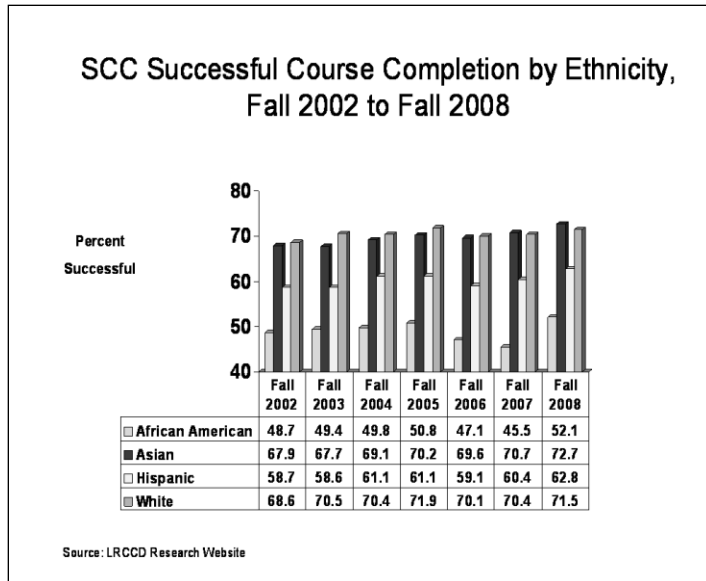
Course Success Rates: Centers	Fall 2005	Fall 2006	Fall 2007
Davis Center	67.1%	63.3%	64.9%
Down Town	70.5%	69.7%	68.4%
West Sacramento	68.6%	66.1%	69.2%
All Students	65.7%	63.9%	63.7%

Trends by Age and Ethnicity:

Successful course completion rates vary substantially among age and ethnic groups. Younger students have lower course success rates than do older students and this pattern has persisted for many years. The College has been focusing on the success of young (18-20 year old) students through its Educational Initiative. Course success rates for this group have risen slightly since fall 2006. **(IN.11, IN.12)**

Achievement gaps between students of different ethnicities are a source of concern for the College. For example, African American students have a relatively low course completion rate. Recent initiatives, such as the Basic Skills Initiative, and the Cultural Democracy Initiative, as well as a number of Student Services activities, have been developed in response to this concern. **(IN.13, IN.14)**

Figure 16: SCC Course Success Rates by Age and Ethnicity



Trends by Instructional Modality:

Comparisons of course success by instructional modality show that course success is slightly lower for most Distance Education (DE) modalities than for non-DE courses. One exception is the low success rates in televised or videoconference courses. These are relatively rarely used modalities representing less than 1% of total enrollment. **(IN.15)**

Figure 17: SCC Course Success Rates by Modality Fall 2008

SCC Success by Modality Fall 2008	Enrollment	Succeeded	Success Rate (%)
Non-DE total	64,246	39,994	62.25
DE total	4,613	2,692	58.36
• Internet - Asynchronous Instruction	4,186	2,497	59.65
• On demand TV Broadcast; DVD	212	108	50.94
• TV Broadcast with audio bridge	186	72	38.71
• Videoconference with audio bridge	29	15	51.72
All courses	68,859	42,686	61.99

Note: Slight differences in methods of calculating course success rate account for the differences between data from the California Community College Chancellor’s Office (CCCCO) data mart and from the College or District.

Further comparisons were conducted for first-time students, a group that is the focus of a variety of College efforts. Data indicate that student success indicators for first time students vary from year to year at different locations and in different modalities. However, the only substantial trend occurs when comparing traditional “seat” classes and distance education classes. First time students are less successful when taking DE classes than when taking “seat” classes. **(IN.16)**

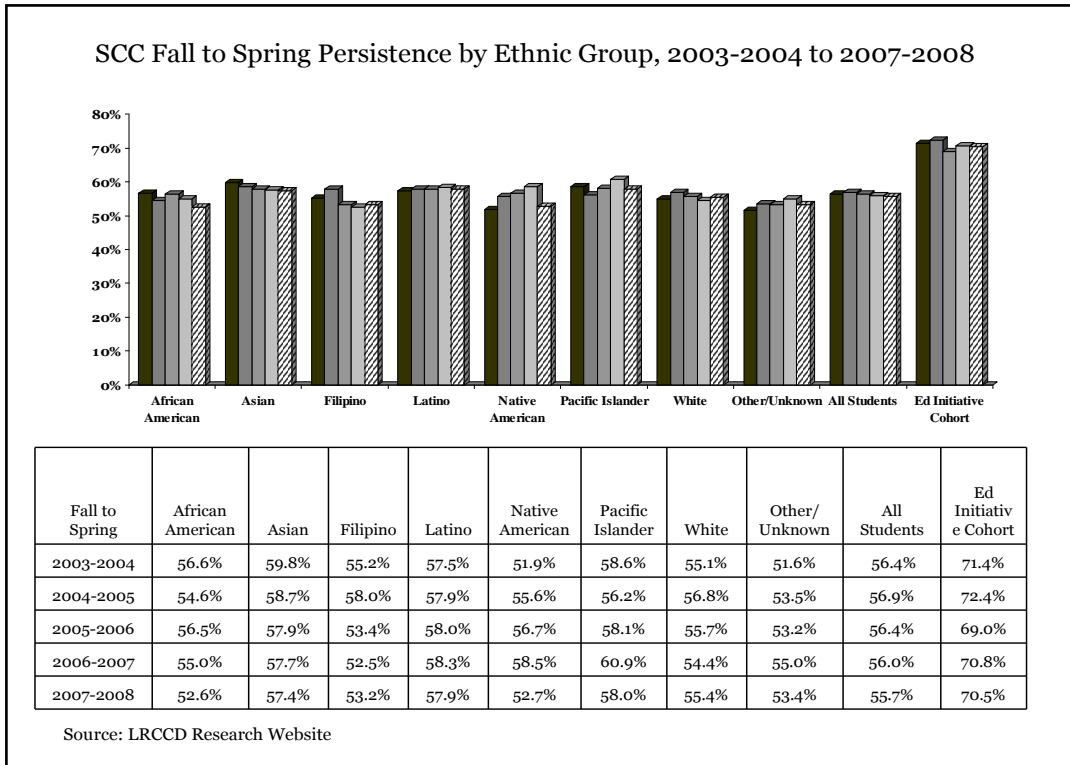
Figure 18: Course Success Measures for First-Time Freshmen in Distance Education and Non-Distance Education “Seat” Classes

First-time Freshmen					
Percent of attempted units that were completed	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008
Seat Classes	50.1%	52.1%	47.6%	42.4%	46.1%
Distance Ed Classes	26.2%	35.4%	31.8%	20.2%	38.4%
Course Drop Rate	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008
Seat Classes	19.0%	19.3%	18.4%	20.90%	21.1%
Distance Ed Classes	33.5%	30.7%	25.4%	35.80%	20.0%
Course Success Rates	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008
Seat Classes	57.0%	56.6%	57.2%	51.8%	49.7%
Distance Ed Classes	36.2%	45.5%	43.9%	28.3%	41.9%

Persistence:

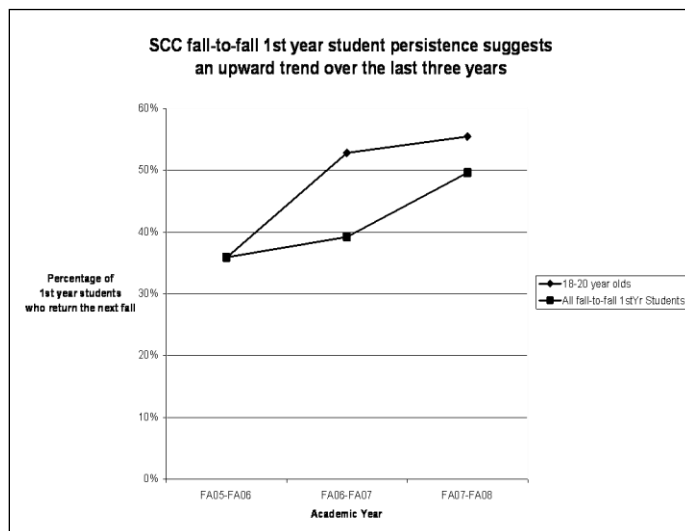
The fall-to-spring persistence rate has been relatively stable over time for most demographic groups. The achievement gap between students of different ethnicities that was noticeable for course success rates is not present for the fall-to-spring persistence metric. **(IN.17)**

Figure 19: SCC Fall to Spring Persistence by Ethnicity 2003-2004 to 2007-2008



It is interesting to note that fall-to-spring persistence is somewhat higher for the Education Initiative cohort, 18-20 year old first time students than for other students, as these students have relatively low course success rates. Since many first-time freshmen can reasonably be expected to be at the College for at least a year before completing a program of study, the fall-to-fall persistence rate is also of interest. This metric calculated for the Education Initiative cohort (young first time freshmen) has been increasing, for the most part, over the last few years. Analysis of first-time

Figure 20: SCC Fall to Fall Persistence First-time Students 2005-2006 to 2007-2008



freshmen success indicators was also disaggregated by various demographic variables. The resulting picture is a complex one in which fall-to-fall persistence rates are increasing for a variety of groups, but not all. **(IN.17)**

Figure 21: Trends in SCC Fall to Fall Persistence for First-time Freshmen by Demographic Group 2005-2006 to 2007-2008

Persistence - Fall-to-Fall 1st time Students	FA05- FA06	FA06- FA07	FA07- FA08	% Change Fo6-Fo8
By Ethnicity				
Native American			32.6%	N/A
African American	35.4%	40.1%	35.2%	-0.2%
Asian	32.2%	47.6%	66.1%	33.9%
Filipino			56.9%	N/A
Pacific Islander	44.9%	47.9%	38.9%	-6.0%
Hispanic	40.1%	44.5%	51.6%	11.5%
White	35.8%	40.2%	50.4%	14.6%
Other/Unknown	39.0%	23.7%	48.9%	9.9%
By Primary Language = English				
Primary Language English	34.1%	40.8%	46.7%	12.6%
English-as-a Second-Language	42.2%	35.2%	61.2%	19.0%
By Age = Ed Initiative Cohort				
18-20 (Ed. Initiative Cohort)	35.8%	52.8%	55.4%	19.6%
All Other ages	36.5%	34.6%	32.8%	-3.7%
By Gender				
Female	34.9%	42.7%	51.0%	16.1%
Male	37.6%	43.1%	48.3%	10.7%
<i>Notes:</i>				
<ul style="list-style-type: none"> • Data not available for some groups in all years • Primary language groups were coded as English or not English • "Other/Unknown" ethnicity includes other, non-white and "decline to state" responses 				

Basic Skills

Pre-collegiate basic skills courses include courses with numbers from 1-99 in the following subjects: in English Reading (ENGRD), English Lab (ENGLB), English Writing (ENGWR), Mathematics, English as a Second Language (ESL). The SCC Catalog notes “Courses numbered 1 through 99 are credit courses that are considered developmental or basic skills and are not acceptable for the Associate Degree or transfer credit.”

As enrollment has grown, the number of students taking pre-collegiate basic skills classes has increased slightly over the last 3 years. The overall percentage of the total student population enrolled in pre-collegiate basic skills courses has remained relatively stable. It should be noted that these enrollment numbers are of “unduplicated” students, and so are somewhat lower than the combined enrollment of all students in all sections of pre-collegiate basic skills. This is because, using the “unduplicated” measure, a student enrolled in multiple pre-collegiate basic skills courses would only be counted once (e.g. a student taking ESLW, ESLR, and ESLG in the same semester would be counted only once.)

(IN.18)

Figure 22: SCC Basic Skills Classes Fall 2006-Fall 2008

Pre-Collegiate Basic Skills (1)			
Percent of New Students who Enrolled	Fall 2006	Fall 2007	Fall 2008
Reading	5.7	7.3	7.1
Reading lab	4.6	4.8	6.3
Writing	12.1	13.7	12.7
Math	12.4	12.3	12.5
ESL	7.7	5.5	5.6
All pre-collegiate basic skills	31.6	31.9	31.5
Number of Basic Skills Sections Offered	Fall 2006	Fall 2007	Fall 2008
Reading	14	17	15
Reading lab	13	14	16
Writing	57	63	63
Math	36	35	36
ESL	70	72	71
All pre-collegiate basic skills	190	201	201
Unduplicated Enrollment in Program (2)	Fall 2006	Fall 2007	Fall 2008
Reading	374	478	470
Reading lab	390	484	589
Writing	887	1050	1063
Math	1091	1110	1217
ESL	762	687	674
All pre-collegiate basic skills	2765	3095	3174
Notes:			
(1) Pre-collegiate basic skills courses include the following: Basic Skills Reading = ENGRD 10, 11 & ENGLB 55, Basic Skills Writing = ENGWR 40, 49, 50, & 59, Basic Skills Math = MATH 27, 34. (The variable unit, open-entry/exit reading lab course, ENGLB 55, is not included in the Reading figures, but calculated separately.)			
(2) Enrollment numbers only count a student once in the program in a semester. A student enrolled in multiple pre-collegiate basic skills courses would only be counted once (e.g. a student taking ESLW, ESLR, and ESLG in the same semester would be counted only once.).			

Course success rates measure the percentage of the total students enrolled in the course at the census date who go on to complete the course with a grade of A, B, C, Pass, or Credit. Success rates in Reading and Writing pre-collegiate basic skills courses are generally slightly lower than those for the overall student population. ESL courses have high course success rates compared to the overall student population at the College. Pre-collegiate Math courses tend to have low course success rates, but this metric has been increasing over the last 3 years.

Course retention rate is the inverse of the course withdrawal rate. It indicates the percentage of students who stay in the course until the end of the semester rather than withdrawing with a W notation (Students who drop the course before the deadline for a “W” notation are not included in this analysis.) The data indicate that most students in pre-collegiate basic skills classes stay in the course throughout the semester.

Fall-to-fall persistence rates measure the number of students enrolled in a fall semester who are also enrolled in the next fall semester. These rates are somewhat difficult to interpret as some students complete their goals and thus do not return and some skip a semester before continuing their education. Persistence rates for the pre-collegiate basic skills students are generally at the high end of the range for first-time students at the College. **(IN.18)**

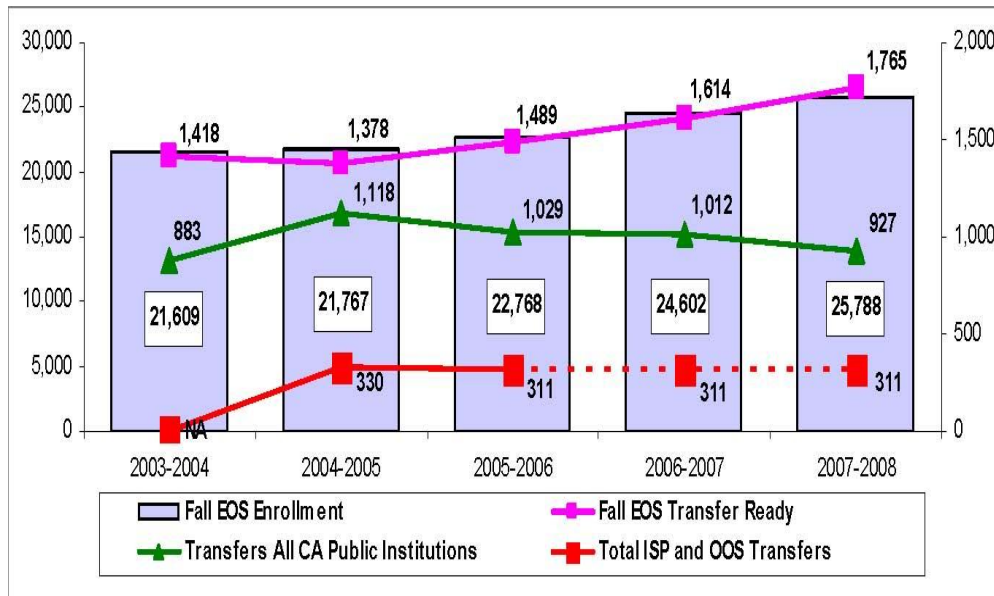
**Figure 23: Success Measures
SCC Basic Skills Students**

Pre-Collegiate Basic Skills (1)	Fall 2006	Fall 2007	Fall 2008
Course success (%)			
Reading	52.1	57.5	59.7
Reading lab	60.7	60.6	59.9
Writing	56.9	58.5	64.7
Math	46.9	47.2	53.5
ESL	74.5	77.2	75.5
All SCC students	63.9	63.7	66.5
Course retention (%)			
Reading	74.6	74.5	82.8
Reading lab	97.2	98.1	96.9
Writing	82.1	81.6	83.8
Math	76.5	79.0	82.4
ESL	92.3	91.7	91.1
Fall-to-Fall Persistence Rate of Pre-Collegiate Basic Skills Students (%)			
Reading	52.9	51.7	
Reading lab	62.8	63.2	
Writing	57.0	55.3	
Math	51.5	51.0	
ESL	58.7	59.1	
Notes:			
1. Pre-collegiate basic skills courses include the following: Basic Skills Reading = ENGRD 10, 11 & ENGLB 55, Basic Skills Writing = ENGWR 40, 49, 50, & 59, Basic Skills Math = MATH 27, 34.			

Transfer Rates

The number of SCC students who are transfer ready at the end of fall semester has been steadily increasing over the last 5 years in parallel with increasing enrollment. This may be an underestimate because most transfers take place after spring semester and some students presumably complete their remaining transfer requirements during the spring immediately before they transfer. (Note the different scales on the graph which allow the parallel trends to be clearly visible). **(IN.19)**

Figure 24: SCC Fall EOS Enrollment, Fall EOS Transfer Ready, Full Year Transfers to All CA Public Institutions, ISP and OOS Transfers based on NSC Cohort Matches

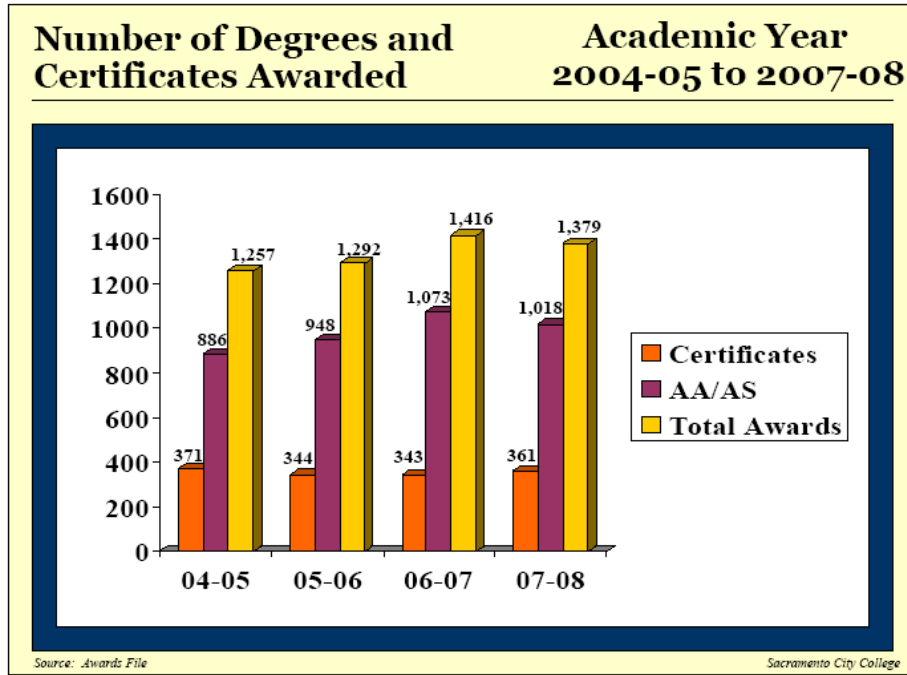


Estimates of the number of transfers to in-state private (ISP) and out of state (OOS) Colleges and universities have been relatively steady, while the number of students transferring to California public institutions rose slightly from 2003-2004 to 2004-2005 and then declined somewhat. This transfer data comes from a recent study by the LRCCD Office of Institutional Research, which found that 33.5% increase over what was originally reported using only California Postsecondary Education Commission (CPEC) data.

Degrees and Certificates Awarded

SCC offers certificates of completion, career certificates and associate degree majors in many fields. The number of degrees and certificates awarded each year increased from 1,257 in 2004-2005 to 1,379 in 2007-2008, a time span during which enrollment also increased. **(IN.20)**

Figure 25: Degrees and Certificates Awarded by Sacramento City College 2004-2005 to 2007-2008



The top majors of SCC graduates include both transfer and career fields. Many of these majors, especially in occupational/vocational areas, reflect local employment trends. **(IN.21)**

Figure 26: Top SCC Majors by Number of Graduates 2007-2008

Top Majors of Sacramento City College Graduates 2007-2008	
Major Program	# of Graduates
• Social Sciences	313
• Nursing, Registered	108
• General Education, Transfer	84
• Cosmetology	47
• Business, Transfer	40
• Biology	39
• Cosmetology, Art/Sci Nail Tec	31
• Administration of Justice	29
• Physical Therapist Assistant	18
• Dental Hygiene	17
• Accounting	16
• Psychology	16

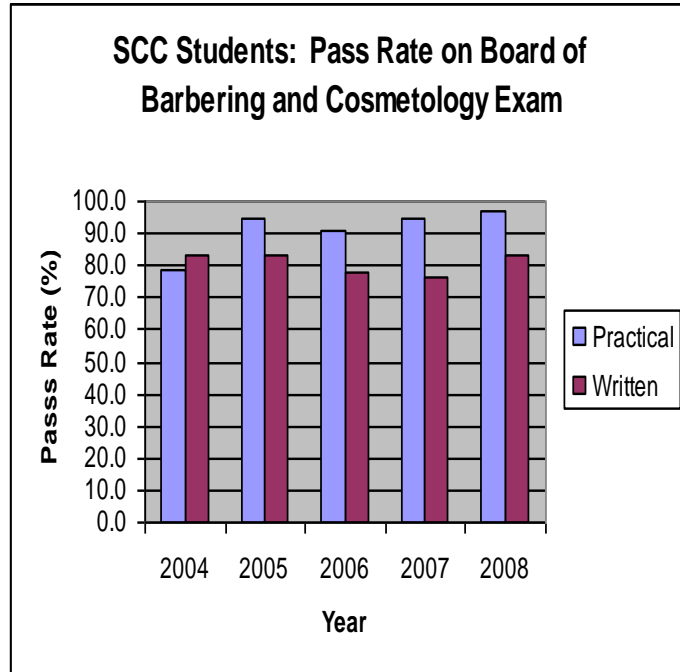
Job Placement and Licensure

Information on job placement and licensure resides with individual Vocational/Technical programs at the College. Data for this section were supplied by the departments cited.

Cosmetology

The course of study for Cosmetology is approved by the Board of Barbering and Cosmetology. It is designed to train students to become cosmetologists and, at the same time, provides an Associate of Science Degree with the completion of general educational requirements. The instruction requires 1600 hours of training in cosmetology and evidence of meeting the program practical skills in order to be eligible to sit for the California State Examination for the cosmetology license. SCC Cosmetology students have high pass rates on both the written and practical sections of the State Department of Consumer Affairs Board of Barbering and Cosmetology Exam. **(IN.22)**

Figure 27: Board Exam Pass Rates for SCC Cosmetology Graduates 2004-2008



Dental Assisting

The Dental Assisting and Dental Hygiene programs are approved by the Commission on Dental Accreditation of the American Dental Association. After successful completion of the Dental Assisting curriculum the student is eligible to take the National Board Examination and upon passing becomes a Certified Dental Assistant. In addition, graduates will be able to apply for and take the Dental Board of California examination for state licensure as a Registered Dental Assistant. The dental assisting grads may choose to take or re-take their licensure exams depending on their educational, professional or personal goals. **(IN.23)**

Figure 28: Board Exam Pass Rates and Employment for SCC Dental Assisting Graduates 2004-2008

DENTAL ASSISTING PROGRAM	# GRADS	# PASSING LICENSURE WRITTEN	# PASSING LICENSURE LAB	# EMPLOYED WITHIN 6 MONTHS GRAD
08-09 (to date)	n/a			
07-08	27	25 (92%)	26 (96%)	18 (67%)
06-07	22	21 (95%)	22 (100%)	20 (91%)
05-06	27	25 (92%)	25 (92%)<<	22 (81%)
04-05	20	19 (95%)	20 (100%)	18 (90%)

Dental Hygiene: Dental Hygiene Program graduates are eligible to take the National Board Dental Hygiene Examination, which is administered by the Joint Commission on National Dental Examinations. **(IN.24)**

Figure 29: Board Exam Pass Rates and Employment for SCC Dental Hygiene Graduates 2004-2008

DENTAL HYGIENE PROGRAM	# GRADS	# PASSING LICENSURE WRITTEN (1 st TIME)	# PASSING LICENSURE CLINICAL (1 st TIME)	# EMPLOYED WITHIN 6 MONTHS GRAD
08-09 (to date)	n/a			
07-08	17	16 (94%)	13 (76%)	16 (94%)
06-07	24	24 (100%)	19 (79%)	24 (100%)
05-06	14	14 (100%)		14 (100%)
04-05	17	17 (100%)		17 (100%)

Electronics Technology

SCC-Electronics Technology (ET) Department is a certified Federal Aviation Administration Collegiate Training Initiative sites. The College is certified to provide Electronic Technician training for student interns. Upon graduation these interns are converted to fulltime technician positions at FAA Western Region Airways Facilities (Airports and TRACONS). In the last 3 years, 12 of SCC graduates and students have successfully passed their FCC General Radiotelephone Operators license exam. And 5 of our graduates have been awarded their Technician 4 class license from The International Association for Radio, Telecommunications and Electromagnetics, Inc. (iNARTE)

(IN.25)

Figure 30: Employment Outcomes for SCC Electronics Technology Graduates 2005-2008

Electronics Technology Placements 2005-2008:			
<u>Top Placement:</u>			
8 new technicians at the airports locally, and 3 new interns working and studying this year.			
<u>Other Placements</u>			
Sacramento Municipal Utility District (SMUD)	Interns/full time	2	Telecommunications Tech/Line Tech
United States Post Office	Full time	2	Automation Technicians
California State General Services	Interns/full time	2	Computer Technicians
California Department of Motor Vehicles	Interns/full time	2	Computer Technicians
California State Correctional Services (Ione)	Full time	1	Computer Technicians
California Highway Patrol (CHP) (West Sac)	Full time	2	Telecommunications/Computer Tech
California State Water Resources	Full time	3	Telecommunications/Computer Tech
Sacramento County Waste Water Treatment Plant	Interns/full time	2	Computer Tech/Automation Tech
Sacramento City Communications & Signals	Full time	3	Computer /Electrical/Electronic Tech
INTEL (Folsom)	Full time	2	Design Technicians/ Research Assist
Kaiser Permanente	Full time	3	Telecommunications/Computer Tech
Misc Casinos	Full time	2	Computer/Automation Tech
Comcast	Full time	2	Telecommunications Tech

Nursing:

The Associate in Science in Nursing at Sacramento City College is approved by the California Board of Registered Nursing. Students enrolled in this program are required to complete general education, science, and nursing education courses with related clinical experiences in cooperating local hospitals. **(IN.26)**

Figure 31: Licensure Rates and Employment for SCC RN Graduates 2004-2008

Academic Year	# of Graduates	# Passing Licensure Exam	# Employed within 6 Months
04-05			
Main Campus	46		
Extended Campus	44		
TOTAL 04-05	90	100%	100% (90)
05-06			
Main Campus	45		
Extended Campus	66		
TOTAL 05-06	111	100%	100% (111)
06-07			
Main Campus	67		
Extended Campus	71		
TOTAL 06-07	138	100%	90% (124)
07-08			
Main Campus	73		
Extended Campus	36		
TOTAL 07-08	109	99%	80% (87)
08-09 to date			
Main Campus	52		
Extended Campus	94		
TOTAL 08-09 to date	146	N/A	N/A

Occupational Therapy Assistant

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). **(IN.27)**

Figure 32: Licensure Rates and Employment for SCC OTA Graduates

Academic Year	# of Graduates	# Passing Licensure Exam	# Employed within 6 Months
2005-2006	7	7	7
2006-2007	9	9 (7 on 1 st attempt 2 retakes)	8
2007-2008	13	13	12
2008-2009 to date	11	6 (5 yet to take the exam)	10 (3 months after graduation)

Physical Therapist Assistant

The Physical Therapist Assistant program, which results in a Associate's Degree, has been granted accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA) effective November 1, 2000 - December 31, 2010. Graduates of this program are eligible for the National Examination for Physical Therapist Assistants. After successful completion of the examination and all requirements of the Physical Therapy Board of California, graduates may be licensed to work as physical therapist assistants in California. **(IN.28)**

Figure 33: Licensure Rates and Employment for SCC PTA Graduates 2004-2008

Academic Year	# of Graduates	# Passing Licensure Exam	# Employed within 6 months
2004-2005	14	13/13	> 90% of survey respondents
2005-2006	15	13/13	> 90% of survey respondents
2006-2007	12	12/12	> 90% of survey respondents
2007-2008	19	15/17	> 90% of survey respondents
2008-2009 to date	17 *	N/A	N/A
	* 27 additional grads who are already licensed but didn't have a degree – special temporary expansion program		

Railroad Operations

Sacramento City College's Certificate of Achievement and degree program in Railroad Operations prepares students for an exciting and well-paying career. Railroads employ a substantial workforce to service, maintain, and manage this extensive transportation network. Railroad Operations is an 18-unit, six-course program. The curriculum is approved by the National Academy of Railroad Sciences. Data is available on the employment of program completers for 2008. UP and AMTRAK continues to recruit students from the class. AMTRAK has restarted hiring engineers directly from the class. **(IN.29)**

Figure 34: Outcomes for SCC Railroad Operations Graduates 2008

	Final Enrollment	# Qualified Students (18 units)	Degrees Awarded	Certificates Awarded	Students Placed in New Jobs	Approximate Average Salary
Class 22-2008	15	8	1	8	6	80,000
Class 23-2008	15	9	2	9	6	\$70,000
Total	30	17	3	17	12	\$50,000-92,000

Note: A student may earn both a degree and a certificate.

E. Program Review, Institutional Planning, and Resource Allocation

At Sacramento City College planning is conducted on an annual cycle and program review is on a 3 year cycle (Student Services) or a 6-year cycle (Instructional Programs). This allows a working relationship between planning and program review where program reviews bring together 3-6 years worth of information and planning. Program review thus provides a chance to review data trends, consider long-term resource needs, and plan for improvement into the future. **(IN.30)**

For Instructional Programs, data-driven planning forms the core of both annual Unit Planning and periodic Program Review (a 6-year cycle). For many years, the PRIE Office has provided data packets for program review that included longitudinal enrollment, demographic, and student success data. Beginning in fall 2008, annual data on similar measures was also provided as part of the unit planning process. **(IN.31)** This data now provides a clear link between the two processes. Unit planning is based on an annual data review and program review provides a long-term view of that same data, and a chance to reflect on the accomplishments, and challenges from the previous 6 years.

Both link directly to resource allocation. **(IN.32)**

- Unit Plans include annual objectives linked to College goals, expected outcomes/measures of merit and resource requirements. **(IN.33)**

- Program Reviews ask departments to review the past 6 years with respect to strengths, areas needing improvement, links to Unit Plans, and anticipated implications and resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals). **(IN.34)**

Student Services Program Review is also clearly linked to both Strategic Planning and to Unit Planning. The following comes from the Introduction to Program Review 2009-2011 for Student Services. **(IN.35)**

Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students' needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the College fulfill its mission, and respond to student needs. **(IN.35)**

Program Review will follow a three-year cycle for all student services departmental units. The Program Review, moreover, will be linked to annual unit planning and resource request process to not only satisfy District and accreditation requirements, but also to provide a means for annually assessing progress toward the achievement of the objectives developed in the unit plan. **(IN.35)**

Each unit conducts a program review that includes the development and analysis of appropriate data, the definition of program priorities, and an annual progress report linked to the annual Unit Plans. **(IN.35)**

F. Student Learning Outcomes Assessment

Work on Student Learning Outcomes (SLO) assessment is well underway at SCC. Nearly all courses and programs have written SLOs and the process for gathering SLO assessment data has been defined and implementation is underway. **(IN.36)** SCC's department/unit-level SLO assessment strategy was developed by the SLO Advisory Group with input from campus-wide workshops and the Academic Senate. **(IN.37)** The Sacramento City College SLO Assessment Strategy was approved by the Academic Senate in May, 2008 as a tool to assist departments in their efforts to institute an ongoing cycle of SLO assessment. **(IN.38)** This strategy and the accompanying Department SLO Assessment Plan were used by a variety instructional departments beginning in spring, 2008. The tools of the SLO assessment strategy have been used for many courses across all divisions and the SLO process is discussed at the department level. The vast majority of courses have identified SLOs and work is underway on collecting assessment results for courses. Additional information can be found in the sections of the Self-Study related to Standard II.

An Excel template and associated tools have been developed by the SLO advisory group to aid departments in their planning for SLO assessments. The templates are meant to be used in a collaborative fashion within a particular department. Each department using

the Department SLO Assessment process reports a summary of assessment results for courses and a departmental review of the results including plans for follow-up (Implications, Student impact, Curricular changes, Future Assessments, and Other Modifications). **(IN.39)** The following Department SLO Plans are available on the College SLO Website: Biology, Business, Chemistry, Computer Information Science, Engineering, History, Photography, Physical Education, Psychology, Physical Therapist Assistant, Reading, and Sociology. **(IN.40)**

The Program SLO (ProLO) development guide and accompanying resources were used starting in spring, 2006 in voluntary department-level workshops facilitated by liaisons from the SLO advisory group. **(IN.41)** They continue to be a resource in similar workshops and for curriculum developers that bring programs through the curriculum process. Beginning with the 2009-2010 academic year, any available SLO plans and assessment data will be part of the program review process for degree and certificate programs.

Many Student Service areas have also begun to use similar plans to facilitate their SLO assessment efforts. A "division level" set of SLOs for all of Student Services have been developed; work on this effort began in spring 2006. The Student Service SLOs reflect areas of knowledge and skills that are expected as a result of student interactions with student support services at SCC. **(IN.42)** These Student Service SLOs were approved by Academic Senate in May, 2008 and are currently being used by individual units in their development of unit-level SLOs and SLO assessment plans.

G. Off Campus Sites and Centers and Distance Learning

SCC Centers

In addition to the Main Campus at 3835 Freeport Blvd, Sacramento City College has educational centers in West Sacramento, Davis, and Downtown Sacramento. These sites are:

Davis : 1909 Galileo Street, Suite B, Davis, CA 9561

Downtown : 1209 4th Street, Sacramento, CA 95814

West Sacramento : 1275 Halyard Drive, West Sacramento, CA 95695

The courses taught at community outreach locations allow students to gain basic language and mathematics skills, develop essential job skills, prepare for continuing education, and complete most or all of their general education and major requirements. The permanent center in West Sacramento is under construction and scheduled to open in 2010. The Davis Center, currently offering courses on the UC Davis campus and in rented space in South Davis, will move to the first phase of a permanent facility in fall 2011. **(IN.43, IN.44)**

Off-Campus Sites

Sacramento City College Associate Degree Nursing Program, Extended Campus (SCHP) is an accelerated Nursing Program, partially funded by Sutter Health. The extended campus offers qualified nursing program applicants an accelerated program of study. The classes are offered at the Sutter Center for Health Professions located at 2700 Gateway Oaks, Sacramento, CA 95833. **(IN.45)**

Distance education courses offered by SCC are exactly the same as face-to-face courses in quality, objectives, credits and learning outcomes. The SCC Digital Learning Center website clarifies this for students and provides them with information on department contacts, what to expect from online courses, assessment for distance students and library services for digital learners. **(IN.46)** This website also provides extensive guidance for faculty developing or teaching distance education courses including information on instructional development, accessibility issues, curriculum committee procedures, Title 5 requirements, and WASC guidelines.

The Distance Education Subcommittee of the Curriculum Committee (DE Subcommittee) ensures that whatever the mode of instruction, the same rigor, objectives and learning outcomes are met, that the methods of course delivery are equivalent, if not identical, and that Distance Education courses meet all Title 5 Distance Education requirements. **(IN.46)**

Distance education enrollment for fall 2008 was mainly in Internet (online) classes. Information about the success of distance education students can be found in Section D of the Introduction to the Self Study. **(IN.47)**

Figure 36: SCC Enrollment by Modality Fall 2008

Fall 2008	Enrollment
Non-DE total	64,246
DE total	4,613
• Internet - Asynchronous Instruction	4,186
• On demand TV Broadcast; DVD	212
• TV Broadcast with audio bridge	186
• Videoconference with audio bridge	29
All courses	68,859

H. External Audit

External audits are conducted by an independent auditor retained by the Los Rios Community College District. The November 2007 (most recent) report included a review of the schedule of expenditures of federal Budget Circular A-133 and the Audits of States, Local Governments, and Non-Profit Organizations. The independent auditor stated that the District’s

financial statements present fairly, in all material respects, the respective financial position of the business-type activities and discretely presented component unit of the District as of June 30, 2007, and the respective results of operations and cash flows thereof for the year then ended in

conformity with accounting principles generally accepted in the United States of America.

The auditor found no material weaknesses but identified three non-material deficiencies at the District level (not specific to SCC) in compliance with the reporting and funding requirements for federal and state programs. The District has since implemented corrective procedures and additional resource allocation to resolve the reported weaknesses. These deficiencies were related to District-level issues and were not specific to Sacramento City College. **(IN.48)**

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ABSTRACT OF THE REPORT

Abstract of the Report

Standard I. Institutional Mission and Effectiveness

The Sacramento City College mission statement is reflective of the College's commitment to student learning, to our diverse student population, and to continuous improvement in those processes that support student achievement and community vitality. The mission statement calls for a wide range of educational opportunities and student support services to enable students to achieve such goals as transfer, basic skills development, career advancement or personal enrichment using a variety of educational locations and modalities. The mission statement is developed as a response to both internal and external environment data and is central to the planning process, providing direction in development of College goals as well as programs and services. The mission statement is reviewed yearly as part of the College's planning process, potential changes are reviewed broadly across the institution, and revisions that are approved at the College level are approved by the Board of Trustees and published in College publications.

The College demonstrates its commitment to student learning through dialogue and processes that promote student learning outcomes and assessment of student learning in curriculum and program review processes, through planning and resource allocation processes that utilize data to set the College mission, vision, values, and goals and which lead to unit and program plans, and in the use of data to evaluate the effectiveness of College programs and services in achieving College goals. The dialogue on student learning outcomes has involved the College community broadly through an advisory group established by the Academic Senate, as well as through the established process of curriculum review and program review conducted by instruction, student services, library and learning support services, and administrative services.

The College engages in broad-based planning activities that involve divisions and departments which develop program and unit plans to address College goals, College standing committees which review unit based plans and resource requests (Budget, Information Technology, and Campus Development), and constituency-based committees tasked with overseeing the College's planning process (College Strategic Planning Committee). The results of the planning process are used to make decisions on resource allocation in such areas as finance, information technology, facilities, faculty and classified staff. Success indicators are defined for each College goal to ensure that progress toward goal achievement is measurable; outcome measures are defined for unit objectives as well. Data on these indicators is both qualitative and quantitative and is gathered broadly from the College community. The data from success indicators and outcome measures is shared with the College community and is used to help set or modify College goals and unit objectives involving programs and services. The planning and resource allocation process is reviewed by the College Strategic Planning Committee on a yearly basis in a cycle of continuous improvement.

Standard II: Student Learning Programs and Services

Sacramento City College provides a wide array of educational offerings to meet the needs of a diverse student population as defined in the College mission statement. The College offers 99 degree programs and 98 certificates in academic and career fields; programs and courses to assist students who are academically underprepared; lower division general education courses to meet transfer requirements to four year institutions, as well

as courses designed to promote personal enrichment. Educational programs are delivered on the College's main campus in urban Sacramento as well as at three Outreach Centers located in the wider Sacramento community and through the different modalities associated with distance education including online courses, interactive television, and telecourses. Educational opportunities are made available through internships and service learning; learning communities provide innovative approaches to promote student learning.

Student learning outcomes are incorporated into curriculum forms and reviewed through the curriculum process to ensure that equivalent outcomes are achieved regardless of where or how a course is delivered. This basic principle is incorporated into the planning cycle as a College goal. The program review process for instructional programs is data-based, including assessment of student performance and enrollment productivity, and involves faculty review of each course offering. The SLO Advisory Group is a subcommittee of the Academic Senate, and has led the College dialogue on student learning outcomes at the course and program level as well as adoption of general education SLOs. Course level SLOs have been incorporated into 99.6% of SCC course offerings and 80.9% of program offerings as of 2007-2008.

The SLO Advisory Group continues its work, including developing the "Sacramento City College's SLO Assessment Strategy," that was adopted by the Academic Senate in May, 2008. Assessment of student learning is a faculty responsibility, although input from industry professionals is valued as feedback. The College participates in Districtwide competency committees in the areas of writing, reading, and mathematics. Courses that satisfy competency requirements are designated in the College Catalog. The program review process is also utilized to provide a continual and timely review of all instructional programs. Such tools as the newly developed Curriculum Handbook and the curriculum software known as SOCRATES aid the curriculum review process to ensure that programs reflect the breadth, depth, rigor, sequencing, and synthesis of learning characteristic of high quality instruction demonstrated at Sacramento City College.

Sacramento City College recognizes that adult learners have diverse needs and has developed instructional approaches and supports to assist students in achieving their academic goals. An indicator of the degree of support among faculty and staff for this principle is the response to the survey question "Instructional programs meet the diverse educational and developmental needs of its students." 83.3% of respondents agreed with that statement in the 2008 Faculty/Staff Self-Study Survey. In addition to examining course breadth, depth, rigor, and sequencing, the College utilizes the program review process and SLO development process to address the relevance, appropriateness, currency, and achievement of student learning outcomes in instructional programs. These same processes are used by the College to plan and evaluate its courses, certificates, and degrees for both general and vocational education. Credit is awarded for successful course completion based on achievement of stated student learning outcomes and through exams that are assessed as being fair and unbiased.

The philosophy underlying the College's General Education requirement is incorporated into the College Catalog. The faculty determine whether courses fit areas associated with GE requirements in a process that is reviewed in the GE subcommittee of the curriculum committee. The GE subcommittee utilizes course SLOs as well as the General Educational Learning Outcomes (GELOs) as the basis for evaluating the appropriateness of each course in the general education curriculum. The College's statement of GELOs

incorporates the outcomes associated with Title 5 GE criteria to ensure that all appropriate areas are represented. In addition, the College provides a range of opportunities for students to achieve GELOs, both through course level SLOs and programs such as Service Learning and the International Studies Program that touch on the specific GELOs of respect for cultural diversity and willingness to assume civic responsibilities.

In addition to incorporating GELOs into degrees and certificates, all SCC degree programs that appear in the College Catalog go through a series of approvals that begin at the College, move to the Board of Trustees, and ultimately to the Board of Governors of the California Community College system.

The College has a strong track record for student achievement in licensing exams and for obtaining positive feedback from employers on student preparedness for employment. Vocational programs incorporate SLOs into their courses and programs, incorporating those outcomes required by licensing agencies or industry.

Students and prospective students receive clear and accurate information about educational courses and program and transfer policies through such publications the course Catalog, schedule of classes, and student guide. Transfer of credit policies are also clearly stated. There is a process for program elimination that facilitates student completion of program requirements. A variety of publications, available both in hard copy and electronically, are available to communicate accurate information to students, prospective students, and the public. These publications are reconciled to ensure consistent information.

The Board of Trustees has adopted policies and regulations that define and promote academic freedom; the “Faculty Statement of Personal Ethics” is available in the [Faculty Handbook](#); a statement of academic freedom will be incorporated into the 2009-2010 College Catalog.

Sacramento City College offers a broad array of student support services that address student needs comprehensively and effectively, regardless of location including core services such as Admissions and Records, Assessment, Matriculation including Outreach and Information and Orientation, Financial Aid, Extended Opportunity Programs and Services, and Counseling and more focused services such as academic honors, Disability Resource Center, CalWORKs, Child Development Center, Health Services, Internships, MESA, Phi Theta Kappa, PUENTE, RISE, Scholarships, Tutoring, Veterans Affairs and Work Experience. In 2007, a Student Services and Enrollment Management team developed a series of initiatives under the umbrella Students Obtaining Success (SOS) to further support student learning and achievement in light of the College’s mission. SOS initiatives include welcome back activities and activities that promote timely fee payment, retention, advising, and registration. Program review processes, undertaken on a three year cycle, are data driven and assess the effectiveness of student support services; data is collected from participants in SOS activities to measure the quality and effectiveness of programs.

The breadth of services to students attending the College’s three Outreach Centers in Davis, West Sacramento, and Downtown Sacramento are broadening, already including the core functions of assessments, admissions and registration, counseling, financial aid, matriculation, and DSP&S. These services will expand with the expansion of the centers

in Davis and West Sacramento (which will incorporate the current Downtown Center). Students participating in distance education programs receive a broad and expanding, range of student services as well, including Admissions and Records, Orientation, and Financial Aid and recently incorporating online tutoring. Such activities as assessment require that students interested in distance education come to a campus. More communication about the availability of services at Outreach Centers and for distance education students is needed.

The College Catalog provides accurate and current information on the College's educational offerings, requirements for admissions and fee information, and major policies affecting students such as academic standards and attendance expectations. While the Catalog is available in a variety of formats, other publications such as the Student Guide also provide accurate and current information on key student information.

The College employs a number of methods to identify the learning support needs of its students and ensure that programs and services are provided equitably. Program review documents include survey data, the Noel-Levitz Student Satisfaction Survey, and student feedback cards are methods utilized to measure student needs and satisfaction with student services. The Community College Survey of Student Engagement was administered in spring, 2008 to measure student use of, and satisfaction with, College services; an oversampling at the Outreach Centers ensured that there was sufficient data to support evaluation of student services offerings and delivery at the centers.

There are a number of student service approaches that provide opportunities for personal and civic responsibilities, including the International Studies Program, Cultural Awareness Center, Service Learning, Student Clubs, and Internships among others. The program review and unit planning processes provide opportunities to measure the effectiveness of these approach and plan for additional opportunities. The College provides an extensive array of counseling services from general counseling at both the main campus and Outreach Centers to such programs as RISE, DSP&S, CalWORKs, EOPS, Veteran's Affairs, Panther Pipeline, Work Experience, and Transfer Center. All full time students are strongly encouraged to meet with a counselor as part of the matriculation process; counselors developed an online educational plan to assist in sharing data among counselors to ensure that the counselor and student were operating from a common information base.

The College has made significant commitments to programs and services which support and enhance student understanding and appreciation of diversity including incorporating multicultural requirements into degree programs; programs offered by the Cultural Awareness Center, International Studies Program, and Ethnic Theater; clubs; professional organizations for diverse student populations; and academic support programs for student of color. Statements supporting diversity are incorporated into the College vision statement; the District has strict policies on non-discrimination; the College has procedures for addressing issues related to discrimination. The 2008 Student Accreditation survey indicated that 87% of respondents agreed that "The College demonstrates an understanding of and concern for issues of fairness and diversity."

College admissions policies follow guidelines prescribed in Title 5; College assessment instruments are on the State Chancellor's approved list of tests. The Assessment Office and the Instructional Office work together on the validation and selection of assessment

instruments. The confidentiality of student records is addressed in Board policy and regulation and adhere to the standards established by FERPA and California law. Student records are maintained on District and College systems that are backed up nightly.

The College engages in a number of evaluation cycles that measure the adequacy of student services and uses the results of such evaluations to improve both programs and services. Such evaluation cycles include program reviews conducted every three years, state-mandated evaluations for such categorical programs as DSP&S, Matriculation, CalWORKs, and EOPS/CARE. Additionally the College's annual planning cycle includes specifying outcome measures and requires that results be determined. Such information is also communicated to the Board of Trustees in the annual goal review process. The program review process also incorporates assessment of Student Services Program Learning Outcomes (ProLOs).

The College provides a broad array of library and learning support services both at the main campus and at the Outreach Centers. The Learning Resource Center on the main campus houses Library, Media, Tutoring and Writing Center, and Academic Computing services. Discipline specific computer and tutoring labs support students taking classes in such divisions as Math, Science and Allied Health, Physical Education and Athletics, Business, Language and Literature, Humanities and Fine Arts, and Advanced Technology, as well as the Outreach Centers. Student Services also has tutoring and computer facilities in such programs as RISE and the Disability Resource Center.

Library Services, located on the second and third floor of the LRC, include 79,980 print volumes, 12,258 electronic books, 6,434 media items, subscriptions for over 400 periodicals, as well as access to 12,000 titles through electronic database subscriptions. The building, opened in 1998, provides areas for individual and group study, wireless access, and services for students with disabilities and is open 75 hours weekly during the academic year. The library collection is selected by the librarians in consultation with discipline specific faculty to support the educational and support needs of students. The librarians conduct surveys of both students and faculty as well as track use of the library collection and databases to ensure that holdings and services meet College needs. The library conducts both general and subject specific orientations as well as classes to teach information competency skills. Library services are also available at the Outreach Centers and to distance education students, including book delivery and renewal, access to the electronic Catalog, databases, and books, electronic reserves access and library orientations. Access to physical reserve books is also available at the Outreach Centers on a more limited basis.

Instructional Media supports students on both the main campus and Outreach Centers. Instructional Media services include access to over 6,000 non-print resources which are selected by librarians in consultation with discipline faculty as well as based on student requests. The Instructional Media department oversees the College's two open access computer labs, which provide over 100 computers for student use. The department also supports distance education through a television studio and Interactive Television classes (ITV); as well as a network of smart classrooms and carts that support instruction and student services across the College and Outreach Centers. Requests for smart classrooms and smart carts are included in unit plans and are reviewed and prioritized by the divisions, College service areas, Information Technology Committee, Campus Development Committee, and Budget Committee.

Tutoring services are offered in the Learning Resource Center and in the division labs and Outreach Centers; the Writing Center was recently established to support writing across the curriculum and is housed in the LRC. The Learning Skills and Tutoring Center (LSTC) is open 64 hours a week during the academic year and provides tutoring services in compliance with Title 5 requirements in a wide variety of subjects. The Beacon peer tutoring program is also offered through the LSTC. Faculty request Beacon tutors as well as refer their students to the LSTC for support. Surveys of students using the LSTC services indicate a high degree of satisfaction (75% very satisfied). The writing center is newly organized and offers both workshops and individual support to students. The Outreach Centers also provide tutoring services to students under the supervision of the LSTC. Outreach Center tutoring focuses on those subjects taught at the Centers, such as ESL in the West Sacramento Center.

Division-based learning support services, including computer and tutoring support, are provided throughout the campus and Outreach Centers in labs that are under the supervision of the academic and student support divisions. The labs are supervised by content area coordinators or counselors and have Instructional Aides, IT support, or adjunct faculty lab coordinators to provide direct support to students. In those cases in which tutoring and computer services are in direct support of instruction, students enroll in classes to receive credit for participation. Each Outreach Center has a computer lab to support instruction and student services; “open lab” hours are based on available supervision. Computers in the labs are on the College’s computer replacement cycle to ensure that facilities support instruction and student services.

Standard III: Resources

The College hires well-qualified administrators, faculty, and staff utilizing documented policies and regulations that are developed and affirmed by the Board of Trustees, administration, faculty, and staff through their respective unions. Policies spell out minimum qualifications, requirements for equal treatment, and appointment authority. Regulations address detailed procedures for job announcements, certification of pools, applicant screening, interviews, and hiring. Requests for new faculty and staff positions are integrated into the College’s strategic planning process. Processes for choosing which positions to fill occur at both the College level, in which the Academic and Classified Senates work with administration to rank order position requests, and the District Office which utilizes set procedures to determine the number of FTE/positions to be allocated to each College.

The College has set procedures for evaluating administrators, faculty, and staff which detail both the instruments to be used in the evaluation process and the timetables for evaluation. These procedures are enumerated in both District regulations and in union contracts. The faculty performance review process includes references to SLO development and assessment as included in the union contract. The College has statements of professional ethics and responsibilities which are published in the College Catalog and faculty handbook. The College maintains a sufficient number of qualified faculty, staff, and administrators to provide quality service to students; the District exceeds the compliance number for full-time faculty as determined by the California Community Colleges Chancellor’s office. Personnel policies and procedures are developed and periodically reviewed through constituency governance groups and in collaboration with College administrators. Policies are publicized both in print and online; copies of all bargaining agreements are available in administrative offices.

Training on equity and hiring policies is made available to all members of hiring committees. Personnel records are kept confidentially; employees have access to their own records.

The College functions as a multicultural institution with support for diversity evidenced through College goals, programs, professional development opportunities, and District policies. Statistics on personnel demographics demonstrate that the College assesses its employment record and is increasing the diversity of its faculty and staff. Employees are treated fairly in keeping with College values, union contracts, and the principles underlying Interest-Based Approach (IBA). The College provides a wide range of professional development activities designed to promote the professional goals of both individual employees and the College. Professional development activities are assessed through a process of review and improvement.

The College provides highly functional physical resources in support of its mission at both the main campus and three Outreach Centers. The District and College have established a number of planning documents including the Long Range Capital Needs Plan, Five Year Construction plan, and SCC Facilities Master Plan to support College programs and services. These plans establish a modernization schedule that has upgraded and modernized a number of the College's oldest facilities since the last accreditation as well as plans for new construction with the proceeds from state and local bond measures that include Outreach Centers located in West Sacramento and Davis. These projects utilize Capacity Load Ratios and Facilities Condition Assessment results to rank proposed projects for inclusion in either modernization or new construction proposals. Both modernization and construction projects utilize Type 2 funds to ensure that new equipment is available for these projects. The College's annual planning and budgeting cycle contains a facilities component to ensure that requests for facilities changes are brought forth, evaluated, and prioritized for action based on College goals and unit objectives. Replacement cycles for computer and multimedia equipment ensure that up to date equipment is available to support instruction and services to students, faculty, and staff.

Planning processes also consider the principle of Maintenance of Effort to ensure that departments can provide a level of quality service and an emergency fund for repair or replacement of equipment not otherwise scheduled for replacement has been established. Facilities are constructed or renovated in compliance with ADA standards; access to the main campus has been improved with construction of a light rail station adjacent to the College, a new parking structure, and improved pedestrian walkways; safety issues are addressed for both faculty and staff and for students. The Resource Management and Capital Outlay Plan is an institutional plan in the College's Strategic Planning System that defines the College's approach to facilities planning. The Facilities Resource Allocation Plan defines the procedures utilized in facilities planning processes. The Campus Development Committee is the shared governance body that considers facilities issues, including safety and security, and rankings of facilities projects coming through the College's planning cycle.

The College demonstrates a long term commitment to providing technology resources to support College operations and institutional effectiveness at both the main campus and the Outreach Centers through its network capabilities, support for a variety of distance learning modalities, computer labs to support student learning and services, multimedia classrooms, desktop resources for faculty and staff, and computer programs that support

instruction, student services, and administrative services. There are over 3,000 computer systems located throughout the College, including the Outreach Centers. These systems, as well as College servers and networking equipment, are on replacement cycles which are used by the departments and divisions in the planning process. Wireless networks are available on campus; a fiber-optic network connects the College to the District and its sister Colleges. The District maintains the enterprise systems for student services, financial systems, and human resource systems. Data is stored securely and security policies and regulations have been defined at the District level and implemented at the Colleges. Technology training is made available for applications that support instruction, student services, and administrative services. Ongoing support is available for both faculty and staff through the College and District help desks, Computer Services staff, and Instructional Development and Distance Education programs and for students through a network of subject specific and open computer labs.

In addition to the replacement cycles that ensure that the College can meet its Maintenance of Effort commitment, departments and divisions include requests for new technology and software in their unit and program plans that support development and enhancement of programs and services. The Information Technology Department and the College IT Committee review, evaluate, and prioritize requests for new technology and make recommendations to the Budget Committee as part of the College's annual planning and budgeting cycle. The IT Department develops an IT Program Plan that outlines objectives designed to meet College goals in the area of technology on an annual basis. This plan contains support for desktops, servers, networks, and institutional software. The IT Program Plan also measures outcomes from prior years to ensure an ongoing process of program review.

The College integrates its financial planning with institutional planning in a process that is data driven and incorporates the College's mission, vision, values, and goals as context to program and unit planning that is conducted on an annual basis. The College administration reviews ongoing financial responsibilities and revenue sources and develops an annual budget memo that outlines funds available by source as well as ongoing obligations. The base budgets assigned to each division, department, and unit provide a core of financial support to ensure that College programs and services are maintained on an ongoing basis. Unit and program plans outline objectives related to College goals; requests for additional financial resources are associated with unit or program objectives. Outcomes are measured for each objective and the results utilized in the planning and resource allocation process. College governance committees review and prioritize resource requests based on published criteria and make funding recommendations to the College President. Resource allocation processes, as well as unit outcome measures, are evaluated on an ongoing basis to ensure that College goals are addressed by unit objectives and that resource allocation processes further College goals and unit objectives.

At the District level, the District allocates resources to support the District's strategic plan. Proposed budgets are reviewed by the District Budget Committee, comprised of members of the different constituency groups from each College as well as the financial services staff at the District. Funds are distributed based on formulas that include enrollment growth and assignable square footage. The College and the District utilize conservative approaches to ensure that revenues are received prior to distribution and that balance ongoing and one-time-only allocations to ensure that obligations can continue to be met while working within fiscal principles that are shared by all

bargaining units. The District defines policies and regulations which govern financial transactions and which ensure a high degree of integrity; College processes support fiscal checks and balances for expenditures from general funds, categorical funds, grants, externally funded programs, foundations, and contractual relationships. Annual audits are conducted; unqualified audit opinions have been obtained for the prior six years. Ongoing information on revenues and expenditures is provided to the College community by both the College and District, briefings are made to the Budget Committee by College administration on College fiscal resources and budget reports are available online at the unit level. Financial reserves are available at both the District and College levels in excess of requirements outlined by the California Community College Chancellor's office.

Standard IV: Leadership and Governance

The College has a number of mechanisms that create an environment for collaboration and continuous improvement including the formal mechanisms for participatory governance such as the Academic and Classified Senates and Senior Leadership Team participating in both Collegewide council and standing committees, as well as opportunities for situationally defined approaches to addressing challenges that arise in meeting the needs of students and the community. The District affirms the principles and practices of participatory governance in District policies and regulations and in Districtwide councils and committees. Documentation related to participatory governance structures and practices exists at the District level in Board policies and regulations as well as in collective bargaining agreements and at the College in "Your Guide to Participatory Decision-Making at Sacramento City College." While classified staff and student participation is broadly encouraged in College structures, faculty and administrative have particular responsibility for decisions about student learning programs and services. The integrity that is brought to internal College processes extends to relationships with external agencies. Different processes are utilized to evaluate the effectiveness of governance processes – including standing committees and Collegewide councils. The College is committed to standardizing processes for obtaining feedback on the effectiveness of College governance structures and participation and broadly disseminating the results to facilitate process improvement.

The Los Rios Community College Board of Trustees is duly elected and operates within Board policies and regulation to promote achieving the District mission, providing quality instruction and service at the Colleges, and acting with financial and legal integrity. The District has published policies governing the Board's size, duties, responsibilities, structure, and operating procedures. These policies and Board structures are evaluated on a consistent basis and revised as necessary. Board members undergo orientations to their responsibilities to ensure that they are prepared to undertake the work of the District; Board terms are staggered to ensure continuity; the Board's process for self-evaluation is clearly defined in Policy 3112. The Board of Trustee's "Statement of Ethics" is presented in Policy 3114, providing the expectation that members "will make decisions in the best interest of students and the District," "devote adequate time to Board responsibilities," and "avoid conflicts of interest." The Board has been involved in the accreditation process through briefings, inclusion in self study evidence gathering, and in being provided the opportunity for review of the self study report. The Board has responsibility for selecting and evaluating the Chancellor, which is then given administrative responsibility for the District and for implementing Board policies. Board policy specifies the selection and evaluation process for College Presidents. The selection process includes participation from all governance groups; the

President's evaluation has input from faculty. Interest has been expressed in broadening the evaluation process to include input from other constituency groups through a formal process.

The President demonstrates leadership in promoting high quality in the instructional programs and services provided to students as well as in the decisions reached and implemented through College processes marked by collaboration and participation. Presidential leadership is demonstrated in the College's responses to rapid growth and corresponding need for additional facilities and personnel, in overseeing the budget process, and in such programs as the innovative collaborations with Sutter Health and Bell Helicopter. The President leads an administrative team that fully supports program and service initiatives and that operates in an environment characterized by collegiality and communication. The leadership team has been in place through a series of transitions in presidential leadership and has taken a primary role in creating a culture of evidence, in developing a planning and resource allocation process that is data – driven and responsive to the College's mission, vision, and values, and in ensuring that processes are evaluated and modified to respond to changes in the environment as well as in response to feedback from the College community. The President guides improvements in the teaching and learning process by meeting and working with College administrators and leaders of constituency groups, as well as through convening the College Executive Council to share information from the District, community, and state and national organizations and develop programs and services to meet student needs.

The mapping document developed by the District demonstrates how the District partners with the College to provide vital services in such areas as information technology, fiscal management, human resources, facilities development, research, and public information that support the mission and functions of the Colleges in the Los Rios District. Program reviews conducted by the District demonstrate that the services provided reflect input from the Colleges. The District ensures that the Colleges have sufficient resources to conduct operations will demonstrating fiscal responsibility. Such practices as the use of the "bucket" formula have ensured fair distribution of resources and minimized disruption to College operations even in times of fiscal uncertainty; the District Budget Committee, comprised of College constituency group representatives and District office fiscal staff, review proposed budgets.

While the Chancellor provides broad leadership at the District level, he provides full responsibility and authority to the College president to administer District and system policies. The President leads the College in effectively managing resources, establishing the College mission, vision, values, and goals, and in aligning College programs and services to College goals. The President works through such participatory governance bodies as the Executive Council to ensure that a full spectrum of opinion is heard on College issues and utilizes College communications channels, such as *City Chronicles*, to inform the College community of both issues and proposed solutions. The Chancellor does serve as a liaison between the Colleges and Board of Trustees and District committees as well as electronic communications are utilized to share information across the District. While there is feedback from such bodies as the District Academic Senate on District/College processes and structures, there is need for a more formal process of evaluation of District governance committees are regularly evaluated and processes improved.

THEMES OVERVIEW

Themes Overview

Institutional Commitments

The self study incorporates evidence of the College's institutional commitments in a number of areas:

- The College's mission statement specifies the commitment to student learning. The College explicitly developed statements for vision, values, and mission that provide the basis for College goals and are integral to the College's planning process. The College utilizes data for the planning and resource allocation processes as well as in program review. The College has committed to a planning system that incorporates planning at the institutional, program, and unit planning. (Standard I)
- The College demonstrates commitment to excellence in teaching, student services, and library and student support services as evidenced by survey results in those areas. (Standard II)
- The College demonstrates its commitment to diversity in its array of programs, services, and structures that support students, faculty, and staff and in so doing, is highly reflective of the broader community served by the institution. (Standards II and III)
- The College is committed to providing appropriate resources in support of student learning and College operations as evidenced by the information technology replacement cycles that provide predictability as well as high quality equipment. (Standard III)
- The College demonstrates commitment to the principles of participatory governance by having a tri-chair structure for its standing committees and composition of such critical Collegewide bodies as Executive Council and College Strategic Planning Committee. (Standard IV)

Evaluation, Planning, and Improvement

The self study incorporates evidence of the College's commitment to the processes of evaluation, planning, and improvement in a number of areas:

- The College's yearly planning cycle begins with a review of data to help inform decisions on changes to College mission and goals. The unit and program plans incorporate outcome measures and the planning cycle includes measuring program and unit outcomes. The components of the planning cycle are evaluated yearly and improvements suggested by standing committees and the College Strategic Planning Committee. (Standard I)
- The program review cycle takes place on a scheduled basis for instruction (6 years), student services (3 years), and administrative services (yearly). The cycles incorporate College goals. (Standards II and III)

- Program planning processes are defined for facilities, information technology, staff development, distance education and other areas to ensure that Collegewide programs are meeting College goals and are responsive to unit needs. (Standards II and III)
- The principles of participatory governance are demonstrated in the planning, evaluation and improvement cycles by the participation of standing committees in the planning and resource allocation process. (Standards I, III and IV)

Student Learning Outcomes

The self study incorporates evidence of the College's commitment to development and assessment of Student Learning Outcomes (SLO) and to the use of Student Learning Outcomes in the College's planning processes in a number of ways:

- Student Learning Outcomes are used in the College's planning process. (Standard I)
- The Academic Senate has taken responsibility for the SLO development process by convening the SLO task force. (Standard IV)
- Course and program based SLOs have been developed in all academic programs. Curriculum committee forms and processes have incorporated SLOs into the curriculum development and review process. SLO assessment is being incorporated into curriculum and program review processes. (Standard II)
- Course and program based SLOs have been developed in student services programs and are incorporated in the program review process. (Standard II)

Organization

The self study incorporates evidence of the breadth and depth of the College and District's organizational structure in a number of ways:

- The College is well organized and staffed to offer programs and services in support of student learning. (All Standards)
- Published procedures are in place to request new faculty and staff; participatory governance processes are utilized to rank requests and make recommendations on positions to be funded. (Standard III)
- The District and Colleges have developed a mapping function that defines roles and responsibilities across all functional areas. (Standard IV)
- The Board of Trustees (BOT) develops the policies and regulations that form the framework within which the District and College operate; the BOT provides full operational authority to the Chancellor; the Chancellor gives operational authority to the President for College operations. (Standard IV)

- The College has defined an array of governance structures, including senates and standing committees to review and make recommendations on College policies. (Standard IV)

Dialogue

The self study incorporates evidence of dialogue in a number of areas:

- The College's governance structures provide for dialogue in a number of venues and formats including senates, standing committees, Collegewide councils, issues forms, and forums on such topics as information technology and resources for students with disabilities. (Standards II, III, and IV)
- The District's governance structures provide for dialogue in both senate activities and in Districtwide committee such as Budget, Educational Technology, Administrative Technology, and Student Technology, as well as competency committees in Math and English. (Standard IV)
- The President engages in ongoing dialogue with the community that the College serves in addition to the College community; senior leaders meet with governance leaders on a regular basis. (Standard IV)
- The District promotes dialogue in such venues as the Collaborative Issues Committee. (Standard IV)
- The District conducts internal and external environment scans to ensure that the Colleges are meeting community needs. (Standard I)
- Such major College commitments as vision, mission, values, and goals are developed through processes involving Collegewide dialogue. (Standard I)
- Advisory committees are utilized by academic programs to ensure responsiveness to employer needs. (Standard II)
- The College communicates with both its internal and external community through a variety of publications, both online and in hard copy such as the College Catalog and schedule, College website, *ElectrCITY*, student newspaper, *Inside SCC*, *City Chronicles*, standing committee minutes. (Standards II and IV)
- The College conducts outreach programs into the community to ensure widespread knowledge of College programs and services as well as to gather feedback on those programs. (Standard II)
- The District and College participates in community events and organizations such as the Chamber of Commerce to ensure that the College is representative of the community. (Standard IV)
- Orientations are held for new hires in all classifications. (Standard III)

Institutional Integrity

The self study incorporates evidence of institutional integrity in a number of ways:

- Statements of ethics and academic freedom are incorporated into Board of Trustees and faculty processes and are published. (Standards II and IV)
- The Chancellor and College President participate strongly in community organizations and have strong reputations as institutional representatives. (Standard IV)
- The Human Resource process is characterized by fairness and confidentiality in both hiring and evaluation. (Standard III)
- College publications accurately and consistently represent College processes and policies. (Standard II)
- The process of developing and measuring Student Learning Outcomes at the course, program, and institutional levels demonstrates institutional commitment. (Standards I and II)
- The program review process conducted for academic programs, student services programs, learning support programs, and administrative services demonstrates institutional commitment. (Standards II and III)
- The use of measures of merit in administrative program review and outcomes measures in unit planning demonstrates institutional commitment. (Standards I and II).
- The use of data to inform the activities associated with the planning and resource allocation process, including review of mission and goals, demonstrates institutional commitment. (Standard I)
- The Meritorious Budget Award given to the District by the Association of School Business Officials for financial integrity and the lack of audit findings demonstrates fiscal integrity. (Standard III)
- The emphasis on information security as demonstrated by Board policy and the designation of information security officers at the Colleges and District demonstrates institutional commitment. (Standard III)

ORGANIZATION OF THE SELF-STUDY

Overview

Committee Membership List

Self-Study Timeline

Organization for the Self Study

In 2003, Sacramento City College was reaccredited under the older set of Accrediting Commission for Community and Junior Colleges (ACCJC) standards. **(OR.1)** In 2006, the College developed and submitted the required mid-term report. **(OR.2)** 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 key 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. **(OR.3)**

In December 2006 the College President formed a Pre-Accreditation Task Group. It included representatives from the campus constituent groups: administration, faculty, classified, and students. Its primary task was two-fold: (1) to review the ACCJC Accreditation Standards, Policies, and Themes to ascertain the current accreditation readiness of the College, and present its findings for future institutional deliberations and actions; and (2) to propose accreditation-related measures and/or activities. **(OR.4)**

Throughout the spring and early fall of 2007, the Task Group conducted an extensive study of accreditation requirements, standards, policies, and themes. It was not the purpose of the Task Group to resolve any accreditation issue or address any gaps in institution policies and procedures, but rather to review all pertinent materials and report their findings for institutional follow-up considerations and actions. At the same time, the Task Group proposed a series of accreditation-related items and activities for the campus-at-large. These included not only evidence preparation, campus communications, and committee membership, but also flex day presentations, constituent group workshops, training sessions, and readiness outlines for administrative service, instructional service, and student service areas. **(OR.4)**

One of the outcomes of the Pre-Accreditation Task Group's review was the formation of a separate Evidence Task Group in June 2007, with membership consisting of representatives from information technology, accreditation, the three campus constituent groups, and the Accreditation Liaison Officer. This Evidence Task Group met to discuss and resolve electronic software issues, access and storage problems, and to consider feasible alternatives for creating an evidence database. The Task Group looked at the need for evidence for ongoing institutional planning and assessment activities, and reviewed ACCJC's mandatory evidence as well. **(OR.5)**

In the fall of 2007 the College President asked the faculty, classified, and manager constituency presidents to select representatives to serve as tri-chairs of the Self-Study Steering Committee. These individuals, along with the Accreditation Liaison Officer, Information Technology Dean, Evidence Coordinator, Editor, the SLO coordinator, and Student Representatives served as the Steering Committee for the Self-Study. **(OR.6)**

Beginning immediately, the Self Study tri-chairs held weekly meetings to conduct business related to the self-study. Individuals from the Steering Committee were invited to join these meetings as needed. The two students appointed to the Steering Committee were invited to attend the weekly meetings, but their other obligations precluded participation at weekly meetings. As a result, the tri-chairs made several presentations at the Associated Student Government meetings to keep student leaders involved with and

informed about accreditation and the self-study process. The tri-chairs also attended other constituency group meetings (Senior Leadership Team [SLT], Academic Senate, Classified Senate) to provide regular updates to those groups about accreditation. **(OR.7)**

Starting in fall 2007, the self-study chairs from each of the four Los Rios Colleges met monthly with District Office personnel in the District Accreditation Coordinating Committee. This committee provided the vehicle for free-flowing dialogue and sharing of information and concerns among the four colleges and with the District Office. **(OR.8)**

Also during 2007-2008, work continued on the evidence database. A general evidence template was designed, repeatedly tested, and refined for use by all campus constituent groups. As part of this review, documents pertaining to LRCCD and SCC governance, processes and procedures, program and services, and other related information were considered and integrated within the database. By the end of fall 2008, a draft comprehensive database list of evidence was compiled and sorted for initial review and usage, and needed modifications were made. **(OR.9, OR.10)**

In January 2008, constituency leaders appointed members to the Standards Committees. The Steering Committee tri-chairs in conjunction with constituency leaders agreed to the creation of nine teams, one for Standard I, three for Standard II, four for Standard III, and one for Standard IV. Each of the four standards was assigned tri-chairs, one classified, one faculty, and one manager. In addition each sub-section of Standards II and III were assigned “team leads,” also consisting of a classified, faculty and manager. **(OR.11)**

During spring and early fall 2008, the Steering Committee tri-chairs and ALO conducted training for the Standards Tri-chairs and Team Leads. During late spring 2008, the Standards Tri-chairs and Team Leads worked with constituency leaders to identify members for each of the nine teams; membership in these committees was open to all faculty, staff, managers, and students at the College. Standards Tri-chairs and Team Leads then conducted training for each of their own committees. Training on the role of evidence in the self-study report, and on how to use the Evidence Library was conducted, both in large training sessions and in small groups with individual teams. **(OR.12)** The Tri-chairs for Standards II and III each assigned themselves to one sub-section of their standard, and the Steering Committee Tri-chairs acted as liaisons to each of the standards.

In late spring 2008, the Self Study Coordinating Committee, which included all members of the Steering Committee plus the President, three Vice Presidents, and the Public Information Officer, began meeting regularly to update key College personnel on the progress of the self study process.

The District organized and conducted two “Question Days” in fall 2008 to give College representatives (Standards Tri-chairs and Team Leads) the opportunity to meet with and ask questions of District personnel associated with their standard. This process included an opportunity for College representatives working on Standard IV to meet informally with the Board of Trustees. **(OR.13)**

Follow-up meetings with the Tri-chairs and Team Leads were conducted throughout fall 2008 and spring 2009 to provide updates on the process and the progress of the self

study. Throughout the writing of the self-study report, documents were submitted by various campus personnel and by accreditation working groups and were added to the Evidence Library. Where possible, URLs were included; if unavailable in electronic format, the location of the physical document was noted. A wide variety of tasks were ongoing – updating and validating electronic links, converting documents as needed, trouble shooting software problems, working with security issues, and validating that the draft reports contained the necessary evidence citations. **(OR.14)**

The first self study draft was completed in December, 2008; reviewed by the Steering Committee in January 2009, was revised, and then was shared with the District Office in February 2009. During March, the College conducted a series of open forums, both on the main campus and at the Davis and West Sacramento Outreach Centers. These forums allowed anyone in the College community to ask questions about the draft self-study report, and make comments or suggestions on the draft. The draft report was posted on *InsideSCC*; hard copies were made available in the Learning Resource Center and at Davis, West Sacramento, and the Downtown Centers. Input from the College community was incorporated into a final draft that is being sent to the Board of Trustees in mid-May for review and action at their mid-June meeting. **(OR.15)**

Throughout the entire process efforts were made to educate the College community at large about the accreditation process, to provide updates and to allow for input. In fall 2008 the Steering Committee Tri-chairs made a presentation about Accreditation at the College's Convocation. Both the Los Rios Chancellor and the College President presented remarks about the significance of the accreditation process. In spring 2009 accreditation was also on the Convocation agenda as the President and a Steering Committee tri-chair provided updates to the College community. Regular information sessions were held during the flex days at the beginning of each semester. **(OR.15)**

A broad variety of communication tools were used to keep the campus community informed, including sending emails, providing information in *City Chronicles* (the online staff newsletter), and including articles in the *Express* (the student newspaper) and *ElectriCity* (the student activities newsletter). Information was regularly posted on the *InsideSCC* intranet, where there was also a separate set of accreditation web pages. **(OR.16)**

Organization of the Self-Study: References

- OR.1 Sacramento City College, Accreditation Self Study Report, 2003.**
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- OR.2 Sacramento City College, 2006 Midterm Report.**
<https://file.scc.losrios.edu/InsideSCC/Accreditation/2003Accreditation/MidtermReport2006.pdf>
<https://file.scc.losrios.edu/InsideSCC/Accreditation/2003Accreditation/RefLibToday.pdf>
- OR.3 Sacramento City College, Planning Agenda Items, 2005 and 2007.**
<https://file.scc.losrios.edu/InsideSCC/Accreditation/2003Accreditation/planningagendastatusrpt05.htm>
<https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/PlanningAgendaStatusReport/PlanningAgendaStatusReport2007.xls>
- OR.4 Sacramento City College, Pre-Accreditation Task Force, Spring and Fall 2007.**
<https://file.scc.losrios.edu/accreditation/2009%20SCC%20Accreditation%20Information/Pre-Accreditation%20Task%20Group/Final%20Recommendations,%20Nov%202007.pdf>
<https://file.scc.losrios.edu/InsideSCC/Governance/ExecCouncil/2006-07/Other/AccredPresentationSpring2007.pdf>
- OR.5 Sacramento City College, Evidence Task Group, Action Plan.**
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- OR.6 Sacramento City College, Accreditation Self-Study Steering Committee.**
<https://file.scc.losrios.edu/InsideSCC/Accreditation/2009Accreditation/SelfStudyCommitteeMembership.doc>
- OR.7 Sacramento City College, Accreditation Self-Study Activities.**
<http://www.scc.losrios.edu/x27203.xml>
<http://www.scc.losrios.edu/x32159.xml>
- OR.8 Los Rios Community College District, District Accreditation Coordinating Committee.**
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- OR.9 Sacramento City College, Accreditation Evidence Plan, Progress Report, March 8, 2008.**
<https://file.scc.losrios.edu/accreditation/2009%20SCC%20Accreditation%20Information/Evidence%20Activities/Evidence%20Task%20Group%20Progress%20Report.pdf>
- OR.10 Sacramento City College, Accreditation Library, 2008-2009.**
[https://file.scc.losrios.edu/accreditation/2009%20SCC%20Accreditation%20Evidence%20Library%20\(Excel%20format\)/](https://file.scc.losrios.edu/accreditation/2009%20SCC%20Accreditation%20Evidence%20Library%20(Excel%20format)/)
- OR.11 Sacramento City College, Accreditation Self-Study Committees, Membership.**
<https://file.scc.losrios.edu/InsideSCC/Accreditation/2009Accreditation/SelfStudyCommitteeMembership.doc>
- OR.12 Sacramento City College, Evidence Presentations, 2007-2008.**
<https://file.scc.losrios.edu/accreditation/2009%20SCC%20Accreditation%20Information/Evidence%20Activities/>
- OR.13 Los Rios Community College District, District/College Meetings, Fall 2008.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/District%20Mtg%20Dates.doc>
- OR.14 Sacramento City College, Organization of Accreditation Evidence References.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Evidence%20Activities/Self-Study%20Evidence%20Narrative.doc>
- OR.15 Sacramento City College, Sample, Accreditation Presentations and Forums, Spring 2009, Page 14.**
<http://media.scc.losrios.edu/staffres/SpringFlexFinalJanuary13.pdf>

<http://www.scc.losrios.edu/x32159.xml>
- OR.16 Sacramento City College, Accreditation 2009 Website.**
<http://www.scc.losrios.edu/x10628.xml>

Membership of the Self Study Committees

Self-Study Coordinating Committee

Cathy Chenu-Campbell	Faculty
Kelly Irwin	Classified
Anne Licciardi	Accreditation Liaison Officer/Manager
Dr. Kathryn Jeffery	President
Deborah Travis	Vice President, Instruction
Michael Poindexter	Vice President, Student Services
Robert Martinelli	Vice President, Administrative Services
Elaine Ader	Dean, Information Technology
Marybeth Buechner	Dean, Planning, Research, and Institutional
Effectiveness	
Carole Chambers	Faculty, Editor
Celina Sau Lin Ing	Faculty, Evidence Coordinator
Alan Keys	Faculty, Student Learning Outcomes Advisory Group
Nelle Moffett	Accreditation Liaison Officer/Manager, 2007-2008

Steering Committee

Cathy Chenu-Campbell	Faculty	Tri-Chair
Kelly Irwin	Classified	Tri-Chair
Anne Licciardi	Manager	Tri-Chair
Elaine Ader	Dean, Information Technology	
Celina Sau Lin Ing	Faculty, Evidence Coordinator	
Marybeth Buechner	Dean, Planning, Research, and Institutional	
Effectiveness		
Carole Chambers	Faculty, Editor	
Debbie Dixon	Student	
Sefanit Tades	Student	
Nelle Moffett	Accreditation Liaison Officer/Manager, 2007-2008	

Self-Study Committees

Standard I: Institutional Mission and Effectiveness

Karen Chewning	Classified	Tri-Chair
Virginia Gessford	Faculty	Tri-Chair
Robert Martinelli	Manager	Tri-Chair
Dianne Bennett	Faculty	
Mitch Campbell	Manager	
Lucy Fasman	Faculty	
Parrish Geary	Classified	
Amanda Hamilton	Classified	
Ann Lewis	Faculty	
Josh Roberts	Faculty	
Jean Vrechek	Faculty	

Standard II: Student Learning Programs and Services

Alan Keys	Faculty	Tri-Chair
Marilyn Keefe Perry	Classified	Tri-Chair
Debra Luff	Manager	Tri-Chair

Standard IIA: Instructional Programs

Virginia May	Faculty	Team Lead
Don Palm	Manager	Team Lead
Dominic Cerri	Faculty	
Adrian Chevraux Fitzhugh	Faculty	
Steve Cirrone	Faculty	
Ann Cook	Classified	
Pam Flaherty	Faculty	
Stuart Graybill	Faculty	
Patty Harris-Jenkinson	Faculty	
Ada Boone Hoerl	Faculty	
Laura Leek	Faculty	
Florence Lemoine	Faculty	
Tim Loree	Classified	
Frank Malaret	Manager	
Dyan Pease	Faculty	
Kakwasi Somadhi	Faculty	
Deborah Travis	Manager	
Tracey Valverde	Classified	
Sandy Warmington	Faculty	
Richard Yang	Faculty	

Standard IIB: Student Support Services

Richard Erlich	Faculty	Team Lead
Kim Goff	Classified	Team Lead
Rhonda Rios-Kravitz	Manager	Team Lead
Angela Alforque	Faculty	
Kim Beyrer	Faculty	
Debbie Blair	Faculty	
Angela Block	Faculty	
Elizabeth Chape	Faculty	
Randy Clem	Manager	
Kathleen Dorn	Classified	
Delissa Garza	Classified	
Ryan Glenn	Classified	
Sherri Goldberg	Classified	
Robert Heisleman	Classified	
Victoria Henderson	Faculty	
Juan LaChica	Faculty	
Angelena Lambert	Faculty	
Ginny McReynolds	Faculty	
Keith Muraki	Faculty	
Michael Poindexter	Manager	
Irma Rodriguez	Faculty	
Rachel Rutherford	Classified	
Gerri Scott	Faculty	
Gwyn Tracy	Faculty	

Standard IIC: Library and Learning Resources

Carl Sjovold	Faculty	Team Lead
Ashu Mishra/Janet Lake	Classified	Team Leads
Julia Jolly	Manager	Team Lead

Valerie Cox	Manager
Sue Hussey	Faculty
Irina Kloumova	Faculty
Cary Martensen	Faculty
David Martin	Classified
Claudia McEnerney	Classified
Gabriella Nuttall	Faculty
Lorilie Roundtree	Faculty
Mark Webster	Faculty

Standard III: Resources

David Wyatt	Faculty	Tri-Chair
Sharon Terry	Classified	Tri-Chair
Mary Turner	Manager	Tri-Chair

Standard IIIA: Human Resources

MaryAnn Robinson	Faculty	Team Lead
Kathleen Taylor	Classified	Team Lead
Chris Iwata	Manager	Team Lead
Arnoldo Garcia	Classified	
Mark Harbison	Faculty	
Robert Kelly	Classified	
Irina Kloumova	Faculty	
Mary Leland	Manager	
Laura Machado	Classified	
Pat McDonald	Faculty	
Kristie Michael	Classified	
Robin Roffey	Faculty	
Lisa Serafini	Faculty	

Standard IIIB: Physical Resources

Karen Kunimura	Faculty	Team Lead
Janice Hans	Classified	Team Lead
Thomas Greene	Manager	Team Lead
Marcia Bonawitz	Faculty	
Linda Coles	Classified	
Larry Dun	Manager	
Martha Goff	Classified	
David Hagerty	Faculty	
Greg Hayman	Manager	
Charlotte Humphries	Classified	
Steve James	Faculty	
Stephanie McDonald	Faculty	
Joe Phillips	Faculty	
Josh Pittenger	Faculty	
Ian Wu	Faculty	

Standard IIIC: Technology Resources

Chris Seddon	Faculty	Team Lead
Richard Driver	Classified	Team Lead
Donnetta Webb	Manager	Team Lead

Augustine Chavez	Classified
Tom Childress	Classified
Paul Estabrook	Faculty
Liz Johnson	Classified
Robert Jordan	Classified
Troy Kjos	Faculty
Jacek Kozikowski	Classified
Paul Manriquez	Faculty
Joseph Steever	Faculty
Debbie Van Sickle	Faculty
Amy Zannakis	Faculty

Standard IIID: Financial Resources

Paul Carmazzi	Faculty	Team Lead
Sandra Belmares	Classified	Team Lead
Elaine Ader	Manager	Team Lead
Marlene Biddle	Classified	
Deborah Bryant	Faculty	
Jim Comins	Manager	
Nanette Hart	Classified	
Robert Heidt	Classified	
Virginia Meyer	Faculty	
Pam Morrison	Classified	
Shanna Stein	Faculty	

Standard IV: Leadership and Governance

Linda Stroh	Faculty	Tri-Chair
Vicki Byers	Classified	Tri-Chair
Albert Garcia	Manager	Tri-Chair
Dena Chubbic	Faculty	
Barbara Davis-Lyman	Faculty	
Rebecca Dezsi	Classified	
Heidi Emmerling	Faculty	
Tonie Hilligoss	Faculty	
Rick Ida	Manager	
Kris Janssen	Faculty	
Angelia Jovanovic	Faculty	
Deborah Knowles	Classified	
Shirley Short	Manager	
Monica Souza	Classified	
Rick Woodmansee	Faculty	

Timeline for the Self Study

Accreditation Self-Study Calendar, 2007-2008												
Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Identify Participants in the Self-Study												
Steering Committee Tri-Chairs & Liaisons							x	x				
Self-Study Committee Tri-Chairs							x					
Self-Study Committee Members									x	x	x	
Hold Preliminary Steering Committee Meetings								x	x			
Orientation of Self-Study Tri-Chairs										x	x	
Begin Review of Materials										x		
Develop Document Library										x	x	x

Accreditation Self-Study Calendar, 2008-2009												
Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Steering Committee Writing:												
Background Sections	x	x										
Response to Recommendations	x	x										
Eligibility Requirements	x	x										
Develop Communication Plan	x											
Evidence Library	x											
IT Support & Staff Development	x											
SLOs	x											
Writing Style		x										
Identify IT Support Needed for Committees	x											
It Support & Staff Development		x										
Orientation of College Community		x										
Meet with District Staff				x								
Conduct Accreditation Faculty/Staff Survey				x								

Accreditation Self-Study Calendar, 2008-2009 (continued)

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Start-up Meetings of Self-Study Committees			x									
Review & Add to Document Library List			x									
Review Response to Recommendations			x									
Review District Staff White Papers			x									
Conduct Student Survey			x									
Self-Study Committees Conduct Self-Study			x	x								
Develop Self-Study Questions			x	x								
Review Documents			x	x								
Review Faculty/Staff Survey Results			x									
Review Self-Study Student Survey Results				x								
Develop Interview Questions			x	x								
Develop Interview Schedule			x	x								
Identify Sources of Evidence			x	x								
Self-Study Committees Conduct Interview				x	x							
Team Training on Writing Description, Analysis, & Planning Agenda Sections					x							
Team Writing: Description Sections for Each Standard					x							
Team Writing: Analysis and Planning Agenda Sections for Each Standard					x							
Submit First Draft of Standard Description, Analysis, Planning Agenda, and Document List to Steering Committee						x						
Edits and Revisions of Individual Standard Chapters							x	x				
Finalize Background Sections and Summary/Themes								x	x			
Compilation of One Single Document								x	x			
Provide Collegewide Review and Opportunities for Input									x			
Make Final Edits and Prepare Document for Printing										x		

Accreditation Self-Study Calendar, 2008-2009 (continued)

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Document to the Printer (for Board copies)											x	
Document to the Board											x	
Approval of the Board												x
Document to the Printer (Final Document)												x

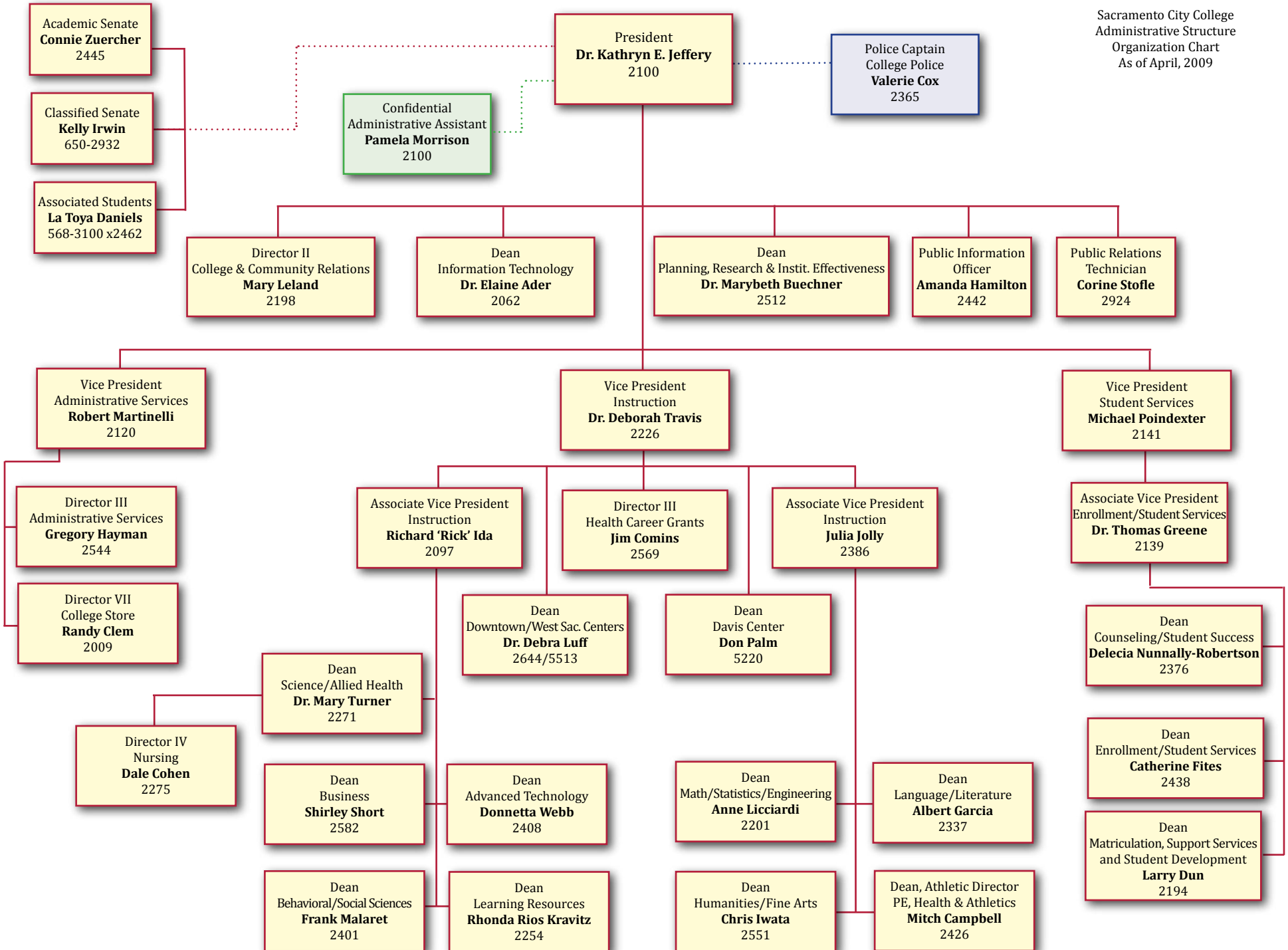
ORGANIZATION OF THE INSTITUTION

Sacramento City College Organizational Charts

Los Rios Community College Organizational Chart

Preamble to the District Mapping Document

District Mapping Document



Michael Poindexter
Vice President
Student Services

Thomas Greene
Associate Vice President
Enrollment &
Student Services

Lawrence Dun
Dean
Matriculation, Support
Services & Student
Development

Catherine Fites
Dean
Enrollment &
Student Services

Delecia Nunnally-Robertson
Dean
Counseling &
Student Success

Sherri Goldberg
Supervisor
Assessment & Support Services

Leslie Parker
Specialist Counselor
Learning Disabilities

Kim Goff
Supervisor
Admissions & Records

Mary-Sue Allred
Department Chair
Deborah Knowles
Supervisor
Counseling Center

Jane Woo
Counselor
Articulation

Ramona Cobian
Supervisor
CalWORKS & TANF

Victoria Henderson
Coordinator
Cultural Awareness Center

Kimberly Cortijo
Supervisor
Financial Aid

David Rasul
Counselor
Puente

Victoria Cornelius
Counselor/Coordinator
Athletic Advising

Sherri Goldberg
Supervisor
Information Center
& Orientation

Sherri Goldberg
Supervisor
H.S. Outreach &
Recruitment

Kim Goff
Supervisor
Veteran Affairs

Richard Erlich
Counselor/Director
Transfer Center

Deborah Knowles
Supervisor
Career Center

Derrick Wydick
Counselor/Coordinator
WorkAbility III

Summer Success Academy

Delissa Garza
Supervisor
Irma Rodriguez
Coordinator
EOPS & CARE Program

Wendy Slobodnik
Coordinator
Work Experience & Internships

Kris Janssen
Department Chair
Human Career Development
(Instruction)

Kim Beyrer
Coordinator
ASG, Student Leadership &
Development

Anita Sanders
Supervisor
Gwyn Tracy
Counselor/Coordinator
DSPS/DRC

Keith Murak
Juan LaChica
Counselors
RISE Program

Deborah Knowles
Supervisor
Job Services

Susan Fong
Counselor/Coordinator
International Student Center

Jeffrey Christian
Wendy Gomez
Nurses
Health Office

VPA Org Chart

Robert Martinelli (75)
Vice President,
Administrative Services

Laura Machado
Confidential
Admin Assistant I

Marlene Biddle
Admin Services
Analyst

Greg Hayman (48)
Director III,
Administrative Services

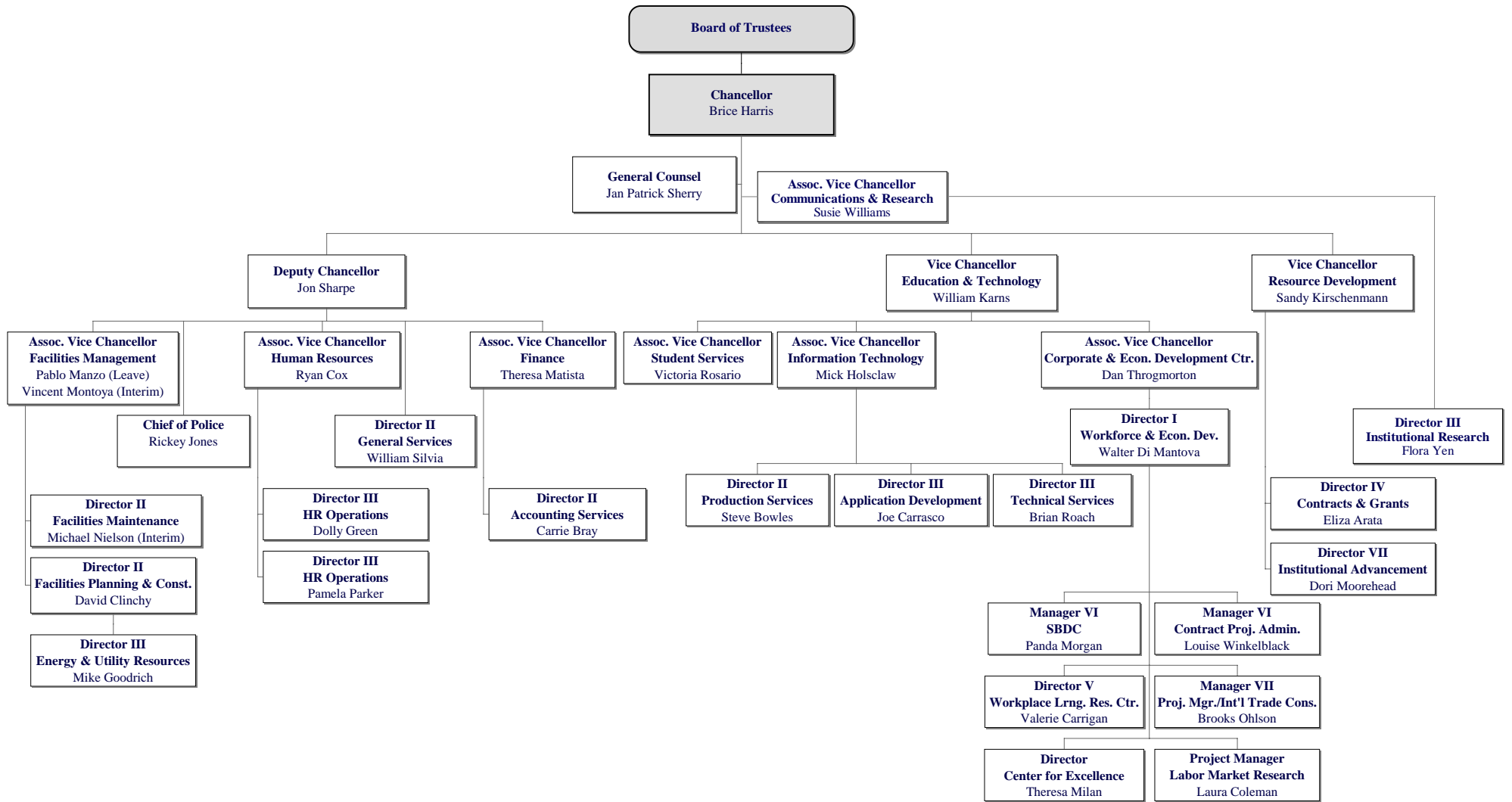
Randy Clem (9)
Manager VII,
College Store

Rob Heidt (7)
Supervisor,
Business Services

Frank Gleason (8)
Manager,
City Café (Aramark)

a/o 1 Aug 06

**Table of Organization - District Office
DO / Ethan Way / FM Management**



Forward to the Los Rios Community College District Functional Mapping Document

Lessons Learned from the Last Functional Mapping Process

The 2003 accreditation self study process was the self study process for which the Los Rios Community College District (LRCCD) created a map of functional responsibilities among the District and the Colleges. For the 2003 accreditation effort, the District developed a process for approaching the mapping of District/College functions that relied primarily on a survey of individual members of the organization. This survey asked respondents to answer questions based on their perceptions about where the functional responsibility lay and how well the arrangement worked in respect to discrete items within thirteen broad areas of responsibility. While the survey was beautifully crafted and resulted in a great deal of data, there were some areas where discussion of the process after the fact indicated some change to District mapping in future accreditations might be useful.

One important consideration at the time was that there were several areas where large proportions of respondents did not know where the functional responsibility lay for an area. The analysis of the data showed that most of the respondents who did not know where the responsibility lay also indicated that they did not know whether it worked well in supporting the Colleges in meeting their missions. For those areas where this occurred, the functional responsibilities may have been well known primarily to those who were responsible for their implementation but not others, which may have been problematic. Other areas of potential improvement came up as the 2003 mapping process was discussed in preparation for the 2009 accreditation self study effort. These related to ways through which the relationship between the mapping process and the accreditation standard analysis process at the Colleges might be strengthened. In addition, there was some concern that the way the areas of function were determined in 2003 might not have covered all of the areas comprehended by the accreditation standards or might not have covered them as directly as might be possible with a different approach to the mapping process.

Search for a New Functional Mapping Strategy

In preparation for the 2009 accreditation self study process in the Los Rios Community College District and its four Colleges, an Accreditation Retreat was held on November 2, 2007. The retreat was attended by the self study co- and tri-chairs from the Colleges, the District accreditation co-chairs, and District institutional research and information technology staff. This group, the District Accreditation Coordinating Committee (DACC), became the group responsible for overseeing the District mapping process and as reflected in the notes from that meeting, approached the topic of District function mapping with considerable interest. Models and processes were discussed, and receiving particular attention was the mapping process (then) recently used in the San Mateo Community College District. That functional map was organized by accreditation standard, and as such was regarded as having a number of positive features.

First, such a map is easy to follow; since it proceeds from the standards, it follows a familiar pattern of view or perspective on what assures quality in a community college, and its terminology is familiar and accessible to most actors in the Colleges. Second, since it is based on all the standards, it leaves no element of quality measurement out of the mapping process; if the standards speak to and include all the functional operations

necessary for an effective College, then basing the map on the standards assures that the dialogue about the effectiveness of the functional arrangements in the District is conducted inside the comprehensive and addressed Accrediting Commission concept of what is important and essential to effectiveness. Finally, basing dialogue and analysis of the District/College functional arrangements on the standards in the self study context will allow for easier planning agenda development, when that is appropriate as determined by the Colleges, and will connect the planning agenda items related to the mapping process more easily to the normal accountability process (for example, the Mid Term Report) for self-identified College planning agenda. Thus it was determined by the DACC in November 2007 to use a functional mapping process that was structured to address the nature of the functional arrangements in the District standard element by standard element.

Process of Development

Having established a scope of work, which included the functional mapping process, at its November, 2007 retreat, the District Accreditation Coordinating Committee met monthly from that time to the present, and discussion and action relative to the mapping process figured in most of the meetings of the DACC. Following the San Mateo model, the DACC proceeded to develop a draft functional map with a relationship schema aligning the individual standards with the way the Colleges and the District worked corporately or individually in assuring that the standards were being addressed. By December 2007, a “zero draft” of the mapping document was presented to the DACC for review and comment in the committee and at the Colleges, with considerable dialogue about the meaning of key terms and about the elements of a rubric that would assist the ascription of responsibility. By March 2008 the DACC had prepared a draft for review and comment by the various constituencies in the District, including the Chancellor’s executive staff, the vice presidents’ groups, the District Academic Senate, and the shared governance committees related to the functional areas. The map at this stage was considered a working document and as such the DACC membership was interested in making sure that it had wide review and comment across the District.

This feedback from across the District was funneled back the DACC for continued dialogue and adjustment of the ascriptions of responsibility where the committee deemed it appropriate. This dialogue about the map took place over several meetings of the DACC and resulted in several versions, the latest of which is below. Important to the ideation of the mapping document is the determination of the part of the DACC that the mapping document is a tool to guide continuing dialogue about the effectiveness for the District’s structures in addressing the standards as well as operational effectiveness in general. The DACC held as a key principal that the mapping document is an ongoing process and, toward that end, it was determined by the DACC in early spring 2009 that the College accreditation steering committees would review the mapping document and have dialogue about the document and the functions it represents and suggest College planning agenda items related to areas of concern or possible improvement in the structures that the map represents or in the map itself, as described below in the section on the College’s dialogue about the functional map.

To assure both continued dialogue about the College/District function relationship and effectiveness in addressing the accreditation standards, the DACC determined that it would reconvene after the self study process was completed and before the midterm report writing time to revisit the mapping document to follow up on any planning agenda items relating to the map arising from the four Colleges’ self studies, to

reconsider the accuracy of the map as representative of the District/College functions, and to discuss possible suggestions for change to the functional alignment in order to assure that the accreditation standards are met as effectively as possible.

SCC College Dialogue and Analysis Relative to the 2009 District/College Functional Mapping Document

The Tri-Chairs distributed the Functional Mapping Document to the Standards Committees Chairs and Leads and requested they review the document and provide feedback in spring 2008. Brief discussion occurred at a training meeting, and additional dialogue occurred in informal conversations. In many cases, feedback on the document was sent directly to the District. The senior leadership of the College was also asked to review the mapping document in spring 2008, and they provided feedback on the document. Additionally, the constituency groups were asked to review and provide feedback on the mapping document. This review took place in late spring and early fall 2008. As the Standards Committees Chairs and Leads finished reviewing their section of the self-study report in early spring 2009, they were asked to look again at the mapping document. They were asked to determine if, in light of the actual report, they believed that any changes should be made in the designations of Primary, Secondary, or Shared. Very few changes were noted.

Like the District, the College has agreed to ongoing dialogue about the mapping document, in order to ensure that it remains a useful guide to the delineation of District and College responsibilities.

Los Rios Community College District Function Map (Draft 2)

The Los Rios Community College District Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. The Function Map includes indicators that depict the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

Note

It is assumed in this mapping design that the term “institution” *generally* refers to the individual Colleges of the District and not to the Los Rios Community College District as a whole, since the standards in many cases address the conditions or practices present in the Colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the College and District levels working together.”

Standard I: Institutional Mission and Effectiveness		
A. Mission The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	SH	SH
B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing (1) evidence of the achievement of student learning outcomes, and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	SH	SH
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	SH	SH
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services		
A. Instructional Programs		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. Student Support Services		
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) General Information, (b) Requirements, (c) Major Policies Affecting Students, (d) Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. Library And Learning Support Services		
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources		
A. Human Resources		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	P	S

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. Technology Resources		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH

b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Standard IV: Leadership and Governance

A. Decision-Making Roles And Processes		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Board and Administrative Organization		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	P	S
<p>d. The president effectively controls budget and expenditures.</p>	P	S
<p>e. The president works and communicates effectively with the communities served by the institution.</p>	P	S
<p>3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>	S	P
<p>a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</p>	S	P
<p>b. The district/system provides effective services that support the colleges in their missions and functions.</p>	S	P
<p>c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>	S	P
<p>d. The district/system effectively controls its expenditures.</p>	S	P
<p>e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</p>	S	P
<p>f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.</p>	S	P
<p>g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	S	P

CERTIFICATION OF ELIGIBILITY

Certification of Continued Compliance with Eligibility Requirements for Accreditation

Sacramento City College affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation.

1. Authority

The Board of Trustees of the Los Rios Community College District (LRCCD) derives its authority from statute (California Education Code 70902) and from its status as the elected community entity holding the institution in trust for the benefit of the public. Sacramento City College (SCC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

In addition, specific programs of the College have been granted accreditation by the Commission on Dental Accreditation, the Commission on Accreditation in Physical Therapy Education, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the California Board of Registered Nursing, the California Board of Vocational Nurse and Psychiatric Technician Examiners, the Dental Board of California, the Federal Aviation Administration, and the California Board of Cosmetology and Barbering. **(ER.1)**

2. Mission

On May 16, 2008, the LRCCD Board of Trustees approved the following Sacramento City College mission statement:

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 Sacramento City College mission statement appears in the College Catalog, faculty handbook, student guide, on the College web site, and is posted at various campus locations, such as in the College's primary meeting room, RN 258. **(ER.2)**

3. Governing Board

The LRCCD Board of Trustees consists of seven members elected by the voters from seven trustee areas and a non-voting student trustee. Board members are responsible for the quality and integrity of the institution and ensure the efficacy of the institution's mission. Consistent with the California Code of Regulation, Title 5, the Board exercises the right to be an independent policy-making body and reflects constituent and public interest in its activities and decisions, as exhibited through Board minutes. Trustees annually review compliance with the State's Conflict of Interest Code to show no personal financial interest in the institution. **(ER.3)**

4. Chief Executive Officer

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's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes and regulations as well as Board policies; to efficiently manage fiscal and human resources; and to provide effective leadership to define goals, develop plans and establish priorities for the institution.

The Chancellor of the LRCCD is appointed by and reports to the Board of Trustees. **(ER.4)**

5. Administrative Capacity

Sacramento City College has 27 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. **(ER.5)**

6. Operational Status

The College currently enrolls over 24,000 students in classes held weekdays, evenings, and weekends. Students are actively pursuing certificates, associate degrees, and/or transfer to four-year institutions, or have goals that include personal development, career enrichment, or remediation in basic skills. **(ER.6)**

7. Degrees

Consistent with its mission, Sacramento City College offers the Associate of Arts and Associate of Science degrees as well as Certificates of Achievement and Certificates of Completion. The majority of the College's course offerings are in programs that lead to degrees, as described in the College Catalog. The College Catalog contains a listing of degrees offered, course credit requirements, and unit length of study for each degree program. **(ER.7)**

8. Educational Programs

Sacramento City College offers educational programs consistent with the mission of the college, district, and California community colleges. All associate degree programs are at least two years in length. All courses fulfill the California Code of Regulations, Title 5. Course outlines contain student learning outcomes that are achieved through class content, assignments and activities, and are reviewed on a regular basis. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered. **(ER.8)**

9. Academic Credit

Sacramento City College awards academic credit based on the California Code of Regulations, Title 5, and on accepted practices of California community colleges. Detailed information about academic credit is published in the College Catalog. **(ER.9)**

10. Student Learning and Achievement

Programs and courses have defined and published student learning outcomes (SLO) in the SOCRATES curriculum system. Programs and courses are regularly assessed through the curriculum review and program review processes. Faculty ensure that students who complete programs have achieved the programs' outcomes no matter where or how the programs are offered. **(ER.10)**

11. General Education

Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. All degree programs require the satisfactory completion of a minimum of 21 units of general education courses to ensure breadth of knowledge and to promote intellectual inquiry. Courses that meet the General Education requirements complete an evaluation process through the College's Curriculum Committee, affirming their quality and rigor. General Education Learning Outcomes (GELO) have been identified for students completing this component of their degree. **(ER.11)**

12. Academic Freedom

Faculty rights, responsibilities, professional obligations, and autonomy are articulated in the collective bargaining agreement between the District and College faculty. Through established and documented governance processes of the College, SCC respects that faculty have purview in academic matters. The Board of Trustees endorses an open intellectual forum whereby faculty and students are free to examine and to test all knowledge appropriate to their discipline or area of major study, including controversial topics. **(ER.12)**

13. Faculty

Sacramento City College maintains a sufficient core of qualified, full-time faculty to support the College's educational programs. In fall 2008, there were 375.2 FTE full-time faculty and 209.4 FTE adjunct faculty. All faculty meet the minimum qualifications criteria for instructional faculty. Clear statements of faculty roles and responsibilities are stipulated in the faculty collective bargaining agreement and in the Faculty Handbook. These responsibilities include, but are not limited to, participation in program review, leadership in curriculum development and review, the development of student learning outcomes, and assessment of student learning. **(ER.13)**

14. Student Services

Sacramento City College provides a variety of services to students that meet the educational support needs of its diverse student population. Student Services has clearly defined program outcomes related to student development within the context of the college mission. **(ER.14)**

15. Admissions

Sacramento City College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5, and facilitates the registration of

students in classes. Information about admissions requirements is available in the College Catalog, schedule of classes, and on the College's web page. **(ER.15)**

16. Information and Learning Resources

Sacramento City College has sufficient print and electronic resources (including full-text books and journals) to meet the educational needs of its students and to support all programs. Additional materials can be borrowed from any Los Rios library, and via interlibrary loan from libraries throughout the country. Internet access is provided via a wireless network and in a number of computer labs. **(ER.16)**

17. Financial Resources

The LRCCD provides sufficient financial resources and an adequate funding base to support student learning programs and services at the College. To ensure financial stability, the District has adopted a fiscally conservative approach to budget management with an emphasis on maintaining adequate reserves.

Sacramento City College receives a budget allocation from the District. The College operates from a financially stable funding base, plans for financial development, and identifies and uses financial resources to support its mission and educational programs. **(ER.17)**

18. Financial Accountability

Sacramento City College demonstrates financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. In all fiscal matters, the College adheres to specific Board-approved policies and procedures governing the responsible allocation of funds to support educational programs and support services. **(ER.18)**

19. Institutional Planning and Development

Sacramento City College provides evidence of planning for the development of the institution through documents which reflect the identification and integration of human, physical, IT, and fiscal resources. The College's Strategic Planning Framework provides a "feedback loop" through which the College demonstrates accomplishment of College goals and student achievement. Program review is conducted on a regular basis by all departments, the results of which are used to make decisions regarding improvements. Student learning and institutional effectiveness data are used to develop objectives for the next planning cycle. **(ER.19)**

20. Public Information

Sacramento City College provides a Catalog, in both paper and electronic format, with precise, accurate, and current information concerning the following: **(ER.20)**

General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

21. Relations with the Accrediting Commission

Sacramento City College and the Los Rios Board of Trustees provide assurance that the College adheres to the eligibility requirements, accreditation standards, and policies of the Commission. The College describes itself in identical terms to all accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College agrees to comply with Commission requests, directives, decisions, and policies and to make complete, accurate, and honest disclosure. **(ER.21)**

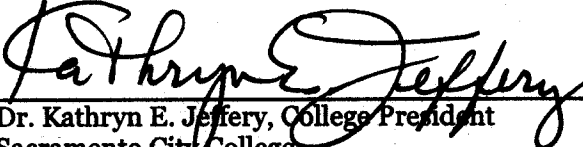
Sacramento City College affirms that it meets each of the eligibility requirements set by the Accrediting Commission of Community and Junior Colleges.

Statement of Assurance

We hereby certify that Sacramento City College continues to meet the eligibility requirements for accreditation.

Signed:

Date:


Dr. Kathryn E. Jeffery, College President
Sacramento City College

6/17/2009


Pamela Haynes, Board of Trustees President
Los Rios Community College District

June 17, 2009

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RESPONSES TO THE 2003 RECOMMENDATIONS

Responses to Recommendations of the 2003 Visiting 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)
- 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)
- c. Ensure that all College faculty and staff are fully engaged, aware of, and implementing the planning process; (Standard 3.B.1)
- d. Identify College and student outcomes in such a fashion that collaboration for continuing improvement consciously and systematically occurs; (Standard 3.C.1)
- 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)

Response to 1a

Sacramento City College (SCC) has clarified the College mission statement to define the students that the College serves, to affirm the College's commitment to student learning, and to clarify the role of the mission statement in the planning process.

In spring 2004, the College's Planning, Research, and Institutional Effectiveness (PRIE) Committee, composed of representatives from the campus constituency groups, created a participatory process to completely rewrite the mission statement. (**PR.1**) The PRIE Committee used survey results as the basis for a proposed mission statement. (**PR.2**) The Executive Council and all campus constituent groups reviewed the proposed mission statement at the end of the spring 2004 semester. (**PR.3, PR.4**) It was formally adopted in fall 2004, and the revised mission statement was published in the 2005-2006 College Catalog replacing all previous statements. (**PR.5**) In spring 2006, the College also adopted its first vision statement. (**PR.6**)

The current Sacramento City College mission statement was revised during the 2007-2008 academic year and approved by the Board of Trustees in April 2008. (**PR.7, PR.8**) As part of the annual cycle of the Strategic Planning System, the College Strategic Planning Committee (CSPC) is responsible for recommending changes to the mission statement based on an assessment of data and environmental information that may dictate a change to the College's mission. (**PR.9**) In fall 2007, the CSPC affirmed the College vision statement, requested a revision of the mission statement to include student learning, and asked for a review and possible revision of the values statement. (**PR.10**) The process of obtaining College input and consensus on proposed changes was conducted by the PRIE Committee. (**PR.11**) Results from the review process were presented to the College Executive Council for consideration and approval prior to submission to the District Board of Trustees for final approval. (**PR.12**) The Strategic Planning Framework, implemented in fall 2007, calls for an annual review of the

mission, vision, and values statements of the College by the CSPC. **(PR.13)** The following revised mission statement is included in all College publications.

Sacramento City College Mission Statement

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. **(PR.14)**

This mission statement defines the students that the College is committed to serve by its identification of Sacramento City College as an open-access community college and by its commitment to support a diverse student population. This commitment is based on data and confirmed through environmental scans conducted by the District Office, analysis of feeder high schools and zip codes served by College programs, and analysis of student demographics. **(PR.15)** The current mission statement also reflects the multitude of educational opportunities and support services that are available to all students based on their goals and interests. Students preparing to transfer to four-year institutions are able to take general education and other preparatory courses for their majors; students seeking entry-level jobs or work advancement can take career development and/or vocational classes; students desiring to improve core skills can take courses focusing on basic skills development and/or remediation; and those looking for personal enrichment can enroll in specialized offerings. These educational opportunities are identified in the mission statement and target the community served by Sacramento City College.

Response to 1b

For many years, the College has had the bases of planning and resource allocation documented as College processes. The College has been refining these processes as the result of institutional review. These core elements of the planning and resource allocation process include the following: **(PR.16)**

- Assessing and refining the College's mission statement using established College processes; **(PR.17)**
- Defining a vision statement for the College that is reviewed on a regular basis; **(PR.18)**
- Setting College goals in concert with District strategic directions and goals; **(PR.19)**
- Developing a College-wide process for identifying College goals; **(PR.20)**
- Providing evidence of goal achievement on an annual basis; **(PR.21)**
- Developing the *SCC Master Plan for Student Success* to set facilities standards to support program and service planning; **(PR.22)**
- Linking unit plans to College goals; **(PR.23)**
- Linking unit plans to resource requests; **(PR.24)**
- Developing a timeline for integrating the activities involved in planning and resource allocation so that both were accomplished in the same academic year; **(PR.25)**
- Linking unit plans to Key Performance Indicators (KPIs) and accomplishments; **(PR.26)**

- Including faculty hires, classified hires, Information Technology (IT) requests, facilities requests, and budget requests into a single, web-based unit plan format; **(PR.27)**
- Providing department specific data as input into the unit planning process; **(PR.28)**
- Making the processes of funding institution-wide initiatives more transparent. **(PR.29)**

In spring 2007, these efforts culminated in the development of a Strategic Planning Framework which articulated all of these aspects into a comprehensive statement of the College's planning process, incorporating existing processes while adding new pieces needed to create an integrated system. The Framework includes a glossary of planning terms so that the College uses consistent language in describing the various aspects of the process. The Framework ties together the various processes into a cohesive and coordinated planning and resource allocation model. **(PR.30)** The Framework defines a "Family of Plans" that provides structure to the planning processes involving major institutional areas (e.g., Instruction, Student Services, Administration), Collegewide processes (e.g., Information Technology [IT], Staff Development, Marketing), and unit-level processes. **(PR.31)**

Additionally, procedures were defined for submitting resource requests so that forms, timelines, and processes were available to the College community. **(PR.32)** After substantial dialogue among all constituency groups, the Framework was fully implemented in fall 2007. **(PR.32-PR.34)** This implementation includes prioritization of unit plan objectives at the unit, division, and College service area. **(PR.35)** The resource allocation process includes input from the IT Committee regarding prioritizing major IT requests and from the Campus Development Committee regarding prioritizing facilities requests. **(PR.32, PR.36)**

In spring 2008, the CSPC met to review the implementation of the planning and resource allocation process and to identify areas of improvement for the 2008-2009 year. **(PR.37)** The Senior Leadership Team also reviewed the implementation to observe what worked and to suggest operational improvements. **(PR.38)** In fall 2008, the College strategic planning process was initiated for the 2009-2010 planning cycle. **(PR.39)** Training sessions and College forums were held to review relevant data, demonstrate forms, and answer questions. **(PR.40)** During 2009, objectives implemented in the 2008-2009 planning cycle were implemented, resource requests for the 2009-2010 cycle were allocated, and possible changes to goals for the 2010-2011 planning cycle were considered. **(PR.41-PR.43)** Overall, the process was determined to be effective with some areas noted for improvement in the next cycle.

Response to 1c

Key elements to the successful integration of all the College's planning processes are continuous dialogue and evaluation. Extensive efforts have been made to inform all administrators, faculty, and staff of each phase of the planning and resource allocation processes. Numerous workshops, training sessions, campus forums, and staff development activities for both campus and District constituent groups have been presented over the last several years. **(PR.40, PR.44-PR.46, PR.48)** Group discussions at department meetings continue to focus on learning and program outcomes. **(PR.47)** Members of the Curriculum Committee have conducted Flex Day workshops and day-

long sessions on the accreditation standards and the importance of including learning outcomes in individual course curricula, certificates, and degrees. **(PR.49)**

Several campus committees and offices have also been involved in training activities. The Instruction Office conducts yearly program review meetings at which information on student success and retention, enrollment trends, and course completion is distributed. **(PR.15)** Both the PRIE Office and the PRIE Committee have developed and distributed web-based informational reports and surveys. **(PR.15)** The Staff Resource Center provides flex activities and specialized training workshops to support College initiatives. **(PR.48)**

The President's Cabinet and the Executive Council continue to inform faculty and staff on the planning process through outreach efforts such as open forums, a weekly electronic newsletter, and constituency-based meetings. The revised Strategic Planning Framework was shared in draft form with all constituent groups for input into the design. **(PR.50)** During implementation, College Vice Presidents held special meetings with the Department Chairs Council to inform this key group about the new process. Regular emails were sent to the department chairs and deans with detailed information about each step of the process. The weekly electronic newsletter informed the entire College community of each step of the process. **(PR.51, PR.52)** Prior to fall 2008, the President's Cabinet created a communication plan for the 2008-2009 year and identified key processes for targeted training. **(PR.53)** In spring 2008, the College developed a new intranet (*Inside SCC*) to provide access to College documents through the web. This structure provides easy navigation and access to information related to planning and resource allocation and to other College documents. **(PR.54)** During fall 2008, a number of training sessions and open forums were held with deans, department chairs, unit heads, and members of the College community to review planning data, processes, forms, and timelines. **(PR.55)** The Vice Presidents continue to hold flex day workshops on the planning process. **(PR.40)**

Implementation of the College's Strategic Planning Framework was accomplished in fall 2007 for planning year 2008-2009 and in fall 2008 for planning year 2009-2010. **(PR.56)** The implementation included development of College goals, verification of the College mission statement, values, and vision statement, and development of data to be used in the planning process. Program plans and resource plans were written to address how Collegewide initiatives are to be conducted. Institutional plans were developed to provide context for College planning processes. **(PR.57, PR.58, PR.32)** The College community followed unit plan and resource allocation processes, which resulted in the identification of unit objectives that met College goals and resource allocation choices that were based on how unit objectives met College goals. **(PR.59)** The governance-based IT, Campus Development, and Budget Committees participated in prioritizing objectives and making resource allocation recommendations to the College President. **(PR.35)**

Response to 1d

Collegewide efforts to incorporate measurable learning outcomes as integral components of both educational programs and student services have increased significantly since 2003.

- In fall 2003, the SCC Curriculum Committee adopted the formal inclusion of student learning outcomes (SLOs) for all courses and programs submitted for

- review and approval. In particular, each proposal was evaluated for the relationship between course objectives and student learning outcomes. **(PR.60)**
- In fall 2004, the Academic Senate established a Student Learning Outcomes Advisory (SLOA) Group with membership from all instructional divisions and student service areas. **(PR.61)**
 - During the following year, the SLO Advisory Group developed a formal “Statement of Philosophy” that was subsequently adopted by Academic Senate in May 2005. **(PR.62)**
 - The Faculty Research Coordinator and members of the Advisory Group have assisted individual departments to develop learning outcomes and have presented numerous campus/District workshops, including sessions at the first LRCCD Curriculum Institute in January 2005 and the Los Rios Counseling Association’s bi-annual meeting in October 2005. **(PR.63)**
 - In 2005-2006, the SLO Advisory Group created a Program Learning Outcomes (ProLO) Development Guide and accompanying resources to support program learning outcome development from the ground up. The use of these materials began in spring 2006 in voluntary department-level workshops facilitated by liaisons from the SLO advisory group. These workshops were open to any program; however, departments undergoing program review were contacted by the SLO advisory group and offered priority. **(PR.64)**
 - The District implemented curriculum software, SOCRATES, which includes SLOs at the course and program level. **(PR.65)**
 - Formal dialogue on General Education Learning Outcomes (GELOs) was conducted in April 2006, with two additional forums in August and October. Faculty, staff, and administrators engaged in discussions about what constitutes a “general education” for our students and how this view aligns with the College’s educational values. Task groups with representatives from across the College were created and developed specific GELOs for the areas generated by campus forums. After more than a year in development, the final GELO document was approved by Academic Senate on May 17, 2007. **(PR.66)**
 - From 2006-2008, faculty and staff from student services crafted a "division-level" set of SLOs for all of Student Services. These Student Services SLOs (SS-SLOs) mirror the GELOs, thereby creating a link between Student Services and Instruction in terms of the student learning outcomes that each area is committed to achieve. Individual units in Student Services are using the SLOs in their development of unit-level SLOs and SLO assessment plans. **(PR.67)**
 - In 2008, the College adopted a statement of Institutional Student Learning Outcomes as an overarching commitment to integrate all levels of student learning outcomes (SLOs, ProLOs, GELOs, and SS-SLOs) in the institution’s decision-making processes. **(PR.68)**

Responses to 1e

The College’s planning processes integrated data collected at the College and program levels into planning processes in a number of ways. The College submits annual goals, which define data-driven success indicators that the College uses to measure whether

goals are achieved, for review and adoption by the Board of Trustees. (PR.69) In the unit-planning process, outcomes and Key Performance Indicators (KPIs) are defined to measure the degree to which unit objectives are achieved. (PR.70) The program review process, adopted Collegewide, defines data on student achievement and program effectiveness. (PR.71) With the adoption of the Strategic Planning Framework, data review has a key role at both the beginning and the end of the planning cycle. (PR.15) In fall 2007, the CSPC met to review College data prior to developing College goals for 2008-2009. The CSPC reviewed student demographic data, student achievement data, goal achievement data, College accountability reports, and the regional environmental scan, among other reports, to provide input into the development of goals. (PR.16)

Once the CSPC had identified the College goals for the next year, the committee identified the outcome measures it would use to determine when the goals had been accomplished. (PR.16, PR.72) This list of outcome measures became part of the research agenda for the PRIE Office. (PR.73) In fall 2008, the CSPC reviewed the updated data both to assess whether College goals had been achieved and to use in developing/retaining the College goals for the 2009-2010 planning year. (PR.74) In addition, the unit plan process, as defined by the Strategic Planning Framework, requires each unit to identify the outcome measures it will use for each objective to determine when the objective has been completed. (PR.70)

The President's Cabinet has developed and implemented a protocol for reviewing College data. This process supports dialogue on what is working and what may need to be improved, expanded, or discontinued. This data review protocol is applicable to any outcome measure to ensure that the College uses data in discussions about continuous improvement and makes decisions based on evidence. (PR.53)

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 increase effectiveness the District amplify on this 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.

In 2001, the Los Rios Board of Trustees determined that educational services would be delivered to the region through four comprehensive Colleges and the development of educational centers affiliated with those Colleges. (PR.75) The Chancellor informed the Accreditation Commission of the Board's decision shortly thereafter. (PR.76) The comprehensive accreditation visits of 2003 led to similar recommendations for all Colleges regarding center development, particularly in regard to providing appropriate support for each center's development in the Los Rios District. (PR.77) In response to the recommendations, the District reaffirmed its commitment to center development as a regional approach to growth and began developing a common set of expectations about how the District should develop and support the centers. The District has provided the Commission an update on its center-related activities annually. (PR.78-PR.80)

In 2004 and 2005, a series of discussions in both the Chancellor's Executive Staff meetings and Chancellor's retreats focused on the centers' development and the essential elements that would guide any policy development. These elements included the development of a common definition of "Center"; the relationship of the center to the College; basic tenets of staffing and budgeting based on established formulas and procedures; and the use of District discretionary funds. **(PR.81)**

Although the Colleges may have outreach centers in a variety of locations, a "Center" has been defined as a facility that conforms to the state definition of "Center." Pursuant to the Facilities Planning Manual, an educational "Center" is defined as "a post-secondary operation established and administered by an existing College or District at a location away from the campus of the parent institution. **(PR.82)** An educational Center is an operation planned to continue for three or more years and expected to enroll over 500 FTES by the third year of operation. A Center typically has an on-site administrator and may offer programs leading to certificates and/or degrees conferred by the parent institution."

As noted in the definition above, fundamental to the Center concept is the notion that any Center shall be under the direction of one of the comprehensive Colleges. As such, it will be developed and operated as an integral part of the College and supported according to the established formulas and support systems of the District. For example, the faculty staffing is by a formula based upon a Weekly Student Contact Hour (WSCH) per FTES basis. It is the parent College that determines the allocation of faculty, based upon overall programmatic needs, which includes the Center. Support staff is primarily determined on growth in facilities square footage and FTES. The discretionary funds of the District (program development funds) are used to support the administrative needs of the parent College and their centers. **(PR.82)**

A concept paper was developed that incorporated these notions and described the mechanisms used to support the development of a College Center within the District. The concept paper was presented to the Board of Trustees and reviewed broadly across the District. After discussion of the results of that review, the "Center Development Guidelines" were adopted by the Chancellor's Executive Council in June 2007 and subsequently revised by that body in September 2008. **(PR.83)**

Sacramento City College, as one of the four comprehensive colleges in the Los Rios Community College District, administers two educational Centers, one in Davis and one in West Sacramento, and one outreach location in Downtown Sacramento, under the approved Center Development Guidelines.

The Davis Center of Sacramento City College has been in existence as an outreach location for four decades (since 1966) serving the educational needs of the Davis community and includes an academic partnership for remedial education with the University of California at Davis (UCD). The Center offers courses at its current location in south Davis as well as on the UCD campus. Enrollment growth has been significant over the past decade, with more than 3,900 unduplicated students served each fall semester and 2,300 students served each spring. This enrollment pattern shift occurs each academic year and is reflective of the Center's partnership with UC Davis. **(PR.84)**

A new Davis Center is being planned for construction in the UCD West Village Development with its first phase of 14,255 assignable square feet to be completed in early

2011. At the state level, the planning and approval processes for the new Center have adhered to the New Campus and Educational Center guidelines and checklists issued by the State Chancellor's Office's Facilities Planning Unit. A "Letter of Intent" to establish the Davis site as a new center was submitted to the State Chancellor's Office in May 2006, with the subsequent and required Needs Analysis forwarded for review and approval in October 2007. **(PR.85)** A number of meetings and planning sessions were held with SCC staff, Los Rios Facilities Management personnel, UCD planners, and State Chancellor's Office representatives from October, 2006, to the present to develop and refine site design, building drawings, and program plans for the new educational Center. **(PR.84)** On November 3, 2008, the Board of Governors of the California Community Colleges approved the Los Rios proposal for the Davis Center and the California Post-Secondary Education Commission (CPEC) approved same on December 10, 2008. **(PR.86, PR.87)** Following these governance approvals, the LRCCD and SCC affirmed a spring, 2011 tentative timeline for developing and occupying the new Davis Center in the West Village at UCD. **(PR.88)**

The West Sacramento Center of SCC has been in existence as an outreach location since 1990 with evening courses offered at West Sacramento elementary and high school sites. In 1999, SCC established a designated physical presence in a leased facility and educational offerings were expanded to serve the growing West Sacramento area. Enrollment growth for the educational Center has been rapid over the past decade with more than 1,100 unduplicated students served at the site each semester. **(PR.89)**

In accordance with the State Chancellor's Office's guidelines for the establishment of a new center, the District has established a timeline to submit a "Letter of Intent" and the corresponding "Needs Analysis" in 2009 regarding the development of the West Sacramento Center. **(PR.90)** These documents will be prepared and submitted to the appropriate governing offices as the site's student enrollment increases to the level for designated "Center" status. On May 29, 2008, the District and SCC broke ground to construct a permanent West Sacramento Educational Center on a newly-acquired parcel of land on West Capitol Boulevard. **(PR.91)** The first phase of the Center, which incorporates 10,500 assignable square feet for instructional programs and student support services, is due to be completed in late 2009, and comprehensive operations are slated to begin in spring 2010. When the new facility opens in spring 2010, SCC's Downtown Outreach Center operations will be integrated into the permanent site in West Sacramento. **(PR.92)** However, the College will continue to offer educational courses in the Sacramento downtown community at various governmental, community, and high school locations, with the West Sacramento Educational Center and the main campus providing the requisite administrative oversight.

Regarding SCC's own Centers, comprehensive plans for guiding both the Davis and the West Sacramento Centers' development, instructional programming, student support services, and staffing were prepared in accordance with the College's Strategic Planning System. **(PR.84, PR.89)** These plans include the long-range, institutional Program Plans for the Davis and West Sacramento Centers, the requisite and complementary multi-year Center Staffing Plans, and the annual evaluative and short-range objective setting Unit Plans. The review and approval processes for these plans, as identified and prescribed by the College's Strategic Planning System, were conducted over the past two years from January 2007 to the present, with Center plans and corresponding documentation presented in and to appropriate constituency venues and College participatory decision-making bodies. **(PR.16)**

Institutional dialogues concerning the development of the Davis and West Sacramento Centers included singular-topic retreats and follow-up sessions with the College's Instructional Deans' Council, presentations and discussions at Student Services Council meetings, Collegewide Facility Updates during Flex and Convocation sessions, Standing Committee review and affirmation (Budget Committee, Information Technology), and presidential agenda items incorporated into the College's constituency leadership Executive Council meetings. **(PR.93)** Through these local College-level planning and communication exchanges, SCC has ensured that it will provide the appropriate instructional and student support systems, with the required and equitable resources to do so, at the new Davis and West Sacramento Center sites.

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)**
- 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)**

Response to 3a

A comprehensive, research-based approach to student services at the campus and at the Outreach Centers that addresses issues of equity in resources and services is being developed on a number of levels. First, the divisions comprising Student Services-- Enrollment and Student Services, Counseling and Student Success, and Matriculation, Student Support Services, and Student Development--address service delivery and resource needs through their program review plans, developed on a three-year cycle, and unit plans, done on a yearly cycle. **(PR.94, PR.95)** The program reviews are based on District strategic principles, College goals, and the guiding principles for student services. These principles specifically address the need for parity in services delivered to students at the main campus, at either Outreach Center, or online. The guiding principles for student services program review are as follows:

FOCUS ON THE FRONT DOOR

Student Services ensures that all new students feel welcomed and that, from their earliest experience with the College, they are channeled into and actively engaged in the experiences that matter most to their academic success.

CREATE A CULTURE OF EVIDENCE

Student Services ensures that its plans and actions are both meaningful and measurable and use evidence (data) within a collaborative framework to develop a shared sense of meaning, to guide decisions and to assess and continually improve services.

INVEST IN EACH OTHER

Student Services supports and invests deeply in the growth and development of each other in the spirit of collegiality, understanding that improving service to students requires deep collaboration across student services units, the College, and the community.

CLOSE THE GAP

Student Services creates a supportive and dynamic campus environment that preserves and enhances the diversity and equity of students. In collaboration with the entire College community, Student Services identifies and removes institutional barriers to student access and success, thereby closing the access and achievement gaps for those who have been historically underrepresented and underserved by higher education.

ONE COLLEGE, MANY LOCATIONS

Student Services ensures the consistent delivery of high-quality services through the varied ways in which students access the College, whether in-person at the main campus, at one of the outreach centers, or online. (**PR.95, PR.96**)

Secondly, long range planning for student services to be delivered at the Outreach Centers is embedded in a number of current program plans, such as in the following:

Admission & Records coordinates with Outreach Centers to ensure equitable services to students and support to staff by:

- Enhancing student record keeping at the Centers using *OnBase* scanning/indexing technology; (**PR.97**)
- Using *OnBase* scanning/indexing to create a system for on-site transcript ordering at the Centers; (**PR.98**)
- Developing a plan to enhance communication with the Center staff through regular meetings and other staff development training. (**PR.99**)

Financial Aid has expanded the delivery and efficiency of financial aid services by:

- Incorporating automated processes and delivering services remotely from any of the Outreach Centers or in the Registration/Financial Aid Lab by the installation and implementation of document imaging at the Outreach Centers to create a fully functioning financial aid service delivery area; (**PR.100**)
- By improving the quality and consistency of services through professional development and focused in-service staff training provided to SCC enrollment services and Outreach Center staff. (**PR.99**)

Counseling has improved access to and delivery of counseling services at the College's Outreach Centers in West Sacramento and Davis, providing consistent, comprehensive counseling services at the Outreach Centers by:

- Clearly articulating the need for counseling services in the Davis and West Sacramento Centers; (**PR.101**)
- Creating a counseling schedule for the Davis and West Sacramento Centers that meets the 900:1 ratio; (**PR.101**)
- Assigning regular, tenure-track counselors to both the Davis and West Sacramento Centers. (**PR.101**)

Third, Student Services departments set objectives and request resources according to the College unit-planning process, which begins with a review of data and its impact on the College mission, vision, values, and goals. (**PR.102, PR.103**) Each College goal, paired with “success indicators” data, measures whether a goal is met. The table that follows articulates College Goal 4, which relates to Student Services, and enumerates the success indicators of that goal.

<p>4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).</p>	<p><u>Success Indicators</u></p> <ul style="list-style-type: none"> • Data from successful course completion, course drop rates, retention to census by location and modality • Student services offered by location and modality • Library and Learning Support Services offered by location and modality • Student satisfaction and engagement surveys by location and modality • Measures of SLO assessment plan development, implementation, and/or results
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The unit plans from Student Services, relative to this table and focusing on the Outreach Centers, highlight the following needs:

- to expand assessment services at the Outreach Centers;
- to train Outreach Center staff in admissions and records and financial aid processes;
- to expand access to student records through expansion of the data imaging systems;
- to expand counseling and financial aid hours as center populations increase;
- to expand library services;
- to expand mail delivery services;
- to employ online tutoring;
- to improve the efficiency of student services by implementing the *SARS* scheduling program at the Outreach Centers as well as the main campus;
- to establish semester or annual visits of Student Services Deans to Outreach Centers;
- to employ/market online counseling. (**PR.104, PR.95**)

Student Services has also developed a set of student learning outcomes at the program level to ensure common outcomes among students regardless of location. (**PR.67**)

In addition to the College planning processes, several Student Services programs are categorically funded by the State (such as Matriculation) and are required to provide data-driven reports on a yearly basis of services delivered and resources needed.

(PR.105) These categorical programs are also subject to audits that measure service delivery at both the main campus and Outreach Centers.

During the course of the year, there are ongoing opportunities to assess student needs at both the main campus and at the Outreach Centers to adjust services. Outreach Center deans participate in administrative bodies--such as the Senior Leadership Team, Joint Deans Council, and annual administrative retreats--at which student needs and College services are discussed. Outreach Center deans have the opportunity to present outreach needs at these meetings. As a result of these discussions in these venues, the following services were instituted at the Centers:

- Increased counselors' presence at all sites, including evenings and weekends;
- Use of student service technology which allows counselors to create electronic education plans;
- Use of a tracking system for counselors and students through *SARS*;
- Offering of Human Career Development courses at the Outreach Centers and at local high schools, administered through the Dean at the Downtown Outreach Center;
- Increase of financial aid and disabilities services staff hours. **(PR.95)**

Additionally, Outreach Centers provide computers, computer access, and personal assistance to students needing access to online registration information and student records. Students can also review their financial aid status online. Initially, Financial Aid representatives were scheduled to staff the Centers and to meet with students one day a month; however, when it was recently determined that additional coverage was needed during peak registration periods, staffing was increased in spring 2009 to accommodate this need. **(PR.106, PR.107)**

A similar adjustment was made for EOPS students who were provided access to EOPS counseling services one day a week. When it was found that the one-day-a-week schedule was restricting and limiting, a new strategy was utilized, that of employing a counselor qualified to provide EOPS, CalWORKS, or general counseling. This change was implemented in the fall 2008 and extended the availability for EOPS counseling services beyond the one-day schedule. **(PR.108)**

In addition, the Disabled Student Programs and Services (DSPS) staff works with the Outreach Center deans to provide support services as needed. The DSPS staff regularly consults with the Centers to ensure that accommodation needs are being met and to make presentations to classes about DSPS services. DSPS counselors also administer the student intake process at the Centers. Test proctoring support is also provided by DSPS. Appropriate furniture and equipment are routinely purchased to meet student accommodation needs. **(PR.109)**

Further, the College Assessment Office works with the Outreach Centers to provide placement at the Centers. The Davis and Downtown Centers offer placement testing online, and staff from the Assessment Office offer on-site testing at the West Sacramento

Center. The English essay assessment test is administered at all outreach locations as needed. (**PR.110**)

Planning for student services at the Outreach Centers is provided by the Centers' Deans who develop an Educational Center's plan, for submission to the State Chancellor's office, and the Center Program Plans, which are part of the College's planning process. Both the West Sacramento and Davis Centers have filed plans that project student enrollment, building capacity, educational programming plans, administrative services and student services plans. These plans specify the minimum level of student services that will be available to students enrolling in the Outreach Centers, indicate how the services will be provided, define levels of staffing needed to provide services, and outline resource requirements to enable these services to be delivered. Services to be expanded include Human Career Development (HCD) courses, internship programs, computer literacy programs, tutoring, library services, counseling, assessment, financial aid and admissions services, and services for special populations, such as EOPS students, veterans, and students with disabilities. (**PR.84**, **PR.89**)

The College's commitment to promoting student success regardless of location is further demonstrated by the administration of the Community College Survey of Student Engagement (CCSSE). (**PR.111**) In addition to the full College sample, the College sampled students attending classes at the Outreach Centers to ensure that program planning took the needs of students taking classes at those locations into account. (**PR.112**, **PR.113**)

Response to 3b

One of the guiding principles for the Student Services area is to:

CREATE A CULTURE OF EVIDENCE

Student Services ensures that its plans and actions are both meaningful and measurable and uses evidence (data) within a collaborative framework to develop a shared sense of meaning, to guide decisions and to assess and continually improve services.

The use of accurate data to support the development and delivery of student services is integral to a number of processes engaged in by student services professionals including:

- Program review (**PR.95**)
- Unit planning (**PR.104**)
- College goal assessment (**PR.74**)
- Student Learning Outcomes (SLO) assessment (**PR.67**)
- State mandated program evaluation (**PR.105**)

Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services and uses this evaluation as a basis for improvement. (**PR.15**) Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program reviews allow the College to measure the extent to which institutional goals are being met, understand how students' needs are being met, measure the quality of services, define goals and objectives, highlight issues that need to be resolved to help the College fulfill its mission and respond to student needs. (**PR.114**)

Program review follows a three-year cycle for all Student Services departmental units, with three exceptions (HCD, Work Experience, and Athletic Counseling are on a six-year academic program review cycle). The program review, moreover, is linked to the annual unit planning and resource request process not only to satisfy District and accreditation requirements but also to provide a means for annually assessing progress toward the achievement of the objectives developed in the unit plan. **(PR.94, PR.95)**

The program review process begins with the collection and analysis of data. Programs collect, analyze and summarize data in the following areas:

- (1) Provision and delivery of program services;
- (2) Advisory committee recommendations (if applicable);
- (3) Student Learning Outcomes;
- (4) Curriculum (if applicable);
- (5) Program resource utilization (personnel, financial, and physical);
- (6) Collaboration across our communities; and
- (7) Other program issues. **(PR.115)**

Units then analyze these data to:

- (1) Develop an accurate picture of their programs relative to past performance, identify emerging trends, and progress toward achieving previously established Collegewide goals and unit objectives;
- (2) Identify potential or realized internal/external drivers that could or have had significant impact on their programs; and
- (3) Assess student learning. **(PR.115)**

The results of this data collection and analysis are used by the units to identify a focused set of strategic issues relevant to their programs over the next three years that relate to the program mission.

Based on the identified strategic issues, each unit develops a limited number of priority areas to address over the subsequent three years. These program priorities and their related objectives, in conjunction with the Student Services guiding principles, are intended to provide context to the development and prioritization of annual unit plans and by extension, the achievement of the annual Collegewide goals. **(PR.95)**

The unit assesses its progress annually to determine the extent to which it is fulfilling its stated mission and, by extension, that of the College. This annual progress report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the unit is addressing its program priorities and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit-planning process. **(PR.104)**

In the unit-planning process, each College unit or department is asked to define objectives that respond to College goals and to outline outcome measures that demonstrate whether objectives have been met. **(PR.70)** The unit planning process is preceded by both an assessment of the degree to which prior College goals have been met and other data relevant to College goals (e.g., the Accountability Report for Community

Colleges, student demographics, enrollment data, and data on student success and persistence). The function of the data is to support unit objectives that will further College goals. **(PR.15)**

On a quarterly basis, the divisions are asked to assess the services that are provided and to measure outcomes. This data is then summarized for presentation to the Board of Trustees on a semi-annual basis. **(PR.116)**

The process of developing assessment measures for Student Services (SS-SLO) is conducted on an ongoing basis. Workshops have been scheduled, and results are available on the SLO website. **(PR.117)**

Program plans that outline services to be provided in such areas as DSPS, Matriculation, and Financial Aid are submitted to the state on a yearly basis. **(PR.104)** In addition, audits are conducted on a scheduled basis to ensure compliance with program requirements and to validate the data that is submitted in support of programs and services. **(PR.104)**

On an ongoing basis, Student Services staff relies on data-driven systems to facilitate services delivery and to promote accountability. For example, the Counseling office uses the *SARS* system to schedule counselor appointments and to analyze services. This data, incorporated into the state's MIS reporting system to ensure that the College is reimbursed for Matriculation services, also provide other, invaluable information. **(PR.118)** The Counseling Department, with their interest in sharing information on the educational aspirations of students, led to the development of computer-based educational plans that can be accessed by counselors as they work with individual students. **(PR.119)** There are other examples of data use. The EOPS office developed a database that collects data relevant to eligibility requirements and tracks student success. **(PR.120)** The Athletics counselor created an automated early alert system to communicate with faculty and to ensure that students are attending class and on track to be successful. **(PR.121)** Students who are not attending class are dropped from their sport, per NCAA rules; and those who are not succeeding are referred to Sports 90, a study skills class that promotes student success. **(PR.122)**

The College has also developed a tracking program that measures student participation in student support and tutoring services. Programs such as RISE use Track-It both to identify participants and to measure use. Data on student participation in RISE services is then correlated to student academic records to measure program participation, course retention, and success, all of which help the program to offer better support to their students. **(PR.123)**

Yet another example from Student Services: after meeting with department representatives, Student Services developed a new "on the spot" feedback card which enables Student Services to collect information from students immediately--to be tabulated, analyzed, and shared--and ultimately used by staff to identify areas for improvement and to validate department perceptions. **(PR.124)** Plans are to include the Outreach Centers in the collection of this survey information. In fact, the District office utilized feedback from students surveying their satisfaction regarding the District's registration system, PeopleSoft, to guide implementation of new program features. **(PR.125)** These examples demonstrate the degree to which a "culture of evidence" is in use by Student Services professionals on an ongoing basis.

For the past several years, the College has participated in the District's Education Initiative, designed to promote the success and retention of first-time students between the ages of 18-20. As programs are developed to support these students, data is collected to measure student success. This data is both presented to the Board of Trustees and used to shape services and guide resource allocation. **(PR.15)**

In addition to these targeted efforts, the College has engaged in two nationally validated data collection efforts designed to measure student satisfaction and engagement. The Noel-Levitz Student Satisfaction Survey has been used to ascertain if the College is meeting student expectations. This survey, and related focus groups, has been administered over a period of time to measure both student satisfaction with services and changes in satisfaction rates. Survey results are posted on the College's website and are available for use during program review and unit-planning processes. **(PR.126)** The Community College Survey of Student Engagement (CCSSE) was administered in spring, 2008, to begin the process of measuring the College against a benchmark of other large Colleges and a national sample in critical areas of student engagement. **(PR.127)** Survey results have been posted on the College website and been a focus of the College's spring, 2009, convocation, and the subject of a number of workshops designed to improve College processes. **(PR.128)**

These efforts demonstrate the College's commitment to establishing a culture of evidence to motivate and to assess services provided to Sacramento City College students.

Response to 3c

The College and the District have fostered the staff development of classified staff through a number of methods that support the use of technology and the understanding of the importance of data in service development and delivery and outcomes assessment.

In the area of software used to support student services, workshops are scheduled whenever a new software program is introduced or a significant upgrade has occurred. In spring 2008, a major PeopleSoft upgrade changed a significant number of program features. Training was offered in two formats: open three hour workshops for hands-on training (six sessions over four days) or trainers working with staff individually or in small groups in their area. **(PR.129)** The District also invested in an online training system, User Productivity Kit (UPK), which allowed for extensive, user-friendly training at a user's desk. The content for the UPK system was developed by SCC classified supervisors to ensure that the training was relevant to staff responsibilities. **(PR.130)** PeopleSoft workshops are offered on an ongoing basis once each year to current classified employees. New classified employees are trained by their immediate supervisor or by Admissions and Records staff. Additionally, the District Office Information Technology office has developed several web pages providing PeopleSoft documentation. **(PR.131)**

In addition to PeopleSoft training, staff development opportunities have been provided in a number of other areas. The Counseling Division provided hands-on training for the SARS Drop-In function using the documentation provided in the SARS Grid User Manual. **(PR.132)** When the SARS Call program was introduced, hands-on training was provided. When the scanning system utilized by student services changed from Keyfile to *OnBase*, an intensive training schedule was developed to support the transition. **(PR.133)** Classified staff participates in District Office training on MIS as well.

On a Collegewide basis, new software systems were introduced with significant training opportunities. *Ingeniux* is the College's new content management system. Both training and documentation are available for staff needing to create or transition a site from old technology to the new system. (**PR.54, PR.55**) A new faculty/staff directory system was introduced in summer 2008. (**PR.134**) Training and documentation was provided to all administrative staff with system responsibilities.

Student Services has also produced a variety of manuals and procedures to assist staff. The division is working toward developing additional operational tools to allow new staff to smoothly transition into vacant positions. The following are examples of existing manuals and procedures:

- Evaluators Handbook (**PR.135**)
- Student Attendance Accounting Manual (**PR.136**)
- PeopleSoft manuals (**PR.137**)
- User Productivity Training Kit (UPK) (**PR.138**)
- Procedures on: Verification, Transcripts, Veterans (**PR.139**)
- Counseling Clerk 11 Manual (**PR.140**)
- SARS-Grid Manual (**PR.141**)
- Student Assistant Handbook for Students (**PR.142**)
- Student Assistant Handbook for Supervisors (**PR.143**)
- Guidelines for Counseling (**PR.144**)
- Student Visa Guidelines (**PR.145**)
- EOPS People soft Procedures (**PR.146**)
- EOPS/CARE MIS Procedures (**PR.147**)
- EOPS/CARE Training Guide (**PR.148**)
- EOPS Supervisors Guide (**PR.149**)

In the process of developing program review and unit-planning documents, staff development opportunities were created to assist Student Services personnel to understand the need for measuring outcomes, the role of data in measuring outcomes, and the processes involved in collecting and analyzing data to achieve goals and objectives. PowerPoint presentations and templates are available to Student Services staff given the task of developing program reviews. Training on the role of unit plans and the relationship between program review and unit plans was also conducted in fall 2008. (**PR.150**)

These efforts have resulted in classified staff becoming familiar not just with specific job responsibilities but with the broader context of student learning outcomes, data, and program development and evaluation.

Recommendations: References

Recommendation #1

- PR.1 Sacramento City College, Planning, Research, and Institutional Effectiveness Committee, Mission Statement, Revision.**
<https://file.scc.losrios.edu/InsideSCC/Governance/StandingCommittees/PRIE/2003-04/Other/Homework%20for%202-19-04.doc>
- PR.2 Sacramento City College, Mission Statement, Survey and Results, Spring 2005.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/Mission%20Statement%20-%20survey.doc>

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- PR.3 Sacramento City College, Mission Statement, Review, Fall 2004.**
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- PR.140 Sacramento City College, Student Services, Counseling Clerk Manual. Hard copy will be available in the Team Room.**
- PR.141 Sacramento City College, SARS Grid Manual.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/SARS%20Information/>
- PR.142 Sacramento City College, Student Services, Student Assistant Handbook for Students.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/Student%20Assistant%20Handbook,%20Students%20-%20ALL%20DEPTS.doc>
- PR.143 Sacramento City College, Student Services, Student Assistant Handbook for Supervisors. Hard copy will be available in the Team Room.**
- PR.144 Sacramento City College, Student Services, Counseling Guidelines.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/Counseling%20Schedule%20Guidelines%202009-10.pdf>
- PR.145 Sacramento City College, International Student Center, Student Visa Guidelines.**
<http://www.ice.gov/sevis>

[http://www.scc.losrios.edu/Current Students/Student Services/International Student Center/Student and Exchange Visitor Information System \(SEVIS\).htm](http://www.scc.losrios.edu/Current%20Students/Student%20Services/International%20Student%20Center/Student%20and%20Exchange%20Visitor%20Information%20System%20(SEVIS).htm)
- PR.146 Sacramento City College, Student Services, Extended Opportunity Program and Services (EOPS) PeopleSoft Procedures. Hard copy will be available in the Team Room.**
- PR.147 Sacramento City College, Student Services, Extended Opportunity Program and Services (EOPS). Cooperative Agencies Resources for Education (CARE) Management Information System Procedures. Hard copy will be available in the Team Room.**
- PR.148 Sacramento City College, Student Services, Extended Opportunity Program and Services (EOPS) Training Guide. Hard copy will be available in the Team Room.**

PR.149 Sacramento City College, Student Services, Extended Opportunity Program and Services (EOPS) Supervisors Guide. Hard copy will be available in the Team Room.

PR.150 Sacramento City College, Student Services, Unit Plan and Program Review Training, 2009-2011.

<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Student%20Services%20Program%20Review%202009-2011/ProgramReviewTraining/>

<http://www.scc.losrios.edu/x35013.xml>

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard IA: Mission

Standard IB: Improving Institutional Effectiveness

Standard IA. Mission

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 and implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Sacramento City College's current mission statement was revised through a collaborative process during the 2007-2008 academic year and approved by the LRCCD Board of Trustees in April 2008. **(1A.1)**

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. **(1A.2)**

The College's mission statement defines its broad educational purpose as being a comprehensive community College, specifying its educational focus as transfer, career advancement, basic skills development, and personal enrichment. The mission statement is appropriate to an institution of higher education. It aligns with the LRCCD District mission statement which states:

Relying on their professional and organizational excellence, the Los Rios community Colleges:

- Provide outstanding undergraduate education, offering programs that lead to certificates, associate degrees, and transfer;
- Provide excellent career and technical educational programs that prepare students for job entry and job advancement through improved skills and knowledge, including the demands of new technologies;
- Provide a comprehensive range of student development programs and services that support student success and enrich student life;
- Provide educational services that address needs in basic skills, English as a second language, and lifelong learning; and

- Promote the social and economic development of the region by educating the workforce and offering responsive programs such as service learning, business partnerships, workforce literacy, training, and economic development centers. (**1A.3, 1A.4**)

The mission statement defines the College's intended students through a commitment as an open access institution serving a diverse population reflective of the broader Sacramento community. The College's intended students are any individual seeking an education in order to transfer to 4-year colleges or universities, develop skills needed for career advancement, improve basic skills, or pursue personal enrichment.

As an "open access" institution, SCC admits any student who is a high school graduate or any person over 18 years of age who can demonstrate the ability to benefit from a community College education. In addition, high school students who have completed their sophomore year at 16 years of age may be admitted to a limited program upon recommendation of their school's principal.

While the College's primary enrollment base is defined by the local community, international and out-of-state applicants can apply and be accepted. The community College's "open access" policy gives students unable to gain admission to the California State University (CSU), or University of California (UC), or out-of-state systems because of academic or financial considerations, the opportunity to gain a post-secondary education.

The College and District conduct a yearly external environmental scan that surveys the community's demographic and economic trends. These scans, as well as the Accountability Reporting for Community Colleges (ARCC) Report, Student Demographic Data, and Student Achievement Data, help to focus the development of services and curriculum to meet the needs of the College's community of students. Partnerships are developed with a range of institutions, including K-12 schools, universities, and businesses, to ensure that programs meet changing community needs. (**1A.5-1A.8**)

The mission statement expresses Sacramento City College's commitment to student learning as "continuous improvement through outcome-guided assessment, planning and evaluation."

The College fosters Collegewide commitment to student learning through its instructional courses and student services, offered to help students become independent, successful adults. All academic departments conduct regular program reviews to assess and to update existing curriculum, to look at the student population attending the College, to examine enrollment rates in the courses, and to evaluate and update student learning outcomes. (**1A.9**) Processes exist to develop new programs in response to changes in the community that SCC serves as measured by environmental scans. Student Services departments also conduct program reviews and use the outcomes to update existing programs and services and to develop new programs and services responsive to student learning outcomes. Student learning outcomes (SLOs) have been established for courses and programs; General Education and Student Services outcomes with broad institutional application have been developed. (**1A.10**)

In response to its changing student population, SCC provides courses at venues other than the main campus. Distance education courses are offered to provide accessibility to students with work demands and/or personal or transportation concerns. The District has adopted a learning management system that is uniformly used by all the Colleges in the District, which further promotes the accessibility of online courses to students. In addition, SCC courses are offered at Outreach Centers. (**1A.11, 1A.12**)

Self-Evaluation

The mission statement for SCC addresses its educational purpose, its intended student population, and its commitment to student learning. Processes are in place to align programs and services to the College's mission and to continue to assess changes in the community that the College serves that impact academic programs, student services, and the methods used to meet student needs. College processes integrate student learning into curriculum and student services development and delivery through program review, curriculum management, and relationships with community partners. In the fall 2008 Faculty/Staff Self-Study Survey, 88.5 percent of respondents agreed or agreed strongly with the statement that "The mission and vision statements provide adequate direction to the College." (**1A.13**)

Planning Agenda

None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

In preparation for College service areas to develop program and unit plans, the College's strategic planning system begins its annual planning cycle with a review of the College mission, vision statement, and goals. The process is data driven. Data sources include institutional data (e.g., the ARCC Report, student demographic data, and student achievement data), economic development and service community demographic trends, and outcomes from the achievement of College goals and objectives. (**1A.5-1A.8**) In addition to outcome, achievement and demographic data, a number of survey instruments are also reviewed to ensure that student feedback is evaluated. These include the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE). (**1A.14, 1A.15**) The College's mission is reviewed taking these data sources into account to determine if mission elements need to be adjusted based on emerging information about community and student demographics, business/economic trends, student needs, or other indicators of change. This process ensures that the mission statement remains responsive to student needs and trends.

The strategic goals for the College are similarly developed, refined and/or affirmed to reflect data trends and student needs. (**1A.16**) As a result of this review, the current College goals of 2008-2009 and those planned for 2009-2010 reflect an emphasis on a number of key student-centered concerns and programs, among them the following:

- Engagement and success of first year students;
- Improved enrollment management programs and practices;
- Improved basic skills competencies;

- Equivalent programs, services, and outcomes at alternate locations (e.g. Outreach Centers) and through alternative modalities (e.g. distance education, online courses/programs); and
- New courses, programs, and services based on an assessment of emerging community needs. (**1A.17, 1A.18**)

The committee that conducts these initial steps in the College’s planning process is the College Strategic Planning Committee (CSPC). (**1A.19, 1A.20**) This committee is composed of leaders from all College constituency groups, College leadership, and interested members of the College community, including students.

The mission statement includes a commitment of the College to “provide a wide range of educational opportunities and support services.” Further, the mission statement indicates these programs and services will be determined through “outcome guided assessment, planning, and evaluation (to) promote student learning.” The College’s Core Values and Vision statements both emphasize the College’s commitment to student success, and the vision statement reflects the diverse nature of our student body and service community. (**1A.2**)

In all College service areas, objectives are developed to support the strategic goals of the institution. With each objective, a measure of merit, or “outcome,” is established to provide an assessment tool that can be evaluated throughout the execution year and as part of the annual review cycle that begins the subsequent planning cycle. These include a variety of metric measures associated with resource allocation and utilization and student programs and services. (**1A.21, 1A.22**)

Self-Evaluation

Sacramento City College’s strategic planning system appropriately places mission and data review at the beginning of its annual planning cycle. (**1A.23**) This placement ensures a systematic and rigorous review of data changes or trends that might influence components of the mission statement and/or strategic direction of the College. With this annual data evaluation, the College establishes strategic goals and areas of emphasis to move the College toward mission accomplishment. Upon completion of this review cycle, all departments and units within the College community participate in the planning process, establishing objectives and outcome measures in support of broadly based strategic goals. This process ensures that programs and services are developed consistent with student demographics and community needs. (**1A.24**) As an example, over the last several years, the basic skills of new students have consistently been identified as a weak area. Therefore, a strategic goal was established for the College and numerous actions were completed or are now underway by various departments and units to address and to improve this area. Actions have included increased tutoring services, complete facility remodels in the reading, writing, and math labs on campus, faculty/staff development efforts which emphasized basic skills competencies, implementation of teaching styles that match student learning styles, and focused counseling and assessment measures aimed at helping students to be better prepared for College-level course work. (**1A.16-1A.18**) Thorough data analysis informs planning and resource allocation; thus, the College is able to deliver programs and services which are consistent with its mission, purpose, character, and student population.

Planning Agenda

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The current SCC mission statement was revised during the 2007 year and approved by the Board of Trustees in April 2008. (1A.1) As part of the annual cycle of the Strategic Planning System, the CSPC recommends any needed review and change to the mission statement based on an assessment of data and environmental information. Executive Council then determines the process that will be used to develop new language for the mission statement. For example, Executive Council might direct the Planning, Research, and Institutional Effectiveness (PRIE) Committee to obtain College input and consensus on proposed changes. (1A.25) Results from the review process are then presented to the College Executive Council for consideration and approval prior to submission to the District Board of Trustees for final approval. The mission statement appears in the College Catalog, class schedule, the Strategic Master Plan, and SCC website. (1A.26-1A.28)

Self-Evaluation

The SCC mission statement has been approved by the Board and by all campus constituency groups. It is publicized in many campus publications. According to the fall 2008 Faculty/Staff Self-Study Survey, 96 percent of survey respondents are familiar with it. (1A.29)

Planning Agenda

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary:

Descriptive Summary

The College reviewed and revised its mission in 2004 to affirm key mission elements: (1) what we are; (2) who we serve; (3) what we do; and (4) why we do it." The PRIE Committee undertook the review process in response to an Executive Council request. (Both the Executive Council and PRIE Committee are constituency-based bodies.) The PRIE Committee submitted a revised mission statement to the Executive Council for adoption after soliciting broad input from the College community through meetings and surveys. (1A.30-1A.33)

In the current College strategic planning system, the mission statement is reviewed annually by the CSPC based on established criteria. The CSPC is comprised of members of the staff, faculty, administration, and students. (1A.19, 1A.20)

The CSPC looks at programs, services, and external environment changes, as well as changes to state, District, or legal standards, and accreditation recommendations or site visit recommendations. The CSPC reviews this data annually and, if there are substantial changes in any of these areas, the mission statement is reviewed for possible revision. (1A.20) The data used in the mission statement review include the District strategic plan, environmental scan, College accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness.

Using this process, the College undertook a Collegewide review and assessment of its mission statement during the 2007-2008 academic year. (1A.34-1A.40) This process was again conducted by the PRIE Committee as directed by the Executive Council. Changes to the mission statement affirmed the College's commitment to student learning. The current mission statement was adopted by the Board of Trustees in April 2008. (1A.1)

Self-Evaluation

Sacramento City College has incorporated a yearly review of its mission statement into its strategic planning process. The CSPC conducts this review. The CSPC is broad-based in nature and reflects the perspectives of constituency groups, College leadership, and interested members of the College community, including students. The review is data-based and contains both internal and external data. Criteria for reviewing and for starting the process for potential amendment of the mission statement are published. The review follows the College process that has been established for Collegewide issues. The process emphasizes obtaining input from all constituency groups. Final recommendations on possible changes to the mission statement go to the College's Executive Council for review and possible adoption. In the fall 2008 Faculty/Staff Self-Study Survey, 57.8 percent of respondents agreed or agreed strongly with the statement that "Progress toward mission/vision accomplishment is regularly assessed," while 14.3 percent disagreed or disagreed strongly with this statement, and 27.9 percent did not know. (1A.41)

Planning Agenda

Applicable also to Standards I.A.3, I.B.3, I.B.6, III.A.6, III.B.2.b, III.D.2.b, IV.A.2, and IV.B.3.f

By spring 2010, the College President and the Public Information Officer (PIO) will convene a task force to evaluate and report on the effectiveness of the numerous paths of communication, training, and dissemination of information used to promote broad-based understanding and engagement in such College processes as planning and governance. This report will be reviewed for feedback through the constituency process outlined in the Blue Book with implementation of approved methods by spring 2011.

I.A.4. The institution's mission is central to institutional planning and decision making

Descriptive Summary

The College's strategic planning process incorporates the review of the mission statement into its annual cycle. The mission statement review is based on analysis of data on student achievement and demographics and changes in the broader community that the College serves. Once reviewed and affirmed, the mission statement becomes a basis for setting College goals, which are then incorporated into documents used for the College's annual strategic planning process. (1A.27)

In addition to this annual cycle, the College's mission is part of program review, the program development process, and curriculum review. (1A.27) For example, managing enrollment and setting the College schedule are undertaken with the College mission in mind. To illustrate, courses are scheduled during the day, on the weekends, and in the evenings to meet the needs of increasingly busy students; offered at the three Outreach Centers at various locations to accommodate students living and working in those areas;

and made accessible through distance education modalities for students needing more flexibility. Moreover, College initiatives, such as the Basic Skills Initiative and the Cultural Democracy Initiative, are conducted in response to the College's mission and commitment to provide basic skills education and to meet the needs of a diverse population. (**1A.42, 1A.43**) Yet another example of the central role the mission statement plays in institutional planning and decision-making can be seen in the development of such programs as Motorcycle Maintenance, Railroad Operations, Aeronautics Bell Helicopter, and Nursing in response to community needs. (**1A.44-1A.47**)

Self-Evaluation

The College has integrated the elements of its mission statement into its planning and decision-making processes. Evidence of the use of the mission statement is found in a broad range of College programs and initiatives that the College responds to and in the services that it provides to students and the community. The annual College plan is a synthesis of the mission statement, data-driven goals, unit/program-level objectives, and resource allocation, which in turn become the basis for College programs and services. Further, the commitment to student learning articulated in the mission statement is integral to its curriculum and service processes. Reviews of College processes, whether on an annual or scheduled cycle, take the mission statement into account. In the fall 2008 Faculty/Staff Self-Study Survey, 80.9 percent of respondents agreed or agreed strongly with the statement that "The mission statement is effectively linked to the goals of the institution." (**1A.48**)

Planning Agenda

None.

Standard IA: References

- 1A.1** Los Rios Community College District, Board of Trustees Meeting, Minutes, April 2008. Hard copy will be available in the Team Room.
- 1A.2** Sacramento City College, Mission Statement, Catalog, 2009-2010.
<http://www.scc.losrios.edu/Documents/catalog/info/AboutCollege.pdf>
- 1A.3** Los Rios Community College District, Mission Statement.
<http://www.losrios.edu/downloads/vision.pdf>
- 1A.4** Los Rios Community College District, Strategic Plan, 2006, Page 11.
<http://www.losrios.edu/lrc/strategic/stplan06.pdf>
- 1A.5** Los Rios Community College District, External Environmental Scans.
<http://irweb.losrios.edu/dosearch/EnvScan-Gr-Sacto/External-Scan-Cover.htm>
- 1A.6** Sacramento City College, ARCC Report, 2008.
<https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/AccountabilityData/ARCCFinalRpt-2008SCC.pdf>
- 1A.7** Sacramento City College, Student Demographic Data.
<http://www.scc.losrios.edu/x6744.xml>
- 1A.8** Sacramento City College, Student Achievement Data.
<http://www.scc.losrios.edu/x8076.xml>
- 1A.9** Sacramento City College, Program Review.
<http://www.scc.losrios.edu/x37633.xml>
- 1A.10** Sacramento City College, Student Learning Outcomes.
<http://web.scc.losrios.edu/slo/>
<http://web.scc.losrios.edu/slo/GELOs>
<http://www.scc.losrios.edu/x35013.xml>
- 1A.11** Sacramento City College, Digital Learning.
<http://web.scc.losrios.edu/de/>
- 1A.12** Sacramento City College, Outreach Centers.
<http://www.scc.losrios.edu/x1552.xml>
- 1A.13** Sacramento City College, Faculty/Staff Self-Study Survey, Fall 2008, Question 2.
https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCC_SurveyData/Faculty-StaffAccredSurveyResults2008.pdf

- 1A.14 Sacramento City College, Noel Levitz Student Satisfaction Survey, 2008.**
https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCC_SurveyData/NoelLevitzFinalSummaryReport.pdf
- 1A.15 Sacramento City College, Community College Survey of Student Engagement (CCSSE).**
https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCC_SurveyData/CCSSE_BenchmarkRpts-2008.pdf
- 1A.16 Sacramento City College, College Strategic Goals.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/C-Goals2008-09.doc>

<http://www.scc.losrios.edu/x3601.xml>
- 1A.17 Sacramento City College, College Strategic Goals with Desired Outcomes, 2008-2009.**
<https://file.scc.losrios.edu/InsideSCC/Outcomes/2008-09DesiredOutcomes.doc>
- 1A.18 Sacramento City College, College Strategic Goals with Outcomes, 2009-2010.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/CollegeGoals2009-10w-Outcomes.doc>
- 1A.19 Sacramento City College, College Strategic Plan, Committee.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/CSP/C/MembershipFo8.doc>
- 1A.20 Sacramento City College, College Strategic Plan, Committee Charge.**
https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/CSP/C/CSPC_Charge.doc
- 1A.21 Sacramento City College, Unit Plan, Procedures.**
<https://file.scc.losrios.edu/InsideSCC/FamilyofPlans/Unit%20Plans/UnitPlanProcedures.doc>

<http://www.scc.losrios.edu/x27844.xml>
- 1A.22 Sacramento City College, Unit Plans, Template.**
<https://file.scc.losrios.edu/InsideSCC/UnitPlans/CollegeUnitPlanning2009-10/UnitPlanTemplate.xls>
- 1A.23 Sacramento City College, College Strategic Plan, Planning System.**
<http://www.scc.losrios.edu/x5133.xml>

<http://www.scc.losrios.edu/x8125.xml>
- 1A.24 Sacramento City College, College Strategic Plan, Planning Process.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/SystemDiagram/StrategicMasterPlan.rtf>

- 1A.25 Sacramento City College, Planning, Research, and Institutional Effectiveness, Meeting, Minutes, March 17, 2007.**
<https://file.scc.losrios.edu/InsideSCC/Governance/StandingCommittees/PRIE/2006-07/Minutes/PRIE%20Minutes%203-17-07.doc>
- 1A.26 Sacramento City College. Publications.**
<http://www.scc.losrios.edu/x1582.xml>
- 1A.27 Sacramento City College. College Strategic Plan, Master Plan.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/SystemDiagram/StrategicMasterPlan.rtf>
- 1A.28 Sacramento City College, Website.**
http://www.scc.losrios.edu/About_SCC/Overview_of_the_CollegeHistory/Mission_and_Vision.htm
- 1A.29 Sacramento City College, Faculty/Staff Self-Study Survey, Fall 2008, Question 1.**
https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCC_SurveyData/Faculty-StaffAccredSurveyResults2008.pdf
- 1A.30 Sacramento City College, Planning, Research, and Institutional Effectiveness Committee, Mission Statement, Revision.**
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- 1A.31 Sacramento City College, Mission Statement, Survey and Results, Spring 2005.**
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<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/MISSION%20SURVEY%20RESULTS.xls>
- 1A.32 Sacramento City College, Mission Statement, Review.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/Campus%20Issue%20Form,%20Mission.doc>
- 1A.33 Sacramento City College, Mission Statement, Approval, Fall 2004.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/Ex%20Council%20Minutes,%20Mission%20Statement%20Approval%2010-20-04.doc>
- 1A.34 Sacramento City College, Mission Statement, Reaffirmation, Fall 2007.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/Mission%20Statement%20Approval,%20eNews,%2010-1-07.rtf>
<http://www.scc.losrios.edu/x27038.xml>

- 1A.35 **Sacramento City College, Planning, Research, and Institutional Effectiveness, Mission Statement, Review, Spring 2007.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/PRIE%20Minutes.%20Mission%20Review%203-17-07.doc>
- 1A.36 **Sacramento City College, Executive Council, Mission Statement, Review, Spring 2007.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Mission/Ex%20Council%20Minutes.%20Mission%20Statement%203-21-07.doc>
- 1A.37 **Sacramento City College, College Strategic Master Plan, Mission Statement, Review, Page 2.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/StrategicMasterPlan.pdf>
- 1A.38 **Sacramento City College, Academic Senate Meeting, February 19, 2008.**
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- 1A.39 **Sacramento City College, Classified Senate Minutes, February 2008.**
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- 1A.40 **Sacramento City College, Executive Council Meeting, March 3, 2008.**
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- 1A.41 **Sacramento City College, Faculty/Staff Self-Study Survey Results, Fall 2008, Question 8.**
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- 1A.42 **Sacramento City College, Basic Skills Initiative.**
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- 1A.43 **Sacramento City College, Cultural Democracy Initiative.**
<http://web.scc.losrios.edu/cd/>
- 1A.44 **Sacramento City College, Motorcycle Maintenance Program.**
<http://www.scc.losrios.edu/Documents/catalog/programs/MTRCL.pdf>
- 1A.45 **Sacramento City College, Railroad Operations Program.**
<http://www.scc.losrios.edu/Documents/catalog/programs/RAILR.pdf>
- 1A.46 **Sacramento City College, Bell Helicopter Program, SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?college=SCC>
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1A.48 Sacramento City College, Faculty/Staff Self-Study Survey, Fall 2008, Question 7.

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Standard IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

SCC's commitment to maintaining an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes is demonstrated in a number of areas. A central component of this dialogue is the manner in which the College approaches development and assessment of student learning outcomes. **(1B.1)** Activities related to SLO development and assessment have been conducted for individual course instruction, departmental programs, College processes, and student services, the results of which are used in the College's strategic planning process. The activities and outcomes associated with the SLO process are documented and available to the broader College community in a variety of formats, e.g. workshops, primers, panel discussions, campus discussions, committee meetings, and regional meeting. **(1B.2, 1B.3)**

The chronology of SLO development at the College demonstrates both the College's commitment and the encompassing nature of the dialogue that has been conducted. Conversations about student learning outcomes began at SCC in October 2002 with presentations to faculty that continued in a series of FLEX presentations, workshops and panel discussions conducted on at least a semi-annual basis. The Academic Senate formed the SLO Advisory Group during the 2004-2005 academic year. **(1B.4)** This group has maintained an "open door" policy and has had consistent participation from instructional and Student Services faculty and administrators. On May 17, 2005, the Academic Senate approved the SCC SLO philosophy statement as developed by the SLO advisory group. **(1B.5)** As of 2009, SLOs are defined for 98.3 percent of courses and 88.3 percent of program outcomes. **(1B.6)**

Beginning in 2002 and extending into spring 2008, Collegewide SLO workshops and department-level discussions facilitated the collective development of a course SLO assessment process. **(1B.7)** This multi-year process culminated in the creation of SCC's "SLO Assessment Strategy" and associated "SLO Assessment Plan" that were adopted by the Academic Senate in May 2008. A critical component of the strategy is the departmental collaboration and discussion at all levels, especially the review of results and possible future actions. These tools stimulated a notable progression in department-level SLO planning and implementation efforts even before they were formally approved, with at least twelve instructional departments beginning their SLO assessment plans in

spring 2008. Many of these departments have completed one cycle of their plans. The results of department and course specific SLO assessment plans for CIS, Engineering, English, History, and PTA courses are summarized and published online. **(1B.7)**

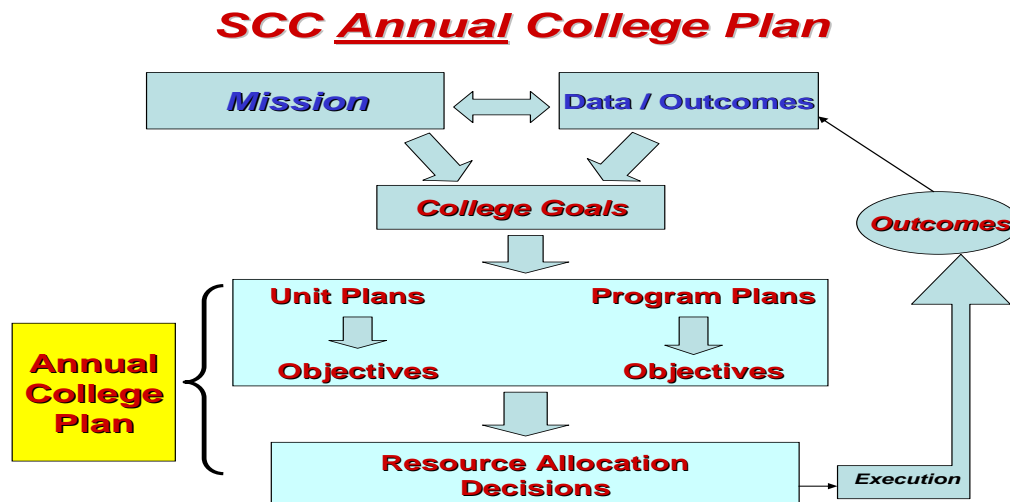
A parallel process occurred in the development of SLOs for Student Services (SS-SLOs). **(1B.8)** The dialogue began in fall 2005 and resulted in a statement of “Student Services Program Learning Outcomes.” These outcomes were approved by the Academic Senate in May 2008. Most student service areas have engaged in intra- and inter-unit discussions to develop their unit-level assessment plans; currently, several are in the process of data collection and review. The chronology of these events is documented at the Student Services link of the SLO website. **(1B.9)** One of the most significant results of the campus’ on-going dialogues was the recognition of the direct correlation between GELOs and SS-SLOs.

The Curriculum Committee provides another vehicle for dialogue across campus regarding SLOs. The communication begins with written dialogue between the Curriculum Committee chair and faculty developers. Curriculum sub-committee chairs and specialty committees then communicate with the faculty developers. As faculty developers prepare for the first reading of their curriculum proposals, they meet face-to-face with the technical review committees. If needed, there is additional dialogue between the individual developers and chair. To help in this procedure, the Curriculum Committee has prepared a *Curriculum Handbook* so that Committee members understand their responsibilities and faculty curriculum developers understand the process of curriculum development, particularly as it relates to student learning outcomes. **(1B.10, 1B.11)**

The connection between institutional planning and student learning outcomes is also evidenced by the integration of SLOs into the Strategic Planning Process. At the fall 2008 Convocation, pamphlets describing the SCC Strategic Planning System were distributed to faculty and staff. **(1B.12)** In this pamphlet, SCC’s commitment “to implementing a Collegewide assessment plan that produces strong and clear evidence of learning and assesses institutional level goals and objectives” is expressly stated. In addition, during the 2007-2008 academic year, the SLO Advisory Group met with members of the administration to begin a dialogue regarding the development of institutional SLOs. **(1B.13)** As a result of these discussions, appropriate institutional SLOs recognize the fact that GELOs and SS-SLOs play a central role in establishing College outcomes and in supporting the College’s commitment to decision-making processes that promote the achievement of SLO outcomes.

The program review process that is conducted at regular intervals for instructional programs, student services, and administrative services also provides an opportunity for dialogue about appropriate College programs and services. Program review relies on data about student learning and achievement and about continuous process improvement. The calendar of instructional program review is published on the *InsideSCC* site. The Student Services program review process is on a three-year cycle. The program review cycle for administrative services is conducted annually and relies on a comprehensive set of objectives and supporting metrics which are reviewed on a quarterly basis. An assessment of program effectiveness is completed at the end of the academic year to include planned adjustments for the next year. **(1B.14)**

The central component of SCC's ongoing, collegial, self-reflective dialogue about the continuous improvement of institutional processes is the CSPC and College's strategic planning process. **(1B.15)** The CSPC is specifically charged, at the beginning of the planning cycle, with assessing a host of data and interpreting this data to clarify and to refine the College mission and goals through the planning cycle. The ongoing nature of the strategic planning process is demonstrated in the following diagram that is included as part of training sessions held throughout the year:



The College's planning process includes both unit plans, developed at the department/unit level to describe objectives in support of College goals, and program plans, demonstrating the way such Collegewide units as information technology, facilities, staff development, and marketing, support College goals and unit objectives. **(1B.16)**

Other examples of activities--and their effects--that demonstrate ongoing collegial self-reflective dialogue in support of student learning and institutional processes include the following:

- Annual review of the College mission statement, vision statement, and values (and subsequent revision); **(1B.17-1B.20)**
- Programmatic responses to the Accountability Reporting for Community Colleges (ARCC) report, which impact College goals; **(1B.21)**
- Responses to the District's Education Initiative, which led to renewed focus on first- year, educationally underprepared students, **(1B.22)**; and,
- Analysis of enrollment management, which impacts both the College schedule and use of FTE each semester as well as College recruiting and outreach. **(1B.23)**

Self-Evaluation

SCC is actively engaged in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Development of student learning outcomes in both instruction and student services is proceeding at the course, program, GELO, and institutional levels. A tool for SLO assessment has been

developed and is shared and used in a number of departments. These processes are also evident in curriculum development and program review. **(1B.7)** The impact of SLOs on institutional planning is documented in the College's planning process. **(1B.16)** In addition, self-reflective dialogue occurs in a number of areas that relate to institutional processes, such as in the planning process, resource allocation, outcome assessment, and enrollment management, and in efforts relating to the Educational and Basic Skills Initiatives.

Increased participation of all tenured/tenure track and adjunct faculty in the SLO assessment process and implementation of changes to course instruction as a result of SLO assessments, increased awareness and participation by all departments of Student Services in SLO assessment, and implementation of changes to services, as a result of SLO assessments, is needed to maintain progress in achieving the timelines associated with the SLO rubric. **(1B.7)**

Planning Agenda

Applicable also to Standards I.B.1., II.A.1.c., II.A.2.a., and II.A.2.f.

By fall 2010, the Offices of Instruction and Student Services in conjunction with the PRIE Dean and SLO Advisory Group will engage the campus in broad-based dialogue on student success measured through learning outcomes assessment data and the design and implementation of processes to integrate this data with the program review process and the planning framework of the College.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The goals set by SCC are in alignment with the College's mission statement, vision, and values and with the District's strategic directions, e.g., student success, access and growth, teaching and learning, organizational effectiveness, and community and economic development. During the past several planning cycles, the College's goals have corresponded to these categories. **(1B.24)** While specific processes for setting goals have changed over time, certain elements have remained:

- A constituency based group--either the PRIE Committee in the period before 2007 or the CSPC since 2007--has set goals derived from a review of data, outcomes, and other relevant measures of merit, both quantitative and qualitative. **(1B.25)** Goals are selected to align with the College mission, vision and values statements but to remain broad enough to develop supporting objectives at the unit- and program-level and flexible enough for the College to function as a team in support of the College goals. **(1B.26)**
- Goal-setting is broad based. For example, in the 2005-2006 planning cycle, the PRIE Committee organized planning "charettes" to develop broad goal areas; held flex activities to open the goal review process to the College community; and administered a survey to the entire College community with the goals proposed

as a result of a flex activity. **(1B.27)** A hallmark of the College’s goal-setting process is that goals are proposed by a constituency-based group and scrutinized through the College’s governance structure.

- Goal approval is undertaken by the College’s Executive Council, which is led by the College President and includes all constituency leaders (e.g., management, faculty, staff, and students). **(1B.28)**

The College’s goals are shared with the District and Board of Trustees on a yearly basis. During this process, desired outcomes are defined for each goal that includes success indicators that are measurable. At the end of the annual planning cycle, the College submits an achievement report to the District and Board of Trustees that presents data on these success indicators. This data is also presented to the CSPC as it considers the College’s goals for the subsequent planning cycle and is made available to support the College’s unit-planning process. College accomplishments--those activities that support College goals and are generally believed to impact their achievement--are shared with the District, Board, and College community. **(1B.24, 1B.29, 1B.30)**

In addition to the use of goals to support the dialogue with the District and Board of Trustees, College goals propel the unit-planning process. The goals that are proposed by the CSPC, examined in the College community, and approved by the Executive Council, are incorporated into forms used in the unit-planning process. All areas are required to develop unit plans which enumerate objectives that meet College goals and outline outcome measures at the unit level that will demonstrate if objectives are achieved. While the terminology used to describe outcome measures has changed over time (e.g. “key performance indicators” in prior planning cycles), the function has been the same: to indicate how the unit determines whether it has met objectives related to College goals. **(1B.14, 1B.31, 1B.35)** Similarly, program plans are developed in selected areas of the College with Collegewide impact and include objectives, measures of merit, and resource requirements. **(1B.35)** Taken together, the unit and program plans, along with resource allocation decisions, form the annual College plan.

Self-Evaluation

Reviewing the achievements that are communicated to the Board, District, and College on a yearly basis and the accomplishments that support goal achievement and the outcome measures that support unit objectives, it can be concluded that the College strives to achieve its goals. However, given the fact that many of the goals set by the College are broad-based and multi-year in nature in keeping with the College’s mission, vision, and values, and that the District’s strategic directions are consistent, the report on goal achievement submitted to the Board often describes “partial” achievement with continued efforts. **(1B.24, 1B.29, 1B.30)**

SCC has incorporated the establishment of goals as a key component of its planning process on a yearly basis through the annual planning cycle. The goals are set in response to both College requirements and the broader environment, including the District’s strategic directions. The process of examining proposed goals is conducted through Collegewide committees and governance processes. College goals, along with outcome measures that define whether goals are achieved, are reported to the Board of Trustees. These measures of goal achievement are reported to the Board on a yearly basis. This same data is shared with the College community. College goals are incorporated into the College strategic planning process; all unit and program objectives

developed through the planning process must align with College goals. (**1B.24, 1B.29, 1B.30**) Outcome measures at the objective level are developed to indicate if unit and program objectives are met. The degree to which there is campus-wide understanding of the goals and processes used to achieve goals was measured in the fall 2008 Faculty/Staff Self-Study Survey. The table that follows presents the results of that survey.

Survey Item	Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
The mission statement is effectively linked to the goals of the institution.	80.9%	7.4%	11.8%
The College is moving in a satisfactory and positive direction.	84.7%	8.9%	6.5%

The results suggest that there is a broad-based understanding and agreement about College goals and their relationship to the mission statement. (**1B.32, 1B.33**)

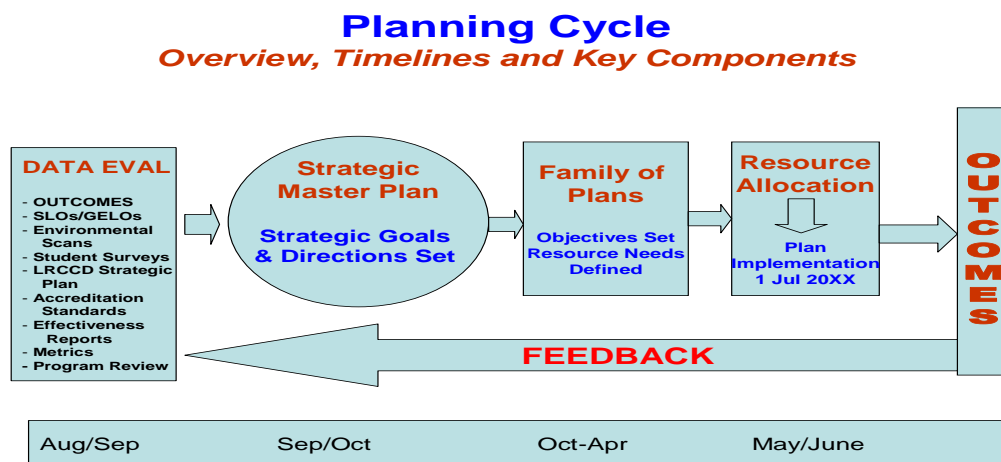
Planning Agenda

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

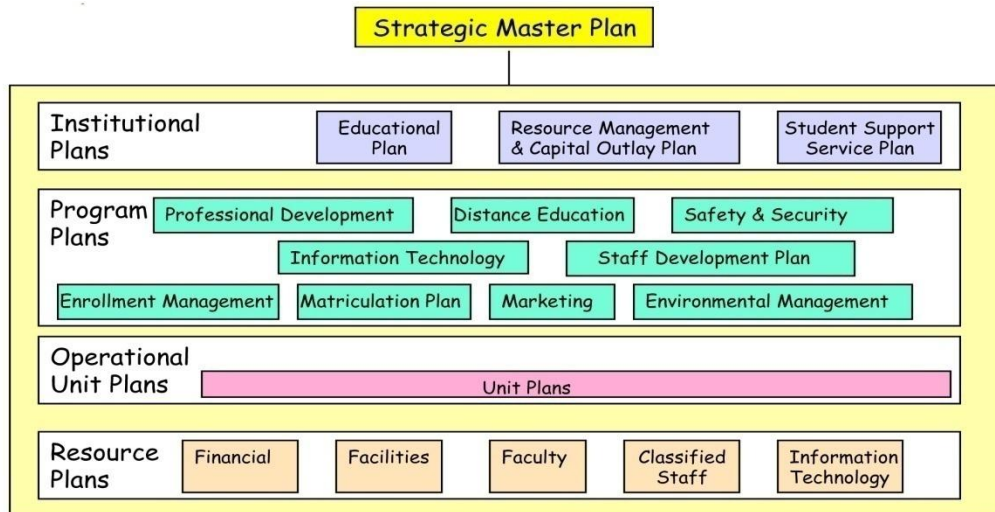
Descriptive Summary

SCC continuously engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes as appropriate to improve its programs and services. The College has multiple planning and evaluation tools. The SCC Strategic Planning System is designed to provide the framework within which the entire College community can work as a coordinated team. The diagram that follows demonstrates the College's Strategic Planning Process:



The Strategic Master Plan sets the overall direction for the College, establishes goals and measurable, time-specific objectives, identifies the individuals and departments responsible for reaching the objectives, and implements an annual process for assessing, reporting, and analyzing progress toward meeting those objectives. **(1B.26, 1B.15)** The strategic planning process is overseen by the CSPC. This Committee, which is comprised of College administrators, constituency group leaders, and members of the College community, reviews data on the accomplishment of previous year’s goals, determines if the College’s mission statement, vision statement, and values should be reassessed, and proposes College goals. The proposed goals are communicated to the College community through the constituency process. If changes need to be made to the mission, vision, or values, the Executive Council determines the appropriate venue for the revisions. **(1B.26, 1B.29, 1B.30)**

Once the College goals are endorsed, College plans are developed, reviewed, and updated as appropriate. The College develops a “Family of Plans” designed to address College needs at the institutional, program, and unit levels and outlines resource allocation processes as presented in the following diagram:



Following are explanations of elements in the preceding diagram:

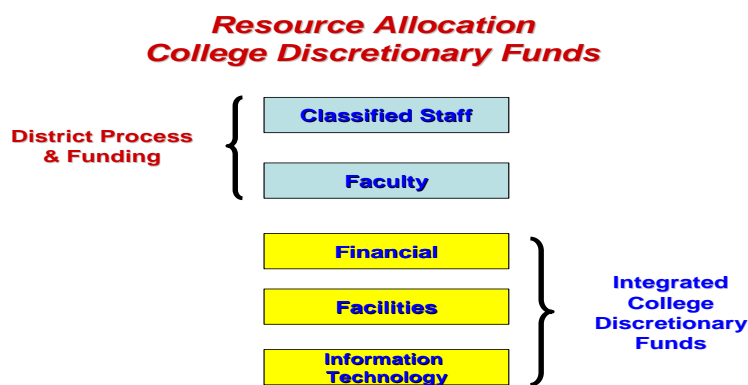
- “Institutional Plans” are developed for each of the three functional areas (Instruction, Student Services, and Administration) to articulate the context and scope of planning within each area. **(1B.34)**
- “Program Plans” support Collegewide processes and initiatives such as information technology, staff development, and marketing. They include objectives and measures of merit/outcomes related to College goals. Resources needed to support program plans are correlated with plan objectives and outcome measures. Decisions on resource requirements are made at the executive level and presented to the College’s Budget Committee for evaluation. **(1B.35)**
- “Unit Plans” are action plans with objectives linked to College goals that drive the daily operations of the College, indicate the expected results, and identify types of

resources needed. The objectives defined in the unit plans are prioritized at the unit, division, and College service area levels. **(1B.31)** Resource requirements from unit plans are sent to the Budget Committee for review, prioritization, and recommended approval/disapproval. **(1B.36)** When resource requirements are developed for information technology or facilities, those requests are submitted to the Dean for Information Technology and Operations Director, respectively, for analysis and to governance committees (Information Technology and Campus Development) for review and prioritization. Those priorities are submitted to the Budget Committee for use in their deliberations. The Budget Committee is given the task of integrating financial, facility and information technology requests and for making funding recommendations to the President. Final budget decisions about the allocation of College Program Development Funds (PDF) are made by the College President. **(1B.37)**

- “Resource Plans” describe the annual resource allocation process for five resource groups: financial, facilities, information technology, new classified staff, and new faculty positions. These plans define the timelines and processes used for the allocation of the different resource types. **(1B.38)**

The College has a comprehensive, cyclical set of processes that work together to guide efforts at increasing institutional effectiveness. **(1B.16, 1B.26)**

The link between planning and resource allocation occurs at different stages of the strategic planning process. **(1B.39)** While the planning process outlines how resources are requested as part of the program and unit planning process, the resource allocation process that involves the Budget Committee focuses primarily on financial, facilities, and information technology requests. These requests are funded by College discretionary funds. The processes for allocating faculty and classified staff resources are conducted on different schedules using different processes directed by the District. These processes require Districtwide prioritization and funding. In all cases, however, requirements for staff (faculty or classified) must be referenced in program and unit plans. The different processes are outlined in the Resource Plans and illustrated in the chart that follows:



The planning process makes substantial use of qualitative and quantitative data to support the process of establishing goals and objectives and to evaluate progress toward achieving those goals and objectives. Data related to the planning process is obtained from a number of sources. They include the following:

- District Office (for environmental scans); **(1B.40)**
- State sources (for Accountability Reporting for Community Colleges-ARCC); **(1B.21)**
- Research Institutions (for the Noel-Levitz and the Community College Survey of Student Engagement); **(1B.41, 1B.42)**
- The SCC PRIE Office. **(1B.25)**

Other data used in the planning process is obtained at the program and unit levels based on outcomes measures achieved from the preceding year's unit plans, program reviews, and student learning outcome assessment.

Self-Evaluation

The College has an integrated planning process, characterized by the following traits:

- Goals-based, with objectives at the unit and program level derived from the goals;
- Data-driven throughout the process;
- Plan integration, developed at the program and unit levels;
- Establishment of priorities and measurement of performance;
- An annual cycle of predictable actions and outputs;
- Incorporation of planning with resource allocation; and
- Inclusion of goals and assessment of outcomes.

The Strategic Planning System is the product of several years of testing, evaluation, and refinement of a comprehensive planning system for the College. It is complex, but it incorporates all aspects of an effective, responsive planning and resource allocation system that is worked on in an annual cycle, with predictable actions assigned to specific units or groups to complete. **(1B.15, 1B.16)**

The Strategic Planning System has been conveyed to the College community through a number of venues: the academic and classified senates, the senior leadership team, and student groups, and such campus committees as the Planning, Research, and Institutional Effectiveness (PRIE), Budget, Information Technology (IT), and Campus Development, and at flex and convocation. **(1B.43-1B.45)** All units widely accept that both program or unit plans and resource allocation are tied to the evaluation of those plans. While responses to the fall 2008 Faculty/Staff Self-Study Survey indicate that many respondents agreed that data is regularly used to set goals and to evaluate effectiveness, there are many people who are not aware of the use of data in these processes. **(1B.46, 1B.47)**

Survey Item	Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
Data that informs decision making is used as a basis for developing goals and objectives for the institution.	52.7%	14%	33.3%
Data are regularly evaluated by the College to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.	52.7%	14.3%	31.9%

Planning Agenda

See Planning Agenda for I.A.3.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and lead to improvement of institutional effectiveness.

Descriptive Summary

The SCC Strategic Planning System is designed to guarantee that there is broad participation in the planning process in the following ways:

- (1) The CSPC is responsible for the review of data, mission, vision, and value statements, goals, and planning process review. The Committee is comprised of the vice presidents, constituency group leaders (including students), Department Chair Council President, and selected members of each constituency group. The committee composition is designed to create a broad base of input in the process. **(1B.48, 1B.49)** Proposed changes to goals are vetted through the constituency groups, e.g. Academic Senate, Classified Senate, Associated Student Government, Senior Leadership Team, and the Department Chairs Council. Processes to consider proposed changes in mission, vision, and values statements are conducted by the PRIE Committee, which is also a constituency-based committee. **(1B.50)** Activities undertaken by PRIE in overseeing changes have included charettes, flex day working sessions, constituency group sessions, open forums, and surveys. Any changes in goals, mission, vision, or values are ultimately approved by the Executive Council, which is headed by the College President. **(1B.51)**
- (2) The College's strategic planning process utilizes a "Family of Plans," which includes institutional, program, unit, and resource plans and a resource allocation process. **(1B.52)** Institutional plans are created by the vice presidents, with input from deans and directors. **(1B.34)** Program plans are created by the individuals responsible for the function (e.g., information technology, staff development, or marketing) and are reviewed with the College committees associated with the program (e.g., the IT Committee). **(1B.35)** Unit plans and resource requests are prepared at the unit/department level. **(1B.31)** The individuals who prepare these plans are usually the department chairs or unit supervisors, working with the deans and department members. Departments/units vary in the degree of direct participation in the unit planning process. The department-level unit plans are prioritized at the division level and then at the College service-area level. **(1B.36)** Through this process, individual unit plans are broadly reviewed. Resource plans are developed by the College administrators who are responsible for the function (e.g., vice presidents, deans, or directors). **(1B.38)** Additionally, department/unit resource requests are reviewed and prioritized by the Information Technology, Campus Development, and/or Budget Committees. Requests for classified staff are examined by the vice presidents, deans/directors and Classified Senate. Requests for faculty are processed through the vice presidents, deans, and Academic Senate. **(1B.37)**

- (3) Data to support the planning process is obtained from the District, external sources such as the Chancellor's office, or the PRIE Office, or departments/divisions. (**1B.40, 1B.21, 1B.53, 1B.54**)
- (4) Program review is conducted at the department/unit level and involves department/unit chairs/supervisors, deans/directors, and members. (**1B.14**)
- (5) Categorical programs, such as Vocational and Technical Education Act (VTEA) and Matriculation, are required to develop yearly plans as well. These plans outline unit objectives, activities related to objectives, resource requirements, and outcomes. (**1B.55, 1B.56**)

Participation is assured by the breadth and number of planning mechanisms involved and by the constituency-based committee and leadership structure that is entrusted with various components in the process.

Resource requests are connected to College goals and unit/department/program objectives designed to achieve College goals. (**1B.37**) The processes involved in allocating resources are associated with the type of resource requested. Since program plans are linked to broad, Collegewide processes, funding for these plans is conducted early in the process. Plan developers are asked to evaluate the types of resources needed to meet College goals/plan objectives and possible funding sources available for allocation to meet the expenses. (**1B.38**) As an example, in the IT Program Plan, an analysis of the requested resources determines if categorical funds can be applied appropriately to identified expenditures. (**1B.57**)

The planning processes identify five types of resources: financial, information technology, facilities, classified staff, and faculty. (**1B.37, 1B.38**) The financial, information technology, and facilities requests are processed during the spring semester. Request forms ask for information on College goals, unit objectives, resource requirements and rationale, and an analysis of funding sources that could be applied to the expenditure. The Budget Committee evaluates if the request should be funded from only the general fund or if a portion of the expense can be met with categorical or institutionally-related (capital outlay) funds. Requests for information technology and facilities are shared with the appropriate governance committees (IT or Campus Development), whose recommendations are given to the Budget Committee. The Budget Committee assigns final priorities based on a rubric which articulates the degree to which a request addresses College goals and then makes funding recommendations to the President. Requests for classified staff and faculty follow specific procedures that involve the units/departments, senates, and College leadership. (**1B.37, 1B.38**)

When program and unit plans are developed, outcomes measures are defined to measure if objectives have been achieved. (**1B.14, 1B.31**) Departments/units are required to analyze whether the outcomes have been achieved. Those results are reviewed periodically and are posted on the *InsideSCC* web site. (**1B.58**)

Self-Evaluation

The planning processes associated with the College strategic planning process combined some new elements (program plans) with those that have a long College history (unit plans, outcome measures, resource requests, program review, categorical program plans). The processes themselves are broad-based and designed to involve a broad

spectrum of the College community. Even so, the level of individual participation may be more a reflection of personal interest and/or department/unit cultures. Resource allocation decisions are made as a result of planning processes. This information is broadly distributed to the College community. The degree to which people are satisfied with the effectiveness of the unit planning process is reflected in the following item in the fall 2008 Faculty/Staff Self-Study Survey. **(1B.59)**

Survey Item	Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
The unit-based planning process is effective in my area or department.	56.6%	14.9%	28.5%

Planning Agenda

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College utilizes documented assessment results to address issues of quality assurance in a number of areas.

In the Strategic Planning Process, data about student demographics, achievement, and accountability are made available to the College Strategic Planning Committee in the process of reviewing mission, vision, and values and setting goals. **(1B.25)** The CSPC includes representatives from administration, faculty, classified staff, and students, each representing his/her constituency group. For instructional programs, the College has in place an Annual Data Review and Unit Planning process that requires all instructional departments to look at student enrollment, performance, success rates, productivity, and WSCH-generated statistics for the purposes of identifying trends, strengths, and challenges and incorporating improvement strategies into unit plans. These improvement strategies are translated into outcome measures associated with department/unit objectives. **(1B.60, 1B.61)** In spring, the units/departments assess the degree to which outcome measures are achieved. This information is made available in the next planning and resource allocation cycle.

- Information relating to quality assurance is distributed through the Executive Council, which is the College's primary participatory decision-making body, as well as through specific standing committees. **(1B.51)**
- On a semi-annual basis, data on the success indicators associated with College goals is communicated to the District Office and Board of Trustees.
- Information on student demographics and achievement is communicated to the State Chancellor's Office for the Accountability Reporting for Community Colleges (ARCC) report. The results of the ARCC report are shared with the College community. **(1B.21)**
- In the past several years, the College has participated in the Noel-Levitz Student Satisfaction Survey and this past year began involvement with the Community

College Survey of Student Engagement (CCSSE). Results are shared with the College community and provide a basis for program and unit plans. (**1B.41**, **1B.42**)

- The program review process for instruction, student services, and administrative services incorporates data related to demand for services, success rates, and efficiency measures as applicable. (**1B.14**)
- The faculty hiring process relies on data about enrollment, number of courses/sections offered, fulltime/part-time ratios, industry needs, and other information relevant to making choices for new faculty slots, such as information on accreditation or mandated ratios (e.g., counselors) that impact faculty hiring. (**1B.62**)
- Enrollment management is heavily dependent on data on FTEs and productivity, which is communicated to the deans and department chairs to manage the course schedule. (**1B.63**)
- Data on student characteristics and services provided to students is sent to government agencies responsible for categorical and state funding. (**1B.21**)
- Data relevant to facilities planning is made available in the facilities Master Plan, Long Range Capital Needs Plan, and the Five-Year Capital Outlay Construction Plan documents. (**1B.64**)
- Data on student achievement in programs associated with workforce development are reported to advisory boards as well as state and federal funding agencies. (**1B.54**)

The data sources that are public are available to the College community in *InsideSCC*. Data on FTE and productivity are distributed to the College leadership on an ongoing basis and, from them, to department chairs. The data submitted to the Board of Trustees and department/unit outcome measures are also displayed on *InsideSCC*, as are the ARCC Report, Noel-Levitz Student Satisfaction Survey, CCSSE data, and data associated with facilities planning. (**1B.58**) Information on spending related to facilities projects funded by Measures A and M are available to citizens' oversight committees. (**1B.65**, **1B.66**) Data on College outcomes and processes is shared with such constituency groups as the Executive Council, Academic and Classified Senates, Associated Student Government, and Senior Leadership Team.

Since the Board of Trustees represents the public, data on goal attainment and student achievement and demographics is public. There is a citizens' oversight committee to oversee spending from each of the District's current bond measures. (**1B.65**, **1B.66**) The ARCC Report is a public document. (**1B.21**) The College responds to the document on an annual basis, and the response is made available. Data on student achievement in vocational programs is made available to advisory boards consisting of community members as well as to state and federal funding sources. (**1B.54**)

With respect to the broader College community, information on planning and resource allocation, surveys, and other data is distributed to the College community through

eNews and *City Chronicles*, which are initially distributed through email and then archived on *InsideSCC*. (**1B.67**, **1B.68**, **1B.58**)

The College's achievements and institutional quality are also reported internally and externally through the printing and distribution of the District's Annual Report and online. The report is a collection of data from all four Colleges, and includes SCC. (**1B.69**)

Self-Evaluation

The institution's collection of assessment data is effective, as evidenced by survey results, Collegewide goals and outcomes, and research results. Through the Strategic Planning System, the College collectively sets goals, identifies measurements for evaluation, and conducts assessment of the data. In this process, data is shared with all constituency groups, including students through the College Strategic Planning Committee.

The use of the website *InsideSCC*, email, participatory decision-making structures (Executive Council, committees, and Senates), statewide reports (ARCC), reports to the Board of Trustees and advisory committees, reports to state and federal funding sources, as well as the District Annual Report is evidence that the institution meets the need to publicize data both internally and externally. (**1B.58**, **1B.70**, **1B.21**, **1B.25**, **1B.67-1B.69**)

Planning Agenda

By fall 2010, the Planning Research and Institutional Effectiveness (PRIE) Office will work with the PRIE Committee to provide ongoing training to the College community in working with data to assess institutional quality and student success that will affect change.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

A number of processes are in place to assure the effectiveness of the College planning and resource allocation processes. In addition to a review of the College mission, vision, values, and goals undertaken by the CSPC based on data from the completed academic year, the Committee is charged with evaluating the planning process. To illustrate, in spring 2008, the CSPC requested changes to forms used in the unit planning and resource allocation processes. (**1B.71**) As a result, forms were amended prior to the start of planning for the 2009-2010 academic year, and training sessions were held on the use of the new forms. In spring 2009, the Department Chairs Council and Senior Leadership Team held a series of meetings to provide feedback on the new forms and to suggest further improvements. (**1B.72**) The Academic Senate President and President of the Department Chairs Council also expressed concern about the timeline for reviewing goals at the beginning of an academic year in the fall 2008 CSPC meetings. (**1B.73**) Meetings were subsequently held with constituency groups and the Department Chairs Council in spring 2009 to review College goals and to propose amendments to the CSPC system in anticipation of planning for the academic year 2010-2011. (**1B.74**) Even though the program plans are new to the planning process, there has been feedback that a greater degree of specificity was needed on the nature of program plan resource

requests. In response, the 2009-2010 program plans have charts that specify detailed program resource needs. **(1B.35)**

The College Strategic Planning System itself was a product of evaluation with existing College planning and resource allocation processes and the commitment to continuous improvement. **(1B.15)** Since the last accreditation cycle, there was frustration with a planning and budgeting timeline that stretched over two academic years. As a result, the tri-chairs of the PRIE and Budget Committees and representatives of the Department Chairs Council met to propose a new planning/resource allocation timeline to begin in the fall of each academic year. **(1B.75)** Further concerns were expressed about the fact that only resource requests were evaluated in the strategic planning system rather than all unit objectives. Interest in including more detail about Collegewide processes funded through recommendations from the President's office led to the inclusion of program plans in the strategic planning system. **(1B.35)** In much the same way, resource plans were developed as a result of the expressed need for clarification in how different resources are integrated and allocated through planning processes. **(1B.37, 1B.38)**

The Budget Committee has a long history of evaluating its processes at the end of a budget cycle to assess if adequate data was presented to assign priorities to budget requests. In the past several years, committee members expressed frustration over understanding the total resources available to fund College programs. This frustration led to a request to program administrators to present information on categorical funds available to their programs and on how budget requests are made. **(1B.76)**

The process of faculty hiring has evolved to focus more on data in determining faculty positions and to incorporate the use of technology in the scoring process. **(1B.62)**

In the case of information technology planning, the College, over the past several years, has expanded its commitment to, and dissemination of information about, technology replacement cycles. In the 2002 IT Plan, a replacement cycle for faculty/staff computers was proposed; by the 2007 plan, the cycle encompassed all computers--for faculty, staff, and student use--in response to requests from both the Budget Committee and the College community. **(1B.77)** The IT Resource Plan was developed to ensure that the College community is aware of and understands the replacement cycle. As a further refinement, the five-year replacement cycle is published on the IT website so that interested parties can access information on when their computers will be replaced. **(1B.77)**

In the area of institutional research, the College has moved in the direction of defining the data that it needs for planning and resource allocation and in processing that data in anticipation of planning and resource allocation activities. The College goals that are defined at the beginning of each year and presented to the District and Board of Trustees have success indicators that are data-driven and indicate the degree to which goals are achieved. Those success indicators are evaluated and revised on a yearly basis to ensure that they reflect College goals. When possible, the data presented on the success indicators is multi-year to enable goal achievement to be measured over time. For the 2008-2009 academic year, as a result of the success indicators that were defined for College goals at the Collegewide level, departments asked for, and received, department level data on student demographics and student achievement. This department-level data allowed departments to form more specific objectives related to College goals. **(1B.25)**

Self-Evaluation

The commitment to continuous process improvement can be noted in a number of features within the College strategic planning process. Mechanisms are built in to evaluate outcomes and processes, and a constituency based group is assigned to evaluate the system itself. The commitment to evaluating and updating planning and resource allocation processes is apparent, as evidenced by the activities of the Budget Committee, groups associated with the faculty hiring process, and groups associated with IT planning.

While data related to planning and evaluation is available at both the College and division/department levels, increased emphasis is needed on how to interpret and evaluate data in order to measure outcomes.

The College recognizes that numerous communications channels must be employed to make everyone aware of College planning processes and to foster both understanding and participation. The College has initiated and will continue to improve communication processes through ongoing training sessions, a trifold publication describing the planning and resource allocation process, presentations in governance groups and Collegewide forums, and such technological supports as *InsideSCC*, online *City Chronicles*, and file-sharing systems (“U-drive”) which allow department chairs to house their unit plans within a secure, yet shared, environment.

Planning Agenda

See Planning Agenda for I.A.3.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The program review cycle, unit-planning process, external accreditation process, oversight from state and federal program monitors, and internal surveys provide mechanisms for evaluating the effectiveness of instructional programs, student support services, and library services. As part of the unit-planning process for instructional programs, the departments are asked to complete an Annual Data Review process that requires all instructional departments to look at student enrollment, performance, completion, productivity, labor market, and WSCH-generated statistics for the purposes of identifying trends, strengths, and challenges and then to incorporate improvement strategies into unit plans, as defined by outcome measures. **(1B.25)** The Annual Data Review process was initiated as part of the unit-planning process as the need for continuous department-level data was recognized. There is a comprehensive curricular Program Review process for all instructional degrees and certificates that includes a full review of all course content, course sequencing, articulation, and graduation requirements every six years. **(1B.78)** The data used in the Annual Data Review process incorporates the format that had been established for the six-year program review cycle in order to establish an ongoing baseline of data for planning purposes. Approximately 10-12 programs are in Program Review in any given year. These processes provide the evidence for program effectiveness and continuous improvement. For Student Services, the need to foster a “Culture of Evidence” led to a reexamination of the program review

process and incorporation of program specific data measures tied to effectiveness. **(1B.79)**

In addition, the College gathers data from both internal and external sources to include in an annual review and goal setting process. Data on student enrollments and performance in Career/Tech Educational programs, pass rates on Nursing and Cosmetology exams, re-accreditation of specific instructional programs, including Dental, Occupational Therapy Assistant (OTA), Physical Therapist Assistant (PTA), Nursing, Aero and others, also provide indicators of program effectiveness. Industry advisory committees are in place for career programs. Input from professionals in the field and in the community also serves as effectiveness measures. In general, data review for vocational programs occurs annually as part of program review. **(1B.55)**

The assessment, review, and evaluation processes identified in the preceding area contribute significantly to improvements in instructional programs. Through the data reviewed and input obtained, relevancy of course content is improved, attainment of student educational goals is maintained, transfer agreements with four-year institutions are sustained and enhanced, and partnerships with businesses to meet regional labor market needs are developed.

The College's commitment to evaluating the effectiveness of its processes is also evident in how it has implemented the CCSSE surveys on student engagement. When the data became available, the Director of CCSSE was invited to address the College community on how to interpret and use the data for organizational change. A second member of the CCSSE staff conducted a session at the College's convocation to further involve the College community in the ways that CCSSE data can be interpreted and related to College programs and services. **(1B.42)**

For the library and other learning support services, several evaluation mechanisms are utilized. These areas participate in the unit-planning process, which includes data review. In addition, there is continual discussion, involving faculty and staff, within the Learning Resources Committee. This Committee has led an effort this year to gather additional feedback on library and learning support services. The Committee developed a broad survey of learning resources programs and services that was distributed to faculty in spring 2009.

The library has used a number of other survey instruments over the past six years to assess the quality of library services and materials. The specific questions, the way of conducting the survey, and target audiences have varied over time. The surveys have been changed in response to data previously gathered, to provide for additional follow-up information, and in response to emerging issues. The Learning Skills and Tutoring Center and the Writing Center have both used survey instruments to assess the effectiveness of programs and services. **(1B.80-1B.82)** Students and tutors have been asked to give feedback regarding the overall quality and effectiveness of the programs and services. The specific questions have evolved over time in response to changes in tutoring demands and the types of workshops and services provided. The learning support labs have also utilized student surveys to assess effectiveness; again, the method used to conduct the survey and the exact questions asked have evolved over time to meet the current needs for effectiveness data. **(1B.83)** Finally, audio-visual and technology support for students and faculty is continually analyzed for effectiveness. The recent

implementation of a technology support hotline, staffed during business hours each day, is an example of a campus response to an effectiveness assessment. **(1B.84)**

In Student Services, the program review process uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. The Student Services program review process is designed to measure the extent to which institutional goals are being met, to understand how students' needs are being met, to measure the quality of services, to define goals and objectives, to highlight areas that need to be resolved to help the College fulfill its mission, and to respond to student needs. The format for the program review process increasingly incorporates data and the units' reliance data for planning purposes. **(1B.79)**

Program review follows a three-year cycle for all Student Services departmental units. The program review process is also linked to an annual unit-planning and resource request process to provide a means for assessing progress toward the achievement of the objectives developed in the unit plan.

In the Student Services program review, each unit, in collaboration with the PRIE Office, develops appropriate data. Units analyze the data to develop an accurate picture of their programs relative to past performance and to identify emerging trends and progress toward achieving previously established Collegewide goals and unit objectives; to identify potential or realized internal/external drivers that could/have had a significant impact on their programs; and to assess student learning. The results of this analysis are used by the units in identifying a focused set of strategic issues from which ensuing program priorities are developed. Based on the strategic issues identified in the program review, each unit develops a limited number of priority areas over the three-year period, identified as "program priorities." These priorities, in conjunction with the "Student Services Guiding Principles," provide context to the development and prioritization of annual unit objectives and, by extension, to the achievement of annual Collegewide goals. An annual progress report enables a program to determine the extent to which it is fulfilling its stated mission and that of the College. This report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the program is achieving its objectives, addressing its priorities, and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit planning process and provides the basis for unit plan objectives and resource requests. **(1B.79)**

In addition to the data defined and collected internally by Student Services during the program and annual review processes, additional data on the effectiveness of Student Services is provided by such external agencies as Noel-Levitz and the CCSSE, both of which measure student use and satisfaction with services. **(1B.41, 1B.42)** State and federal agencies also require audits, annual plans, and other reports on the effectiveness of specific student services in such areas as financial aid, services for students with disabilities, matriculation, and CalWorks. Site visits can also be incorporated into the evaluation of the effectiveness of student services by these agencies. **(1B.85, 1B.86)**

The Administrative Services area uses a comprehensive set of objectives designed to support College goals and to provide a focused effort within subordinate units to work toward greater efficiency and to process improvements. A quarterly review of metric measurements is shared with the College management team to further emphasize the

need to work together to make improvements and perform more efficiently. These efforts are targeted primarily at resource allocation and expenditures and compare expected performance with actual performance. Adverse trends are highlighted and addressed as early as possible in the execution year. Outcomes, reviewed quarterly, are assessed at year's end as part of the program review process. This assessment contributes to the subsequent planning cycle's objectives and expected outcomes in a sequence of continuous process improvement. (**1B.87**)

Self-Evaluation

The program review and unit-planning processes provide ongoing mechanisms for assessing the effectiveness of instructional programs, student services, and library services. The data used to support these processes, which include student achievement rates, participation in use of services, enrollment statistics, student demographics, and satisfaction with services provided, is collected on a regular basis. The review processes have evolved over time as both the issues facing the College have changed and different sources of data have been available. Data sources are both internal and external to the College.

Planning Agenda

None.

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- 1B.78 Sacramento City College, Program Review, Calendar.**
<https://file.scc.losrios.edu/InsideSCC/Calendars/ProgramReviewCalendar.xls>
- 1B.79 Sacramento City College, Student Services, Program Review.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Student%20Services%20Program%20Review%202009-2011/>
<http://www.scc.losrios.edu/x35013.xml>
- 1B.80 Sacramento City College, Library Services, Faculty User Needs Survey, 2009. Hard copy will be available in the Team Room.**
- 1B.81 Sacramento City College, Learning Resources Division, Tutoring Survey, Spring 2008.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Library,%20Tutoring%20Survey,%20Spring%202008.doc>
- 1B.82 Sacramento City College, Learning Resources Division, Survey of Tutoring and Writing Center.**
[https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Library,%20Tutoring%20Center,%20Survey%20Results,%20oSummerFall%202008%20\(2\).doc](https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Library,%20Tutoring%20Center,%20Survey%20Results,%20oSummerFall%202008%20(2).doc)
- 1B.83 Sacramento City College, Learning Support Lab, Tutoring Surveys.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Math%20Lab%20Survey,%20Fall%202008.doc>
[https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Tutoring%20Survey%20\(BSC\).xls](https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Library%20Services/Tutoring%20Survey%20(BSC).xls)
- 1B.84 Sacramento City College, Survey of Technology Support, October 2008.**
https://www.surveymonkey.com/sr.aspx?sm=8sdoNJ7xmczDFbM4ScZls4fr09z6mGNjLeIS3aQQOp4_3d
- 1B.85 Sacramento City College, Student Services, Technical Program Review.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/Technical%20Review.doc>
- 1B.86 Sacramento City College, Student Services, Technical Program Report.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Miscellaneous/Technical%20Site%20Review%202008%20report.pdf>

1B.87 Sacramento City College, Program Review, Administrative Services.
<http://www.scc.losrios.edu/x26997.xml>

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard IIA: Instructional Programs

Standard IIB: Student Support Services

Standard IIC: Library and Learning Support Services

Standard IIA. Instructional Programs

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

SCC offers high-quality instructional programs in dynamic academic and career fields of study that meet the needs of its growing service population and provide learning, degree, employment, transfer, enrichment, and civic-related outcomes for its diverse student body. These programs are consistent with the College's mission and are systematically assessed to promote ongoing improvement in teaching and learning methodologies, identification of new program dimensions and complementary instructional support services, and achievement of articulated student learning objectives. (**2A.1**)

In order to meet this standard for high-quality instructional programming and consistent evaluation-based improvements, SCC collects and analyzes data on the external and internal contexts within which it operates. (**2A.2**)

SCC serves an external community that has experienced considerable growth in numbers and heritages, cultures, and demographics. The 2006 American Community Survey from the U.S. Census Bureau estimates that the numbers of those living in Sacramento significantly exceed the national average for those who are foreign-born, speak a language at home other than English, or are of non-Caucasian ethnic identity. Further, this survey estimates that residents of the Sacramento region fall below the national average of those who have received high school diplomas and exceed the national average for families living below the poverty line. In contrast, the survey reveals there is significant employment in the area in professional fields, education, and public administration. These data reflect the wide-ranging educational needs within Sacramento's urban core and provide the foundation for the College's broad mission and its extensive array of instructional programming. (**2A.3**)

The College's mission statement clearly addresses these varied needs of the community, stating:

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 effectively promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community. (**2A.4**)

In order to serve the community, SCC has educational offerings for learners who have various levels of academic preparation, differing goals, and an array of life experiences. The College offers 99 degree programs and 98 certificates in academic and career fields. Instructional programs include the following:

- (1) Human Career Development courses, such as HCD 310, College Success, which assist students in understanding and navigating educational and career opportunities; (**2A.5**)
- (2) Basic skills offerings in Reading, Writing, and Mathematics, such as ENGRD 10, Basic Reading Skill Development, ENGWR 40, Writing Skills, and MATH 34, Pre-Algebra, that strengthen students' competencies and readiness for College-level coursework; (**2A.6-2A.8**)
- (3) Lower-division general education courses in academic disciplines, such as PSYC 300, General Principles, and MUFHL 310, Survey of Music History and Literature, for students pursuing transfer and associate degree goals; (**2A.9, 2A.10**)
- (4) Career and technical courses in occupational areas that are aligned to regional labor markets, such as BUS 300, Introduction to Business, and MET 351, Basic Machinery Systems for students seeking to enhance their employment-related skills in local industries; (**2A.11, 2A.12**) and
- (5) Enrichment courses, such as GERON 376, Aging and Family Dynamics, and LIBR 305, Legal Information Resources, to enhance long-term learning, community involvement, and personal improvement. (**2A.13, 2A.14**)

The quality, diversity, and relevancy of instructional offerings are long-standing hallmarks of SCC. Recent courses and programs developed by SCC faculty and approved by the Curriculum Committee include, most notably, Bell Helicopter, Insurance, Greek, Nutrition, Art History, Photography, Math Literacy, Liberal Arts, and Film Production, and the collaboration of Biology and Chemistry with the Mechanical-Electrical Technology Department for Water and Wastewater programs. (**2A.15-2A.24**)

Students are offered basic skills assessments, educational counseling, and planning to identify an appropriate field of study, needed developmental and/or academic coursework, and a full complement of admissions, financial aid, tutorial, and instructional support services. The College also provides extensive support services to address the needs of specialized populations, such as those with disabilities, second language learners, international students, high school students who are transitioning to College, veterans, and a wide range of other re-entry students. These programs, courses, and services, regardless of location or delivery modality, are responsive to the needs of SCC students and the surrounding community and demonstrate fidelity to the College's stated mission.

Self-Evaluation

SCC maintains comprehensive research, planning, program review, and continuous improvement processes in order to ensure mission-alignment, appropriate, high-quality programming, student achievement and outcomes assessment, and curricular currency and relevancy in its instructional offerings.

Instructional programs are initially and periodically assessed to validate their alignment with the College's mission. Initial assessment occurs through a review of the trend and demographic data revealed in the Los Rios District's external environmental scan and the College's internal student interest/enrollment information. These data are reviewed

annually by the College Strategic Planning Committee to affirm the College mission and its primary goals. **(2A.2)** Once affirmed, the Instructional Services Office and the instructional divisions use the College mission and goals as references for developing specific programs and new course objectives within their unit-planning processes. In this way, new degree programs, certificate offerings, and coursework are reflective of emerging needs and supportive of the College's stated mission. Periodic assessment of instructional programs to maintain alignment with the College mission is accomplished through a comprehensive instructional program review process. **(2A.25)** Longitudinal student enrollment and performance data involves a thorough review of all curricula in a given department.

To ensure the continued appropriateness and high quality of the College's instructional programs, evidence is gathered and analyzed from different sources at various levels, e.g., individual and combined student data, faculty and staff survey research, Curriculum Committee input and approvals, four-year articulation listings (ASSIST database), and program reviews. **(2A.2, 2A.25-2A.27)** Evidence collected by the College validates the appropriateness and high quality instructional programming and includes the following:

- The fall 2008 Faculty-Staff Accreditation Survey results revealed that 83.3 percent of respondents agreed or agreed strongly that SCC's "instructional programs meet the diverse educational and developmental needs of its students." **(2A.28)**
- 76 percent of respondents to the same survey agreed or agreed strongly that "the College ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method." **(2A.29)**
- Twenty-three members (72 percent present) of SCC's Curriculum Committee agreed or agreed strongly with the following statements: "When receiving new course or program proposals, I consider the College's mission when formulating my feedback"; "When reviewing curriculum, I consider delivery systems and modes of instruction when formulating my feedback"; "In general, I feel the College's mission statement drives the curriculum development process." **(2A.30)**
- Student respondents to the spring 2008 administration of the Noel-Levitz Student Satisfaction Survey ranked the following statements within the College's top 15 strengths: "The quality of instruction I receive in most of my classes is excellent"; "I am able to experience intellectual growth here"; "There is a good variety of courses provided on this campus." **(2A.31)**

In keeping with its mission statement, the College uses research and analysis as an integral part of the process for institutional planning and evaluation: this process includes the identification of emerging fields of study, student performance benchmarks, and overall relevancy and management of instructional programs.

The College uses different input to identify, choose, and affirm areas of study that meet student and community needs. Input includes population shifts and demographic data gleaned from periodic environmental scans, employment trends and labor market shortages revealed in California and national labor market information studies, faculty-

initiated course and program-development planning objectives, and self-identified student educational goal data from the College's application process. (**2A.2**)

Through its Strategic Planning process, the College identifies student achievement outcomes at the institutional level and prepares semi-annual reports with stated benchmarks for the College, the District, and the Board of Trustees. These benchmarks include student retention, student persistence, course success, and degree and certificate completion. (**2A.32**) Learning outcomes for instructional courses and programs are identified and assessed by the faculty and administration through the College's curriculum processes with specific course objectives and program learning outcomes embedded in official course outlines and program documentation. Comparative student data is also collected using multiple measures (survey, focus groups) to assess student satisfaction, engagement, achievement, and persistence, through Collegewide research activities such as the Noel-Levitz Student Satisfaction Survey and Community College Survey of Student Engagement (CCSSE) studies. These benchmarks and student outcome data provide the research for the periodic program review process, which examines overall program relevancy, curricular currency, effective teaching strategies, and equitable student learning outcomes (SLO) for all types of learners. (**2A.26**)

Responses to the fall 2008 Faculty-Staff Accreditation Survey affirmed the positive direction that the College is taking in the area of developing a culture of evidence for identification and development of Collegewide improvements for student learning needs when those responses are compared to those taken in 2002. (**2A.33, 2A.34**)

Planning Agenda

None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and assess progress toward achieving stated learning outcomes.

Descriptive Summary

The majority of students enrolled at SCC attend because it is their first choice among schools to attend. These students have a range of academic skills and goals. The SCC student population tends to be ethnically diverse and to come from varying socio-economic backgrounds, some with limited financial resources, some with disabilities. The College strives to meet these varying needs and does so with a methodical approach, driven by the College's mission and based on evidence-based decision-making. (**2A.2, 2A.35**)

Students who matriculate go through an orientation process that provides the College with information about their goals and preparation. Perhaps most importantly, regularly-administered assessment examinations provide placement information for students in English, ESL, and mathematics courses. These courses, in turn, provide the core skills assessment for course prerequisites and advisories across the curriculum. (**2A.36, 2A.37**)

One measure of success that indicates that the College is providing appropriate assessment and instruction comes from its Accountability Report which tracks student completion statistics for degrees and certificates and transfer information. Some career and technical programs, such as those funded by Carl D. Perkins Career and Technical Education Act of 2006 (for example, programs as diverse as Aeronautics, Computer Information Science, Early Childhood Education, Graphic Design, Motorcycle Maintenance, Nursing, and Railroad Operations), track the number of students who gain employment. **(2A.38)**

SCC follows a regular cycle of review for all instructional programs. Every instructional program goes through a program review cycle at least every six years on a rotational basis. Career/technical education program review includes review of labor market data every two years in order to ensure that the College is meeting community and industry needs. During program review, faculty examine the currency of each department offering, including programs and courses. As part of the program review process, faculty in discipline areas evaluate student performance, enrollment productivity, and success data to look for ways in which to enhance and improve the curriculum. **(2A.39)** As part of the SLO and ProLO assessment process, faculty make ongoing assessments of student learning outcomes and student learning. **(2A.40)** Additionally, SCC regularly evaluates student learning needs and progress through various student and faculty surveys. **(2A.26)**

As a part of the Los Rios Community College District (LRCCD), SCC faculty engage in collegial contact with its three sister Colleges while developing courses and instructional programs. **(2A.41)** Careful analysis of community, student, and employer needs combined with faculty input enable faculty to develop courses and instructional programs to meet the demand. Once ideas are generated, the College investigates the feasibility of new programs and begins the planning process. The Instruction Office at the College shares the information with the District-level Program Placement Council (PPC) which consists of the Vice President of Instruction (VPI) and Vice President of Student Services (VPSS) from each College, the District Curriculum Coordinating Committee (DCCC) chair, the District Academic Senate (DAS) President, and the Vice-Chancellor of Education and Technology of LRCCD.

All Colleges offer core transfer programs; however, career and technical programs, which are more resource-intensive, are distributed among the four Colleges. When SCC receives a recommendation to proceed in the development of a new program or course, the College identifies, in the unit planning process, the resources required. **(2A.42)** Faculty develop the curriculum and provide evidence of need to the California Community College Chancellor's Office. In the case of vocational programs, the College also seeks regional approval through the North/Far North Regional Consortium. Recent programs that have moved through the planning process are the Bell Helicopter Training Academy and Inter-cultural Studies. **(2A.43)**

Self-Evaluation

In spring 2008, students in the LRCCD participated in the Noel-Levitz Student Satisfaction Inventory, the fourth since 1998. Compared to the 2004 report, student satisfaction increased at the District level in all areas assessed, which included counseling, instruction, safety and security, registration, academic services, concern for the individual, admissions and financial aid, service excellence, campus climate, student centeredness, support services, and responsiveness to diverse populations. **(2A.44,**

2A.31) When focusing specifically on SCC, students identified the strengths of the College as follows, in descending order of importance to the respondents:

- The quality of instruction I receive in most of my classes is excellent.
- I am able to register for classes I need with few conflicts.
- Nearly all of the faculty are knowledgeable in their fields.
- I am able to experience intellectual growth here.
- There is a good variety of courses provided on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- Library resources and services are adequate.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.
- Policies and procedures regarding registration and course selection are clear and well-publicized.

On the other hand, areas in which students indicated a need for improvement are as follows, in descending order of importance to the respondents:

- Classes are scheduled at times that are convenient for me.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- The campus is safe and secure for all students.
- The amount of student parking space on campus is adequate.
- My academic advisor is knowledgeable about my program requirements.
- Parking lots are well-lighted and secure.
- Adequate financial aid is available for most students.
- This school does whatever it can to help me reach my educational goals.
- Security staff respond quickly in emergencies.
- My academic advisor helps me set goals to work toward. (**2A.31**)

Additional research conducted by the College in spring 2008 through the CCSSE offer an overview of student use of and participation in College offerings. While the College's results are comparable to those of other "Extra Large Colleges" and the overall 2008 CCSSE Cohort, there are a few areas related to student learning which are significant. (**2A.45**) This is the first time the survey has been administered at SCC, and so these results establish a baseline rather than providing materials for substantial conclusions.

SCC has been developing and assessing SLOs in an increasingly comprehensive system since the first classroom projects were launched in spring 2002. (**2A.46**) Data have been accumulated at the course level and by departments; assessment, evaluation, and improvement have been integrated into course and program learning outcomes. Reports from programs as diverse as Business and Physical Education provide evidence that students' needs and progress are assessed in appropriate and imaginative ways.

These data are reviewed and analyzed at multiple organizational levels within the College, including department, division or area, and cross-functional units (Instructional Services, Student Services, and Administrative Services) and incorporated into planning and program review processes to ensure achievement of student and institutional learning outcomes. (**2A.47**)

Planning Agenda

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Since 1916, SCC has served students in the Sacramento Metropolitan Area and its suburbs. The College served 26,175 students in fall 2008, an increase of 3.88 percent over the previous fall semester. **(2A.48)** In order to provide access to a large geographic area, the College offers classes at the main campus and at three centers located in Downtown Sacramento, West Sacramento, and Davis. In addition, SCC strives to maximize service to students by offering courses in the day and in the evening, on weekends, and in a variety of modalities: in-person, hybrid (online and onsite, Internet/online), interactive television, and television. Distance Education (DE) courses are designed to fit students' busy schedules while enabling them to advance their academic goals and still provide rigorous, challenging educational experiences. SCC is committed to giving DE students the same individual support, academic standards, and experienced faculty found in traditional classroom settings. **(2A.49)**

The use of the distance education modality is growing in the United States; in fact, an overall growth rate of 18.2 percent for online enrollments was reported between fall 2003 and fall 2004. Course offerings at SCC reflect this trend. Between fall 2001 and fall 2007, online course sections grew from 28 sections to 142 sections. Students enrolled in online courses grew from 514 students in fall 2001 to 3,749 students in fall 2007. This growth represents a 407 percent increase in online sections offered and a 629 percent increase in students taking online courses. While distance education may not be right for every student, the College strives to offer students the courses they need in a variety of modalities. **(2A.50, 2A.51)**

Course delivery systems and modes of instruction are evaluated for their effectiveness in meeting student needs through the program review process and frequent, routine analysis of student performance data. In addition, faculty receive information about the appropriateness of course training systems and instructional modes from student questionnaires that are distributed as part of the contractual performance review process. Student feedback is gathered online for distance education courses that do not have a face-to-face component; students receive an email with a link to a survey that contains both multiple choice and open-ended questions. While those reviews are not attributed to any individual, faculty receive valuable information about the courses (e.g., structure and delivery) which then may be incorporated into the regular program review process. **(2A.52)**

All courses offered in the distance education delivery modality have undergone a rigorous approval process that begins with the Distance Education (DE) Subcommittee of the SCC Curriculum Committee to ensure an equivalent learning experience and academic rigor and that students are able to achieve the same SLOs for a given course whether it is face-to-face, hybrid, or online. **(2A.53)** The approval process for DE courses is faculty-driven. The faculty initiator submits an in-depth written course proposal through the SOCRATES course management system. The proposal is reviewed by the Curriculum Committee and the DE subcommittee of the Curriculum Committee.

The DE subcommittee recommends to the course initiator (and thus to the department faculty) any edits that the Committee deems necessary for the development of curriculum and courses to meet the identified needs of the students, community, and regional work places.

Collegewide dialogue on the topic of delivery systems and modes of instruction takes place with the Curriculum Committee and the DE Subcommittee of the Curriculum Committee. In 2007-2008, the College worked under the direction of the Academic Senate to develop a Collegewide DE Program Plan, which is in place this year. One of the goals of this plan is to work with participatory decision-making groups to create a place in the governance structure for Collegewide dialogue about distance education. The IT Committee also addresses some of the technology issues related to distance education. **(2A.54, 2A.53)**

SCC has a long and passionate history in support of outreach efforts to the communities it serves. Since 1966, the Davis Center has been serving the community of Davis and the surrounding communities of Yolo County. Since 1988, SCC has had a presence in downtown Sacramento. In 1999, SCC leased space and opened four classrooms in West Sacramento. **(2A.55)**

The LRCCD serves a rapidly growing Sacramento region. This five-county regional service area is not only growing at an unprecedented rate but is also plagued by impacted roads, insufficient rapid transit, and increasing pollution levels. The Board of Trustees studied these issues and recognized that the region would be best served by distributing educational opportunities to the areas of the most rapidly growing population to reduce travel and to increase local access to education. Studies have shown that approximately 85 percent of a College's enrollment comes from a five-mile radius around the facility. Thus, in 2000, the Los Rios Board of Trustees made a policy decision to guide the growth of the District by developing regional centers rather than establishing additional comprehensive community Colleges. "A Plan for Educating a Region" was developed by the District to meet increased enrollment and to provide high quality education for the students served. **(2A.56, 2A.57)**

On March 5, 2002, voters approved Measure A, a \$265 million General Obligation Bond for the LRCCD. Included in the list of capital projects to be funded were permanent educational centers in the communities of Davis and West Sacramento. In November 2008, Measure M was passed and will provide the construction dollars for Phase II of the Davis Educational Center and Phase III of the West Sacramento Educational Center from 2011-2017. **(2A.58, 2A.59)**

The Outreach Centers reflect the communities that they serve. For example, there is a large and growing population of second language learners in the city of West Sacramento who enroll in the English as A Second Language classes offered at the West Sacramento Center. The Davis Educational Center has more curriculum for transfer-oriented students. The Downtown Center serves working adults, State employees seeking upward mobility, and students who may prefer this location for their Accounting, Business, or General Education classes. **(2A.60, 2A.61)**

Class offerings at the Centers are developed by the Center deans in concert with the instructional deans and their respective department chairs on the main campus. Whenever possible, full-time faculty are assigned to teach classes at outreach locations.

When this is not possible because of scheduling constraints, adjunct faculty are assigned by division deans to staff outreach classes for a given term. The Center deans are made aware of community needs through the local chambers of commerce, local school Districts, and city redevelopment departments. Environmental scans leading to target growth industries in the communities that the Centers serve provide opportunities to enhance program offerings. Student surveys administered annually also provide valuable data on delivery systems and preferred instructional modes for future class schedules. (**2A.62**, **2A.63**)

Self-Evaluation

The diverse needs and schedules of students, as well as curriculum requirements, are met through a range of delivery systems and modes of instruction that have expanded dramatically; and they are evaluated regularly for their efficacy.

The College and its Centers are flexible, adapting to the needs of newly-served communities and the use of new technologies in instruction to provide a wide range of learning environments and modalities to students from diverse backgrounds. Dialogue about the continued development of the Centers and effective delivery systems and modes of instruction in relationship to their surrounding communities occurs in numerous venues at the Center, on the main campus, and at the District level. Center deans initiate and facilitate meetings with business, educational, and community association to secure input on needed curricular programming, support services, days/times of course offerings, student access to technology, and desirable delivery modes.

Deans Council and Senior Leadership Team meetings are multi-functional settings for the review, discussion, and evaluation of course delivery strategies and instructional modes used at all College sites to meet the current and future needs of students. District meetings between the Center Deans, the College Vice Presidents (VPs), and District-level staff in Information Technology, Facilities Management, Human Resources, and Fiscal Services are routinely held to discuss and affirm Center progress in building accessibility and implementation of specific instructional delivery systems. (**2A.64**)

Because distance education is an evolving field, the dialogue within the College occurs at Collegewide forums on distance education issues and serves as a complementary activity to discussions held within the Curriculum Committee. These forums and the Curriculum Committee will focus on continuous improvement by assessing the quality of the distance education offerings and the delivery of online courses across the divisions. Information on research efforts and their corresponding data, including CCSSE, Noel-Levitz Student Satisfaction Survey, and Student and Faculty Surveys, are provided to departments, divisions, and cross-functional areas to serve as benchmark data and to provide longitudinal analysis of trends and effectiveness. To enhance the alignment of delivery systems and modes of instruction with the needs of all students, the College will continue its efforts to hold topic-based, multi-constituency forums and workshops focused on strategic planning. The College will continue to provide data and use multiple forums for dialogue about the responsiveness of these delivery methods. (**2A.2**)

Planning Agenda

Continuing through spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops focusing on the use of data such as the Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Student

Satisfaction Survey in program review, Student Learning Outcomes (SLO) assessment, and planning.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Beginning in the academic year 2002-2003, the College has offered SLO development workshops on a semi-annual basis for instructional and student services faculty. **(2A.65)** The purpose of these workshops is to provide faculty and staff with the philosophical foundation of SLOs and the educational and technical resources to identify and assess SLOs for all components of the College's instructional offerings, including courses, programs, degrees, and certificates. Attendance at these workshops has been consistent and has grown over the past six years. In addition to the informational workshops, the College's SLO coordinator and members of the SLO Advisory Group have worked directly with departmental faculty since 2002 to provide immediate and discipline-specific assistance in the identification, development, and inclusion of SLOs in instructional programming. **(2A.66)**

These thoughtful and orderly actions have led to a broad College understanding and implementation of student learning outcomes at the course and program levels. In May 2005, the SCC Academic Senate approved "Sacramento City College's Statement of Philosophy of Student Learning Outcome (SLO) Assessment." This philosophy states that the primary reason for using SLOs is to improve student learning. It provides context for the already extensive, ongoing efforts that have been made throughout the College to establish learning outcomes for all areas of study. **(2A.67)**

As courses and programs (degree and certificate) proceed through the SCC curriculum process, SLOs are reviewed and updated by the faculty originator and affirmed by the departmental faculty in a recorded vote. **(2A.68)** Presentation of courses and programs to the College's Curriculum Committee ensures a broad-based, inter-disciplinary review of the identified learning outcomes. Curriculum Committee representatives, trained by the SLO Coordinator, validate the embedded learning outcomes through technical review sessions and full-committee meeting dialogues to ensure the appropriateness and measurability of the SLOs. Program Learning Outcomes, known to the College community as ProLOs, are handled in a similar multi-level review fashion and recorded for evidentiary purposes in College-adopted matrices for ease of understanding and planned assessment. **(2A.71)** Through this review, discussion, and recording process, measurable and relevant SLOs and ProLOs for degrees and certificates are clearly identified in the College's official instructional documentation. **(2A.46, 2A.69-2A.71)**

SCC values the work of its faculty and staff with regard to the quality of its educational offerings and opportunities for student learning and so strives to provide the technical resources necessary to achieve its stated mission and priority goals. A comprehensive online resource guide is available to faculty to provide support for understanding, identifying, developing, and assessing SLOs at the course and program levels. **(2A.70)** This dynamic resource tool is periodically updated through Collegewide dialogue focused on best practices, an aggregation of student assessment data, and available statewide and national research on the evaluation of student learning. **(2A.69)**

Using the comprehensive work on SLOs and ProLOs as its foundation, SCC's SLO Advisory Group has initiated Collegewide awareness and dialogue sessions concerning General Education Learning Outcomes (GELOs). In spring 2007, the General Education Learning Objectives were adopted; and in May 2008, the SCC Academic Senate approved "Sacramento City College's SLO Assessment Strategy" and its associated reporting templates. (**2A.72**) These SLO assessment planning tools were developed by the SLO Advisory Group and incorporated into the online resource guide; they provide a clear framework for departments to determine priority SLOs for assessment, establish assessment mechanisms, report assessment results, and identify any curricular or programmatic ramifications of their findings. (**2A.40**) Since their inception, these tools have been incorporated into departmental courses across all divisions, with the results discussed at departmental levels and newly-crafted objectives inserted into the departments' annual unit plans. (**2A.73, 2A.42**)

Self-Evaluation

SCC has addressed the development of learning outcomes in all facets of its instructional programs and services in proactive and creative ways. Learning outcomes are an integral part of the curricular culture at SCC, and faculty committees such as the Curriculum Committee and the SLO Advisory Group of the Academic Senate focus on enhancing the identification, development, assessment, and effectiveness of student learning outcomes at every curricular and institutional level. The College demonstrates a coherent sequence within its SLO work and continues to make progress each year in using SLO-related data to improve teaching and learning practices.

Evidence of this progress is documented in the comparison of the ACCJC Annual Report for 2006-2007, the first year using the SLO reporting template, and the 2007-2008 ACCJC Annual Report. For example, only 71 percent of programs had identified SLOs in 2006-2007. However, the 2007-2008 Annual Report Update on SLOs shows significant progress in identifying program SLOs with the level at 80.9 percent; work continues in the areas of assessment and development based on assessment results. (**2A.73**)

Faculty awareness, understanding, and implementation of SLOs have been addressed by the College through training workshops, departmental discussions, and planning processes. According to the fall 2008 Faculty-Staff Survey, 80.9 percent of faculty and staff agreed or agreed strongly that "the College awards degrees and certificates based on student achievement of a program's stated learning outcomes"; 86.4 percent of the College's 207 programs have identified program learning outcomes. (**2A.74**)

In addition, the process for developing SLOs is clear to a significant portion of SCC faculty (74.9 percent) and administrators (78.6 percent) but less clear to a significant portion of classified staff (25.3 percent) as indicated in their respective "agree" or "agree strongly" responses to the statement, "SLO and associated assessment strategies for instructional courses and programs are determined collaboratively by faculty." In fact, 72 percent of classified answered "Don't Know" to this item. (**2A.75, 2A.76**) These results indicate a need to enhance communication about SLOs with all College constituencies.

Student learning outcomes for courses and programs are assessed through departmental faculty dialogue, discussions with program advisory groups, analysis of student performance/research data gathered through diverse methods such as student surveys and forums, review of external performance measurements for Career and Technical

Education programs (e.g., Vocational Education Technical Act [VTEA] Core Indicators and National Council Licensure Examination [NCLEX] Nursing Exam passing rates), and comparisons to peer groups and statewide averages for similar coursework and program offerings. **(2A.38)**

SCC, through its SLO Coordinator, the SLO Advisory Group, and the Planning, Research, and Institutional Effective (PRIE) Office, provides pertinent student performance data and research support to instructional departments through division deans and elected department chairs. These performance data and/or the results of requested research are discussed at departmental faculty meetings to identify needed improvements in instructional offerings or to revise planning objectives to be included in annual unit plans. An example of the SLO Implementation Assessment process is the course of action taken by the Biology Department. This department created a plan, assessed seven courses, and included that information in their departmental unit plan. **(2A.77)**

Similar processes and departmental dialogues are occurring in numerous discipline-specific settings across the College and in cross-constituency venues such as Academic and Classified Senate assemblies, Department Chair Council gatherings, Deans and Chairs meetings, governance committees, including Curriculum, Budget, and Planning, and the College Strategic Planning and Executive Council sessions. Improving and expanding the presentation of student learning outcomes data in dialogue-centered settings is a focus area for the College to ensure sustainability in the use of SLO assessments in ongoing planning. **(2A.65)**

Planning Agenda

See Planning Agenda for Standard I.B.1.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

SCC ensures the quality and improvement of its courses and programs regardless of type of credit, delivery mode, or location, through systematic, inclusive systems that address instructional planning, program review, College, District, and regional governance committees' review/approval, and State compliance and accountability measures. **(2A.78)**

College educational offerings include developmental, transfer, general education, and career technical courses and programs. **(2A.79)** Other types of learning opportunities, such as contract education and short-term training modules, are available to students through the District's Business and Economic Development Center. Study abroad

programs are also offered to SCC students: Study Abroad is a comprehensive program for students authorized under Los Rios Board Policy P-7151 and administered under Regulation R-7151, which states, “The District shall provide opportunities for international education within the community College experience.” **(2A.80)** To facilitate this opportunity, Los Rios has participated in the Northern and Central California Community College Foreign Study Consortium each semester since 1985. Currently, Los Rios is a partner in the Northern California Study Abroad Consortium (NCSAC). The Los Rios program is coordinated through Cosumnes River College, which provides administrative and clerical support and authorizes all the FTE for the academic courses, but it is a District program open to students and faculty throughout the District.

As a comprehensive College, SCC uses external environmental data (population, high school graduation rates, labor market) and internal student educational goal data to determine a balanced combination of instructional offerings. **(2A.2)** These data are annually assembled and analyzed at the departmental, division, and service area levels to ensure that there is an appropriate blend of academic, general interest, career, remedial, outreach, and distance education courses in the College’s instructional scheduling. Faculty department chairs and academic area deans review and discuss pertinent data, enrollment goals, and available resources to best meet student needs and to provide coherent curricular sequencing and alternative scheduling options. This cycle of data review, planning, and schedule implementation ensures high-quality offerings and informed responsiveness to student educational goals and programmatic needs. The College has a commitment to the highest quality of instructional courses and programs and ensures all offerings meet this standard through research, institutional dialogue, faculty curriculum development, and periodic program reviews. **(2A.25, 2A.39)**

Curriculum development and review fall under faculty purview and are on-going. Each department evaluates/updates its courses and instructional programs every six years at a minimum, following the regulations and guidelines set forth by Title 5, the Academic Senate of California Community Colleges, the State Chancellor’s Office, LRCCD, and the SCC Curriculum Committee. **(2A.39, 2A.81)** All courses and instructional programs undergo a thorough review by the Curriculum Committee. For those departments under review, the department chair initiates the Program Review Process by facilitating assignments to department faculty. The faculty initiate, review, and update all courses and instructional programs in their respective departments.

In 2004, the LRCCD began using a new locally developed, web-based curriculum management system, called SOCRATES, to which administration, faculty, and classified staff have access. Members of the SCC Curriculum Committee were heavily involved in the initial production, testing and training for SOCRATES. Faculty use the system to initiate curriculum actions such as course development, course review, instructional program review, and instructional program development. Exclusive faculty access to curriculum development using SOCRATES ensures that SCC is in compliance with Title 5, Section 53200b or with the California Community College Academic Senate academic and professional matters, referred to as the “10 + 1.” **(2A.82)**

Faculty determine the Student Learning Outcomes (SLOs) and Program Learning Outcomes (ProLOs) for courses and instructional programs. The SLOs and ProLOs are part of the Course Outline of Record and Instructional Program Outline of Record, which undergo an approval process through the Curriculum Committee. **(2A.46, 2A.71)** The SLO Coordinator/Liaison reviews all course SLOs and ProLOs during the technical

review process. Ninety-eight percent of the courses and 84.6 percent of the programs at SCC have SLOs at the time of this writing (the only exceptions are some independent study and special topics courses.) **(2A.73)** The alignment of SLOs with the other components of the course outline of record is evaluated by individual departments and reviewed and confirmed by the Curriculum Committee. These spreadsheets are stored on the SLO website housed on *InsideSCC*. Department faculty are beginning to engage in systematic SLO assessment efforts and utilize the tools created by the SLO Advisory Group of the Academic Senate to record these efforts. These SLO assessments are recorded on spreadsheets and reviewed by the appropriate department faculty. **(2A.83)**

Programs have a defined planning, development, implementation, and review process. At the beginning of each academic year, instructional deans inform the Curriculum Committee of expected course and instructional program development based on faculty input and unit plans. Program proposals and requests are sent to the Program Placement Council (PPC), a Districtwide committee that consists of the VPIs and VPSSs from each College, the District Academic Senate President, the Chair of the District Curriculum Coordinating Committee, and the Vice Chancellor. This placement committee evaluates each proposal for viability and possible duplication of services. The PPC sends all such proposals with comments to each of the four Colleges through the local academic senates, deans' councils, and curriculum committees. Each College returns its endorsements or concerns to the PPC. The PPC then makes a list of instructional programs that are ready to proceed without reservation or conflict. In areas of possible conflict, additional collegial discussions take place with appropriate faculty and administration. At the time of this writing, the constituency representation and tasks of the PPC are being refined. **(2A.43, 2A.84, 2A.85)**

Instructional Program Review takes place at a minimum of every six years. The Program Review Calendar may be found in *InsideSCC*. In the spring before the academic year that a department undergoes program review, the associated Vice President of Instruction (VPI) calls a meeting. **(2A.81)** Those present at the meeting include the department chairs, division deans, the Curriculum Liaison, the Academic Senate President, the Curriculum Committee Chair, the Dean of PRIE, and the VPI. Department chairs and instructional deans are informed of the processes and time lines that will take place during the following academic year in order to ensure completion of a successful and thorough program review. **(2A.39)** All courses and instructional programs are reviewed and updated in the fall, and the Department Report is due in the spring. This report includes the department outlook, demographics, productivity, and student success data. **(2A.2)**

In addition to the instructional program review, career technical education programs are evaluated every two years as mandated by the California Education Code, Section 78016. Studies are made of labor market information data regarding annual average employment, employment change, average annual job openings, and wages and training. Also noted are student technical skills attainment, completions, persistence and transfer, placement and equity--non-traditional employment. The instructional areas that offer Career Technical Education (CTE) are Advanced Technology, Behavioral and Social Sciences, Business, Science and Allied Health, and Learning Resources. **(2A.38)** Curricula in student services areas (tutoring, DSP&S, Human Career Development, and Career Counseling) also receive regular review from the Curriculum Committee every six years, which is in addition to their on-going program review. **(2A.86)**

Improvements to courses and programs can be viewed on SOCRATES by accessing the archives and comparing current outlines to archived outlines. Each piece of curriculum goes through a rigorous process with the Curriculum Committee which consists of 41 members, made up of the following: one faculty co-chair, one administrative co-chair, one curriculum liaison (classified staff), 29 faculty (representative of each area division), five administrators, two classified staff, and two students. (**2A.87**) There are a number of criteria Curriculum Committee members must consider when reviewing curriculum proposals: appropriateness to College mission; need; curriculum standards (Title 5); District regulations, College regulations; adequate resources; compliance. (**2A.88**)

Self-Evaluation

The curriculum development and review process is very strong. It requires careful and thorough work by faculty which developing course proposals and revisions; and yet the process is very efficient (note the number of courses reviewed by the Curriculum Committee). Faculty guide and control each step of the curriculum process, with managers and classified staff also actively participating in technical and compliance reviews.

SCC continuously revises the curriculum development and review processes. The principles and procedures that guide the curriculum are well established and provide the basis for a complete and flexible College curriculum. Faculty initiate and review all courses and instructional programs, and the process has a very high degree of support. The area in which the College has made the greatest efforts over the last two years has been evaluation (assessment) of learning outcomes at all levels of the curriculum process. SCC is institutionalizing that assessment process. (**2A.40, 2A.70**)

In addition, the SCC Faculty Research Coordinator, along with the SLO Advisory Group, has carefully worked to build SLOs and assessment into the instructional and institutional culture. This is a continuous process at all three levels: individual courses, instructional programs, and the overall instructional program at SCC, which also includes General Education Learning Outcomes (GELOs). (**2A.89**)

Substantial progress has been made in “on-the-ground” assessment of course-level SLOs as evidenced by the number of departments across all divisions that have established SLO assessment plans and are in various stages of implementing their plans. Several departments have completed their first full cycle and continue the process. This progress has taken place in both instruction and student service areas. (**2A.40, 2A.90**)

An area for College focus in the upcoming academic year is the development of Program Learning Outcomes (ProLOs), research-based assessment across the instructional divisions. Although some progress has been made in the alignment of SCC’s GELOs with course SLOs at the level of the curriculum process, a systematic process of GELOs assessment is still in its infancy. (**2A.89**)

Planning Agenda

See Planning Agenda for Standards I.B.1.

II.A.2.b. The institution relies on faculty expertise and the assistance of the advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The

institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

In spring 2005, the SCC Academic Senate adopted the following statement of vision and purpose for student learning outcomes: “The primary purpose of SLO assessment is to improve student learning. Engaging in this process can assist faculty and staff in developing the methods and programs that can facilitate students’ efforts to accomplish their goals.” (2A.67) Since 2002, student learning outcome development and assessment has been growing at the College. SLO development and assessment is a faculty-driven process with important links to student development, curriculum development, and program design and review. Preparation for SLO development and assessment began prior to 2003, the year that SOCRATES was piloted. Course and program outlines include sections for SLOs and ProLOs. (2A.68) In addition, during spring 2006, representatives from student services areas across the College began attending workshops and division “working” meetings in order to develop a division level set of SLOs for all student services. (2A.65) The Student Services Division SLOs were approved by the Academic Senate in spring 2008 and have guided unit-level SLO development and assessment efforts in Student Services even prior to this official approval. (2A.90) At this time, a number of student service units are engaged in all levels of the assessment process. (2A.90)

SCC has institutionalized student learning outcomes for courses, certificates, and degree programs through the curriculum review process under the purview of the SCC Academic Senate. Whenever new curriculum is introduced as a component of regular cyclical program review, the SLOs are scrutinized by the members of the Curriculum Committee. In addition to course-level evaluation of student learning outcomes, a ProLOs matrix must accompany new or revised degrees and certificates. The matrix details ProLOs and specific courses that deliver those outcomes over the course of the program. There are very detailed instructions for faculty members to follow when developing the ProLOs, including discussion of language and assessment. For example, one such instruction is to “Utilize Bloom’s taxonomy (3 domains) to clarify the level of the outcome and focus of future assessment.” After the matrix is completed, it is submitted to the entire Curriculum Committee. The Committee reviews the matrix to ensure that student outcomes are taught in the program’s component courses. (2A.91, 2A.92)

Career-Technical Education programs, such as Nursing, Dental, Graphic Communication, Aeronautics and transportation-related areas, and Business and Computer Information Science, have an advisory committee that meets on a regular basis. As an example, the Business Department has an advisory committee that includes individuals from the Schools Financial Credit Union, the Sacramento Business Journal, SMUD, and Lyon Real Estate, in addition to other businesses and governmental agencies. (2A.38)

As part of their responsibility and charge, advisory committees review program curriculum and SLOs. Advisory committees make curricular recommendations to ensure certificate and degree programs continue to meet and respond to critical needs in specific industries. The College faculty recognize the value of receiving solid feedback from industry professionals who hire SCC students. This process also provides a feedback loop with regard to how well student learning outcomes address the needs of

employers. Having close ties with industry professionals also translates into internships, jobs, scholarships, work experience, and visibility for students and the College. **(2A.38)**

There are three Districtwide competency committees (Writing, Reading, and Mathematics) that report to the District Curriculum Coordinating Committee. **(2A.93)** Each competency committee consists of faculty--one counselor, and a dean; each committee reviews courses for inclusion on the list of courses that qualify to satisfy the competencies for graduation. These courses are clearly labeled as such in the Catalog and in the schedule of classes. **(2A.94)** While updating the new graduation requirements from Elementary Algebra to Intermediate Algebra for the math competency and from College Writing to Freshman Composition for the writing competency, the District Curriculum Coordinating Committee (DCCC) has also been working to modify and update the procedures to more clearly incorporate student learning outcomes in this process. The individual competency committees come to an agreement on learning outcomes that need to be included in courses that satisfy the specific graduation competency requirement. Courses with indicated SLOs submitted for application to the appropriate competency committee and those designated as meeting competency provide a sense of transparency and emphasize outcomes. The new related Board policy and regulations are being revised by College and District constituencies.

The College is in its fifth year of supporting SLO assessment efforts across campus. The SLO Advisory Group of the SCC Academic Senate is open to any College faculty or staff interested in SLO assessment and is currently composed of instructional and student services faculty and deans representing most of the academic divisions. **(2A.66)** A web page functions as a user-friendly resource to support departments and faculty in the process of SLO assessment; and many workshops have been provided to facilitate the process. **(2A.46)** Sixteen departments across the College have developed a plan for assessing student achievement of SLOs and are collecting and analyzing data. Various department plans are available for review on the SLO assessment and faculty research resource site. **(2A.40, 2A.95)**

Self-Evaluation

The College relies on faculty expertise, with the assistance of advisory committees when applicable, to identify SLOs for courses, programs, certificates, and degrees. The Curriculum Committee meets regularly during the academic year and is diligent in applying established criteria for its evaluation and approval of newly-proposed and modified curricula and all courses going through periodic program review. This faculty-weighted group scrutinizes student learning outcomes at both the course and program level.

The assessment cycle for SLOs that has been formalized by the College continues to be adopted to a greater degree by instructional divisions and applied to additional courses. As the feedback loop is applied to the individual courses and instructors, adjustments will be made in teaching methodology, content, and program planning to ensure that student learning outcomes are met.

As noted, significant progress in SLO assessment has occurred at the course-level as evidenced by the number of departments across all divisions that have established SLO assessment plans and are in various stages of implementing their plans. Several

departments have completed their first full cycle and are continuing the process. This progress has taken place in both instruction and student services areas.

Planning Agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The College takes pride in the quality of its instructors and instruction. The faculty have degrees and academic credentials from some of the finest Colleges and universities across the nation, for example, the University of Wisconsin, Madison; Georgetown University; Harvard Law; Pennsylvania State University; University of California, Berkeley; and the University of California, Davis, as well as work experience with businesses that represent the excellence of regional and national economies, for example, Intel, Apple, Downey, Brand Attorneys, Deloitte & Touche, Nugget Market, Inc., and Public Employees Retirement System (PERS). This range of education and background, together with department, division, and College and Districtwide dialogue on SLOs and classroom experiences, translate into high quality instruction. **(2A.96)**

Faculty members engage in routine dialogue in regular department and division meetings. Divisions meet at least once a semester on Convocation Day, and departments typically meet once a month; the divisions maintain records of those meetings. **(2A.97)** Department-level unit plans are developed and evaluated at those meetings; and the unit plans relate to College goals that include substantial curricular elements (for 2008-09, College Goal #3 is to “Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the College”). **(2A.97, 2A.42, 2A.98)**

Department and division level dialogues work in conjunction with College and District-level committees and task forces. The curriculum process includes regular conversation within departments and divisions across the College and among Colleges. For example, recent program planning discussions regarding new programs for Air Traffic Control and for Film, involved communication at every level of the system. Similarly, when special issues arise, discussions are held at every level, from department to District. For example, the Mathematics Department recently discussed competencies and developed a course, Mathematical Literacy, to address a particular need. The course was developed and approved at the department level, moved through and was approved by the Curriculum Committee, and was recently approved by the District Curriculum Coordinating Committee and Board of Trustees. As another example, the English Department and Language & Literature Division worked with the Assessment Office and with an LRCCD task force to evaluate the effectiveness of its current assessment process and to consider the potential for more uniform Districtwide assessment for English reading and writing. **(2A.100)**

The quality of instruction is based in the curriculum outlines for all courses and programs taught at SCC. Like all Los Rios Colleges, SCC uses SOCRATES to manage curriculum for courses and programs. SOCRATES, an online program, can be accessed

by Los Rios employees from any computer, enabling users to check curriculum outlines at any time. Only faculty have access to the design/revision of curriculum, ensuring that faculty are responsible for curriculum. Context-specific help files are built into the SOCRATES program, with examples to assist faculty in accurately completing curriculum proposals. **(2A.82)** Additionally, a SOCRATES quick-start manual was created when the system was launched in 2004.

Curriculum course outlines address all Title 5 requirements, including identification of student learning outcomes, course topics, instruction methods, evaluation methods, typical homework assignments, etc. (MATH 120 course outline is an example.) **(2A.101)** Program review procedures require that all courses and programs be evaluated and revised to ensure currency and relevancy. On an annual basis, departments are required to prepare unit plans that involve identifying immediate needs in their curriculum along with other planning needs. Unit plans are linked to an overall College planning structure, the District Strategic Plan, College Strategic Plan, College Goals, and Program Goals and Objectives based on defined measurable outcomes and integrate projections for programmatic resources, including financial, human, facility, and technological needs. **(2A.42, 2A.25, 2A.78)**

The curriculum review process is rigorous. Currently, the Curriculum Committee Co-Chair, the Curriculum Liaison, and/or other Curriculum Committee members explain the process to faculty as their course and instructional program proposals go through the curriculum approval process. A *Curriculum Handbook* has been prepared by the Curriculum Committee Faculty Co-Chair and will be published on the SCC website. **(2A.43, 2A.102, 2A.103)** Once a curriculum proposal has been “launched” into the curriculum process, appropriate department faculty at the other three Los Rios Colleges are automatically notified for outside review and comment. Curricula go through a technical review process, where depth, breadth, and rigor are evaluated.

Additionally, the time taken to complete the certificate or degree in a program is considered. SCC has programs of study that vary in length of completion. Proposals are routed to appropriate subcommittees for review and consideration. Criteria used to evaluate proposals were created by each subcommittee in accordance with requisite academic standards, regulatory/accreditation requirements, District/College/state-wide educational policies, the co-chair, the Curriculum Liaison (Instructional Services Assistant II), and one of the two associate vice presidents read each proposal and suggest edits to the curriculum developer. Once issues and necessary edits are addressed, the curriculum goes through full committee review, using a “two-reading” rule. Subcommittees make their recommendations to the full Curriculum Committee during the first reading, and the Committee considers those recommendations when voting on proposals. After curriculum is approved at the College level, it moves to the District level, and then to the Los Rios Board, and the State Chancellor’s Office, including the North/Far North Regional Consortium for career certificates and degrees. **(2A.43, 2A.100, 2A.104)**

During the fall semester, the full Curriculum Committee meets at least three times a month, with additional meetings scheduled for subcommittees and technical review. **(2A.105)** During the spring semester, the full Curriculum Committee meets at least twice a month. This demanding meeting schedule adhered to throughout the fall semester is driven by the College’s commitment to instituting quality, relevant curriculum. The District Curriculum Coordinating Committee (DCCC) meets once a

month for intra-District review and dialogue on new and revised curriculum submissions and is the channel for submission of new proposals to the Los Rios Board of Trustees. **(2A.106)**

The membership of the Curriculum Committee is faculty-weighted and composed of faculty, staff, and administrators from instructional divisions and student services areas of the College. **(2A.87)** At the beginning of every academic year, the Committee is trained in their responsibilities, and discussions are held on how to evaluate the curriculum and learning outcomes. Stand-alone course training is also required. Several faculty, the Curriculum Liaison (Instructional Services Assistant II), and administrators have attended and served as presenters at the annual Curriculum Institute arranged by the State Academic Senate of California Community Colleges. At the College, flex workshops assist faculty with curriculum development, and experienced faculty are available to offer assistance throughout the curriculum process.

Credit transfer policies are in place to ensure that credits are accepted for transfer and that SCC courses articulate with other institutions. The Articulation Officer maintains articulation agreements with upper-division institutions. Agreements are reviewed and renewed annually. The Articulation Officer contacts each transfer institution to create articulation agreements based on course descriptions and academic rigor using the statewide articulation network, ASSIST. **(2A.107)** These agreements cover UC/CSU transfer, general education patterns for A.A./A.S./I.G.E.T.C., and course-to-course and major-to-major (lower to upper division) articulation. Particular attention is paid to course prerequisites, student learning outcomes, course topics, and methods of assessment and evaluation to ensure transfer institutions of the academic rigor of the courses. Any courses using distance education modalities (e.g., television, interactive television, online, or hybrid) undergo additional scrutiny to ensure that, regardless of modality, the courses are comparable in terms of rigor, content, and evaluation standards. **(2A.108)**

Faculty teaching courses have access to course outlines via SOCRATES and are expected to teach according to the official course outline, regardless of teaching venue. When evaluated, syllabi and classroom instruction are reviewed to confirm that faculty “adheres to the approved course outline and effectively assesses the student learning outcomes as stated in the approved course outline.” **(2A.109)**

The Technical Review Team of the Curriculum Committee, along with the Articulation Officer and faculty developers, reviews instructional programs with regard to the course’s appropriateness as a lower division offering, coherent sequencing, and expected time to completion. Currently, few degrees require more than four semesters of full-time coursework above the level of basic skills courses. Those degrees are carefully reviewed by the Curriculum Committee to ensure that the extensive coursework is necessitated by academic or career degrees, such as those required for an Engineering Associate in Science (A.S.) degree or for degrees in Occupational Therapy Assistant (OTA), Nursing, or Mechanical Electrical Technology (MET). **(2A.110)**

The delivery of quality instruction through carefully planned and evaluated programs reflects both the regular communication among faculty and the curriculum systems that reinforce and facilitate that communication.

Self-Evaluation

SCC has established numerous guidelines to ensure a continual and timely review of all instructional programs and various processes wherein programs are updated to sustain

the highest level of quality. Curriculum outlines are accessible online to faculty via SOCRATES, which allows faculty to design and revise curriculum that facilitates and supports student learning outcomes. Course and instructional program outlines are reviewed a minimum of every six years, with an annual data review, to ensure that courses and instructional programs meet requirements and equivalency to transfer to UC/CSU, to complete a degree, or to address labor market needs.

The Articulation Officer maintains agreements with University of California/California State University (UC/CSU) to verify that SCC's courses match course-to-course with the other higher education requirements. The *Curriculum Handbook* is a resource that the College community can now use in the multi-tiered processes of curricular review that support the development and maintenance of the highest quality of instructional programs. The Curriculum Committee constituents communicate information regarding programs and processes to College faculty. Through the implementation of the unit-planning process and that process' link to College and District planning mechanisms, the timely needs of curriculum planning are addressed during the six-year window between program review cycles.

Planning Agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Student learning styles are addressed in a variety of ways at SCC. The SCC Learning Resource Center (LRC) offers online information and workshops about student learning styles. In addition, all of the tutors serving in the LRC go through learning styles training (Staff Resource Center workshops) when they are hired. Students with documented learning disabilities take HCD 83, 84, and 85, to assess their personal learning styles and to learn how to adapt them for use to increase their success in basic skills courses. (**2A.111-2A.113**) Further, the SCC Counseling Center has online resources available; students may also go to the Counseling Center and take a variety of assessments, including a learning styles inventory, any time they choose. The Counseling Center offers a Summer Success Academy for first-time College students in which learning styles are addressed. (**2A.114, 2A.115**)

Faculty have opportunities to increase their knowledge of learning styles and adult learning theory for incorporation into their courses. Disciplines, such as those in the health professions, have on-going continuing education requirements for licensure. Other disciplines, such as reading, mathematics, science, history, etc., may participate in Flex activities or the Multicultural Learning Symposium through the Staff Resource Center. (**2A.116**) The Center offers a range of materials available to faculty, including numerous face-to-face and online workshops offered each semester directed at meeting student needs; a repository and reference section for teaching innovations; and financial assistance for discipline-specific workshops and conferences. (**2A.117-2A.121**)

In order to address the learning environment and styles of all students, including those who may be disabled and academically or economically challenged, the College provides additional resources in the form of specific support services. (**2A.122, 2A.123**)

Faculty regularly refer students to support services, such as Extended Opportunity Programs and Services (EOP&S), Respect-Integrity-Self-Determination and Education (RISE) Program, the Learning Resource Center, and the Disability Resources Center (DRC). The DRC serves over 2,000 students by providing note-takers, interpreters, proctoring services, and a variety of assistive technology and alternative media such as MP3s, Daisy players (a type of book reader), and computer programs, such as DRAGON. **(2A.124)**

Departments have held meetings and workshops to discuss teaching methodologies and have made the development of new technology a high priority in their unit plans. Some departments have added smart carts to their classrooms or have converted facilities into smart rooms. Most are now offering or planning to develop hybrid and online courses to serve the needs of the College's growing student population. For example, in 2004, the Administration of Justice Department had no multimedia capability, access to the Internet, or PowerPoint. In 2008, two-thirds of this department's faculty are now using smart carts; and the department is offering one online class with plans to develop more. Another example is the Photography Department, which now incorporates additional technology into its program just as digital photography has been integrated into the more traditional form of photography. **(2A.125-2A.127)**

Because of the availability of new technologies and because of the high cost of traditional textbooks, the SCC College Store is working closely with College administration and textbook publishers to identify alternative modes of content delivery in order to better serve our students. Some of these alternative formats include customized publications, eBooks, CDs, and DVDs. **(2A.128)**

Faculty members have stated that the discussion of teaching methodologies and student learning styles most often arises in the context of unit-planning and course curriculum development. For example, the College's curriculum development process requires the use of the SOCRATES program. SOCRATES enable faculty to see how identified SLOs for a course are distributed across Bloom's Taxonomy. Teaching methods are also part of the curriculum development process, which requires identification of typical homework assignments and assessment methods. **(2A.126, 2A.68)**

Self-Evaluation

SCC recognizes and acts effectively upon the fact that adult learners have diverse needs. Extensive efforts have been made to help students engage in "learning-to-learn" activities that improve student success and educational goal achievement. In addition, faculty use technology and alternate delivery methods to provide course content in ways that are more accessible and meaningful to this varied student population. The College offers an extensive assortment of academic supports to meet a range of learning needs. Finally, the College's commitment to staff development has resulted in an area of potential benefit to the institution: a specific query regarding staff development needs in the classroom application of adult learning theories has arisen.

While varied and multiple learning styles present a challenge to the faculty, 83.3 percent of faculty surveyed in the fall 2008 Faculty-Staff Accreditation Survey either agreed or agreed strongly that "instructional programs meet the diverse educational and developmental needs of its students." **(2A.129)** In 2002, that number was 83.9 percent. **(2A.130)** In addition, the top strength of SCC that students reported in the 2008 Noel-

Levitz Student Satisfaction Inventory was in response to the statement “the quality of instruction I receive in most of my classes is excellent.” (2A.131) Further, CCSSE data reveal that students are participating in active and collaborative learning to a degree comparable to other “extra large” Colleges and the overall 2008 cohort. (2A.132)

According to the results of the fall 2008 Student Accreditation Survey, 83 percent of the students surveyed agreed or agreed strongly that SCC provides appropriate educational programs and learning support services to students with different needs. (2A.133) Although 14 percent of the respondents answered that they did not know, this response may only reflect a lack of experience with or the need to use these services on the part of the students who indicated they did not know. (2A.134)

Planning Agenda

None.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

All courses and instructional programs at SCC are reviewed every six years, at a minimum, with annual data review through a systematic program review process. (2A.81) During program review, faculty thoroughly re-examine and re-assess elements of courses and instructional programs in collaborative department discussions. (2A.39) Following this stage of the process, the College’s Curriculum Committee and subcommittees conduct further review to ensure that courses meet College, District, and state regulatory criteria. Learning outcomes, instructional methods, delivery modes, and evaluation and assessment methods are rigorously re-examined for each course.

During the review process, the GE subcommittee evaluates the degree to which course SLOs reflect the necessary criteria of state regulations on general education and how well these criteria are articulated in course topics and course descriptions. (2A.134, 2A.135) Courses with prerequisites or co-requisites in computation or communication must validate the pre/co-requisites within a two-year period following the six-year program review cycle. A second part of the systematic Program Review Process is the analysis of department data provided by the PRIE office in the following areas: demographics, productivity, student success rates, and enrollment trends. (2A.39, 2A.43)

In addition to the program review process, each department conducts an annual unit plan review using departmental instructional and operational data to identify priorities and resource needs and to report on the progress made toward the achievement of yearly goals. Unit plans and the reports of goals, accomplishments, and needs are kept on file in the PRIE office and are posted to the web. (2A.136)

The SLO Advisory Group of the SCC Academic Senate was formally recognized in 2004; since then, the group has actively supported student learning outcome (SLO) assessment efforts in all areas of the College. The group is open to all members of College faculty or staff who are interested in SLO assessment; it is currently composed of instructional and student services faculty and deans, representing most of the academic divisions at the College. (2A.66)

The SLO Advisory Group supports and helps guide SLO assessment efforts; it responds to questions and concerns of faculty and staff regarding SLOs across the College community. The group also facilitates broader campuswide communication on SLOs at all levels and helps to integrate SLO efforts across divisions. (**2A.66**)

The SLO Advisory Group, with input from several campus-wide workshops and the Academic Senate, developed a department-level SLO assessment strategy that was approved by the Academic Senate in May 2008. This strategy assists faculty and academic departments in their ongoing cycles of SLO assessment. (**2A.40**)

Finally, the SLO Advisory Group has developed a variety of easy-to-use tools to aid departments in planning for course SLO assessments. These tools are meant to be used in a collaborative fashion within individual departments to aid overall department planning, to develop course SLO assessments, and to review outcomes. These tools include an Excel template, sample department SLO assessment plans, and a guide for the steps that departments may take to develop, implement, and assess SLOs at the course level. (**2A.69**)

At this time, the department-level SLO assessment strategy and the accompanying Department SLO Assessment Plan has been used by a variety of instructional departments to develop and implement course-level SLO assessments. (**2A.40**) Many student services areas have also begun to use similar plans to facilitate their SLO assessment efforts. (**2A.90**)

Self-Evaluation

Through the annual unit-plan process and regular cycles of program review, the College evaluates all courses and programs for their relevance and effectiveness. These processes also provide information and analysis that contribute to curriculum currency and planning for anticipated needs. Thus, the planning process provides excellent support for the College's curriculum development and review processes. (**2A.25, 2A.136**)

The emphasis on overall College planning and linking of each component to College support structures has strengthened the educational program processes. In addition, each educational program process follows consistent planning guidelines across disciplines, is faculty driven, and provides for evaluations that are used at all campus planning levels. (**2A.137**) Where possible, templates have been provided to ensure consistency, comparability, and completeness of data across multiple planning procedures. New tools have been developed to help units in implementing SLO evaluation and integrating that evaluation into all levels of planning. (**2A.69**) In these early stages of integration, the structure of the College's planning process is strong.

While the program review process has become better unified with the unit-planning process and thus is more consistent and effective as an educational planning procedure, the College needs to improve its efforts to integrate outcome-based assessments and learning outcome data into its programs and coursework. In its first year, the SLO Advisory Group produced SCC's SLO Philosophy Statement, which was adopted by the Academic Senate in May 2005. This statement was the product of an inclusive dialogue engaging the College community "to provide a foundation of shared values of SLO assessment, clarify the intention of SLO assessment, and facilitate an ongoing dialogue...in a way that best serves our students." (**2A.67**)

Finally, Curriculum Committee members believe that the implementation of the SOCRATES Curriculum Management software in the Los Rios District in 2004 has brought about a much more thorough review of curriculum because it requires that faculty, as they review current courses or before creating new ones, think more systematically about such issues as learning outcomes and instructional, evaluation, and assessment methods. (**2A.68**) Thus the College continues to improve on processes that were already strong, integrating SLO evaluation into the comprehensive curriculum development and planning system.

Planning Agenda

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

SCC possesses an integrated strategic planning system that enables continuous evaluation of achievements and outcomes, establishment of goals, unit-level objectives derived from these goals, allocation of supporting resources to ensure that goals and objectives are achieved, and provision of a framework for feedback and change, all aimed at continuous process improvement and mission accomplishment. SLOs are integrated into institutional decision-making, planning, and resource allocation. (**2A.78**) Since 2004, the College has developed SLOs at the course, program, and general education levels, as well as within student services, that impact the learning experiences of all SCC students. SLO development and assessment has been increasingly linked to planning and evaluative efforts on campus, including classroom-based research, student development, curriculum development, program design, planning and review, and professional development. (**2A.46, 2A.135**)

Data from classroom and institutionally-based research is the starting point for planning at the departmental/unit level. Unit plans identify faculty objectives for new courses and programs. (**2A.136**) New courses are then introduced into the College's curriculum process; new program ideas are presented to the Districtwide PPC for consideration and authorization to proceed. Any new course or College program begins with the identification of approved learning outcomes.

In order to design, implement, and assess student learning outcomes, the College, in 2004, created the SLO Advisory Group of the SCC Academic Senate to coordinate and support SLO assessment across all areas of the College. The group is open to all members of College faculty or staff who are interested in SLO assessment and currently composed of instructional and student service faculty and deans representing most of the academic divisions at the College. (**2A.66**)

According to the SLO Assessment and Faculty Research Resource site, "the charge of the group is to provide support for SLO assessment efforts, questions, and concerns of faculty and staff across the College community. Important roles for this group include

facilitating communication on SLOs at all levels and to help integrate SLO efforts across divisions.” (2A.66)

The SLO Advisory Group supports and guides SLO assessment efforts and responds to questions and concerns of faculty and staff regarding SLOs across the College community. The group also facilitates broader campus-wide communication on SLOs at all levels and helps integrate SLO efforts across divisions. (2A.66)

In its first year of activity, the group produced SCC's SLO Philosophy Statement, which was adopted by the Academic Senate in May 2005. This statement was the product of an inclusive dialogue that engaged the College community and aimed “to provide a foundation of shared values of SLO assessment, clarify the intention of SLO assessment, and facilitate an ongoing dialogue . . . in a way that best serves our students.” (2A.67) Over the past few years, the SLO Advisory Group has developed a systematic structure to design, implement, and assess SLOs at the course and department level, including a department-level SLO assessment strategy and the accompanying Department SLO Assessment Plan. (2A.46)

Recently, in 2007-2008, the SLO Advisory Group played a major role in developing the SLO Assessment Strategy and associated SLO planning tools, which were adopted by Academic Senate in May 2008. (2A.40) During the year, the SLO advisory group also assisted faculty members of several departments across the College in developing and implementing SLO assessments at the course level. The department-level SLO assessment strategy and the Department SLO Assessment Plan has been used by at least 16 instructional departments since its adoption in Spring 2008. (2A.40) In addition, numerous student services areas have also begun to use similar plans to facilitate their SLO assessment efforts. (2A.90)

Finally, in the past few years, the SLO Advisory Group and its members have hosted, or participated in, several workshops and presentations to promote and encourage greater awareness of and participation in creating and evaluating SLOs among faculty and staff at the College. One workshop offered at the beginning of fall 2007 “provided practical tools and assistance to faculty in the use of the SLO Assessment templates created by the SLO advisory group,” which was ultimately adopted by the Academic Senate in May 2008. Furthermore, variations of this workshop were presented in November 2007 and on Flex days in both January and August of 2008. Other events have included a workshop in August 2003 hosted by the SLO Advisory Group on classroom assessment techniques and the SLO process; a panel discussion presented by several faculty members on SLOs Fall 2004; a workshop in fall 2005 on SLO assessment in counseling; and a workshop on the measurability of SLOs in fall 2007. (2A.65)

Self-Evaluation

The integrated planning process has been a major focus for the College since the last accreditation visit. SLOs have been developed across the curriculum and across the College, and they have been aligned with unit plans. Numerous instructional and student service areas at SCC are currently developing meaningful SLO assessment plans and are engaged in various stages of the assessment cycle. Even so, assessment efforts are uneven across the College and programs are still working on a variety of ways these assessment efforts will be integrated into evaluation and planning at all levels. (2A.135)

Planning Agenda

See Planning Agenda for Standard I.B.1.

II.A.2.g. If an institution uses departmental courses and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

A number of departments use departmental finals or certified program examinations. The Physical Therapy Assistant Department uses the Clinical Performance Instrument that was developed and tested for reliability and validity by the American Physical Therapy Association. **(2A.138)**

In the Electronics Technology Department, the A+ Certification is a primary source of material as the Federal Communication Commission General Radio Operators License question pools for exams. This semester, this department will be reviewed for re-certification as a certified training facility for the Federal Aviation Administration (FAA) Collegiate Training Initiative (CTI) program. Currently, SCC is one of 46 Colleges in the nation that trains interns for the CTI program to become FAA Technicians at West Coast airport facilities. Four years ago, Washington FAA representatives requested testing materials from SCC to help create new standard exams for government testing. **(2A.139)**

The English Department uses a departmental final for (English –Writing) ENGWR 50 and ENGWR 100 and went through a rigorous certification process to ensure unbiased and fair examinations. The final exam is based on a reading passage that changes every semester. A committee reviews the readings and votes on the selections. Norming sessions are conducted prior to the group grading. The rubrics for these finals are very specific; the SLOs very general. **(2A.140)**

The Chemistry Department uses nationally standardized exams developed by the American Chemical Society (ACS) for four courses: Chemistry (CHEM) 300, 420, and 421. CHEM 110 uses a departmental final for all of the twenty or more sections offered; selected SLOs are embedded in the exam. **(2A.141)**

The Nursing Department uses comprehensive finals for program outcomes at the end of each semester; those exams are developed by the Assessment Technology Institute (ATI), and they are matched to the course and program SLOs, which in turn are based on requirements for licensure. **(2A.141)**

The Occupational Therapy Assistant department incorporates questions from the National Board for Certification in Occupational Therapy (NBCOT) throughout their curriculum. These are used as preparatory exercises in the first two of three academic semesters. In the third semester, they are integrated into other classroom exams. The faculty select questions related to their course from a central test preparation manual. The NBCOT questions must go through intense scrutiny for bias prior to being released in any format. **(2A.142)**

Finally, the Aeronautics Programs use a number of federal tests that are administered and graded by federal representatives. **(2A.143)**

Self-Evaluation

The College uses relatively few course or program-level exams, and those that are offered are carefully evaluated on local (and often national) standards of fairness and effectiveness.

The majority of final examinations and projects are developed by individual faculty for their courses. In the English Department, where two writing courses have departmental finals, exams are developed through a process that norms the grading and validates results against the course SLOs.

Where national or federal exams are used, those exams are part of credentialing programs, and the departments are confident the exams are fair and unbiased. Such exams undergo rigorous normalization and validation procedures through national accreditation and certification organizations.

Planning Agenda

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievements of a program's stated learning outcomes.

Descriptive Summary

At the level of the Curriculum Committee, the rigor of evaluating course and program SLOs for the awarding of credits is high. First, the Technical Review Team, which consists of the Curriculum Committee Faculty Co-Chair, Curriculum Liaison, and an Associate VPI, check the SLOs for measurability. The SLO Coordinator/Liaison also reviews all SLOs that come through the curriculum process to make sure that they are appropriate and correspond with the course description and course topics. The curriculum proposal next goes to the entire Curriculum Committee for a first reading. Every member of the curriculum committee is provided easy access to the curriculum proposals on the Committee agenda several days before the Curriculum Committee meeting. During this time, committee members review the curriculum proposals. At the meeting, members may comment on the SLOs and suggest edits on any section of the outline. In summary, the SLOs go through the same scrutiny as other curriculum components that require a subcommittee review. (**2A.100, 2A.110**)

The Curriculum Committee assesses all course proposals to maintain compliance with the Title 5 standards for course hours, based on the "Carnegie Unit." SCC's Articulation Officer provides a check at every step of curriculum development and review, and the articulation process ensures that internal standards reflect general higher education norms.

In addition to the inclusion of SLOs in course outlines of records, ProLOs are included in the instructional program outlines and on a grid for each instructional program (degrees and certificates). These, too, go through the curriculum process with the program. The ProLOs grid illustrate that each of the required courses meets at least one of the ProLOs and that, overall, the required sequence of courses meets all of the ProLOs. (**2A.71**)

Self-Evaluation

At both the course and program levels, the College has developed a focus on student achievement of stated learning outcomes (SLOs at the course level, ProLOs at the

program level). The College utilizes the Carnegie unit credit protocol for all courses developed and offered, ensuring consistency across the College and reflecting the institution's adopted policies.

The thorough procedures of the Curriculum Committee ensure that courses identify SLOs and that ProLOs are identified for each degree and/or certificate. To ensure that students are achieving the appropriate outcomes, the College is in the process of developing evaluation and feedback for most ProLOs. While some career programs have excellent systems in place for evaluation (Nursing and Railroad, for example), most of the transfer degree courses are working on course level evaluation and need to develop connections between the course outcome evaluation and program outcomes evaluation. In spring 2009, the Curriculum Committee Faculty Co-Chair will facilitate faculty efforts to focus on incorporating ProLOs in any remaining programs as necessary. (2A.46, 2A.135, 2A.110)

Planning Agenda

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The philosophy behind the College's General Education (GE) requirement appears on page 34 of the 2008-2009 Catalog. Whenever the faculty create and submit new courses, they decide whether courses fit areas as GE courses or as a part of the regular Program Review process. The GE sub-committee of the Curriculum Committee reviews all courses that apply to satisfy a GE requirement and uses the course SLOs and the General Education Learning Outcomes (GELOs) in their considerations. At every Curriculum Committee meeting, the GE sub-committee reports on whether specific courses have been accepted or denied; and the sub-committee also reports at that time on any general issues or ideas they have been discussing regarding GE. The recent adoption of GELOs illustrates the ways the campus, the Curriculum Committee, and the GE sub-committee have conducted dialogue about both the general philosophy and the specific implementation of GE.

II.A.3.a, b. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. A capability to be a productive individual and lifelong learner: skills including oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

SCC is committed to providing GE that includes Natural Science, Social Science, Humanities, Languages and Rationality, and Living Skills. The College Catalog makes

note of the fact that a comprehensive general education serves to develop a student's creativity, critical thinking, ethical behavior, self-understanding, essential competencies for the attainment of personal goals, and productive, societal participation. **(2A.147)** SCC's GE programs clearly identify comprehensive learning outcomes for students who complete their courses of study. These learning outcomes are guided by the Master Plan for Higher Education, California's Education Code, LRCCD Policies and Regulations, State Chancellor's Office Program and Course Approval requirements, and accreditation standards; they are intended to provide students with content knowledge, understanding, capabilities, skills, reasoning, and lifelong learning acquisition abilities. **(2A.89)**

In spring 2006, SCC created a comprehensive list of GELOs for all disciplines on campus. To accomplish that, the College held a number of Collegewide forums at which representatives from faculty, staff, and administrators engaged in discussions about what constitutes a "general education" for graduates, how such an education aligns with the College's educational values, and how courses and programs contribute to that educational experience. **(2A.89)**

During the GELO development process, the following were emphasized as good practices: to keep the process open and inclusive by involving students, engaging all divisions, planning for communication at all stages, and continuing Collegewide dialogue before, during, and after the development process; to consider workload ramifications and explore funding options; to integrate or embed GELOs in existing course and/or program design when possible; to explore implementation issues to inform the GELO development process; and to develop connections between student services and instruction at all stages. **(2A.144)** These practices were key concerns in the formation of the GELOs and were followed throughout the process to ensure that these learning outcomes were not only appropriate for SCC's students and faculty but also practical and obtainable.

The specific aims of the process were to develop GELOs that accomplished the following:

- Reflect the College's collective vision of a true "General Education" for our students who complete an A.A. or A.S. degree;
- Help clarify to students the expectations and purpose of the course requirements and student service experiences that lead to their degrees;
- Accessible in multiple ways given the diverse educational paths that students take to achieve their degree goals;
- Serve multiple purposes in addition to those previously stated and include curriculum review, accreditation recommendations, articulation alignment, and facilitation of collegial collaboration;
- Are open to regular review, reflection, and modification. **(2A.145)**

During spring 2007, after more than a year of broad discussion and development, the SCC Academic Senate approved the list of GELOs to help guide faculty in designing and revising courses so that they align with prescribed GE requirements for each discipline. As a result of these processes, including many drafts and iterations, the College

community developed seven General Education Topic Areas: Communication, Critical Thinking, Quantitative Thinking, Depth and Breadth of Knowledge, Life Skills and Personal Development, Information Competency, and Cultural Competency.

Each of these seven GELOs has a summary outcome along with specific learning outcomes that faculty and the Academic Senate have agreed should be addressed by courses and programs before students graduate with an A.A. or A.S. degree. For example, under Depth and Breadth of Knowledge, the summary outcome is to demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities. Some of the related, specific SLOs for this GELO include the ability for students to do the following:

- Demonstrate basic knowledge in at least one scientific discipline including its fundamental definitions, theories, and current research areas;
- Interpret and apply scientific information for effective decision-making in everyday life;
- Apply understanding of the historical development of the U.S. Constitution current political issues are evaluated;
- Describe different methods of inquiry used by the social sciences and apply social science methods to the analysis of a situation or problem;
- Evaluate actions of individuals or groups as those actions are related to responses to society;
- Describe the ways in which people historically have used artistic or cultural creations to respond to themselves and the world;
- Recognize and apply appropriate ethical standards in approaching decisions in daily lives; and
- Demonstrate an understanding of the ways in which cultural activities, such as languages or the arts, are expressions of complex cultural systems. **(2A.146)**

As SCC's GELO document states, "the specifics of how these GELOs will be implemented to address the specific aims stated here or any other College process are still in the developmental stage and will require guidance and support from the Academic Senate, Classified Senate, and any other group that may be involved." **(2A.147)** One step that has been taken is to incorporate these outcomes into the Title 5 GE criteria used by the Curriculum GE subcommittee in the process of scrutinizing courses for inclusion on the GE approval list.

As part of the program review process (in which all courses are reviewed and approved by the campus Curriculum Committee), the GE subcommittee of the Curriculum Committee reviews course proposals and curricula that fulfill general education requirements to ensure that they conform to prescribed general education criteria for that discipline. **(2A.134, 2A.135, 2A.25)** "A matrix was developed by the GE subcommittee of the Curriculum Committee to illustrate the connections between the GELOs and the GE criteria that are used in the approval of courses for GE status. This

resource will both assist curriculum developers in the design of their course SLOs and guide future GELO assessment efforts.” (2A.146, 2A.147)

Self-Evaluation

Essentially, SCC has experienced an evolution of the general education process from an emphasis on course descriptions and units of instruction to a focus on the GELOs that are included in each course. Implementation of GELOs in the curriculum began in the Fall 2007, when the GE subcommittee began utilizing the GELOs approved by the Academic Senate to assist faculty in developing SLOs that align with prescribed GE criteria. (2A.89, 2A.148) The specifics of GELOs implementation, which is to address its stated aims, are in the developmental stage and will require further guidance and support from the Academic Senate, Classified Senate, and other groups involved.

Planning Agenda

None.

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The general education requirements and GELOs as already described also include courses and requirements for the areas of general education.

General education attempts to enhance and enrich the students’ experience on campus. There are a number of ways in which SCC introduces students to a range of information and experience regarding ethics, diversity, civility, and interpersonal skills.

This standard is reflected in SCC’s mission statement, “We contribute to the intellectual, cultural, and economic vitality of the community” and in its Vision statement which states: “Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.” (2A.4)

SCC addresses these general education concepts across its curriculum in such areas as the humanities, the natural sciences, the social sciences and specifically through its ethnic/multicultural studies programs and multi-cultural graduation requirement. (2A.149) Additionally, certain programs focus on developing student awareness, such as Service-Learning Program, Community Studies Program, International Studies Program, Honors Program, and Student Leadership and Development, and the Cultural Awareness Center. These and other programs and activities are also addressed in Standard II. B. 3 d. and will be focused on separately. Following are summaries of these programs:

Service Learning Program (SL)

According to the SCC Catalog, “Participation in campus and community volunteer projects--as a part of regular coursework--serves to make learning more direct and relevant, builds students’ leadership and organizational skills, and promotes civic

engagement and community building.” In the Catalog and on the SCC website, links to “Service Learning” define and explain this concept and how participation in the program leads to “an appreciation of ethical principles; civility and interpersonal skills; and respect for diversity.” **(2A.150)**

The Coordinator of SL asserts that students who engage in SL come away with an education that is well-rounded: “When a student volunteers during his or her community College years, that person tends to become a life-long service-learner. We have also seen, through the studies of Alexander Astin as reflected on our own campus, that connecting community service to learning leads to a deeper engagement on the part of the student.” **(2A.151)**

Community Studies Program (CSP)

Through a related but separate program, the CSP, SCC provides general education students who are enrolled in the program with the means to develop their skills and to explore career options in the non-profit world. Such classes as “Introduction to Social Services” and “Introduction to Case Management” fill quickly, and, according to the Chair of the CSP, the retention rates of students in these classes and in the program remain consistently high. Benefits of inclusion in the program extend to the student’s acceptance as a junior when transferring to a California State University. **(2A.152)**

International Studies Program (ISP)

Among its other goals, the ISP seeks to foster global understanding. In a memo dated September 24, 2008, the coordinator of the ISP at SCC, describes one way in which active participation in one of its sponsored programs, “Open World,” leads to students become more aware of their global responsibilities. Information about how to become involved in ISP is found at the program’s website. **(2A.153, 2A.154)**

Honors Program

According to the SCC Catalog, “The Honors Program provides an enriched and unique educational experience with small classes in a seminar format. All courses are transferable and meet the general education/breadth requirements. Honors students have easy access to their instructors and are expected to utilize critical thinking skills throughout their course work.” **(2A.155)**

Student Leadership and Development (SLD)

In addition to the academic programs offered by SCC that integrate GE standards, the College also has a very active Student Leadership and Development Program that provides all SCC students with the opportunity to supplement their classroom education with a host of clubs and activities designed by students themselves to increase their ethical and aesthetic sensibilities and an appreciation for diversity. The studies and research of such national figures as Alexander Aston indicate that the “success of SLD programs is shown by the way in which they result in the retention of students who then go on to transfer and get degrees.” **(2A.156, 2A.157)**

The coordinator of SCC’s Student Leadership and Development stated that SLD “provides a diverse way for students to buy into their education and their commitment to each other, ethically and globally.” **(2A.157)** Among her other duties, the coordinator gathers statistics and maintains databases of information about the plethora of student-oriented programs and clubs at SCC. She noted that the connection between SLD and Standard II.A.3.c is a fundamental one since “Faculty Advisers are needed to advise

student clubs and organizations. In fact, faculty are the primary force in assuring that these connections are made.” A sample list of clubs is available in the Catalog, but many other student-driven, faculty-advised clubs also exist on campus through SLD. Additionally, student activity in the Associated Student Government, information about which is found in the College Catalog, is “ever-increasing on campus.” **(2A.158)**

Cultural Awareness Center (CAC)

The SCC Catalog states, “The Cultural Awareness Center’s goal is to promote intercultural understanding and education through programs and traditional cultural celebrations that reflect the diversity of Sacramento City College and its urban community.” **(2A.159)**

The CAC schedules educational and intercultural programs to support GELOs and a respect for cultural diversity. Specific events in honor of Black History Month, Women’s History Month, Chicano authors and artists, benefit and inform SCC’s diverse student population. Speakers, films, community forums, book reviews and diversity workshops promote student advocacy, inquiry, civility, inclusion, and global awareness. **(2A.160)**

Self-Evaluation

An examination of CCSSE data reveals that certain statements relate directly to this standard. Responses to the statements “encourages contact among students from different economic, social and racial or ethnic backgrounds” and “provides the support you need to thrive socially” reveal that SCC is slightly below the mean. **(2A.161)** For the statement, “participates in College-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports),” SCC’s mean is slightly higher than the ExLarge College Mean. **(2A.162)** For the statement, “understands people of other racial and ethnic backgrounds,” SCC faired slightly higher than the mean for ExLarge Colleges. **(2A.163)** In responses to “developing a code of personal code of values and ethics” and “contributing to the welfare of your community,” SCC scored slightly higher than the mean for ExLarge Colleges. **(2A.164, 2A.165)**

One very significant way in which SCC exemplifies Standard II.A.3.c is through its “institutionalizing” of the Service-Learning Program. “There is 40 percent reassigned time for a coordinator, and we have created the INDIS 340 course, which is a one-unit service learning credit that may be attached to any course in our general curriculum.” **(2A.151)** Specifically, “for every 15 students enrolled in the INDIS 340 aspect of a course, the teacher receives compensation for one-unit.” **(2A.166)** The continued and growing success of both the Service Learning and Community Studies Programs indicates SCC’s commitment to this standard.

When asked if SCC supports the Honors Program, the coordinator of the Honors Program, said: “SCC is resolved to continue supporting the Honors Program.” To promote the program, a directory is sent to 300 to 400 qualified students each semester asking them to consider involvement in the program. “We had 136 new recruits last fall - a record. We usually get between 80 to 90 students.” **(2A.167)** This increase reflects a successful program in action. The awards garnered by program recipients and by the program itself, nationally, have also been noteworthy and plentiful. A more College-specific accomplishment is the annual scholarly publication, Descant: The Academic Voice of Sacramento City College, which is produced by the Honors Program and is now in its fifth volume. **(2A.167)**

SLD undergoes routine self-assessment that depends on student contribution to the process. This self-assessment, recently revised to reflect “a social-change model of leadership,” is yet another example of the College’s dedication to this standard.

(2A.168) Additionally, SCC’s unique physical design contributes to student interaction and participation: the main quad area is large, framed by classrooms of discipline-specific areas, the library, the auditorium, and the student center. This arrangement is highly conducive to students coming together in an environment that encourages interaction, a principle component of Standard II.A3.c.

Planning Agenda

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs offered by SCC include focused study in at least one area of inquiry or major field, with credit units ranging from 18 units to approximately 30 units, depending on the discipline. Interdisciplinary degrees such as Liberal Arts: Communication and English Writing, also requires 18 units in a focused area of study. Scrutiny of courses within a degree program and inclusion of a major field of study occurs through both local College and District-level processes. **(2A.169)**

All SCC degree programs that appear in the SCC Catalog must go through a local College and District process of approval by the LRCCD Board of Trustees and final approval by the Board of Governors of the California Community Colleges. The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community Colleges. They approve programs based on Title 5, Section 55063, which sets forth minimum units for areas of emphasis in degree programs. **(2A.170)**

The local SCC process includes faculty initiation of a program via the SOCRATES Program Application. **(2A.171, 2A.172)** The VPI uses the California Community Colleges Application for Approval, new credit program, which requires units for majors with a focused study in at least one area of inquiry or in an established interdisciplinary core, to be approved. **(2A.173)**

The Board of Governors of the California Community Colleges gives final approval of programs based on Title 5, Section 55063. It sets forth the minimum requirements for the associate degree, which include a minimum of 18 semester units in a major or area of emphasis (part a) and a minimum of 18 units of general education requirements (part b). The regulation is interpreted in the Supplement to Program and Course Approval Handbook, 2nd Edition. **(2A.174)**

Self-Evaluation

The College ensures that each student completing one of its programs has achieved a discipline-specific, focused area of study through approved minimum, unit-level requirements and state confirmation of program rigor and content.

Planning Agenda

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

SCC prepares students to meet the industry standard of the occupations that require licensure or certification. Occupations such as nursing, dental, cosmetology, transportation-related occupations, railroad operations, and real estate programs serve as a preparation to apply for and take the tests for certification and licensure. Many of these regulations are monitored by external agencies. Based on specific occupations, passing rates are above average or higher, as reported by the Occupational Therapy Assistant and Registered Nursing programs for students taking these certifications or licensure exams. Evidence of students' preparedness and successful passing rates on external licensing exams is included in the College's annual report to the Accrediting Commission for Community and Junior Colleges. (**2A.175**)

In surveying the vocational and occupational programs at SCC, many do not require licensure or certification for employment. The most consistent method of review for the effectiveness of these programs is feedback from students who are hired in the chosen field. Employers also provide feedback about whether or not students are prepared for employment. Many of the vocational/occupational programs make connections with employers to ensure that the skills being taught meet the needs of the industry. Advisory boards that may consist of industry partners, educators, and former students help form and update curriculum to meet the changing needs of industry. (**2A.176**)

Partnerships with industries help set training and educational standards. As an industry changes, dialogue occurs to revise and update the information needed for students to be trained as accurately as possible. Industry partners provide grants, equipment, and employment opportunities for SCC students as they graduate.

Many occupations are visible in the Sacramento community, such as photography, cosmetology, journalism, and real estate. The training that students receive at SCC provides entry-level skills into these types of occupations. (**2A.38**)

Partnerships with industry have contributed to student success by providing training opportunities, examples include the Sutter Center for Health Professions for registered nursing; electronics technology jobs certified by the FAA; computer networking through CISCO Certification; and, most recently, training in the repair and service of Bell Helicopter. SCC is also the only community College that offers a program in railroad operations west of the Mississippi River. (**2A.177-2A.180**)

Career/Technical programs provide theoretical coursework and incorporate practical experience into its programs. This practical or lab component of vocational/occupational programs adds to the growth, competency, and preparation for students to gain employment upon completion of the program. This practical experience component has provided health services to the community at a reduced cost and cosmetology and child care services to students and the general public. (**2A.181-2A.183**)

Many of the vocational/occupational programs that have a licensing procedure governed by an external agency receive formalized data about the graduates. The data includes

program completion rates, preparation of applicants, and pass rates for each respective occupation. Programs for those occupations that do not require licensure or certification rely on feedback from former students and employers. For example, the Journalism Department received feedback from internship supervisors as to the preparedness of their students who had enrolled in the JOUR 498, Journalism Work Experience.

(2A.184) The Journalism Department indicates that many SCC students from the program are currently employed in the local media. **(2A.185)** The Mechanical-Electrical Technology program faculty indicate that many of its graduates pass the State of California C20 and C38 Contractors Exam. The department chair states that the Sacramento County job announcement for Stationary Engineer requires completion of the MET program at SCC or equivalent as part of the qualifications for the position. Information gathered from past graduates, review of requirements from job announcements, and communication with industry advisory board members are all used to review the level of preparedness of SCC students. **(2A.186)**

SCC receives Carl D. Perkins/Career Technical Education funding from the Chancellor’s Office, California Community Colleges. As part of the state plan, core indicators of performance have been established and identified for post-secondary Career/Technical Education students. **(2A.38)**

Some data related to the College’s Career/Technical Education programs are illustrated in the matrix that follows:

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
05	Business And Management	88.06	85.48	87.59	76.27	42.27	45.07
06	Media And Communications	96.12	89.58	86.05	62.86	36.11	35.00
07	Information Technology	97.10	90.11	84.39	85.29	14.01	9.38
09	Engineering And Industrial Tech.	96.61	77.65	78.35	78.51	9.56	10.49
12	Health	93.98	93.40	70.28	94.09	10.11	7.51
13	Family/Consumer Sciences	93.14	69.23	83.43	83.33	6.20	4.44
30	Commercial Services	87.64	93.33	81.40	79.31	4.49	4.76

The core indicators of performance for post-secondary students include the following: student attainment of career and technical skill proficiencies; student attainment of an industry-recognized credential, certificate or a degree; student persistence or transfer; student placement; and student participation in and completion of CTE programs in non-traditional fields.

Each entity within the LRCCD is responsible for identifying for the Chancellor’s Office, California Community Colleges, achievable, negotiating performance targets for each core indicator. The performance targets are based on statewide performance levels achieved in the 2006-2007 program year and the District’s actual performance over the past few years for which data is available. **(2A.187)**

Accountability is determined by the local eligible agency’s performance on each core indicator. Should the performance meet or exceed 90 percent of the annual approved

performance targets for each indicator, the agency is considered to be in compliance with Perkins IV accountability requirements.

Self-Evaluation

Based on internally-generated student performance data and external agency reporting information, SCC students completing vocational programs demonstrate the requisite competencies and appropriate levels of preparedness for external certification and licensure. Departmental faculty, division deans, and instructional and student support services staff review exam passing rates, core indicator reports, and program-specific performance data annually as part of the unit-planning and state-required processes. **(2A.38, 2A.187)** The College continues to work toward meeting statewide performance targets and on improving non-traditional participation in specific career technical programs such as Nursing, Engineering Technologies, and Cosmetology.

Planning Agenda

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

Descriptive Summary

Information about programs and certificates is processed by the Curriculum Committee for clarity, accuracy, and compliance with ACAD standards and with the guidelines provided by the State Chancellor's Office. Every six years, all courses taught in any academic or certificate programs are reviewed first by discipline faculty and then by the Curriculum Committee for content, clarity, and accuracy. **(2A.25)** The addition of SLOs to all courses has been incorporated as part of this process; to date, close to 100 percent of courses and approximately 81 percent of instructional programs have student learning outcomes incorporated into their curriculum and are part of the documented descriptions and course programs. **(2A.73)** The LRCCD has developed a curriculum software management system (SOCRATES) to house course and program outlines and other related curriculum materials. The faculty has online access to this system through the Intranet/Rosters gateway. Paper records prior to 2004 on all courses and programs are also kept in a master file in the Office of the VPI.

The content of the degree and certificate programs is published both in hard copy and electronic and alternate formats (large print, Braille, MP3, or e-text) by the College and is available to the students and the public at large. **(2A.188)**

Adherence to the course objectives as outlined in the approved curriculum is verified by the process of requiring the faculty to submit, on a semester-to-semester basis, copies of all their course syllabi. Copies of these syllabi are archived in the respective division deans' offices for three years. Faculty members are required to provide students with a copy of their class syllabus. **(2A.189)** This process is also verified within the context of peer evaluations that are scheduled for every faculty member during the tenure process and beyond.

Self-Evaluation

Students and prospective students receive clear and accurate information about educational courses and program and transfer policies through the College Catalog, Schedule of Classes, and Student Guide. Additional course and program information is provided to students by faculty members through course syllabi and student information sheets that specify student learning objectives. The College accurately describes its degrees and certificates, including purpose, course requirements, and learning objectives, in its annual Catalog and through SOCRATES.

Planning Agenda

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Clearly stated transfer-of-credit policies for students and College personnel regarding three phases of transfer (general education, lower division major, and electives) are found in the following locations: in the SCC 2008-2009 Catalog (general education requirements); CSU transfer requirements; and UC requirements); Online ASSIST; on the SCC counseling website; on individual handouts available from all counselors and at the counselor counter, RN147. (**2A.147**, **2A.190-2A.193**)

Private transfer Colleges approve credits on an individual student applicant basis. Information for private College transfer is available from the SCC Transfer Center Director. SCC funded a sabbatical leave project in 2006-2007 to develop enhanced transfer opportunities (in addition to the UC and CSU system) for SCC students. The information is in the Transfer Center, and the sabbatical final report is in the SCC library archives and can be accessed online. (**2A.194**)

Certification acceptance of all transfer courses ensuring that expected learning outcomes match SCC courses is verified by discipline specific faculty approval of a "waiver petition" that is also signed by the area dean. Waiver petitions are located in each area dean's office.

The development of articulation agreements and patterns of enrollment is done by the SCC Articulation Officer and transfer institutions. Articulation agreements for transfer courses are available online via ASSIST for both general education and major requirements. (**2A.47**) SCC regularly evaluates transfer/articulation policies, using the transfer analytic studies indicating how many SCC students have transferred to each university/College within the CSU system and each university within the UC system. Examples are on file and available on the SCC counselor website. (**2A.195**)

Policies to address transfer of coursework in and out of the institution and alignment with the SCC mission include department program review, a process which evaluates and

updates courses regularly (out of the institution.) **(2A.25)** Curriculum change notifications sent from transfer institutions to the SCC Articulation Officer (into the institution), are sent to the department chair and division dean, who then work with discipline specific faculty to revise courses. CSU/UC change notifications in course curriculum are initially reflected in SOCRATES under each specific course revision explanation (although revision explanations no longer appear in the course outline once a course is moved to Catalog status). Biology 309 and Astronomy 400 are examples of recent courses that were revised because of curriculum change notifications. **(2A.196, 2A.197)** A Summary of SCC Curricular Changes is an evaluation tool used to review articulation agreement outcomes. **(2A.198)**

Self-Evaluation

The success of the College's students in transferring to a wide range of public and private Colleges and universities demonstrates that the College's policies for developing and articulating transfer courses and programs are sound. Students are informed of transfer options and requirements through a range of resources (College Catalog, Schedule of Classes, Counseling/Student Services, the Express, flyers, department information tables, etc.) that are reviewed regularly and kept current. The job of developing, implementing, and evaluating articulation agreements is demanding, and the College recognizes its importance for students. Special resources have been devoted to the office responsible for those agreements, and the recent agreement between the Instruction Office and the Academic Senate to significantly increase those resources is evidence of the College's review and evaluation process. **(2A.43)**

Planning Agenda

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

SCC publishes an annual Catalog of courses, programs, policies, and regulations to keep students informed about requirements, deadlines, and program availability so they can complete their education in a timely manner with little disruption even if a program is eliminated or program requirements are significantly changed. **(2A.188)** A multi-constituency, comprehensive review of the annual Catalog before publication ensures that students will be accurately informed of available offerings and any notable revisions to their selected program of study. Specific information with regard to Catalog rights is stated within the Catalog, on the College's website, and provided through the Counseling Office. Results from the fall 2008 Student Accreditation Survey indicate 93 percent of students "agreed" or "agreed strongly" that they have access to current and accurate information through College publications and the College website, representing a noteworthy increase from the 82.6 percent recorded in the College's 2002 Student Accreditation Survey. **(2A.199, 2A.200)**

Curriculum Committee members, including faculty, counselors, articulation officers, administrators, support staff, and students, are charged with recommending changes to instructional programs and communicating any substantive programmatic modifications to affected departmental colleagues and enrolled students in a timely and appropriate

manner. The active participation of division faculty and counselors ensures that significant changes are disseminated broadly and with sufficient lead time for College staff and currently enrolled students to identify and address any impact on educational goals and academic planning. **(2A.43, 2A.100)** Educational program information sheets are maintained in the Counseling Office and numerous instructional division offices for student review and distribution.

In limited cases, when changes in program requirements affect a large proportion of the College's student population, supplemental and specific methods of communication are implemented, including presentations to student groups and clubs, direct mail letters (or emails) to the impacted population, in-class faculty announcements, and faculty/counselor-staffed informational tables during semester registration processes. A recent Title 5 change in Mathematics and Writing graduation requirements is a prime example of the College's due diligence in communicating a degree-requirement change to its student population via accurate and detailed information in the College Catalog.

In situations where programs may be eliminated, the College has designed and adopted a Program Termination Review process. The process ensures that all appropriate constituencies are involved in a comprehensive analysis of program data and in the development of any recommendation for program termination. **(2A.201)** If invoked, this process allows the College to carefully consider all impacts of program elimination and make appropriate and timely arrangements for students to complete their educational pursuit with little disruption. **(2A.202)** SCC employed this process when it decided to eliminate the Welding program in fall 2003. Student enrollments were minimal at the time; however, impacted students were referred to other Los Rios Colleges with Welding programs (American River and Cosumnes River) and SCC continued to offer, for an additional academic year, its "capstone" class through the College's Aeronautics program to ensure student completions. Two welding courses remain active in coordination with the College's Art and Aeronautics departments. **(2A.43, 2A.100)**

A program is reviewed for elimination or changes based on recommendations from an initiator or a requestor. Requestors include department spokespersons, who consult with department faculty, the Curriculum Committee's Faculty Co-Chair, who consults with Curriculum Committee members, and the Vice President of Instruction (VPI) or Vice President of Student Services (VPSS), who consults with the appropriate area dean and discipline faculty. The "Sacramento City College Program Termination Review" document is also available at *InsideSCC*. **(2A.201)** Decisions to change or eliminate a program are considered by a Program Appraisal and Recommendation Team (PART), which analyzes the viability of a program using criteria that includes a decline in market demand, lack of resources, or a decline in enrollment. A complete list of criteria to be considered by the team and the detailed stages of the program appraisal process may be found on *InsideSCC* under the heading "Program Appraisal and Recommendation Process." **(2A.202)** After PART reaches a decision, the information is sent to the Curriculum Committee. The final stage of the process is the Curriculum Committee faculty chair's presentation of the recommendation to the Academic Senate before it is forwarded to the VPI and the College President.

When programs are discontinued, affected students are informed of the changes through appropriate College publications and direct communications from counselors and other College staff, depending on the significance of the changes. Options for completing their

programs are communicated to enrolled students through the Counseling Office, and students may complete their degree or certificate objectives by working with counselors and the discipline faculty to identify equivalent offerings or suitable independent studies courses. (**2A.43, 2A.100**)

Self-Evaluation

SCC has clear and transparent processes for changing program requirements and for eliminating programs when deemed necessary and appropriate. These processes include active participation by discipline faculty, counselors, administrators, support staff, and students, establishing a sound communication structure and accessible dissemination formats and protocols (Catalog, website, program information sheets, direct mailings, in-class announcements, and staffed informational tables) for students to be accurately and sufficiently informed of any significant programmatic changes or program deletions. Student informational advisories and College publications are produced in alternative media formats, including MP3, large print, Braille, and e-text.

A student’s ability to complete his or her educational goal in a timely manner with minimal disruption due to program modifications is fundamentally important to the College and its staff. When faculty, counselors, administrators, or staff become aware of internally-approved or externally-mandated programmatic changes, the College effectively informs its faculty and student populations and makes requisite instructional arrangements to ensure enrolled students are able to access information, counseling services, and alternative offerings in order to complete their studies in a selected field.

Planning Agenda

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Regular institutional representation through Catalogs, statements, publications and electronic formats, including intended audiences and publication schedule, follow:

Publication Title	Intended Audience	Review and Publishing Schedule	Description	Format
SCC Website	Public	Ongoing, updated daily	Timely information regarding academic programs, College activities, events	Online
Inside SCC	Employees	Ongoing	Comprehensive resources for SCC employees	Online
College Catalog	Public	Annual	Courses, programs, majors, transfer information, and policies	Printed and online
Schedule of Classes -- Outreach Centers	Public	Two times per year; Summer and Fall, and Spring; Online format updated daily	Class offerings – days, times, modality; admission and transfer information	Printed and online

Publication Title	Intended Audience	Review and Publishing Schedule	Description	Format
Faculty Handbook	Faculty, Employees	Annual	Resources; classroom and College policies, regulations, processes	Online and printed
Curriculum Handbook	Faculty, Employees	Annual or on-going	Curriculum Committee role and responsibility; procedures; regulations; forms	Online and printed
City Advantage	Public	Three times per year--Fall, Spring, Summer	Includes class schedule and educational opportunities	Newspaper tabloid
Inside City	Alumni and Donors	Two times per year, Fall and Spring	Foundation activities, new and award-winning staff, President's message	Printed and online
eNews (replaced by City Chronicles)	Employees	Weekly eNews and staff News are now combined	Updates staff accomplishments and SCC announcements Governance issues	Online
Express	Students	Bi-weekly	Written by SCC students, for students	Student newspaper-printed
Fact Book	Employees, Public	Updated each semester	Student Demographics and SCC statistical information	Online
It's All About the City	Public	Updated as needed	SCC highlighted programs, resources, and services	Printed
SCC Outreach Centers	Prospective students, Employees	Updated as needed	Outreach Center programs, hours and contact information	Printed
Sacramento City College CD-ROM	Prospective students, Employees	Updated as needed, at least annually	Interactive campus tour and campus highlights; College Catalog	CD
Student Services Resources and Programs	Current and prospective students, Employees	Updated as needed	Resources, program descriptions, contact phone numbers and websites	Printed
New Student Information Packet; Student Guide & Academic Planner	Prospective students	Updated as needed; at least annually	New student procedures and resources	Printed

The SCC Publications and Marketing guide is online for any College constituency group wishing to publish any materials representing the College. The guide is designed to ensure integrity and consistency in all representations of SCC. **(2A.203)** In addition, the Publications and Marketing committee is "an advisory committee comprised of members of the campus. An example of their work in review can be found under "Campus Issue #01-02-04" which was brought before the President's Executive Council. **(2A.204)**

A marketing review group meets on an on-going basis to discuss marketing strategies and the value of current publications.

Revisions to the College Catalog are coordinated through the Instructional Services Office with input from faculty, department chairs, division deans, staff, articulation officer, and the College community. Edits are focused on the two major sections:

information to students and programs and courses. An annual request for edits is emailed to the management staff for coordination with personnel and departments within their areas of responsibility. Edits are incorporated, and the revised Catalog document is available for review in draft form before being sent to print and placed on the web. Similarly, edits to the Schedule of Classes are completed twice per year beginning with a request for the submission of schedule planning sheets that reflect changes in course offerings and details.

Self-Evaluation

Clear and accurate representations of SCC to prospective and current students and its personnel are documented in the student and staff responses to the fall 2008 surveys. Ninety-three percent of students concur that they “have access to current and accurate information about the College through a variety of College publications and the College website.” (2A.205) Faculty responses to the statement “The information provided in College publications (e.g., Catalog, class schedules, College website) is current, clearly stated and accurate” resulted in 81.8 percent agreement. (2A.206)

In the complementary and longitudinal Noel-Levitz Student Satisfaction Study conducted in Spring 2008, SCC students rated the policy and procedures information regarding registration and course selection as “clear and well-publicized,” one of the College’s 15 noteworthy areas of strength. (2A.207)

The College clearly and effectively represents itself to its multiple constituencies and to the general public through numerous audience-specific printed and electronic publications. Accuracy and integrity of content, whether regarding the College’s mission, its policies and procedures, or its programs and services, are ensured through systematic and comprehensive review by appropriate College committees and governance representatives. SCC’s core values and mission are consistently highlighted in publications to inform and remind the public of its commitment to higher education for all who may benefit.

Planning Agenda

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectivity.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

The Los Rios Board of Trustees has adopted policies and regulations that establish SCC’s commitment to the free pursuit and dissemination of knowledge. These policies define

and promote academic freedom. They also describe responsible academic behavior and the consequences of irresponsible behavior. (**2A.208**)

Faculty respect for the distinction between personal opinion and professionally accepted views in a discipline is embedded in the “Faculty Statement of Professional Ethics,” which is in the Faculty Handbook and the College Catalog. (**2A.209, 2A.210**) That distinction is also a part of the curriculum review process, and thus, is a common part of the Curriculum Committee deliberations. Students express a high level of satisfaction that the faculty is fair and unbiased.

Expectations regarding student honesty and dishonesty and the consequences for dishonesty are published in several places such as the College Catalog, Faculty Handbook, and Student Guide. The dean for enrollment and student services enforces College policies and regulations for academic honesty. A special task force, convened in fall 2008 and coordinated through the Enrollment and Student Services office, has begun evaluating and revising student discipline processes. (**2A.211-2A.214**)

Self-Evaluation

Academic freedom and issues of student rights and responsibilities are so thoroughly incorporated into the culture and practices that faculty and student leaders do not remember any significant controversies. (**2A.215-2A.218**) For the faculty, the most recent formal discussion of academic freedom came on the occasion of a visit from a delegation of Azerbaijani academics with an interest in the subject. The Staff Development Coordinator convened a meeting of academic senate and union leaders to talk about the campus experience and compare notes. (**2A.219**) The Academic Senate has developed and approved an academic freedom statement to be included in the 2009-2010 College Catalog. (**2A.220, 2A.43**) The most frequent conversations about appropriate standards for faculty objectivity occur as a routine part of curriculum review. These conversations are thoroughly institutionalized, and no questions have emerged from that committee into a broader debate (for example, to the Academic Senate for further discussion).

Student discipline processes are clearly stated; both faculty and students could benefit from more regular reminders about appropriate classroom behavior and the need to maintain a safe environment for the open exchange of ideas.

Planning Agenda

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Sacramento City College does not require conformity to codes of conduct.

Planning Agenda

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

SCC does not offer curricula in foreign locations to students other than U.S. nationals.

Planning Agenda

None.

Standard IIA: References

- 2A.1 Sacramento City College, Educational Goals, 2001-2007.**
<https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCCStudentDemographicData/EdGoalDistribution.ppt>
- 2A.2 Sacramento City College, Planning Process Data.**
<http://www.scc.losrios.edu/x7400.xml>
- 2A.3 U.S. Census Bureau, 2006 American Community Survey.**
http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=ChangeGeoContext&geo_id=16000US0664000&geoContext=&street=&county=sacramento&cityTown=sacramento&state=04000US06&zip=&lang=en&sse=on&ActiveGeoDiv=&useEV=&pctxt=fph&pgsl=010&submenuId=factsheet_1&ds_name=ACS_2006_SAFF&ci_nbr=null&qtr_name=null®=null%3Anull&keyword=&industry=
- 2A.4 Sacramento City College, Mission and Vision Statement.**
http://www.scc.losrios.edu/About_SCC/Overview_of_the_CollegeHistory/Mission_and_Vision.htm
- 2A.5 Sacramento City College, Human Development 310, College Success, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?college=SCC>
- 2A.6 Sacramento City College, ENGRD 10, Basic Reading Skill Development, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.7 Sacramento City College, ENGWR 40 Writing Skills, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.8 Sacramento City College, Math 34, Pre-Algebra, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.9 Sacramento City College, PSYC 300, General Principles, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.10 Sacramento City College, MUFHL 310, Survey of Music History and Literature, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>

- 2A.11 Sacramento City College, Business 300, Introduction to Business, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.12 Sacramento City College, MET 351, Basic Mechanical Systems, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.13 Sacramento City College, GERON 376, Aging and Family Dynamics, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.14 Sacramento City College, Library 305, Legal Information Resources, Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.15 Sacramento City College, Advanced Transportation Technology Program, Bell Helicopter Program. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<http://wserver.scc.losrios.edu/~express/fa08/080911/080911chopper.html>
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.16 Sacramento City College, Business Division, Insurance Program. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.17 Sacramento City College, Greek 401, 402 Elementary Modern Standard Greek. Course Outlines. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.18 Sacramento City College, Nutrition Course Outlines. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.19 Sacramento City College, Art History Courses. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.20 Sacramento City College, Photography Program. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>

- 2A.21 Sacramento City College, Mathematics 140, Mathematical Literacy. Course Outline. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.22 Sacramento City College, Liberal Arts Program.**
<http://www.scc.losrios.edu/Documents/catalog/programs/LIBERALARTS.pdf>
- 2A.23 Sacramento City College, Theater Arts, Technical Production Program. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.24 Sacramento City College, Biology, Water and Waste Water Courses. SOCRATES. Intranet username and password will be provided for the Team Visit.**
<https://inside.losrios.edu/~intranet/cgi-bin/intra/login.cgi?College=SCC>
- 2A.25 Sacramento City College, College Strategic Plan, Program Review.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/SystemDiagram/StrategicMasterPlan.rtf>
<http://www.scc.losrios.edu/x37644.xml>
- 2A.26 Sacramento City College, Survey Data.**
<http://www.scc.losrios.edu/x24917.xml>
- 2A.27 Sacramento City College, ASSIST Program.**
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Standard IIB. Student Support Services

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

SCC provides a wide array of student services that directly supports the achievement of key components of the College mission, including the assurance of open access, the promotion of student learning, and success in academic, vocational, and personal endeavors. Outreach, admissions, assessment, financial aid, orientation, advising/counseling, and myriad other services at the College provide wide-ranging support to ensure students' learning, persistence, and academic success. A comprehensive list of support services and programs is listed in the College Catalog. **(2B.1)** The College website contains the locations, phone numbers, and hours of operation of support services. **(2B.2)** In addition, most student support services distribute written materials specific to their programs and maintain individual web sites.

The Outreach Program

The Outreach Program is focused on increasing awareness of the educational opportunities at SCC for prospective students reflective of the diversity of the community. This program strives to create a College-going culture for middle and high school students and the community at-large by providing information and support that encourage and empower individuals to further their education. Outreach Specialists help students pursue these goals by regularly conducting presentations and events at all local feeder high schools, as well as other high schools, middle schools, state agencies, etc., throughout the region. In 2008, Outreach Specialists made over 12,400 contacts with prospective students through these presentations. The program also supports the College's enrollment services by collaborating with other student support programs to provide application and financial aid workshops; conducting early, off-campus College placement testing and assessment for high school students; providing one-on-one follow up appointments with senior high school students; offering specialized campus tours; and introducing prospective College students and their parents to the support services available at the College. **(2B.3, 2B.4)**

In addition, Outreach Services plays a central role in Preview Day and Jr. ACCESS Night, two major campus-wide outreach and recruitment events that target high school seniors and their parents. The program also supports the Summer Success Academy, an academic bridge program that provides for the seamless College transition of recent high school graduates. **(2B.5)** Through these and other initiatives over the last three years, the Outreach Program has provided information and College-going support to over 23,000 area high school students. **(2B.4)**

Understanding that the earlier students become part of a College-going culture, the more likely they are to aspire to it, Outreach Services have begun targeting their efforts at middle school students. During 2008, therefore, over 400 middle school students from two area schools were introduced to the benefits associated with a College education. **(2B.4)**

The Outreach Program collaborates regularly with other units to target under-represented student populations. The Jr. RISE (Respect-Integrity-Self-Determination Education) Program, for example, conducts outreach and recruitment activities at the College's main feeder high school via an after school academic support program and counseling services, parent education, and campus tours. **(2B.6)** The Extended Opportunities Programs and Services (EOPS) Program targets outreach to ethnically under-represented groups and foster youth who are must leave the social services system because of their age. The EOPS Program also collaborates with county social service programs such as independent living skills programs (ILP), probation diversion programs, and high school District programs that serve diverse populations, including foster youth. **(2B.7)**

The Financial Aid Office (FAO) participates regularly in a number of outreach and recruitment events, including College-Making it Happen (CMIH), Festival de la Familia, the Pacific Rim Cultural Event, Preview Day, Allied Health Fair, Filipino Fiesta, Historically Black College or University (HBCU) Outreach Event, and Yarmaka. Additionally, it regularly collaborates with the EOPS and the Outreach Programs to recruit foster youth and graduating seniors from local feeder high schools. **(2B.8)** The California Work Opportunities and Responsibility to Kids (CalWORKs) Program partners with numerous internal and external agencies in targeting outreach to welfare recipients throughout the College's service area. **(2B.9)** The California High School Exit Exam (CAHSEE) Program provides outreach and academic support to high school students who have been unable to complete their College exit examinations. **(2B.10)** The Panther Pipeline Program, in partnership with a local charter high school, serves as a conduit to a college education for under-represented high school students. **(2B.11)**

The Information and Orientation Office (I&O)

The I&O Office aligns its efforts closely with the College's various outreach efforts by providing key student information and by conducting campus tours for prospective students through the POPS (Peer Outreach Program Students) Program. The I&O Office also plays a major role in supporting the Collegewide matriculation process by providing in-person and online College orientations and early assistance services, and helping students complete the matriculation or "Getting-In" process. In fall 2007, the program provided orientation services to over half of all first-time students (n=2,492). **(2B.12)** The majority of students who participate in orientation choose the online version, particularly at the Outreach Centers at which there are few in-person options; the Davis Center added an annual in-person orientation session in summer 2008. Summary analysis from the most recent program review suggests opportunities exist to increase the numbers of first-time students who participate in orientation services, and to further extend in-person orientations to the Outreach Centers. **(2B.3)**

The I&O Office also initiates and processes matriculation mailings to help prospective students move through the matriculation process and has developed a "New Student Information Packet" that is sent to all first-time students. **(2B.13)** Additionally, the Office serves as a source for information about campus services and deadlines for all students throughout the semester. The I&O Office has made major strides over the last few years to increase the accuracy of matriculation reporting to PeopleSoft via SARS software. This work has involved collaborating with District Information Technology personnel as well as various campus departments.

The Assessment Center

The Center is another critical part of the matriculation process; it provides a variety of assessments that measure a student's reading, writing, and math skills for appropriate

placements in English, Reading, Math, ESL, and other prerequisite classes. Also available, with counselor referral, are career interest and learning style inventories. In these ways, the Assessment Center assists students in basic skills development, career advancement, transfer, and personal enrichment. Matriculation services at the Centers are consistent with those provided to students at the main campus. Assessment services are available at the main campus and at all three Outreach Centers on a regularly scheduled basis. Schedules for the Outreach Centers change from semester to semester but are posted in prominent locations to keep students aware of available assessment services. Assessments are provided by trained Outreach staff or administered by main campus personnel. All assessment data are stored for research purposes. Summary analysis from the program review suggests opportunities exist to channel more first-time students into the assessment process as part of tightening the matriculation pipeline for first-time students. **(2B.14, 2B.15)**

Counseling Services

Counseling Services are provided in multiple areas of the College: within the Counseling and Student Success Division; at the three Outreach Centers; through various categorical programs such as EOPS, CalWORKs, and Disabled Students Programs and Services (DSPS); through the grant-funded programs of CAHSEE and the Panther Pipeline; and via College-supported success and retention initiatives such as the RISE Program. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the College mission is achieved in the areas of open access, transfer, career advancement and personal enrichment. **(2B.16)**

General Counseling services are provided approximately one day per week at the Downtown Center and four days per week, including eight Saturdays, throughout the year at the Davis Outreach Center. General, EOPS, and CalWORKs bilingual (Russian-speaking) counseling services have been increased from one to 2 ½ days per week at the West Sacramento Center. A full-time counselor has been requested in the West Sacramento Center's unit plan for fall 2010.

General Counseling services are utilized by thousands of students each semester. In the two-year period from 2005-2006 to 2007-2008, the general counseling services unit increased the number (duplicated) of students served by 19.6 percent and from 34,322 to 41,050 at the main campus. The District Office ensures adequate levels of counseling resources are available to the College through a contractual obligation that stipulates a 900:1 student-to-counselor ratio. However, based on data from the program review, opportunities exist to improve the numbers of first-time students who receive counseling/advising prior to their initial registration. **(2B.17)**

EOPS/CARE Program

The EOPS/CARE (Cooperative Agencies Resources for Education) Program works closely with General Counseling and the Transfer and Career Centers to provide comprehensive, "above-and-beyond" support to academically under-prepared and under-represented students. In addition to outreach, orientation, and registration services, program participants receive mandatory counseling, guidance, and academic advising. **(2B.18)** As the following table illustrates, the EOPS Program serves a larger percentage of students of color than does the College as a whole. The Program has increased its program enrollments by nearly 15 percent (from 1,408 to 1,617) over just the last three years. **(2B.19)**

Ethnicity	College %	EOPS %
African-American	13	25
Asian	21	25
Hispanic	15	17
Caucasian	33	24
Other		9

CalWORKs

CalWORKs provides comprehensive support services to assist welfare recipients to achieve the educational goals they need to make a timely transition from public assistance to long-term self-sufficiency. Approximately 500 students receive counseling and other academic and career-related assistance through this program on an annual basis. **(2B.20)**

The Puente Program

Puente provides students with counseling and mentoring as part of an academic preparation program whose mission it is to increase the number of disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders. **(2B.21)**

The DSPS Program

Disabled Students Programs and Services (DSPS) provides support and accommodations for students with disabilities and career, educational, and personal counseling. Counselors assist students to develop clear, specific plans that address the needs of their disability and make recommendations in the use of accommodations to ensure they have equal access. Counselors also coach students for self-advocacy with College faculty and community agencies. State data trends indicate that participants in the DSPS program perform at the same level academically as the general student population in two-term persistence and at higher levels of success in vocational courses. In the last few years, DSPS has made great strides to streamline service delivery and to better track students' service usage through the Scheduling and Reporting System (SARS) Grid. The Program established an Advisory Board and developed and assessed their most important unit-level student learning outcomes. In fact, all College counseling service providers utilize data from the SARS GRID to determine student need and to allocate and schedule their available resources to best meet their needs. Moreover, student feedback is required of all tenure-track counselors as part of their evaluation process. **(2B.22)**

At the Outreach Centers, DSPS accommodations for students are approved through DSPS counselors from the main campus and Instructor Notification letters are forwarded to instructors' teaching at the Centers. Furniture requests are sent to the deans for specific classroom preparation. Each Center has a computerized workstation for use by students with disabilities when assistive technology is an approved accommodation. Counselors from the Disability Resource Center meet students with disabilities at the Outreach Centers to provide intakes and disability-related counseling. **(2B.22)**

Other Support Programs

A variety of student services programs further support achievement of the College's core mission. The Transfer Center disseminates current transfer information about colleges and universities, promotes student contacts with university admissions representatives,

and works in partnership with several programs to boost under-represented students' successful transfer to colleges and universities. **(2B.23)** The Career Center supports the career development process through services that provide opportunities for self-exploration, occupational research, decision-making and goal-setting, experiential exploration, and job search. **(2B.24)** The Cooperative Work Experience Education and Internship Program promotes student success and workforce development by encouraging students to identify career paths, to pursue two- and four-year degrees tied to those career paths, and to achieve successful job placement through internships. Students may generally earn 1-4 units for their workplace hours by enrolling in Work Experience classes. **(2B.25)**

Other programs include the Academic Honors Program, which promotes leadership, scholarship, fellowship, and service on campus and in the community. Each year, the Honors Club plans activities that support the national honors topic. **(2B.26)** The Alternate Media/Access Services ensures web content and instructional course materials are accessible to students with disabilities. **(2B.27)** The Child Development Center offers child care programs and services for student parents who attend classes at the main campus. **(2B.28)** The Health Services Program provides first-aid and preventative health care services to students. **(2B.29)** The MESA Program assists students majoring in math, engineering, or science to succeed academically and transfer to a 4-year institution. **(2B.30)**

Enrollment Services

To ensure achievement of the College's core mission related to open access, the Admission and Records Office (A&R) provides admission, registration, and access to records at multiple locations at the main campus, at each of the Outreach Centers, and online through a multitude of web-based services. A&R services at the Outreach Centers are consistent with those provided to students at the main campus. Students taking courses at the Outreach Centers can register online or in-person at the Centers. **(2B.31)**

The College has experienced unprecedented enrollment growth of 27.5 percent over the last five years (19,213 to 24,506 between fall 2004 and 2008). To address the growth in the demand for services over the last several years, the A&R Department has expanded their hours of operation in key locations and have implemented numerous technological innovations in front-door services. It refined College application processes by establishing earlier application start-dates in order to improve its coordination of high school outreach efforts. The program enhanced its web-based student services to include an online transcript request option and access to a variety of online forms. In addition, the program provides Districtwide leadership to enhance access and student success by facilitating the training and development of user documentation for the migration from PeopleSoft Version 8.0 to 9.0; by leading a beta pilot project sponsored by the California Chancellor's Office to transmit and receive electronic transcripts; and by collaborating with its sister colleges in developing and deploying a degree audit system. **(2B.31)**

The Financial Aid Office (FAO)

The FAO plays a significant role in supporting open access and student learning and success through the timely delivery of financial support services. The FAO is authorized to administer Title 4 funds by the U.S. Department of Education and the California Student Aid Commission and to administer state-based funds by the state Chancellor's Office. The FAO offers need-based aid to eligible students through Pell Grants, Federal Family Education Loans (Stafford Loans), Federal Supplemental Educational

Opportunity Grant (FSEOG), Federal Work Study, Cal-Grants, Board of Governors Grant (BOGG) Fee Waivers, and Chaffee Grants. The FAO processed over 30,000 financial awards for students during the 2007-2008 academic year totaling over \$40M which represents a 6.3 percent increase over the number of awards just two years earlier.

(2B.32)

In response to the high demand for one-on-one financial aid computer assistance, the FAO recently expanded service delivery and increased service hours at its Registration/Financial Aid Lab. The lab has become an educational hub where main campus students can learn how to apply, update, and review the status of their financial aid awards. Financial Aid services have also increased at the West Sacramento Center from a half day per month to one day per month. Center staff also helps students to complete the Board of Governors Waiver and Free Application for Federal Student Aid (FAFSA) online. **(2B.32)** Similar services are now available at the Davis Center as well. Beginning in May, a financial aid specialist will be present at each Center on a weekly basis.

The FAO has implemented a number of other innovations aimed at improving service to students, including student-friendly changes to the document submission process, enhanced service-delivery via telephone, the full implementation of a more streamlined "Paperless" application and document review process, and the use of the Financial Aid Management System to auto-disburse funds in order to shorten the turn-around time between application and award disbursement for both main campus and Outreach Center students. **(2B.32)**

The majority of student services is provided at both the main campus and Outreach Centers. According to a recent Davis Center survey, nearly 250 students have used counseling services; 83 have used University of California (UCD). Transfer Counseling; 73 have used Financial Aid Services; 69 have used assessment; and 5 have used Disabled Students Services. **(2B.33)** A similar, informal student survey is conducted every fall semester at the West Sacramento Center. Results of the most recent survey in fall 2008 indicated that 130 students had used counseling services (General, EOPS, and CalWORKs counseling); 73 used financial aid services; 66 participated in Assessment; and 10 have used Disability Student Services. **(2B.34)**

To improve communication and service coordination between the main campus and the Outreach Centers, the College's inter-campus mail services were increased from two days to three days per week. This change served to improve the timeliness related to transporting support materials to Outreach Center classes and to provide timelier inter-library loan accessibility for the students enrolled in classes at the Center. The Davis and West Sacramento Center 2009-2010 unit plans request mail delivery five days per week. **(2B.35, 2B.36)**

Other support services that have recently been implemented at the Outreach Centers include the following: the addition of wi-fi capability in fall 2007 to facilitate students' access to the College's computer network; audio-visual/multi-media support from the main campus to all Centers one day per week; textbook sales during the first week of each semester for the classes scheduled; student ID card and Universal Transit Pass services; and open computer lab time, available when academic classes are not scheduled in the lab. **(2B.37, 2B.38)**

Some services, however, such as those provided by the International Student Center, Veteran's Services, Child Care Center and other specialty student support programs such as RISE, the Honors Program, and Math Engineering & Science Achievement (MESA), require students go to the main campus. The Davis Center survey indicated students would like additional services from EOPS, International Students, CalWORKs, and Veterans Affairs. **(2B.33)**

Existing staffing plans will allow for more extensive services as the Centers expand into their new buildings, beginning with the West Sacramento Center in spring 2010. The Downtown Center operation will then be integrated into the new West Sacramento facility. **(2B.33, 2B.34)**

Distance education via Instructional Television (iTV) or web-based instruction offers students access to learning opportunities by providing students with the means to earn College credit without being on a campus and/or at a center. SCC is committed to providing students who utilize distance education with the same individualized support, academic standards, and experienced faculty found in classrooms. **(2B.39)** The application, orientation, registration, and financial aid services are accessible online to students; and they only need to visit a campus or Outreach Center for assessment and counseling services.

Assessment of Student Services

Continual improvement in student support services is regularly implemented. Efforts include a three-year cycle of comprehensive program review and planning; annual unit planning; state-mandated program plans and reports and a six-year cycle of program site-visits and audits for CalWORKs, EOPS/CARE, DSPS, and Matriculation Programs involving documentation review; interviews of program faculty and staff and student interviews; and a variety of Collegewide and department-specific surveys and needs assessments. **(2B.40-2B.43)**

Student Services program reviews are conducted every three years with the most recent in 2002, 2005, and 2008; and Student Services implemented a revised program review process in fall 2008. **(2B.44, 2B.45, 2B.40)** This most recent review process serves as the primary vehicle for identifying and assessing student support services' adequacy in meeting identified student needs and provides evidence for achieving student learning outcomes and continuous program improvement. The current Program Review process consists of three steps for each student service unit: Data Collection and Analysis; Summary of Identified Key Strategic Program Issues; and Identification and Establishment of Program Priorities. These steps provide the context and scope for the annual unit-planning process for each student service unit. Identified priorities provide the context for developing the annual unit plan which incorporates the unit's student learning outcomes. Each unit developed its own student learning outcomes (SLO) and identified at least one SLO to measure. **(2B.46)** Results from annual progress reviews establish the degree of accomplishments of student learning outcomes and provide the basis for future improvements on service delivery.

In addition to the comprehensive program review, the Noel-Levitz Student Satisfaction Survey has been administered Collegewide every four years since 1998. **(2B.47)** In spring 2008, the College initiated the first of a periodic assessment of student engagement using the Community College Survey of Student Engagement (CCSSE). **(2B.48)** Further, the Student Services area recently developed a process for soliciting

more direct student feedback related to the quality of service delivery. Data-gathering is conducted in all student services units twice annually during times of peak service demand. Survey results are collected and disseminated to units through a regular report showing changes in student responses to assist in initiating and assessing program improvement efforts. **(2B.49)** Lastly, departmental surveys are conducted in various student services units to gather in-depth information on student satisfaction, engagement, and service quality. **(2B.50)** The results from these various surveys are utilized as key components in the comprehensive program review process.

Student Services, as an entire program, developed the Student Services Program Learning Outcomes (ProLOs) over a three-year period (2005-2008), as well as each individual unit's student learning outcomes (SLOs). **(2B.51)** The Student Services ProLOs provide a broad framework to which each student service unit's SLOs are aligned. **(2B.52)** Additionally, Student Services ProLOs are aligned with the College's General Education Learning Outcomes (GELOs), producing an institutional alignment of SLOs. **(2B.53)** The SCC Academic Senate adopted the Student Services Division ProLOs in May 2008. **(2B.54)** The various student services units are currently measuring one or more SLOs. These measures offer evidence of student learning and provide a rich source of information to assist in evaluating and improving services to students.

Self-Evaluation

The College effectively provides an array of services for students in support of learning and the achievement of the College mission. The quality of support services is reviewed and evaluated on a regular basis, regardless of service location or means of delivery. Results of evaluations form the basis for improvement efforts.

In the fall 2008 Faculty-Staff Accreditation Survey, 73 percent (N=341) agreed or agreed strongly with the statement, "SCC assures the quality of student support services and demonstrates that these services support student learning regardless of location or means of delivery." **(2B.55)** In reference to evaluation, 50.5 percent (N=335) agreed or agreed strongly with the statement, "SCC evaluates student support services to assure their adequacy in meeting identified student needs and uses the result as the basis for improvement." **(2B.56)** When classified by employee group, results indicate the level of agreement is highest among classified staff while the response of "Don't Know" is highest among faculty. This resultant pattern can be observed in several other questions that relate to student services whereas the reverse is seen in a number of questions that relate to instructional services. **(2B.57)**

Changes in service usage and student success further suggest that the full complement of support services available to students has a positive impact on their academic outcomes. For example, the College increased the percentage of first-year students who successfully completed their first year with a GPA greater than or equal to 2.0 by 4 percentage points above the 2004-2005 baseline of 49.3 percent. **(2B.58)** The College intervened and counseled 5,358 probationary and dismissed students to provide them with the tools to achieve good academic standing. **(2B.59)** The College also expanded outreach contacts with potential students. Over 27,683 prospective students were served through Outreach, EOPS, CalWORKs, DSPS, Assessment, and Counseling. **(2B.60)** The College also increased participation in the Annual High School Conference by 60 percent.

Student satisfaction with critical front-door student services has increased consistently since 2001. The Noel-Levitz Satisfaction Scale for Registration Effectiveness has

increased from 5.05 to 5.21 while the gap between students' perception of its importance and their satisfaction has closed by approximately 10 percent (1.04 to .94). **(2B.61)** The Admission & Financial Aid satisfaction scale also increased over the same time period, from 4.48 to 4.68, with the importance-satisfaction gap closing from 1.45 to 1.36. **(2B.62)** Similar results were found for the Academic Advising/Counseling and the Campus Support Services scale, with satisfaction growing from 4.53 to 4.73 and 4.62 to 4.67 and the importance-satisfaction gap closing from 1.60 to 1.46 and .71 to .67, respectively. **(2B.63, 2B.64)**

In fall 2008, the Financial Aid Office (FAO) conducted a department-specific survey as part of ongoing improvement efforts. Survey results showed that 46 percent of respondents rated the overall quality of services received as "above average or exceptional," while 86 percent of respondents rated the overall quality of services received as "average or above." Further, approximately 80 percent of respondents agreed or agreed strongly with the statement "I found the Financial Aid website to be very helpful" and "I found the Financial Aid website easy to use." Lastly, less than one out of ten respondents disagreed or disagreed strongly with the statements "I felt the information provided to me was accurate" and "I felt the person who helped me was knowledgeable." **(2B.65)** However, supplemental survey questions on the CCSSE suggest an area for improvement is to increase the level of participation in the financial aid process. For example, the majority (61 percent) of students who were surveyed reported that they had not completed a FAFSA (Free Application for Federal Student Aid). 42 percent of survey respondents believed that they would not qualify for financial aid as the reason cited for their non-participation in the application process. These response rates were lower compared to those at same-size peer institutions (48 and 35 percent, respectively). **(2B.66)** Based on the analysis of this data as part of the most recent program review process, in spring 2009, the FAO developed a "Don't Count Yourself Out" Program and awareness campaign to increase participation in the financial aid process. **(2B.32)**

The A&R Office conducted a similar departmental survey during this same time period. Of the 269 new students surveyed, 92 percent indicated that they used Eservices as their primary registration tool; 80 percent answered "Yes" to the question "I am able to register for the classes I need with few conflicts"; and 87 percent indicated that they agreed or agreed strongly with the statement, "I was able to accomplish what I wanted during my visit." In addition, 73 percent agreed or agreed strongly with the statement "The Admissions staff person was friendly and helpful." These results suggest that improvement efforts, particularly those associated with greater technological innovation in front-door services (e.g., refined College application processes, earlier application start-dates, enhanced web-based services, etc.) are producing positive results. **(2B.67)**

However, only 55 percent felt the same way in response to the statement, "I seldom get the 'run-around' when seeking information from Admissions." This later data suggests the opportunity exists to further improve the program's effectiveness in communicating and supporting first-time college students. In spring 2009, the FAO, in conjunction with the A&R Office, created and staffed a new position to address these gaps and to enhance service to students. The new position, which reports directly to the Dean of Enrollment and Student Services, provides financial aid on campus and outreach, as well as meets other critical front-door needs (e.g., admissions, registration, etc.) of new students as they make the transition to college. **(2B.68)**

Over the last few years, other Collegewide efforts have been implemented to improve communication with and service to students. For example, an Enrollment Management

Team, representing College faculty, staff, and administrators from both student and academic services, provided leadership to a campus wide initiative to support new student transition, persistence, and academic success. **(2B.69)** Based on data that revealed where and when students needed the most help, the Team developed a series of “SOS” interventions--a targeted set of outreach, transition, and intervention programs intended to facilitate new students’ movement through the matriculation process and to assist all students in successfully navigating many of the early barriers to persistence and academic success. **(2B.70)**

Through the SOS programs, the College has seen a reduction in the number of students dropped for non-payment (3000 dropped in the past compared to 500 dropped currently), an increase of over 70 percent of students registering earlier for classes, and an increase in the use of support services. **(2B.71, 2B.4)** In addition, data collected from SOS tables indicates that, through the semesters the program has been in place, several hundred students per day seek information about class location, open courses, financial aid information, and registration information and location.

The fall 2008 Student Accreditation Survey suggests opportunities exist to further improve communication and support to students, particularly at the Outreach Centers and for distance education students. This need is suggested by the relatively high level of “Don’t Know” responses from the following survey questions. **(2B.72, 2B.73)**

Table 4: Questions about Courses at Outreach Centers (Valid Percent)

Standard II: Student Learning Programs and Services – Questions 20 through 22		Yes	No			
20.	Have you ever taken a course at an outreach center (Davis, West Sacramento, Downtown)? <i>N = 359; Response rate = 89.3%</i>	22.6	77.4			
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
21.	When taking my course(s) at an outreach center, access to library resources and materials was available for my academic needs. <i>N = 179; Response rate = 44.5%</i>	19.0	31.8	11.2	1.1	36.9
22.	When taking my course(s) at an outreach center, access to student services such as registration, financial aid, and tutoring was available for my academic needs. <i>N = 180; Response rate = 44.8%</i>	18.9	35.0	5.6	2.2	38.3

Table 3: Questions about Courses at Outreach Centers (Valid Percent)

Standard II: Student Learning Programs and Services – Questions 17 through 19		Yes	No			
17.	Have you ever taken an online, hybrid, or televised course from Sacramento City College? <i>N = 371; Response rate = 92.3%</i>	32.3	67.7			
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
18.	When taking my online, hybrid, or televised course(s), access to library resources and materials was available for my academic needs. <i>N = 207; Response rate = 51.5%</i>	27.1	37.2	4.3	1.0	30.4
19.	When taking my online, hybrid, or televised course(s), access to student services such as registration, financial aid, and tutoring was available for my academic needs. <i>N = 198; Response rate = 49.3%</i>	30.8	31.3	6.6	1.0	30.3

This conclusion is tangentially supported by the findings from the most recent student services program review. While the review highlighted numerous efforts that have been successfully undertaken over the last several years in support of student learning and success, it also provided additional direction for implementing improvements. For example, one of the more common threads found throughout the various reports in the 2009-2011 Program Review addressed the need for more in-depth, timely and consistent data by which to identify program outcomes, measure the impact of program services, and ultimately, support better decision-making. Technological innovation surfaced as another shared theme in many of the program reviews, particularly the need to further manage computer and information systems in response to both the increased service demands associated with recent enrollment growth and the recognition that increased attention will be required at the Outreach Centers in the coming years. Lastly, constraints in office and student meeting space, particularly as they impact limitations of needed personnel, were commonly cited in program reviews as impeding the ability of programs to extend and/or enhance service delivery. (**2B.74**)

The common threads identified in the 2009-2011 program review were the basis for developing the “Student Services Guiding Principles,” overarching themes that each student services department utilized as the basis for planning their improvement efforts. Referred to as “Program Priorities,” these department-level plans directly address planned efforts to improve student learning and success based upon comprehensive reviews and evaluation of program services. These priorities, in conjunction with the Student Services Guiding Principles, provide ample evidence that the College is using its review and evaluation processes as the basis for planning and implementing its improvement efforts in order to achieve the College goals and fulfill its mission. (**2B.75**)

Planning Agenda

Applicable also to Standard II.B.3.c.

Beginning in fall 2009, Student Services Leadership in conjunction with the Matriculation Committee will reconfigure matriculation processes based on recent program reviews. This redesign will focus on: (1) fostering high levels of student engagement and (2) ensuring that more first-time students are aware and access matriculation services (i.e., orientation, assessment, and counseling/advising services) prior to registration. A matriculation tracking system will be developed in order to identify and monitor the various pathways new students take through front door matriculation activities.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

The College Catalog is a document that contains essential and current information for students and the general public to make sound, and informed decisions regarding Sacramento City College’s educational services. (**2B.76**)

II.B.2.a. General Information

The College Catalog contains general information for students including the mission and vision statements, certificate and degree programs, graduation and transfer

requirements, academic calendars, financial aid information, available learning resources, important telephone numbers, email addresses, and website addresses; and names of Administrators, Faculty, Classified Staff, and Governing Board Members. (**2B.76-2B.84**)

The Catalog is updated on an annual basis. The review process begins in the fall when leadership is tasked to review and update Catalog information. Curriculum and program changes are incorporated and the Catalog is printed in the spring just in time for educational planning and advising for the summer session and fall semester. (**2B.97**)

The print versions of the Catalog and Class Schedule are available for purchase at the College Store. Both are available for viewing in a variety of locations including; the Learning Resource Center, all counseling areas, Admissions and Records, the Office of Instruction, each Division Office, the Registration/Financial Aid Lab (eServices), and at a variety of local area high schools, libraries, and other social service agencies. Previous versions of the Catalog dating back to 1922 are available in the Library Archives Room. These current publications are also available at each of the College's Outreach Centers. Further, a condensed schedule containing outreach center courses is developed for each Center and is distributed both on campus and in the surrounding community areas. (**2B.97-2B.99**)

The Catalog is also available in a variety of modes and formats. It can be accessed online in PDF format on both the College and District websites, which provides access in multiple languages. It is also available in large print, Braille, MP3, and CD formats.

II.B.2.b. Requirements

The requirements for admission to the College are included in the Catalog with information regarding student fees and costs, student leadership and development, graduation and transfer requirements, and a variety of student support services. (**2B.85-2B.88**)

II.B.2.c. Major Policies Affecting Students

The policies and information found in the catalog reflect the Los Rios Community College District's official Board Policies and Regulations which can also be found on the District's website. These policies include Academic Standards, Attendance Expectations, Student Rights and Responsibilities, Access to Student Records, Standards of Conduct, Open Enrollment, Nondiscrimination, Probation and Dismissal, Student Grievance Procedures, Sexual Harassment; and Refund of Fees. (**2B.89-2B.96**)

II.B.2.d. Locations or Publications Where Other Policies May be Found

Every student has an opportunity to receive the Student Guide and Academic Planner Handbook, which is a companion publication complimenting the College Catalog and Schedule by reiterating much of the same information included in the front of both documents. This document is free and distributed in orientation, classes, instruction and student services departments, College activities and during S.O.S. Welcome Week. The information focusing on academic integrity is located in the handbook. (**2B.98**)

Self-Evaluation

The accuracy and currency of course and program information in the Catalog is reviewed annually through a distributed method of review as well as through the regular academic

program review process. Every division and department on campus reviews their course and degree offerings every six years or sooner to maintain relevancy as part of the Program Review Process. The College has a Program Review calendar that cycles each division through the curriculum review process. All divisions may elect to update their curriculum when the department, community, service provider, or labor market needs dictate change to course materials as determined through the program review process or through changes in industry needs. These updates are reflected in the next Catalog following the completion of program review. (**2B.100**)

The College uses SOCRATES (curriculum software) to electronically create and update courses, programs, and degree offerings. SOCRATES is a Los Rios Community College District created system. The Office of Instruction and College Articulation Officer are responsible for updating and verifying that information from SOCRATES is accurate before updating the Catalog. (**2B.101**)

Since our last Accreditation, SCC renumbered every course in a Districtwide effort to articulate like courses within the Los Rios District. This improvement has created an ease of student enrollment between the four colleges within the Los Rios Community College District. Students can easily identify equivalent courses by using the new numbering system of course articulation. (**2B.102**)

Within the new numbering system, the faculty curriculum developers consider placement of new courses in appropriate “thematic blocks” as when designing new courses or programs of study. Thematic blocks allow for structured growth within a department’s offerings. (**2B.102**)

The Academic Senate has approved a statement of Academic Freedom for inclusion in the 2009-2010 College Catalog. (**2B.100**) A similar statement exists in the current Los Rios College Federation of Teachers contract and for students in the Student Guide.

Planning Agenda

None.

II.B.3. The Institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

One of the primary and core purposes of the College is to ensure equal access and educational attainment for all its students. Toward this end, the College offers a comprehensive array of services (see Section 1.) in order to address effectively, the diverse learning support needs of the College’s student population.

Through the campus webpage, the student Catalog, and class schedule, students can access regularly updated information. Many student services programs, including Outreach, I&O, FAO, A&R, EOPS/CARE, CalWORKs, DSPS, etc. make available brochures and/or handouts available to potential or current students. Many of these

materials and financial options are made available in multiple languages and posted online. In addition to its daily availability, the office offers evening hours Monday – Thursday till 8 p.m. (**2B.103**, **2B.99**, **2B.76**, **2B.104**)

In addition, the College regularly updates its webpage to keep students informed of all its services and/or changes. The “Student Services” web site provides information to students in three categories: Services for Students, Student Life, and Special Services. The “Services for Students” section enables students to access information on services including, but not limited to online learning (Desire2Learn) support, Library services, Computer Lab availability, College Store, Counseling, and the Career center (main campus.) The “Student Life” section includes information on SCC clubs, Cultural Awareness Center programs and activities (main campus), Student Leadership and Development, Student Government, Athletics, and a variety of other curricular and extracurricular issues. The “Special Services” section provides information on many of the programs and services detailed in section 1 in addition to areas of interest to such as Cosmetology and Health Services, the Disability Resource Center services, academic honors programs (e.g. Phi Theta Kappa) and work experience options. (**2B.105**)

Students are able to utilize support services in person, online and/or via the telephone, and at the main campus as well as each of the outreach centers. Internet access is available to all in the College computer labs and the library on the main campus and at each of the College outreach centers. Students may fill out an application online or download the application, print it and return it to the Admissions Department at any Los Rios college or outreach center. Students are also able to pay their fees in-person, online, or by mail and get information on how to obtain online refunds. In addition, students are able to request their transcripts, apply for a fee waiver, and check their financial aid status both in person and online. (**2B.106**, **2B.107**)

Assessment services are available at the main campus, and at all three Outreach Centers on a regularly scheduled basis. New student orientations are offered both in-person and online, with online options being the primary mode of delivery at the outreach centers. However, in-person orientations at the Davis Outreach Center began in summer 2008. (**2B.14**)

Counseling Services are provided in multiple areas of the College, from a variety of units within the Counseling and Student Success Division, to the three outreach centers, to various categorical programs such as EOPS, CalWORKs, and DSPS, to the grant-funded programs of CAHSEE and the Panther Pipeline and to other College-supported success and retention initiatives such as the RISE Program. General counseling services are provided approximately one day per week at the Downtown Center, and four days per week as well as eight Saturday’s throughout the year at the Davis Outreach Center. General, EOPS and CalWORKs multilingual (Russian speaking) counseling services have been increased from one to two and one-half days per week at the West Sacramento Center. A fulltime counselor has been requested in the West Sacramento unit plan for fall 2010. The College Counseling Dean and identified counselors provide online advising to students who communicate through email, including distant education students and outreach center students. In summer 2009, the general counseling department will begin a pilot program involving the utilization of an interactive, online technology to conduct distance advising sessions. (**2B.16**, **2B.108**, **2B.109**)

The College continues to successfully use the Scheduling and Reporting System (SARS) as both an automated telephone reminder system for students regarding registration, financial aid, payment, and counseling as well as a counseling and service usage tracking system. In 2009, the College began using ESARS, a component of the system that lets student make counseling appointments via the web. (**2B.110**)

The College is also dedicated to ensuring that web content and instructional course materials are accessible to students with disabilities. DSPS accommodations for students are approved through DSPS counselors from the main campus and Instructor Notification letters are forwarded to instructors' teaching at the centers. In addition, DSPS goes out to the outreach centers as needed to do intakes, and meet with students with disabilities, thus enabling disabled students not to have to visit the main campus. (**2B.104**)

While the majority of student services are provided at both the main campus and Outreach Centers, some services such as those provided by the International Student Center, Veteran's Services, Child Care Center as well as other specialty student support programs such as RISE, The Honors Program and MESA, require students go to the main campus. (**2B.108**) Existing staffing plans will allow for more extensive services as the centers grow into their new buildings, beginning with the West Sacramento Center in spring 2010.

Self-Evaluation

The College provides appropriate services and programs to address the diverse and evolving needs of its student population. These learning and support needs are identified through the ongoing assessment of its program and services.

From the program review process, to the analysis of myriad survey data, to a variety of other quantitative metrics, the College evaluates and shapes its services to ensure their adequacy and their accessibility. (**2B.111**) For example, in addition to comprehensive program review, the Noel-Levitz Student Satisfaction Survey is administered Collegewide every four years since 1998. In spring 2008, the College initiated the first of what will be a periodic assessment of student engagement using the Community College Survey of Student Engagement (CCSSE). (**2B.48**)

The Student Services area also recently developed a process for soliciting more direct student feedback to assess their needs and the quality of service delivery. Data gathering is conducted in all student services units twice annually during times of peak service demand. Survey results are aggregated and disseminated to units through a regular report that shows changes in student responses over time to assist in initiating and assessing program improvement efforts. (**2B.112**) Lastly, departmental surveys have been conducted and will continue to be conducted in various student services units in order to gather more in-depth information on student needs, satisfaction, engagement and service quality. (**2B.50, 2B.40**) The results from these various surveys are utilized as a key component in the comprehensive program review process. (**2B.46**)

The findings from assessment are presented to a number of committees and constituency groups. For example, at the Senior Leadership Team meetings, the findings from these surveys are presented and the Deans are asked to bring the data back to their divisions for evaluation and programmatic changes. As a consequence, these and other data are used to identify and provide for evolving student needs. Utilizing empirical

findings from national research that indicate the earlier students are exposed to a College-going culture, the more likely they are to aspire to it, Outreach Services began including middle school students in their outreach efforts. During 2008, over 400 middle school students from two area schools were introduced to the benefits associated with a college education. (**2B.40**)

The College has expanded other key student support services in order to adequately meet the needs of what, as a consequence of unprecedented enrollment growth, is a much larger student population than six years ago. In A&R, for example, web-based services have been enhanced to include an online transcript request option. College application processes have been refined, and more forms are now provided in a web-based format. Service capacity and hours of operation have been extended in a variety of key locations at the main campus and outreach centers. In summer 2009, the College will significantly increase the service capacity of its Registration/Financial Aid Laboratory through a major renovation of the space. The renovated lab will offer students an additional place to complete their application and registration processes, apply for financial aid, and meet with a counselor. (**2B.40**)

In addition, A&R is collaborating with its sister Colleges in developing and deploying a degree audit system. This system will enable the accurate auditing of degree completion, track degree requirements for all students, support application of the most common substitutions and exemptions and will automate a significant part of the ongoing manual application of transfer course articulation. Additionally, it will provide the necessary resource to inform course planning at the school, College, and department level. The system will facilitate the creation of the “Student Planner” based on the students declared major, which may significantly reduce the “semesters to graduation” measure for undergraduates. (**2B.67, 2B.40**)

The FAO plays a significant role in supporting open access and student learning and success. In response to the high demand for one-on-one financial aid computer assistance, the office expanded service delivery and increased service hours at its Registration/Financial Aid Lab. Financial Aid services have also increased at the West Sacramento Center, from a half day per month to one day per month. Students receive assistance from center staff in the completion of the Board of Governors Waiver and FAFSA online. Similar services are now available at the Davis Center. Both centers will receive a permanent financial aid presence through the weekly scheduling of a financial aid outreach specialist beginning in May 2009. (**2B.40**)

Results from FAO departmental surveys provided other key student feedback that spurred a number of other innovations over the last few years aimed at providing needed financial-aid service to students, including student-friendly changes to the document submission process, enhanced service-delivery via telephone, the full implementation of a more streamlined “Paperless” application and document review process, and the use of the Financial Aid Management System to auto disburse funds so as to shorten the turnaround time between application and award disbursement for both main campus and outreach center students. (**2B.65, 2B.40**)

The Outreach Centers also assess their services, conducting a student survey every fall semester to help identify classes and student support needs. The results of these surveys have assisted in the significant service enhancements offered at the centers, including the addition of Wi-Fi capability in fall 2007 to facilitate students’ access to the College’s

computer network; textbook sales during the first week of each semester for the classes scheduled; and student ID card and Universal Transit Pass services. SARS data has also provided important information used in the staffing and tracking of adjunct counseling resources at each of the Centers. Existing staffing plans will allow for more extensive services as the centers grow into their new buildings, beginning with the West Sacramento Center in spring 2010. (**2B.35, 2B.36, 2B.189**)

Students taking online course also participate in electronic surveys for purposes of instructor and course evaluation. In the past two years, SCC has made significant efforts to expand the services available to digital learners. (**2B.113**) The District also regularly conducts student satisfaction surveys. (**2B.116**)

Survey data also suggests that the support services provided to students adequately meet their needs. The CCSSE survey, for example, provided valuable data related to SCC students' satisfaction with the different types of student services, showing no significant differences between the levels of satisfaction reported by SCC students and their peers at similar institutions in all but one of the student service-related areas on the survey. (**2B.48**) The same result can be intimated from the continual increases in student satisfaction reported in the areas of Registration Effectiveness, Admission & Financial Aid, and Academic Advising/Counseling and Campus Support Services through the Noel-Levitz Satisfaction Survey conducted between 2001, 2004, and 2008. (**2B.114, 2B.115**)

However, the CCSSE survey results also suggest that while students perceive academic advising, career counseling and other support services as "very important," the frequency to which they use these services has not kept pace. And further, while the Noel-Levitz Student Satisfaction Survey has shown consistent improvements in the area of academic advising/counseling, results at Sacramento City College are below those of its like-size counterparts. These specific data suggest opportunities may exist to further increase student awareness and ability to access student support services. Many of the Program Priorities established as part of conducting the most recent Student Services Program Review address this potential opportunity.

Planning Agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The College encourages students' holistic development through a variety of curricular and extracurricular programs and services. For example, the College encourages all students, faculty, and staff to participate on College committees and other governance structures. Through student services, student government, and student life organizations, students are encouraged to take part in all aspects of the College, including educational opportunities, cultural happenings, and personal development courses and workshops. (**2B.117**)

The College's faculty and staff focus on providing learning environments and educational experiences that engage students in challenging, enriching ways. The Curriculum

Committee, Academic Senate, Classified Senate, and many student services units support these efforts in both the instructional and extracurricular areas. It is in these same units where faculty and staff discuss how to improve the learning environment for students. **(2B.118)**

The Curriculum Committee carefully studies each course proposal, including the student learning outcomes of each, to determine how a course can best meet the academic and personal needs of students at all levels in all departments. The course offerings are extensive in the natural sciences, social sciences, humanities, communication, and life skills areas. A number of special courses and programs such as service learning courses and internships serve to enhance civic and personal connections with the community. **(2B.119)** The many student-support services, clubs, and student life activities at the College provide a broad range of opportunities for engagement and establish an environment of inclusion for students at the SCC campus.

In departments such as Sociology, there are programs such as “Introduction to Community Development” and “Community Development: Implementation and Sustainability” that were created exclusively to assist students in learning to work in their communities and to develop and implement strategies that aid those communities. **(2B.120, 2B.121)**

Internship opportunities for students are available in most departments. **(2B.25)**

Students can also participate in any of the nearly 40 student clubs and organizations and 11 campus standing committees. **(2B.118, 2B.122)** Other programs provide students with opportunities to participate first-hand in courses and programs that enable them to work and study directly in areas that will help them and their communities. These include, but are not limited to, the following:

International Studies Program (ISP)

The ISP is an interdisciplinary, international program that includes courses in the Behavioral and Social Sciences, Humanities & Fine Arts, Language & Literature, and Business. It is a program designed for students who will be living and working in a globally inter-connected world and, in particular, those who wish to pursue courses of study and careers with an international emphasis. The objectives of ISP are to prepare students through an educational program that emphasizes a multi-faceted, long-range perspective of a rapidly changing world; an appreciation of diverse views in both global and local contexts; and critical thinking on contemporary international affairs. ISP organizes speakers' events and presentations designed to expose students to globally diverse topics and perspectives

ISP facilitates instructors' participation in programs designed to increase student involvement in and awareness of international issues. One such program is the International Negotiations Module Project (INMP), which enables students to engage in simulated international negotiations on selected themes, representing specific countries or international NGOs, and culminating in live online summits during which students forge international treaties on selected themes or problems. **(2B.123)**

Cultural Awareness Center Programs (CAC)

The (CAC) promotes personal growth and intercultural understanding and education through programs and activities that reflect the diversity of Sacramento City College and

the community. Students who participate in the Cultural Awareness Center activities are exposed to a wide range of programs, opinions, ideas and experiences. The CAC encourages critical thinking, inquiry and the appreciation of people whose life experiences may differ. **(2B.124)**

Special Civic and Community Events

Constitution Day, local candidate forums, and guest speakers. **(2B.125)**

Service Learning Program

This instructional program offers participants the experience to work on campus and community volunteer projects as part of their regular course work. **(2B.126)**

Student Clubs

Several student clubs focus on community service, cultural identity and awareness, and political and social involvement. Exemplary clubs in this area include the Honors club, Phi Theta Kappa, and Forensics. **(2B.122)**

Internships

Internship opportunities, both paid and unpaid, are available in most majors offered at the College. **(2B.25)**

Art, Music, and Theatre

Various programs in the arts bring the community to the campus and the campus to the community to share cultural and artistic perspectives. **(2B.125)**

Independent Studies Courses

In recent years, nearly every department on campus has developed an “Independent Studies” course that provides opportunities for students to earn academic credit for participating in a subject-related project in the community. **(2B.127)**

The evaluation and improvement of these programs and services, moreover, is conducted as part of the regular program review and planning cycles of the College.

Self-Evaluation

The College provides an environment that encourages student personal and intellectual growth as well as supports the development of their civic responsibility as community members. The College utilizes a variety of mechanisms to assess and improve the programs and services that contribute to such an environment, including Program Review and Annual Unit Planning processes. **(2B.129)** The College also evaluates the impact of these programs and services. For example, results from the 2008 administration of the Community College Survey of Student Engagement indicated that four out of five (79.7 percent) survey respondents (n=514) reported that their College experience contributed to their “Self-understanding.” Similar results were found relative to how student respondents perceived the degree to which their College experience contributed to “Understanding People of Other Racial and Ethnic Backgrounds” and “Developing a Personal Code of Values and Ethics.” Slightly less of the student respondents (60.9 percent) felt their College experience contributed in the area of “Contributing to the Welfare of Your Community.” Further, there were no significant differences between these results and those of the College’s like-size counterparts across the country. Lastly, more than half (56.3 percent) of the full-time students questioned responded that they had experienced “Challenging intellectual and creative work central

to student learning and collegiate quality” whereas a slightly lower percentage of part-time students reported this same experience (45.2 percent). (**2B.128**)

Planning Agenda

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

SCC provides comprehensive professional counseling services for community college students in multiple areas of the College: within the Counseling and Student Success Division; at the three Outreach Centers; through various categorical programs such as EOPS, CalWORKs, and DSPS; through the grant-funded programs of CAHSEE and the Panther Pipeline; and through other College-supported success and retention initiatives such as the RISE Program. (**2B.16**) Many of these programs have been identified as exemplary either through peer review or through award recognition. For example, the RISE program and its counseling faculty coordinator were recently honored with the Regina Stanback-Stroud Diversity Award from the statewide Academic Senate for its outstanding work supporting the academic recovery and success of probationary students, many of whom are from under-represented groups and/or first-generation College students. (**2B.130**)

Comprehensive counseling services fall within one of three core service delivery areas: “Academic,” “Career,” and/or “Personal.” “Academic” counseling assists students in clarifying their educational goals, determining course schedules, and providing related assistance. For example, counselors routinely work with students to create an educational plan: a semester-by-semester “road map” for obtaining a certificate, an associate degree, and/or in preparing for transfer to a baccalaureate institution. “Career” counseling assists students in exploring their personal values, aptitudes, and interests, and identifying a major area of study that leads to a fulfilling career. “Personal” counseling provides timely and often critical support to students with life issues that may interfere with academic success. Crisis intervention services help students who are experiencing acute emotional distress by providing immediate support and intervention. (**2B.16**)

Counselors also teach a wide variety of Human Career Development courses designed to build skills that lead to academic and life success. All counseling faculty must meet minimum qualifications, per Education Code, Title 5. Counselors regularly attend and participate in a wide variety of professional development experiences, such as the CSU and UC transfer conferences, articulation and transfer training through the professional associations, and conferences/training associated with various categorical student support programs (e.g., EOPS/CARE, Puente, DSPS, etc.) at which there is a dissemination of information of best practices and recent developments in professional practices.

General Counseling

All first-time College students are strongly encouraged to meet with a counselor to the College as part of the matriculation process and every semester thereafter to discuss academic and personal progress and to establish or update educational plans. (**2B.131**) As a consequence, such services are utilized by thousands of students each semester. In

the four-year period from 2003-2004 to 2007-2008, for example, the general counseling services unit increased the number of (duplicated) students served by 25 percent; from 33,071 to 41,050 at the main campus. **(2B.111)** The District Office ensures adequate levels of counseling resources are available to the College through a contractual obligation that maintains a 900:1 student-to-counselor ratio.

In addition, the department has made a number of innovations in order to provide more effective and timely services to students. Since fall 2007, for example, student educational plans have been created and stored using a centralized computer server. Such a system has transformed students' educational plans into active rather than static documents. Counselors can now access students' most up-to-date plan with greater consistency, accuracy, and ease; and students are better able to monitor and track their academic progress. Educational plans are required for students who receive services, who are in programs associated with military veterans, nursing, or who receive financial aid. The plans are also used to track the academic progress of probationary and/or dismissed students. **(2B.132)**

The College also incorporated the SARS counseling schedule system to better manage and track student appointments and service usage. Further, counselors are available by appointment as well as on a drop-in basis throughout the year. Appointments are required for the following related services: educational planning, transfer, graduation or degree evaluation, academic probation issues, transcript evaluations from other colleges, financial aid appeals, Transfer Admission Agreements, petition for readmission, and Intersegmental General Education Transfer Curriculum (I.G.E.T.C.) certification. **(2B.16)**

In addition to their core counseling responsibilities, the twenty-two full-time faculty who comprise the General Counseling Department fulfill a variety of other assignments, including those related to transfer, international students, liaisons with faculty disciplines, outreach to feeder high schools, athletics, Puente, and articulation. **(2B.110)**

Counseling faculty refer students to other available support services based upon an identification of their needs. For example, students are often referred to new student orientation, assessment and testing, and/or financial aid and, routinely, to other support programs such as RISE, DSPS, EOPS/CARE, and CalWORKs, where a multitude of special services, in addition to those related to core counseling, is provided to qualified students. **(2B.105)**

Self-Evaluation

The College effectively provides comprehensive counseling services to students. Student satisfaction and student engagement with counseling services have been measured through the Noel-Levitz Student Satisfaction Survey in 2001, 2004, and 2008, the Community College Survey of Student Engagement (CCSSE) in 2008, the Accreditation Self-Study Survey in 2002 and 2008 and through a variety of other means (e.g., surveys, feedback cards, categorical program site visits, etc.).

Data from the Noel-Levitz Satisfaction Inventory SCC has shown steady improvement in the areas of academic advising/counseling between 2001 and 2008 (4.53 to 4.73). **(2B.133)** Improvements have also been demonstrated by responses in the fall 2008 Student Accreditation Survey to the statement, "SCC provides appropriate educational programs and learning support services to students with different needs," which showed an increase in satisfaction from 23.1 percent in 2002 to 35.1 percent in 2008. **(2B.134)** More recently, results from the Student Services Feedback Survey conducted in fall 2008 indicate that students have a high level of satisfaction with counseling services in all

areas where counseling is provided within the various student services departments. **(2B.135)**

The CCSSE survey conducted in 2008 provided other valuable data that revealed SCC students’ satisfaction with the different types of counseling-related services. Survey results showed no significant differences between the levels of satisfaction of SCC College students when compared to their peers at comparable institutions in areas related to academic advising and career counseling. In fact, in all but one of the student service-related areas on the survey, there were no significant differences in the levels of satisfaction reported by SCC students and these peers. **(2B.136)**

However, the CCSSE survey results suggest that while students perceive academic advising, career counseling, and other support services as “very important,” the frequency to which they use these services does not reflect that perception. **(2B.136)** Further, while the Noel-Levitz Survey has shown consistent improvements in the area of academic advising/counseling, results at SCC are below those of its like-size counterparts and the state as a whole. These specific data suggest opportunities exist to increase students’ awareness and ability to access counseling and other related student support services and to improve overall service delivery, particularly for first-time students. **(2B.133)**

Anecdotal comments suggest that some previous instability in administrative leadership may have constrained the pace of improvements achieved over the past six years in the counseling services area. A recent administrative realignment aimed at improving communication and service coordination is showing progress and has the potential to further accelerate improvement efforts in the delivery of counseling services.

Planning Agenda

See Planning Agenda for Standard II.B.1.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

SCC is a highly diverse College. The College embraces and respects the ethnic and cultural heritage of its students. The data on student ethnicity, collected over time and illustrated in the table that follows, demonstrates that the College is a “majority minority” campus, highly reflective of the Sacramento community at large. **(2B.137)**

	African American		Asian		Filipino		Hispanic		Native American		Other	
Fall 2001	2,666	11.9%	4,625	20.6%	703	3.1%	3,474	15.5%	352	1.6%	1,096	4.9%
Fall 2002	2,775	12.2%	4,749	20.9%	730	3.2%	3,615	15.9%	284	1.3%	1,415	6.2%
Fall 2003	2,585	11.8%	4,736	21.7%	744	3.4%	3,549	16.3%	270	1.2%	1,639	7.5%
Fall 2004	2,688	12.4%	4,717	21.8%	800	3.7%	3,542	16.4%	261	1.2%	1,821	8.4%
Fall 2005	2,805	12.9%	4,726	21.7%	756	3.5%	3,604	16.6%	252	1.2%	1,927	8.8%
Fall 2006	3,153	13.8%	4,850	21.3%	816	3.6%	3,901	17.1%	248	1.1%	2,134	9.4%
Fall 2007	3,584	14.6%	5,074	20.6%	889	3.6%	4,278	17.4%	260	1.1%	2,338	9.5%

The College's commitment to fostering student understanding and appreciation of diversity is embedded in its core College processes. Examples of College practices that support and enhance student understanding of diversity include the following:

- The College Vision Statement: The College's vision statement specifically references its celebration of diversity: "Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership." (**2B.138**)
- Governance documents: Section 6 of the Constitution of the SCC Classified Senate, adopted in December 1990, also demonstrates a similar commitment to "promote awareness and appreciation of the cultural and demographic diversity of the College's staff and students." (**2B.139**)
- District Non-Discrimination Policy: This policy of the LRCCD guarantees that no qualified student or prospective student or any person in his/her educational relationship with the District shall be discriminated against or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, religion, sex, age, color, sexual orientation, or physical or mental disability, nor shall any students be discriminated against for conversing in a language other than English though students shall be required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. This policy extends to all functions and activities of the LRCCD, including employment and employment selection, educational programs, services, admissions, and financial aid. Student equity in all academic and vocational programs is a primary goal of the College. (**2B.140, 2B.141**)
- Grievance Officer: The College Grievance Officer fields inquiries regarding staff or student complaints based on ethnic group identification, religion, age, color, language, physical disability, mental disability, sex (gender), sexual orientation, sex bias, and sex stereotyping. (**2B.142**)
- Student Equity Committee: The Student Equity Committee helps the College successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The Committee maintains and implements the Student Equity Plan that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The Committee makes recommendations and offers strategies for action through the participatory decision-making structure to address discrepancies that exist for under-represented students when compared to the rest of the student body. (**2B.143**)

In support of the student community, faculty and staff provide a variety of programs, practices, and services that foster understanding and an appreciation of differences and promote and support diversity and equity via credit and non-credit programs. Examples of academic offerings, student services, and programs follow:

Academic Programs

The College offers a variety of courses and academic programs that serve to enhance students' understanding of the many facets of diversity. All A.A. and A.S. degrees

include an ethnic/multicultural studies requirement that can currently be satisfied by taking one of 35 courses in such disciplines as Anthropology, Art History, Business, Early Childhood Education, History, Theatre Arts, and others. (**2B.144**)

An A.A. degree is offered in both Ethnic Studies and International Studies. The Ethnic Studies program is offered with an African American, Mexican American, Asian American, or Native American emphasis. The International Studies degree is designed to facilitate students' successful transfer to B.A. program and to prepare them for advanced study in a variety of graduate programs. (**2B.145**)

Cultural Awareness Center (CAC)

The CAC sponsors educational and inter-cultural programs that benefit SCC's' diverse student population and the Sacramento community. (**2B.124**) The programs sponsored by the Center include speakers, films, community forums, book reviews, and diversity workshops that promote advocacy, inquiry, and inclusion. The CAC collaborates with faculty on a regular basis to supplement classroom learning.

The CAC's programs foster an appreciation of many different cultures, traditions, and histories through forums, lectures, exhibits, and presentations of music, dance, and art. Students are encouraged to get involved. An advisory committee comprised of students, faculty, and staff meets each semester to discuss programming that adds value to the Center, the campus, and the community.

CAC focuses on orientation, retention, student development, education, cultural celebration, community involvement, and outreach.

The programs offered by the Cultural Awareness Center are rich and engage participants in dialogue and often cause participants to question their biases. The focus of these programmatic efforts is to expose individuals to "new" ideas and values. (**2B.125**)

Programs for February and March 2009 follow:

February 2009: Black History Month - Breaking Barriers

- Exhibit on Black Panthers by Ilka Hartmann
- Black History Month Reception, Co Sponsored with ASA
- Reflections from the Heart: President Obama's Inauguration: SCC Colleagues Share their Experience
- Film: Daddy Hunger
- SCC Faculty Share their Thoughts on Our 44th President (Part 1)
- Black Panther Presentation by Stan Oden, CSUS Political Science Professor
- Ray Upchurch, Filmmaker: Daddy Hunger
- Movie: The Great Debaters
- Exhibit by Rex Babin, Editorial Cartoonist for Sac Bee
- Presentation by Rex Babin, Editorial Cartoonist for Sac Bee
- SCC Students Share their Thoughts on Our 44th President (Part 2)
- Book Author Series: Teatro Chicana: Speakers: Yolanda Salabrarria, Guadalupe Beltran, Laura Garcia, Felicitas Nunez
- Concert: Blessed Assurance Ensemble with Theresa Keane
- Spoken Word with Special Guest/MC: immoBime
- Patrice Mallard, Filmmaker: Post Katrina
- Palestine/Israel, Is Peace Possible - Speaker: Manzar Foroohar

March 2009: Women's History Month

- Inter-Racial Dating and Marriage, Speaker: Lisa Gunderson

- Women and Gender Differences (Video)
- International Women's Day
- Women's View on Election
- "Every Thing Connects," Facilitator: Artist Khali Keyi
- Chicano Film Festival
- Women's Health Issues (Information Tables and Panel Discussion)
- Cesar Chavez Celebration Speaker: Antonio Juhasz

International Studies Program, Behavioral and Social Science Division

The College's International Studies Program (ISP) is an inter-disciplinary, international program, with special emphasis on the Pacific Rim, which includes courses in the Behavioral and Social Sciences, Humanities & Fine Arts, Language & Literature, and Business, and is designed for students who will be working in a global environment. The objectives of ISP are to prepare students through an educational program which emphasizes a multi-faceted, long-range perspective of a rapidly changing world; an appreciation of diverse views in both global and local contexts; and critical thinking on contemporary international affairs. The ISP works closely with the CAC to sponsor speakers. **(2B.123)**

SCC PUENTE Program

Students in Puente work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities. Multi-cultural perspectives are incorporated into the program focus. Puente students take two consecutive writing classes, the content of which focuses on Latino authors and issues. Puente students also take a one-unit Human Career Development class each semester. They work individually with the Puente counselor until they graduate from SCC, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit UC and CSU campuses and attend an annual Puente student transfer conference. Each Puente student is matched with a mentor who is a businessperson or professional in the local community. Students and their mentors commit to a minimum of nine hours of contact during the academic year. **(2B.146)**

RISE (Respect, Integrity, Self-Determination, Education)

The RISE program was established in 1999 to serve all academic probationary and dismissed students. The RISE Program is a collaboration of faculty, staff, and students dedicated to the success of all SCC students. RISE has expanded serving just probationary students to provide Basic Skills New Student Orientations, Student Ambassadors, Community/High School Outreach and Recruitment, Club Organizations, International Service Work Projects, In-Class Tutorial Projects, College Tours and Explorations, and a Foster Youth Support Program. RISE provides personalized counseling, tutorial services, and education enrichment experiences through such activities as university tours, campus volunteer projects, and cultural lecture series. **(2B.147)**

RISE has a strong cultural lecture series open to the entire SCC community. On July 9, 2007, RISE received the 2007 John W. Rice Diversity and Equity Award at the California Community Colleges Board of Governors (BOG) meeting. **(2B.148)**

!X Ethnic Theatre

The SCC !X Ethnic Theatre Workshop integrates various forms of art (playwriting, poetry, music, dance, visual art) with race, ethnic, and gender studies. The mission of the Ethnic Theatre Workshop is to develop artistic expressions of diverse experiences; to encourage community development through participation in the arts; and to promote educational equity at SCC. !X has performed for SCC Convocation, California

Community Colleges Chancellor's Office, SCC 90th Anniversary Celebration, the Crocker Art Museum, Luna's Café, Sacramento Poetry Center, Ha-RISE-enz, Mahogany Poetry Series, California Department of Social Services, California Department of Education, and Sacramento City Hall. **(2B.149)**

Clubs

A number of student clubs have been organized that promote student understanding and appreciation of diversity. Currently chartered clubs focusing on cultural appreciation include the following:

- African Scholars Alliance (ASA): assists students of African ancestry in retention, graduation, and transfer; provides a supportive campus network comprised of students, faculty and staff; plans, presents, and promotes activities and events designed to enhance cultural awareness of its members; and provides community involvement and connections. **(2B.150)**
- Brown Issues: works on political and social justice issues for Chicano/Latino students. **(2B.151)**
- Hmong Opportunity Program for Education: works on cultural, social, educational, and organizational activities for SCC Hmong students. **(2B.152)**
- Movimiento Estudiantil Chicano de Aztlán (MEChA): promotes higher education, cultura, and historia. MEChA's main objective is to provide a feeling of community and security, while increasing the recruitment and retention of SCC Chicanos/as. **(2B.153)**
- SCC MESA/C2P: assists students majoring in math, engineering, or science to succeed academically so they can transfer to a four-year institution and attain a science- or math- based degree. The program emphasizes collaborative study and support to attain high academic achievement. **(2B.154)**
- National Society of Black Engineers (NSBE): works "to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community." **(2B.155)**
- Queer Straight Alliance: comprised of students, staff, and faculty who identify as lesbian, gay, bisexual, transgender, intersex, "queer," questioning, and/or straight ally whose goals are to provide social opportunities; promote visibility of LGBTQ individuals; provide support, friendship, and mentoring; increase awareness of LGBTQ issues; and eradicate heterosexism, homophobia, and other forms of oppression based on sexual orientation. **(2B.156)**
- Society of Hispanic Professional Engineers (SHPE): a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science. **(2B.157)**

Disability Resource Center (DRC)

The DRC provides educational support services to meet the unique needs of students with disabilities and to assist them in achieving a successful College experience.

(2B.158) Services include the following:

- Assistive Computer Technology

- Auxiliary Aides
- Alternate Media
- Liaison with Campus and/or Community Agencies
- Priority Registration Assistance
- Special Parking
- Supplemental Specialized Orientation
- Extended Testing Time & Testing Rooms
- Academic, Career and Personal Counseling
- Sign Language and Interpreting Services
- Reader, Note taker, Transcriber Services
- Mobility Assistance
- Proctored Testing
- Lockers
- Adaptive Physical Education: Weight Training and Aquatic Fitness
- Classroom Accommodations and Adjustment

In addition, the Disability Resource center trains specialized in-class tutors for basic skills classes, assists with tutor training (providing a component on tutoring students with learning challenges), and collaborates with the Occupational Therapy Assistant program to provide support groups for challenged students on campus.

Cultural Democracy Initiative (CDI)

The Cultural Democracy (CD) concept was introduced at SCC as part of the Education Initiative in April 2004. CD is the process of creating educational environments that recognize, respect, show sensitivity to, and support the diverse communities from which students come. It recognizes that the various cultures represented in the College's student body have unique learning styles, methods of relating to others, language needs, etc. CD inspires the learning community to provide something greater than any single cultural experience which might develop from the individual lives of its members.

(2B.159)

The CDI was developed to institutionalize the concept of CD in the College community. The CDI works with the Staff Resource Center and CAC in developing programs for students that emphasize the concepts underlying Cultural Democracy and for faculty to incorporate CD into classroom and service practices. An expansion of CDI in 2009 will have College committees that impact instruction and student services, such as curriculum and student equity, broaden the College dialogue to involve cultural democracy and its connection to student success. The CDI includes all constituency groups--faculty, classified staff, administrators/managers, and students--in future planning and programs. **(2B.160)**

One of the major activities undertaken as part of the CDI was to sponsor "Beyond Diversity" Workshops and Courageous Conversations in the period from February 2006 to August 2008. **(2B.161)** The Beyond Diversity workshops provided opportunities for administrators, faculty, staff, and students to recognize and examine their own cultural perspectives and presumptions and to understand how those factors influence the ways that they interact with those whose cultural backgrounds are different than their own. **(2B.162, 2B.163)** After a "Beyond Diversity" workshop, Courageous Conversations were organized as small-group discussions for participants to "engage, sustain, and deepen interracial dialogue about race in order to examine schooling and improve student achievement."

Self-Evaluation

Access to culture and cultural information plays a key role in engaging SCC students in the educational process. The programs described in the preceding section offer students fuller access and participation in the cultural life of the campus and opportunities to gain an understanding and appreciation of diversity. The number and variety of programs offered at SCC are extensive and have been sustained over time, including the CAC, which was created in 1994. The number of programs offered over the last six years has increased in the diversity of issues addressed as well as the number of students attending. In the 2007-2008 academic year, over 4,000 students attended programs offered at the CAC. The Center provides an evaluation form to all attendees. (**2B.164**) Sample comments from these evaluations include the following:

- “I have learned more about Filipino culture, dialect, and dress... it was more than expected;”
- “We as a people can come together peacefully and experience the happiness of sharing a common heritage;” and,
- “I have learned a lot of information that has benefited my life.”

The College has developed newer programs such as the CDI, whose underlying principles have promoted student understanding and appreciation of diversity. The following are examples:

- The resolution of concerns raised by Chicano/Latino students on how they were being portrayed in the Express student newspaper.
- A workshop that focused on how to integrate diversity into the hiring process. In spring 2008, SCC led the District in hiring faculty from diverse backgrounds.
- The campus providing the site for a statewide FACCC diversity conference, with a large number of SCC faculty and staff participating as both attendees and participants.

Related Survey Results

The fall 2008 Student Accreditation Survey asked students to evaluate the statement, “The College demonstrates an understanding of and concern for issues of fairness and diversity.” Results from the 400 respondents show 87 percent either agreed or agreed strongly with this statement, an increase of 4.8 percent over the results of the survey administered in the 2002 accreditation study. A total of 7.8 percent selected the “Don’t Know” option. (**2B.165**)

The 2008 Noel-Levitz Student Satisfaction Survey included the statement, “Faculty are fair and unbiased in their treatment of individual students.” The mean response from SCC students on the importance of this question on a scale of 1-7 (low to high) was 6.30. However, the mean rating in response to this statement was 5.19, indicating that, while students thought this issue was of high importance, they were less satisfied with the College. By comparison, in the nationwide Noel-Levitz Survey, the sample rated the importance of this factor with a mean of 6.22, while overall it was 5.33, indicating that

nationwide students regarded this question as less important than did SCC students but were more satisfied. **(2B.166)**

In 2008, the College administered the Community College Survey of Student Engagement (CCSSE). The CCSSE included a number of items related to students' views on diversity issues. One question asked students how often they "had serious conversations with students of a different race or ethnicity than their own." On a response scale in which 4 was high and 1 was low, the College's mean score was 2.54, while the mean score for other extra large Colleges was 2.45; the response for the sample as a whole was 2.37. **(2B.167)** When the question asked about how often the respondent "Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values," on a response scale where 4 was high and 1 was low, the College's mean score was 2.43, while the mean score for other extra large Colleges was 2.35, and the response for the sample as a whole was 2.33. **(2B.168)** On a question of how much their experience at the College contributed to the individual's knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds, the College's mean score was 2.47, while the mean score for other extra large Colleges was 2.42; the response for the sample as a whole was 2.36. **(2B.169)** When asked how much the College "encouraged contact among students from different economic, social, and racial or ethnic backgrounds," the College mean score was 2.47 while the mean score for extra large Colleges was 2.52; for the CCSSE sample as a whole, the mean was 2.47. **(2B.170)**

SCC has clearly developed a broad variety of practices, programs, and services that promote student understanding and appreciation for diversity. Survey results indicate that SCC students place high importance on these issues and, in many cases, are more engaged in issues of diversity and understanding other cultures than schools of comparable size or nationwide. However, there are challenges in promoting student understanding and appreciation of diversity that require the continued commitment of the College to fostering those programs and services that are focused on diversity issues.

Planning Agenda

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The College follows the admissions guidelines as prescribed in Title 5. Students who are admitted to the College that do not have a high school diploma and are seeking financial assistance are required to take the Ability to Benefit Test as required by the U.S. Department of Education. The College uses the instrument approved by the Department of Education to assess the non-high school graduate's ability to benefit from College-level instruction. **(2B.171)**

The Assessment Center offers tests that measure skills in Mathematics, English and English as a Second Language, and Ability to Benefit Testing. Also available, with a counselor referral, are career interest and learning style inventories. The assessment can assist students and their Counselors in planning an effective course of study. ACCUPLACER is used for assessments at SCC. **(2B.171)** Scoring and processing of

reports is done electronically. Assessment results are stored in a single database and data can be retrieved for duplicate reports for research purposes and for MIS reporting.

For students with disabilities, Accuplacer CPTs are available as the companion Test in Braille, large print, and audio. All tests are administered with accommodations in the Disability Resource Center. The assessment computer lab has two large screen monitors that accommodate Zoom text.

Instruction assists Matriculation with the validation and selection of assessment instruments, establishing cut scores and developing, administering and scoring locally managed writing sample assessments. Institutional Research works with department faculty, Matriculation and the Office of Instruction on validation studies for assessment instruments on a regular cycle as determined by state regulations. These studies include content review of assessment instruments for language or cultural bias, disproportionate impact analyses of assessment results, inter-rater and inter-prompt reliability analyses of essay assessments and cut-score validations, program review data and administering annual student satisfaction surveys. Institutional research and instruction also work together to generate program review data and to administer student satisfaction surveys both of which provide feedback on the effectiveness of admissions and placement instruments. (**2B.14, 2B.172**)

Self-Evaluation

All tests used for recommended placement are on the State Chancellor's approved list of instruments:

- Accuplacer CPTs for English reading, English writing, and Math have full approval until February 2012.
- Accuplacer LOEP for ESL has full approval until February 2012.
- ESL Essay has full approval until February 2010.
- English Essay was reapproved in December, 2008.
- DTMS Algebra Test is used for graduation competency in math. It is not on the approved Chancellor's list, but it is not used for placement. The cut score was validated in a District research study.
- Ability to Benefit Test

Planning Agenda

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College carefully maintains student records.

Transcripts

The College maintains all transcripts electronically in the Student Information System and follows District, State and Federal guidelines for the release of such records. Requests for official transcripts must be done in writing and submitted to the Office of

Admissions and Records. Unofficial transcripts and grades may be accessed at no cost through eServices, the online Student Information System for students. **(2B.173)**

Verification of Enrollment

Upon written request, verifications of enrollment are provided free of charge by the Office of Admission and Records. **(2B.173)** The College recently contracted with the National Student Clearinghouse to provide round the clock service for a nominal fee.

Access to Student Records

The Los Rios Board of Trustees, in order to meet the provisions of the Family Rights and Privacy Act (FERPA) of 1974 and the Education Code, has established policies giving students and parents of dependent student's access to certain designated records. Students have the right to challenge the accuracy of his/her student records, which much be done in writing. A summary of the rights and procedures for access are contained in the Students Rights and Responsibilities section of the Los Rios Community College District Policy manual. **(2B.174)** Complete copies of the Act, Education Code, and Board policies are available in the offices of the Dean of Admissions and Records and the Vice President of Student Services.

It is not the practice of the College to provide directory information to third parties without the written release of the student. Students have the right to refuse the release of directory information by providing a written statement to the Office of Admissions and Records. However, District Regulation 2265 provides for the release, without student consent, of certain Student Directory Information, (i.e., student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous public or private school attended). **(2B.174)**

In addition, federal law provides that representatives of the U.S. Department of Defense shall be provided a student's name, address, and telephone number for recruitment purposes. Students have the right to refuse the release of directory information by submitting a written statement to the Admissions and Records Office. **(2B.175)**

Information Security

The College and District have taken a number of steps to secure the confidentiality and security of student records. Board Policies and regulations were developed and implemented so that users (faculty, staff, and students) understand their responsibility in the process of maintaining District computing and networking resources. The policy states that all systems are owned by the District and are to be used for District-related activities only. Informational access to resources connected to local, national and/or international networks may be permitted, as a courtesy to others on the network, as long as their use does not adversely affect campus use and such access provides benefit to the District. **(2B.176)**

In 2007-2008 the Board of Trustees updated policies and regulations governing information security, particularly with respect to the confidentiality of student data. **(2B.174-2B.176)** The regulations address such issues as the definition of high risk data, assignment of responsibility for maintaining information security, as well as policies and practices for maintaining secure information. The District has hired an information security officer (ISO) to work with the District's information technology department on securing student records. The District has also created a Districtwide information

security committee which is comprised of College information security officers and District personnel responsible for the systems which house and use student data. That committee is chaired by the Vice Chancellor for Education and Technology.

At the College, the Dean of Information Technology has been designated as the College Information Security Officer. The College, working with the District, has taken a number of steps to secure student information, including:

- Developing and publishing rules about who can have access to confidential data and for what purposes
- Providing encryption to systems that contain high risk data
- Scanning servers to ensure that high risk data is not available in unsecured environments
- Reassessing and reestablishing access rights to student data housed in PeopleSoft based on job responsibilities and job classifications
- Providing secure backups for systems that contain scanned records
- Establishing new password procedures that require password changes, use of secure passwords, and use of security questions in order to retrieve forgotten passwords. These procedures are published on for both student and faculty/staff. **(2B.176)**

Confidentiality

The College practices the rules and regulations of confidentiality as defined in the Family Rights and Privacy Act as previously discussed above. Any information of a personal nature disclosed by a student in the process of receiving counseling from a counselor is confidential. The information discussed during counseling shall not become part of the student record as defined in Administrative Regulation (R-2265), Paragraph 2.0 (Education Code § 67110) without the student's written consent. **(2B.174)**

Library Records

The SCC Library adheres to the American Library Association confidentiality of records. **(2B.177)**

Health and DSPS Records

Health and DSPS records are held to a higher degree of confidentiality due to the nature and sensitivity of the information. HIPPA and FERPA regulations govern the rules of the College. As such, medical and psychological treatment records of eligible students are excluded from the definition of "education records" if they are made, maintained, and used online in connection with treatment of the student and disclosed only to individuals providing the treatment. [See 34 CFR 99.31(a)] **(2B.178)**

Self-Evaluation

District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews one third of its policies annually to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies

and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's Executive Staff. After approval by the Chancellor's Executive Staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued. **(2B.179)**

Student records are protected and released only upon the approval of the student or by court order as required by law. Admissions and Records releases student information after the student has presented a picture ID. **(2B.180)** Access to student information is limited based on the functions of the position and is password-protected.

Student Financial records are destroyed every five years per Federal regulation.

Admissions and Records has 63 years of student educational records on microfilm and microfiche from 1916–1979. After 1979, the information is stored on our student information system (PeopleSoft) and backed up daily. Student transcripts and financial aid records are stored on an optical image system, which is stored on a dedicated server and backed up nightly.

Planning Agenda

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Services engages in several cyclical planning and evaluation activities, the purpose of which is to continually improve service delivery in response to the changing needs of students and the community. All units within Student Services participate in the College's annual unit-planning process as well as the Student Services three-year cycle of program review. In addition, categorical programs, such as DSPS, CalWORKs, EOPS/CARE, and Matriculation, follow state-mandated program evaluation processes. **(2B.42)**

Program review uses both quantitative and qualitative data to assess the effectiveness of programs and services and makes use of this evaluation as a basis for improvement. Program review is the process by which student services measures the extent to which institutional goals are being met, assesses how the College is meeting students' needs, evaluates the quality of services, defines goals and objectives, highlights areas that need to be resolved to help the College fulfill its mission, and responds to student needs. **(2B.181)**

Program review follows a three-year cycle for all student services departmental units, with three exceptions (HCD, Work Experience, and Athletic Counseling are on a six-year academic program review cycle). **(2B.182)** Program review is linked to the annual unit-planning and resource request process to provide a means for annually assessing progress toward the achievement of objectives developed in the unit plan. **(2B.183)**

The program review process begins with the collection and analysis of data. Programs collect, analyze, and summarize data in the following areas: (1) Provision and Delivery of Program Services; (2) Advisory Committee recommendations (if applicable); (3) Student Learning Outcomes; (4) Curriculum (if applicable); (5) Program Resource Utilization (personnel, financial, and physical); (5) Collaboration Across Our Communities; and (6) Other Program Issues. **(2B.46, 2B.184)** Units then analyze the data to develop an accurate picture of their programs relative to past performance; identify emerging trends and progress toward achieving previously established Collegewide goals and unit objectives; determine potential or realized internal/external factors that could/have had significant impact on their programs; and assess student learning.

The results of this data collection and analysis are then used by the units to identify and to summarize a focused set of strategic issues confronting their programs over the next three years as they relate to the program mission from which ensuing program priorities are developed. Based on identified strategic issues, each unit develops a limited number of priority areas in the subsequent three years. These program priorities and their related objectives, in conjunction with the student services guiding principles, provide context to the development and prioritization of annual unit plans and the achievement of the annual Collegewide goals. Identified priorities help in the development of the annual unit plan which incorporates the unit's student learning outcomes. Each unit develops its own student learning outcomes (SLO) and identifies at least one SLO to measure. **(2B.46, 2B.41)**

The program assesses its progress annually to determine the extent to which it is fulfilling its stated mission and that of the College. This annual progress report, with the year-end unit plan document, provides a means of assessing the extent to which the program is addressing its program priorities, adhering to the guiding principles of the Student Services Area, and achieving specifically identified student learning outcomes. **(2B.185, 2B.40)**

The Annual Progress Report directly precedes the annual unit-planning process and provides for thoughtful reflection and preparation. Student service programs/departments develop unit plans once a year in the fall as part of the College's unit-planning process. Units identify objectives to work on that accomplish College goals. Units rely on the most recent program review and annual Progress Reports as sources for identifying possible objectives and outcome measures. **(2B.41)**

The various Student Services units work steadily toward the development and utilization of SLOs as a core part of its planning and evaluation processes. Student Services, as an entire program, completed the development of Student Services Program Learning Outcomes (ProLOs) over a three-year period (2005-2008), as well as each individual unit's student learning outcomes (SLOs). The Student Services ProLOs provide a broad framework to which each student service unit's SLOs are aligned. Additionally, Student Services ProLOs are matched with the College's General Education Learning Outcomes (GELOs), resulting in an institutional alignment of SLOs. The SCC Academic Senate

adopted the Student Service Division ProLOs in May 2008. Student Services units are currently measuring one or more SLO. These measures provide evidence of student learning and are a rich source of information to assist in evaluating and improving services to students. (**2B.51-2B.54**)

Self-Evaluation

The College consistently evaluates its student support services. For example, SCC Student Services conducts program reviews every three years, with the most recent in 2002, 2005, and 2008. In addition to comprehensive program review, the Noel-Levitz Student Satisfaction Survey has been administered Collegewide every four years since 1998. (**2B.47**) In spring 2008, moreover, the College initiated the first of what will be a periodic assessment of student engagement using the CCSSE. (**2B.48**) The Student Services area recently developed a process for soliciting more direct student feedback related to the quality of service delivery. Data-gathering is conducted in all student services units twice annually during times of peak service demand. To assist in initiating and assessing program improvement efforts, survey results are collected and disseminated to units through a regular report that shows changes in student responses over time. (**2B.49**) Departmental surveys are conducted in various student services units to gather in-depth information on student satisfaction, engagement, and service quality. The results from these various surveys are key components in the comprehensive program review process. (**2B.50**)

The College effectively utilizes the results of their ongoing evaluation practices as the basis for improvement efforts to ensure it meets identified student needs. For example, the program reviews conducted in 2002 and 2005 indicated a need in student services programs for an increased use of advanced technology, both to serve students and to track student contact. There were also indications of a need for additional space in most student services programs and increased staffing to handle student demand. (**2B.44, 2B.45**)

Based on the results of these findings, the College has made significant progress in the utilization of advanced technology to better meet the needs of students. Track-It programs have been installed in a variety of student services programs. As a result, these units can better monitor changes in the volume and types of student services utilized. This information became part of the data collection and analysis section of the program review process, used to identify needed changes in physical, financial, and human resources. The full utilization of the SARS scheduling technology resulted in better management and planning related to the distribution of College counseling resources. With the development of a shared computer drive in spring 2008, the SARS system now provides various student services areas with access to a comprehensive system for planning, tracking, and measuring the use of its counseling resources, all part of the effort to better meet the growing demands of students. (**2B.106**)

In the last three years, A&R has refined the application processes and increased web-based services for students to reduce barriers to College. For example, the A&R Department has worked closely with IT staff to create an online transcript request option for students, facilitated the training and development of user documentation for the migration from PeopleSoft Version 8.0 to 9.0 to better serve students, created online versions of a variety of student forms, and provided leadership in Districtwide efforts to develop electronic transcript-exchange functionality (CCCTran). (**2B.31**) During this same time, several technology innovations have been implemented to improve the

efficiency and productivity of the Financial Aid Office and have lead to a now completely paperless financial aid process whereby all student financial aid files are now digital. **(2B.32)**

In 2008, the College began implementation of a digital signage system as part of the effort to more effectively and consistently communicate with students throughout the College at various campus locations. A focus of these beginning efforts is to increase students' awareness of available student services, such as counseling, financial aid, career services, etc. **(2B.186)** The College also provides significant leadership and resources to a Districtwide project to develop a degree-auditing capacity within its ERP system, PeopleSoft. This project is another example of centralized efforts to utilize advanced technology to provide more comprehensive services to students.

The identified need for additional staffing in earlier program reviews provided the basis for increases in staffing levels in various student services areas over the last three years. Starting in 2005, A&R has changed from having an entire staff consisting of Admissions and Records (A&R) Clerks (I, II, and III levels) to having a staff with higher level job descriptions, such as Student Personnel Assistant (two positions) and Evaluator (four positions). **(2B.31)** This change has allowed for more cross-training opportunities and better service to students. In the DSPS Program, five adjunct counselors have been added to the staff in the last four years. **(2B.187)** The EOPS/CARE program recently added two additional full-time counselors to its staff, significantly reducing the need for adjunct counselors. **(2B.188)**

Similar changes in staffing levels within the Outreach Program provides further evidence that the evaluation processes in student services has led to program changes and improvements. **(2B.189)** In 2004-2005, three temporary Student Personnel Assistants (SPAs) filled in for the vacant Outreach Specialist position for one year. In 2005, SCC hired one full-time Outreach Specialist while two part-time, temporary SPAs continued in their positions. In 2007, a second full-time Outreach Specialist was hired and two part-time SPAs were added to meet the needs of the Outreach team. And, in spring 2009, the College added a new SPA to conduct Financial Aid Outreach and other front-door services and an SPA for the RISE Program. However, as enrollment grows and service demand increases, adequate staffing remains an ongoing challenge.

The need for adequate physical space also remains an ongoing challenge for SCC, one of the oldest, land-locked Colleges in the California Community College System. The various student services areas of the College are not impervious to such a challenge as there are significant space needs in many of the units. It is important to note, however, that despite these constraints, there have been a number of physical space renovations subsequent to the 2005 program review which has led to improved space utilization in various student services areas. **(2B.190)** The EOPS Office recently completed its third phase of office renovation that now better utilizes available space to meet the needs of students. A major renovation of the Eservices area is scheduled to be completed in summer 2009.

These and other successful improvement efforts were the result of the College's review and evaluation processes. They offer clear evidence that the College evaluates student support services to ensure that they are adequately meeting identified student needs and that the institution uses the results of these evaluations as the basis for improvement.

College evaluation processes contribute significantly to the achievement of student learning outcomes. The distinguishing feature of the revised program review process instituted in fall 2008 is that it requires extensive, specific documentation of evidence of learning that follows the new guidelines for accreditation standards. For example, the process calls for a description of student learning outcomes developed for the program/unit; a matrix showing how these program/unit-level learning outcomes relate to division-level outcomes for student services; identification of unit-level learning outcomes that have assessment measures and that have been assessed; and an evaluation of the assessment results in terms of achieving these outcomes and/or ascertaining what areas need change or improvement. **(2B.46)**

The following excerpt was taken from the Student Leadership Program Review Report for 2008:

Program/Unit-Level Learning Outcomes: The attached Leadership Assessments (Appendix A-5) are SLD's best measurements of learning. Students are asked to self-assess their growth in interpersonal and leadership skills using a pre- and a post-test (Leadership Assessments). **(2B.191)** Their faculty advisors are also asked to assess their students' growth in the same areas. The assessments were changed this year to reflect the Social Change Model of Leadership (Appendix A-6). As a result of interacting with this program/completing this program, students will be able to: (1) improve their leadership skills and abilities (specific areas noted in attached assessments); and (2) develop their interpersonal skills and abilities (specific areas noted in attached assessments). **(2B.192)**

Program-to-Division Learning Outcomes: The aforementioned learning outcomes are achieved through involvement in SLD programs and services as listed on the attached SLD Program Outcomes grid (Appendix A-1; the assessment tool in each area is indicated in parentheses). **(2B.193)** These programs/services meet SLD program outcomes as marked and are connected to Student Services program learning outcomes and SCC goals as noted. All learning outcomes have assessment measures and have/are being utilized. Leadership Assessment Outcomes are attached (Appendix A-7) and data clearly indicates success in achieving the learning outcomes. Also, see previous responses in this program review for additional information. **(2B.194)**

Future Directions: The program will continue to assess both learning outcomes over the next three years, specifically using the new Leadership Assessment forms based on the Social Change Model of Leadership (Appendix 6). **(2B.192)**

While all student services units have developed SLOs, not all units have developed assessment mechanisms and/or have assessed their SLOs. However, the program review template contained in the appendices to the Student Services Institutional Plan, and the completed program reviews for each of the student services units provides detailed evidence that mechanisms are in place to ensure that student learning outcomes are incorporated into the evaluation and improvement process of student services programs. **(2B.46)** As a result, over the next three years, each student services unit will develop and conduct assessments of student learning outcomes and utilize the data from these assessments to develop and implement improvement efforts.

Planning Agenda

During 2009-2010, Student Services Leadership will complete a comprehensive evaluation of the administrative and reporting structures within its service areas with the

goal of identifying further administrative and departmental realignments that will lead to improved service to students and strengthen interpersonal and organizational relationships.

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- 2B.193 Sacramento City College, Student Services, Student Leadership Program Review, Appendix A-1, Page 10.**
<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Student%20Services%20Program%20Review%202009-2011/StudentLeadership/student%20leadership%20Program%20Review%20Section%20I&II.pdf>

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<https://file.scc.losrios.edu/accreditation/Document%20Storage%20Bin/Student%20Services%20Program%20Review%202009-2011/StudentLeadership/student%20leadership%20Program%20Review%20Section%20I&II.pdf>

Standard IIC. Library and Learning Support Services

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

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Learning Resource Center (LRC) houses the library as well as other key learning support services: Instructional Media and Academic Computing, the Learning Skills and Tutoring Center, and the Writing Center.

The library is located on the 2nd and 3rd floors of the LRC. **(2C.1)** The library currently owns 79,980 print volumes (included in reference, reserve and general circulating collections), 12,258 electronic books, and 6,434 media items, and subscribes to approximately 400 print periodicals. In addition, the library subscribes to electronic databases, with access to over 12,000 magazine, journal, and newspaper titles. Library staffing includes eight faculty librarians and 9.5 para-professional library media technical assistants.

The Learning Skills and Tutoring Center provides individualized tutoring for all academic areas on campus as well as group tutoring through the Beacon Peer-Assisted Learning Program. **(2C.2)** The Center also offers a Human Services course that allows students to work independently on basic skills and an HCD study skills course. Tutoring Center staffing includes two faculty coordinators, one Tutorial Services assistant, 1.5 FTE instructional assistants (IAs), part-time temporary IAs and clerks, and approximately 100 student tutors each semester.

In fall 2007, the Writing Center was created to offer writing workshops and one-on-one assistance to students on writing projects. **(2C.3)** Writing Center staffing includes a permanent faculty coordinator and a variety of part-time, temporary staff.

The Instructional Media Center provides access to non-print library resources, audio-visual equipment, two computer labs, and an electronic classroom. **(2C.4)** Faculty can also check out various types of audio-visual equipment for use in their classrooms, such as laptops with projectors, video/DVD players, CD players, and camcorders. Instructional Media staffing includes 1 faculty librarian, 3 para-professional LMTAs, and several IAs.

The Learning Resources Division provides several computer labs that are open to all SCC students. Each of these labs contains workstations that are ADA-compliant. The College provides a wireless network that is accessible from the LRC and numerous other places on campus. **(2C.5)** In addition to the computer labs available in the LRC, there are a number of other computer labs throughout the campus. These labs offer a variety of learning support services and computer resources that are discipline-specific. **(2C.6)** Staffing in the learning support labs generally includes a faculty lab coordinator, an IT technician and/or an instructional assistant, as well as student tutors.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library

The library makes use of a variety of strategies and resources to select and maintain adequate collections and equipment to support student learning and success. Baseline standards for California community college libraries can be found in Title 5 of the California Code of Regulations (CCR). The library has developed a local Collection Development Policy and participated in creating the LRCCD Collection Development Plan. Librarians regularly read professional journals, including reviews of books to use as selection tools. **(2C.7-2C.10)**

In addition to these general collection development strategies, librarians seek out the expertise of faculty in a variety of ways. Each librarian is assigned as a subject selector for several academic departments. The assigned librarian visits department meetings and solicits prioritized lists of book/media suggestions from faculty through email and through a suggestion form accessible from the library's web page. **(2C.11)** Librarians also monitor curriculum proposals in SOCRATES and contact faculty to discuss potentially needed library materials or services. A librarian sign-off is required during the curriculum process for all new programs and courses in order to ensure that appropriate library materials are available. **(2C.12)** Faculty members are provided with a list of the librarian subject selectors and are encouraged to help maintain the quality of the collection by suggesting new titles for purchase and materials for removal from their subject areas.

Throughout the semester, as reference librarians work with students, they gain anecdotal evidence of areas of potential weaknesses in the collection, and they maintain a gap list to record areas that may need to be expanded or updated. The librarians also analyze inter-library loan requests and other reports generated by the library information system, such as age of collection reports and circulation statistical reports to assess how well the collection is meeting students' needs.

As needed library materials are identified, the library purchases them to the extent that the budget allows. The library's permanent base materials budget is \$54,000; this funding is spent on print subscriptions for periodicals and reference materials. An additional \$50,000 for library materials has been allocated on year-to-year basis since the mid-1990s. Beyond these two funded amounts, the Budget Committee allocated yet

an additional \$50,000, on a temporary basis, for the academic years 2007-2008 and 2008-2009. **(2C.13)**

Librarians across the District work together to analyze, select, and subscribe to a selection of electronic databases that provide consistent information resources to all students throughout the District. **(2C.14)** The Los Rios libraries rely primarily on TTIP money (state categorical funds), augmented with funds provided by the Los Rios District Office, to pay for electronic databases. For the 2007-2008 academic year, a total of \$187,993 was spent on database subscriptions for all four of the Los Rios Colleges.

The library uses various surveys and instruments to measure how successfully the library is enhancing student achievement. The Noel-Levitz Self-Study Survey measures student satisfaction with library services; the last survey showed student satisfaction with library resources, services, and staff was slightly higher than the national mean. **(2C.15)** The library also conducts an annual student survey to measure how students use and value library books as a component of their successful completion of courses or programs. **(2C.16)** Six years of this data indicate that students increasingly rely on library books, particularly reserve textbooks, to help them stay in school and to complete their classes. The fall 2008 Faculty-Staff survey showed that 67 percent of the respondents agreed with the statement that "educational materials and equipment (e.g. library holdings, databases) are sufficient to support educational courses, programs and degrees wherever offered." **(2C.17, 2C.18)**

Tutoring Center and Writing Center

The Learning Skills and Tutoring Center and the Writing Center are governed by Title 5 of the Educational Code regarding tutoring centers and policies. The Learning Skills and Tutoring Center (LSTC) provides general tutoring in a wide variety of subjects. Students can sign up in advance for tutoring appointments in all the subjects offered; the Center offers walk-in tutoring services as well. **(2C.2)**

The Beacon Peer Support Tutoring Program is also offered through the LSTC. **(2C.19)** Through this program, an instructor selects a student who has taken the class and who has passed with a grade of "A" or "B" to be a Beacon tutor for that particular class for the subsequent semester. Beacon tutors are trained through a 1-unit tutor training class. They are paid for 5 hours a week to perform the following tasks: meet with the instructor for one hour; prepare materials for tutoring sessions (supporting collaborative interactions) for one hour; be in the classroom for one hour; and tutor outside of the classroom for two hours.

This program supports collegial, interactive learning among a cohort of students enrolled in the same section of the class. Because the tutor has taken the class from the same instructor, that tutor can support the students with the specific study skills necessary to be successful in the class. Many instructors have come to rely on Beacon Tutors to give their students the extra support they need to succeed in the classes. The Beacon program was unable to fund all the groups that were requested in fall 2008, and it has become increasingly difficult to find locations in which Beacon groups can meet. **(2C.20)**

The coordinators and instructional assistants (IA) offer individual consultations on specific study skill needs. **(2C.21)** The IAs in the LSTC offer a monthly schedule of study skills workshops that are open to all students on campus. **(2C.22)** The coordinators

have developed and presented test-taking workshops for specific disciplines, such as nursing and cosmetology. The LSTC coordinators also teach the tutor-training classes (HS 370 and 373), a 1-unit study skills class (HCD 360), and a prerequisite skills class (HS 92). The prerequisite skills class offers a computer-assisted, self-paced review of basic skills in the area of math, reading, and writing. (**2C.23-2C.27**)

A centralized tutoring budget also funds tutoring services offered in the learning support labs on campus. Tutoring for the ESL Center and Reading Lab is also funded by a centralized budget. The different lab coordinators hire their own tutors; however, the LSTC may recommend suitable tutors. Time sheets and other paperwork for all tutoring services are processed through the LSTC. All tutors are required to take Human Services 370, which provides tutor training. Beacon tutors who are linked to specific courses take a separate class, HSER 373, "Supervised Tutoring." (**2C.23, 2C.24**)

The Writing Center, opened in fall 2007, is located on the first floor of the Learning Resource Center. The Center offers writing workshops and one-on-one tutoring in writing. In addition, the Center provides dictionaries, grammar textbooks, and other reference materials to students as well as instructional handouts prepared by English and ESL faculty. (**2C.3**)

The Center has seating for 12 students, three computer stations (one for instructors and two for students), and a desk for the clerical staff. Workshops and meetings are held in rooms that are available in the LRC since the Center does not have designated space for its activities. Students using Writing Center services sign in using a computerized tracking system. They register just as they would for a class, but there is no registration fee. This process allows the Writing Center to keep track of the number of students who receive their services. (**2C.28**)

There is a permanent faculty coordinator for the Writing Center. In addition, several English and ESL instructors are re-assigned, for a fraction of their work-load, to work in the Writing Center to supervise tutors and to work with students. This reassignment for instructors is funded through the Basic Skills Initiative. The Writing Center is also staffed by two part-time temporary IAs and three part-time temporary clerks. The Writing Center coordinator, re-assigned faculty, and IAs, all conduct writing workshops. (**2C.28**)

Instructional Media

The Instructional Media Center houses the non-print collections for the library, currently over 6,000 items in a variety of formats, on many topics. The Center makes decisions about selecting and maintaining the media collection, using Title 5 guidelines for media centers as well as those developed by the American Library Association (ALA) and the Association of College and Research Libraries (ACRL). (**2C.30**)

In addition, the Collection Development Policy developed for the SCC Library outlines the process for media selection. The Media Librarian assiduously reads selection journals and solicits suggestions from faculty members. As the librarians work with students at the Reference desk or examine new curriculum requests from faculty, they note requests for media and forward them to the Media Librarian for consideration. For the past few years, the Instructional Media Center has been allocated 10 percent of any augmentations to the Library's materials budget. (**2C.30**)

The Instructional Media Center provides access to not only audio-visual equipment for students to view media on campus as well as two computer labs and an electronic classroom for faculty to reserve in order to teach classes requiring online access. The computers in the labs have the full array of Microsoft applications and software needed to support several academic classes. Faculty members may request specific software programs to be made accessible on these computers. These labs are available for academic use by SCC students taking courses in any discipline. **(2C.29)**

Other Learning Support Labs

The academic learning support labs are created by divisions/departments based on need, student demand, facility availability, and available resources. These learning support labs have been specifically designed to meet student needs in various disciplines. Information about these labs can be found on the quick link menu of the SCC web page; instructors also refer students to these labs. **(2C.5)** Tutoring services with specific discipline focus are offered in many of these labs. A list of all the tutoring services on campus is also available on the SCC web page. **(2C.27)**

As an example, one of the learning support labs is the Math Lab, located in RS-162. This lab has seats for 53 students, two of which are designated for students who need physical accommodations; it provides 12 student computers, with numerous outlets for student laptop computers and wireless network/Internet capability; it houses a library of current and past textbooks, solutions manuals, and CD/DVD media for students to use in the lab; it supplies a small collection of calculators, rulers, and headsets for student use; and it offers a designated number of hours of tutoring.

Self-Evaluation

Library

During the past decade, library materials allocations remained flat until temporary augmentations were made for 2007-2008 and 2008-2009. During this time, student enrollment increased 28%; book prices rose 25%; book circulation increased 47%; and reserve book usage increased 104%. However, increased funding has not kept pace with rising costs and escalating student demand.

The SCC library shares the cost of electronic resources and services with the other libraries in the District because the library information system is shared Districtwide, to provide all students with a common set of resources, and to reduce overall District costs. In addition, any Los Rios student is free to use or to request materials from any library in the District. The other libraries in the District rely upon SCC to participate equitably in the purchase of both print materials and electronic resources. Materials budgets have been expanded at other libraries in the District. For example, American River College has established a budget formula that allocates \$15 per full-time equivalent student (FTES) for library materials. Even with funding augmentations in the past two academic years, the maximum that SCC has ever allocated for materials funding has been just over \$10 per FTES, making it difficult for SCC to participate equitably in purchasing resources. **(2C.13)**

A stable, equitable, formula-based funding system would allow the SCC library to keep pace with increases in enrollment, in book costs, and in usage, and to participate fully in the Districtwide commitment to providing all students relevant and up-to-date print materials and electronic resources.

Tutoring Center and Writing Center

The Office of Institutional Research has collected data to compare the rates of successful course completion for those students who received tutoring with those who did not. Several years ago, this Office released a report that showed that students who received tutoring were more likely to successfully complete their classes. **(2C.31)** Student satisfaction surveys have also been used to measure students' perception of the usefulness of the services provided by the Tutoring and Writing Centers. The results of these surveys show that students are satisfied with the services they are receiving.

An LSTC student satisfaction survey conducted in spring 2008 found that 75 percent of the students reported that they were “very satisfied” with the tutorial program. Over 92 percent of the students responded “Yes” to the following statements: “tutoring center hours are convenient for me”; the tutoring center is a quiet, safe place to be tutored”; “the tutorial staff is friendly and helpful”; “I am able to get tutoring for the subjects I need.” Of the students responding, 79 percent indicated that the tutoring they were receiving was making a difference in completing their classes. **(2C.32)** In spring 2009, Outreach Center deans will administer the survey to the students attending their respective locations. **(2C.33, 2C.34)**

The pre-requisite skills course is a very popular class with re-entry students and with those who haven't used their basic skills recently, especially in math. Frequently, when students take the College assessment test, they assess into a lower level math class than they had anticipated, a perception which was based on their past academic accomplishments. **(2C.26)** The pre-requisite skills class allows them to review math concepts and to practice their skills. After this review, it is not uncommon for a student to be able to re-assess into a higher math level. Even if a student doesn't reassess, coming to the class helps to build confidence and to get into the routine and activities of being a student, which supports other academic endeavors.

The Writing Center is still a very new support service and, at this point, is largely funded by the Basic Skills Initiative. Planning for the future of the Writing Center, including institutionalizing needed support and funding, is now beginning. In a fall 2008 survey of students who utilized the Center, 73 percent of students rated the overall helpfulness and effectiveness of the tutoring that they had received as “excellent”; 20 percent rated it as “good”; 6 percent rated it as “okay”; and 1 percent rated it as “needs improvement.” **(2C.35)**

As the use of the Center grows, there will be a need for additional space. At peak times, usage is limited by the available number of seats. It is already challenging to find rooms in which to offer writing workshops. Currently, most of the staffing for the Center is part-time temporary staff or re-assigned instructional faculty. As usage grows, permanent staffing will be needed. **(2C.20, 2C.28, 2C.36)**

Instructional Media

The Library has historically set aside 10 percent of its materials budget to purchase media. The Instructional Media Center would benefit from stable, formula-based funding in order to plan for new purchases, to upgrade to newer formats, and to replace worn copies. **(2C.30)** From January through December 2008, Instructional Media had a total of 3,541 checkouts, 2177 in-hours uses, and 368 inter-library loans. **(2C.37)**

Other Learning Support Labs

Evidence gathered relating to the usage of learning support labs, and to student and staff satisfaction with the labs varies throughout the campus. Some lab coordinators have collected a variety of information about their labs and have tracked student feedback. For example, several of the learning support labs (e.g., the Math lab, the Business Student Center, etc.) that offer tutoring participated in a joint survey of students related to satisfaction with tutoring services in fall 2008. (2C.31) In addition, many labs track student usage of their facilities, often using the TrackIt software system. For example, the Math Lab noted that students attending the lab had clocked in 20,466.6 college hours (1,204 hrs/wk) because students were required to sign into the lab using TrackIt. (2C.38, 2C.39)

Planning Agenda

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.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

As an instructional unit, the SCC Library directly teaches information-competency concepts in a variety of ways. (2C.40) The College offers an online, one-unit credit class, LIBR 318–Library Research and Information Literacy. In LIBR 318, students' competencies in information retrieval/use are assessed through homework assignments and projects, quizzes, and final exams. (2C.41) Librarians also teach information-competency skills in library orientations, whether customized for specific classes or for more general, drop-in workshops. Customized library orientations may be tailored to a pre-determined assignment or to the course objective defined by the instructors. (2C.42) In the 2007-2008 academic year, 167 sessions were offered, reaching 4,499 students. Drop-in orientation workshops are offered throughout the semester, including sessions in the evenings and on Saturdays. Last year, 59 sessions were offered, reaching 744 students. (2C.43) After attending a customized or drop-in library workshop, students' information-competency skills are assessed through hands-on exercises and post-tests. Finally, the librarians provide in-person, telephone, and electronic reference help and information. The librarians teach information-competency skills during these daily reference interactions with students. Last year, they answered 42,071 reference questions; approximately two-thirds of those answers involved one-on-one instruction in information-competency, such as searching for information online. (2C.44) During the reference process, librarians consistently assess students' understanding of the research process through interviewing and observing their research practices. The librarians are in the process of developing online interactive information-competency tutorials that will provide information competency instruction in topical modules.

Cognizant of the importance of information-competency skills to our students' success, SCC librarians have promoted awareness of information issues at different levels and arenas on campus. These activities included facilitating an Information Competency

Task Force comprised of administrators, classroom faculty, and librarians. This Task Force recommended that information-competency be established as a Districtwide graduation requirement and that students be provided with a variety of options to meet the requirement. (**2C.45**) The librarians communicated this issue to the campus community, collaborated with the General Education Learning Outcome Development task group, which has included information-competency as one of its seven competencies, and gained the support of the SCC Academic Senate in the move to make information-competency a graduation requirement. (**2C.46**)

Tutoring Center & Writing Center

The Tutoring Center provides assistance to students across the entire spectrum of academic subjects, but students who need assistance with information-competency skills are referred to the library. The Writing Center provides help to students on various writing projects. Approximately 10 percent of the students request help on information-competency related tasks, such as searching for information to support their writing. (**2C.20, 2C.36**)

Instructional Media

The Instructional Media Center has purchased materials dealing with issues on information competency. Some of the items purchased teach students critical research, evaluation, and writing skills. Other items are designed to support instructors who are teaching these important skills in the classroom. Within the framework of LIBR 318 and library orientations, students are made aware of non-print information sources available and the importance of these formats for their research. (**2C.47**)

Other Learning Support Labs

While the learning support labs all offer instruction to students in how to use software available in the labs, most do not focus specifically on information competency skills. In a few of the learning support labs, such as the ESL Center, the lab staff provides instruction on basic information competency skills such as framing a research question and how to begin looking for appropriate sources. (**2C.48**)

Self-Evaluation

Library

The library currently offers a broad range of instructional opportunities for students to develop information-competency skills and assesses the effectiveness of each (e.g., LIBR 318, customized instruction workshops, drop-in orientation workshops, and reference interactions) through student satisfaction surveys, course evaluations, specific orientation feedback surveys, and daily contact with students. The librarians strive to improve their teaching effectiveness by continuously analyzing student feedback and aligning their teaching with students' needs. They also seek professional development through monitoring library instruction listservs and attending national and statewide conferences and workshops, at which they meet and consult with librarians from other institutions for ideas and best practices.

Librarians request feedback from both students and instructors who attend library instruction workshops to determine how useful or relevant the instruction was to the students' current research needs. Librarians determine, through interactions with students, whether they have succeeded in meeting the learning outcomes identified for students receiving one-on-one instruction at the reference desk, specifically, the ability

to formulate a question appropriate to their information need and to identify appropriate potential resources to fill their information need. **(2C.49)**

SCC is encouraging the Districtwide adoption of a new information-competency graduation requirement in order to reach more students and to ensure that they possess these skills. The SCC Academic Senate has approved this idea; further action is now dependent on the other Los Rios Colleges supporting this idea. The online information-competency tutorial which is currently being developed is one of the various options for the students to meet such a requirement. **(2C.47)**

Tutoring Center and Writing Center

The Tutoring Center does not assist students with research for their papers or other information-competency related tasks. In the Writing Center, student satisfaction surveys provide feedback related to students' satisfaction with the help they received on information-competency related tasks.

Students have a limited opportunity to develop skills in information-competency in the Academic Computing Labs (B153 and LRC 144). These open-access labs, where students have been hired to assist other students, are used for research, homework, and other class projects as assigned. Limited assistance is available to students who may need additional technical support or help with a website. **(2C.20, 2C.36)**

Instructional Media

Media research is covered in library instruction sessions and library classes. Librarians continue to select appropriate materials and, when appropriate, refer students to the materials contained in the media collection.

Other Learning Support Labs

In most cases, information competency skills are not within the discipline-area focus of the learning support labs, and so most labs do not provide instruction on these skills. Instead, students are referred to the library for one-to-one assistance with these topics, and students are informed of courses that are available on the topic.

Planning Agenda

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

Faculty, students, and the community have access to services through the main campus library. The library's regular hours during the academic year are the following: Monday–Thursday, 7:30 a.m. to 9:30 p.m.; Friday, 7:30 a.m. to 5:00 p.m.; and Saturday, 9:00 a.m. to 4:00 p.m. Summer hours are Monday–Thursday, 8:00 a.m. to 8:00 p.m. **(2C.50)**

Students at all Outreach Centers and distance education students have direct access to the library information system. Students can use the system to search for materials owned by all Los Rios libraries. Students at any Outreach Center can request delivery of materials from any Los Rios library to the Center. **(2C.51)** Distance education students can request delivery of materials to any Los Rios library. All students can also use the system to place holds, to request delivery of materials, and to renew books they currently have checked out. **(2C.52)** In addition, all students, including those at the Centers and distance education students, have access to over 12,000 electronic books (full-text online) and to thousands of full-text articles from journals and newspapers contained in the electronic databases. Most uses of the library system require a student access card and PIN; these can be obtained at any Los Rios library, at the Centers, or online. **(2C.53)**

The use of reserve textbooks is available at the Outreach Centers in varying degrees. The Davis Center has textbooks available for use for about 80 percent of the classes offered at that location. As of fall 2008, both the Downtown and West Sacramento Centers have a small supply of textbooks available for students to check out. The Centers plan to expand the number of reserve texts available. The textbooks can be checked out through the Center offices using the online LOIS system during the regular office hours. **(2C.51)** The Electronic Reserve system, through which instructors can have the library post such materials as class notes, is also available to all students. **(2C.54)**

Library orientations for students are conducted at the Davis, West Sacramento, and Downtown Centers at the request of faculty. **(2C.42, 2C.61)** All Centers offer the online LIBR 318 course, a research and information literacy class; however, only the Davis Center class holds the mandatory orientation onsite. Students registering for the Downtown and West Sacramento sections of LIBR 318 must attend a mandatory orientation on the main campus.

Tutoring Center and Writing Center

The hours of operation of the Learning Skills and Tutoring Center during the academic year are the following: Mondays, 9:00 a.m. to 6:00 p.m.; Tuesdays-Thursdays, 9:00 a.m. to 8:00 p.m. and Fridays and Saturdays 9:00 a.m. to 3:00 p.m. **(2C.55)**

Tutoring services are provided on a limited basis at the Outreach Centers, an improvement from the 2003 self-study. **(2C.56)** Students can access online tutoring services at the Outreach Centers during open lab hours. The LSTC also funds math and ESL tutors at the Outreach Centers. Beacon groups have been sponsored for classes offered at the Davis Center. In addition, the main campus Study Skills and Writing Center workshop schedules are posted at the Outreach Centers. **(2C.51)**

The Davis Center offers tutoring services which vary from semester to semester, depending on student need and tutor availability. Because of the Center's distance from the College's main campus, tutors are typically recruited from the Davis Center student population. The Center offered tutoring in anthropology, accounting, and math during the fall 2008 semester. **(2C.57)**

At the West Sacramento Center, tutoring was available in ESL, English, reading, writing, and math for fall 2008. Tutoring is available Monday through Friday. Times and subjects vary by day of the week. With the addition of ESL, weekly tutoring hours increased from 16 hours in fall 2007 to 32 hours in fall 2008. **(2C.58)**

For distance education students, Beacon tutors are available in the electronic classroom to work with the students. **(2C.19)** The LSTC is piloting an asynchronous tutoring service in spring 2009. Tutoring is provided by instructional assistants and tutors via the Internet, which is seen as an intermediate step, with plans for the future development of a synchronous tutoring service. **(2C.20, 2C.36)**

The hours of operation of the Writing Center during the academic year are the following: Monday-Thursday 9 a.m. to 7 p.m.; Friday, 9 a.m. to 3 p.m.; and Saturday, 10 a.m. to 2 p.m. Currently, Writing Center services and programs are not offered at the Outreach Centers or online, although Center students and distance education students are welcome to use those services at the main campus. **(2C.28)**

Instructional Media

Instructional Media staff regularly send requested media items, such as films and videos, to faculty teaching at the Centers. **(2C.59)** According to the Outreach Center survey of October 2008, 83 percent of faculty who teach only at the Outreach Centers went to the main campus for library services. It cannot be determined what percentage was specifically for instructional media. Smart carts are available for use in all Outreach classrooms. **(2C.60)** Media Services checks with the Centers once a week to address audio-visual equipment problems. Faculty expect that Outreach Center staff can trouble-shoot equipment problems. The West Sacramento and Davis Centers' unit plans have identified a shared media services tech position in their 2009-2010 unit plans. **(2C.62, 2C.63)**

Other Learning Support Labs

The hours of operation for learning support labs vary from lab to lab, and are typically determined by student need and by staff availability. The lab hours are posted on the facilities, and are also made available to students on the College web page.

The hours during which the computer labs are open for use at the Centers vary by semester since the labs are also used as classrooms for academic instruction. For example, for the fall 2008 semester, the computer lab was open three days a week in the Davis Center, five days a week in the Downtown Center, and five days a week in the West Sacramento Center.

ADA stations are available at all Centers, an improvement from the 2003 self-study. **(2C.56)** The Davis Center has two ADA stations, one for student use only in the adjunct faculty office, Room 108. A second station is in the Center's computer lab for use by both students and faculty. The Downtown Center has two stations, one in the computer lab that is available during open lab hours and one in the conference room, which is available from 8:00 a.m. to 5:30 p.m., with the exception of the first week of the semester when the room serves as a bookstore. The West Sacramento Center has two ADA stations available, one in the computer lab for student use only; a second ADA station is in an instructor's office and can be used by students who need accommodations during testing. **(2C.57, 2C.58)**

Self-Evaluation

Library

In the fall 2008 Faculty-Staff Self-Study Survey, 79 percent of the respondents agreed that "SCC provides students, faculty and staff responsible, adequate access to the library

and learning support services regardless of their location or means of delivery.” (2C.60) In addition, a separate survey was conducted among students and faculty members at the Outreach Centers in October 2008 since 47 percent of students and 46 percent of faculty at the Outreach Centers only have classes in the Centers. Of those students and faculty, 29 percent of the students and 83 percent of the faculty have gone to the main campus to use library services. Results indicate that 59 percent of students and 35 percent of faculty are not aware that library databases are available online. (2C.33, 2C.34)

An increased number of services and materials are now available online to better serve Center students and distance education students. In addition, a new public services librarian was hired in fall 2008 to coordinate efforts to serve Center students and distance education students. This new librarian has already worked with the distance education coordinator to create a quick link that any distance education faculty member can add to their course pages in the LMS to provide easy access to library information for students in that class. (2C.64) The increased number of electronic books and full-text databases also provides a wealth of materials that are fully available online. In addition, materials from any Los Rios library can now be delivered to students at the SCC Outreach Centers. The Centers want to offer more reserve textbooks to their students, which may necessitate more storage space for reserve textbooks. The Outreach Centers need to advertise the availability of services and materials, such as online databases, delivery of books from any District library, and availability of orientation sessions, to both students and faculty.

Tutoring Center and Writing Center

The Outreach Centers attempt to provide tutoring for classes that have high demand, such as for math and English. Through flyers, the Centers advertise tutoring services available to students for the current semester. The Davis Center attempts to schedule tutoring in a subject before or after class time. However, both the Downtown and Davis Centers indicate that, in many cases, when tutors are provided, students make little use of the service. (2C.33, 2C.34, 2C.65)

Instructional Media

Anecdotal feedback suggests that instructional media needs are being met, with the exception of some “technical/user error” problems in the use of the smart carts. Faculty could use basic training on the proper use of the smart carts. A trouble-shooting handout provided by Media Services would be helpful for staff to share with users at the Outreach Centers.

Other Learning Support Labs

Some of the learning support labs solicit student feedback on the adequacy of their hours of operation, and others noted that they receive unsolicited comments from students on their hours. (2C.38, 2C.39) Several labs noted that students have requested hours of operation beyond those currently available.

Planning Agenda

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The SCC Learning Resource Center (LRC) is a three-story building that houses the Library, Instructional Media Services, the Academic Computer Center, the Learning Skills and Tutorial Center, the Writing Center, Digital Learning and Media Production Services, the Dean of Information Technology, and Staff Resource Center.

The LRC building is maintained by Custodial Services. The building is cleaned daily, and various other services are completed on a schedule. Building repairs, such as electrical, heating, air conditioning, and elevator repairs, are handled through the Campus Operations Department. The building is secured with locks and alarms on all entrance and exit doors. When the building is empty, a motion detector alarm is activated and monitored by the Los Rios Police Department's Communications Center. (**2C.66**)

The front doors on the first floor of the LRC are the only public access and exit points. The public must pass through 3M gates (sensor gates) that are located in the lobby. All materials are processed with 3M security tape which activates the security gate alarms in the lobby if materials have not been properly checked out. The first floor also has side and back doors which are alarmed to alert staff of any unauthorized use. The second and third floors each have three alarmed emergency exit doors. College Police patrol the library when possible and respond to any calls for service from library staff.

The SCC Learning Resource Center has taken a proactive approach to addressing building safety and security measures. The LRC Security Task Force (STF) was created in September 2007 to discuss security concerns, develop a building emergency plan, develop a safety and security manual, plan staff training activities, identify equipment and supply needs, and to coordinate security efforts with the Campus Police, Operations, and the Campus Safety Committee. (**2C.67**, **2C.68**)

The achieved goals of the STF include the following:

- Establishment of good relationships with campus police, the Discipline Officer, the campus nurse, and the Campus Safety Committee;
- Establishment of emergency evacuation procedures in case of power outages or fire;
- Procurement of an evacuation chair for disabled patrons;
- Establishment of building and floor coordinators to provide onsite leadership in emergencies;
- Updating of building maps with locations of emergency exits, fire alarms and extinguishers;
- Distribution of plug-in flashlights to all LRC staff;
- Training of several LRC staff in disaster recovery methods; and,
- Strategic placement of emergency exit bags throughout the building which contains first aid kits, an emergency exit folder, and a note pad and pen.

To assist with medical emergencies that may occur in the building, First Aid kits are stocked and placed on every floor of the LRC. In addition, an AED (Automatic External Defibrillator) is located on the second floor of the LRC at the Circulation Desk. Several staff members have been trained in CPR and in the use of the AED. Training will be provided on a continual basis and additional staff will also be trained. **(2C.69)**

Library

The library is located on the second and third floors of the LRC building. The second floor houses reference services and the reference collection, circulation services, the reserve book collection, student research computers with access to the Internet and databases, a computer classroom for library orientations, the print periodical collection, and microforms. There are also study tables, individual carrels, a wheelchair accessible electronic table, and group study rooms for students. The third floor houses the Library's circulating book collection, the Technical Services department, the Library Technology classroom, Special Collections (which consists of SCC memorabilia and historical items), a large study area with table and chairs, individual study carrels, and a wheelchair-accessible electronic table. **(2C.70)**

The College IT Department installs, maintains, and upgrades all computers and software in the library. **(2C.71)**

Instructional Media, Tutoring Center and Writing Center

Instructional Media/Academic Computers, Learning Skills and Tutorial Service, and the Writing Center, all share one large area on the first floor. This area is enclosed by glass walls and has two floor-to-ceiling locking glass doors. **(2C.72, 2C.73)**

The Instructional Media Center houses the library's non-print collection that includes videotapes, audiotapes, compact discs, CD-ROMs, DVDs, and any media materials used by faculty or students. Also available are computers for academic purposes, which provide Internet access as well as basic productivity software such as word processing, spreadsheets, and desktop publishing. All computers and software in these areas are maintained by campus IT.

Other Learning Support Labs

All lab facilities are maintained by Custodial Services. They are cleaned daily, and various other services are completed on a schedule. Building repairs, such as electrical, heating, air conditioning, and elevator repairs, are handled through the Campus Operations Department. Buildings are secured with locks on all entrance and exit doors. All computers and software in these areas are maintained by campus IT.

Self-Evaluation

The LRC building has been an icon of SCC since its opening in 1998. The building is generally well-maintained, both by Custodial Services for routine cleaning and by Operations staff for general repairs, and is secure. However, one of the three front doors entering the LRC building does not work; since it is not considered a critical entry door, it is not a high priority on the repair list. In addition, the 3M security gates need replacement; funding has been requested for these as part of the unit-planning process. **(2C.74)** To further ensure security for patrons in the building, the Security Task Force is exploring the possible installation of security cameras in some areas of the building. **(2C.47)** For learning support labs located outside of the LRC building, general cleaning and repairs are handled by Custodial Services and Operations, as noted above. Concerns

about maintenance and security in these labs are reported through the instructional division with which the lab is associated.

Planning Agenda

None.

Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Generally, the library and learning support service areas do not rely on other institutions to provide services. The library occasionally collaborates with other institutions and agencies so that students have access to a broader range of information sources. Chief among these collaborations is the library's participation in the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians (CCL). **(2C.75, 2C.76)** Through the Library Consortium, SCC receives discounted subscriptions to a variety of online databases. **(2C.77)** The Library Consortium offers its members access to more than 100 different databases, covering most of the major academic disciplines. **(2C.75)**

All of the databases offered through the library are evaluated on a regular basis. The databases offered through the Library Consortium are evaluated by a group of community College librarians before they are offered for purchase by the colleges. These databases are evaluated again by Los Rios librarians to ensure they meet the specific needs of District students and faculty. **(2C.78)** A good example of this evaluation process may be seen in the records of the District study of its InfoTrac, EBSCO and ProQuest databases, conducted during the 2006-2007 academic year. In this evaluation, librarians searched for information on various subjects in each of these databases and then examined both the quantity and quality of information supplied by each database. **(2C.77-2C.79)** Records of the purchase agreements for these databases are available both at the College and at the District Office.

Many of the library and learning support areas utilize the library information system, a shared system utilized throughout the District. The system runs on hardware owned by the District, and is housed and supported by the District's IT staff. The software was purchased from a commercial vendor (Innovative Interfaces); the District contracts for software maintenance with the vendor.

The library and learning support service areas also utilize the Learning Management System (LMS) that is used throughout the District. Further discussion of the LMS is located in Standard III.C.

Self-Evaluation

Library staff regularly track student use of the databases to which it subscribes; these statistics show steady use of some databases and a significant increase in the use of

others. Documents also provide strong evidence that these databases are evaluated by librarians on a regular basis to ensure that these services are cost effective and that they provide students and faculty with useful and appropriate information. **(2C.78)**

Library staff and District IT staff regularly monitor the performance of the library information system. The College (with the cooperation of the District IT staff) successfully monitors the performance of its Learning Management System.

Planning Agenda

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The library and other learning support services are evaluated regularly using a variety of procedures. All areas within the library and learning support services participate in the unit-planning process. Unit plans are developed initially at the department level and then placed within a divisional context. Program review is an integral part of the total planning and budgeting process at SCC. The most recent program review was completed in 2008 for the Library and Instructional Media programs. **(2C.77, 2C.80)** Program review is on a 6-year cycle, with the next review scheduled for 2014. The evaluation and recommendation subsections from program reviews provide the basis for informed decision-making on library and learning services, personnel, facilities/equipment, and budget through the institutional planning and budget processes. In addition to this planning process, the different areas within the library and learning support services meet throughout the year to discuss services and programs. These discussions utilize the results of program and service evaluation, faculty, staff and student surveys, assessments of the degree and breadth of service utilization, and ongoing contacts and coordination with the programs' "customer base." Changes in services, in delivery format, and to the collections are based on results from these different sources of ongoing feedback. **(2C.74)**

Descriptive Summary

Library

The library's collection and services undergo ongoing evaluation via formal and informal student and faculty surveys, informal user feedback, periodic statistical reports, faculty review of the collection, and during unit-planning and program review processes. Service utilization assessment is conducted on a regular basis to determine breadth and depth of usage. **(2C.81)** Statistics are collected on a regular basis on the number of items (books, reserves, etc.) checked out from the library, number of requests for assistance, number of inter-library loans made, number of library lectures or orientations provided, number of hits to the library website, number of database searches made, number of holdings, and the growth and age of the collection. **(2C.82-2C.87)**

The library collection is evaluated regularly to assess compliance with established standards. **(2C.7, 2C.8)** The library has a "Collection Development Policy" which guides the development of the library collection. **(2C.10)** The librarians work with faculty on a

regular basis to select both print and non-print materials and welcome input from students, administrators, and staff members. **(2C.81)** Department meetings provide an opportunity for library faculty and staff to assess services and materials and to make recommendations. These meetings provide an opportunity for the librarians to take a close look at new curriculum and student learning outcomes, and to see if they are buying what faculty have stated they need. The librarians analyze circulation data, study inter-library loan requests, follow SOCRATES for curriculum proposals, and record student needs and interests to determine strengths and weaknesses of the collection.

The librarians run an analysis of “Age of Book Collection” report that shows the age distribution of the collection; they identify areas of the collection that need strengthening and use bibliographic tools, including the review of journals, subject area periodicals, booklists, bibliographies and online resources, to identify appropriate materials. **(2C.88)** The process for the development of the library collection ensures that student learning outcomes are supported. The currency of the library collection is maintained using a “weeding” or removal process. Librarians assigned to each subject area are responsible for the weeding in that area. They solicit feedback from faculty on items to remove from the collection and confirm withdrawals from the collection with a second librarian.

Surveys are used to determine faculty, staff, and student satisfaction. **(2C.16)** In surveys, students report that the availability of reserve books for courses they are taking is most important to them. To ensure that these books are available, the librarians use the College Bookstore list to purchase textbooks for the reserve book area. Data on the number of course sections offered is used to determine how many copies to purchase. In the Noel-Levitz Student Satisfaction Survey, library services were ranked in two of the three top areas of satisfaction. **(2C.77, 2C.89)** In spring 2009, the LRC plans to conduct a needs assessment of faculty and students at the Outreach Centers. **(2C.37)**

The campus-wide Learning Resource Committee also provides external feedback to the library on its services. This committee is distributing several additional surveys in spring 2009 to gather feedback on library materials and services. **(2C.90)**

Tutoring Center and Writing Center

The Tutoring Center and the Writing Center use a variety of methods to evaluate the effectiveness of their services. These include student satisfaction surveys, tutor surveys, faculty discussions, unit-planning processes, and analysis of data on service utilization and outcomes.

Student satisfaction surveys are conducted at the end of each semester for students enrolled in individual tutoring and those participating in Beacon tutoring groups. Data provided by students on anticipated and earned grades supports the perceived value of tutoring services. Surveys are also used to obtain feedback on aspects of delivery of tutoring services such as scheduling and hours of services. **(2C.31, 2C.32, 2C.35)** Campus-wide representatives of various tutoring services on campus meet each semester and help to develop student satisfaction surveys to contain consistent items across areas. Suggestion boxes located in the Tutoring Center are an additional method whereby students may provide comments. Data on usage of the Tutoring Center is obtained through analysis of enrollment in HSER 1000 (the Supervised Tutoring class). **(2C.91)**

Regular faculty meetings provide an opportunity for discussion and reflection. Tutors meet regularly with coordinators in order to discuss the effectiveness of tutoring services and to provide input. The Tutoring Center and the Writing Center coordinators participate in formal, annual self-assessment through the unit-planning processes.

(2C.92)

Instructional Media

The Instructional Media Center uses a variety of methods to evaluate the effectiveness of their services. These include participation in the Unit Planning process, utilization of feedback on campus surveys, faculty discussions, and analysis of data on service utilization and outcomes.

Statistics are collected annually on the number and types of media, e.g., videotapes, audiotapes, CD-ROMs, and course-specific software, which are checked out and used in the Instructional Media Center. **(2C.37, 2C.82-2C.84)** In addition, the Instructional Media Center tracks the number of inter-library loans made and the usage of faculty and student computer workstations, which is measured in number of hours. **(2C.37)**

The Instruction Media Librarian solicits recommendations from faculty in the form of prioritized lists for the purchase of instructional media. She examines what materials students and faculty are requesting from other campuses and receives the publication "Video Librarian," a review of media materials. She also receives a copy of the Gap List developed by the library staff. The Instructional Media Librarian analyzes this information and service utilization data to add materials to or remove materials from the collection. **(2C.37)**

Other Learning Support Labs

The learning support labs evaluate the effectiveness of their services and the resources that they provide to support student learning in a number of different ways. In different labs, different methods have been used, and different time cycles have been used in different areas. Feedback collected has included student surveys, faculty/staff surveys and comments, and a variety of informal, anecdotal comments. **(2C.38, 2C.39)**

The learning support labs generally participate in the unit planning process in conjunction with the academic department(s) that are supported by the lab. The unit planning process ensures that there is dialogue among faculty, staff and managers working in or with the various labs about the programmatic needs of each lab, in order to ensure that they can continue to support student learning. **(2C.93)** Many of the labs receive feedback from the faculty who are teaching in the content area. In a few cases, faculty input has been solicited through a survey; more commonly, the labs receive faculty input from the dialogue that occurs in department meetings. This faculty input is vital to assessing how the labs' resources and services contribute to achievement of student learning outcomes.

Self-Evaluation

Library

The library's collection and services at SCC are evaluated regularly and thoroughly in order to ensure that both meet the needs of students and staff and contribute to the achievement of student learning outcomes. The library participates in the program review process previously described. Program review ensures that the library helps

students meet learning outcomes by providing a collection of materials that supports academic success and by teaching information-competency skills needed to achieve student learning outcomes. **(2C.80)** The library is developing, implementing, and evaluating objectives that contribute to student and institutional success with student learning outcomes. There is a strong link between recommendations in program reviews and the College's planning and budgeting processes. This link/relationship makes it easier for the library to focus on and to support the College mission. **(2C.94)** This link also functions smoothly to ensure that appropriate action is taken on the recommendations for change outlined in program reviews, as much as is possible within general budget constraints.

Tutoring Center and Writing Center

The LSTC often makes changes to services based upon data collected on student surveys and feedback from tutors themselves. For example, one change is that now walk-in tutoring hours are available in addition to scheduled appointments. Both student satisfaction and tutor retention have been improved with this change in scheduling. Another outcome of meetings with tutors has been that tutors have been provided with specific Student Learning Outcomes for English courses. This knowledge enhances the specificity with which tutors are able to address student learning needs. **(2C.92)**

Additional support from the Office of Institutional Research (PRIE) is needed to further assess the impact of tutoring on grades, course completion, and persistence. Data from recent semesters has been collected but has yet to be analyzed. Data is not yet available for results of the tutoring pilot program at the Davis Center. However, several approaches have been attempted in order to increase student access to the lab, such as scheduling tutors into the lab and finding other temporary staffing for the space. The position of an instructional assistant has also been proposed as part of the Davis Center staffing plan. **(2C.95)**

Surveys are conducted of students who use the Writing Center each semester. Data on usage indicates a high degree of student satisfaction with the Writing Center which was established one year ago.

Instructional Media

The Instructional Media Center has tools in place to conduct effective evaluation of their collection and services. Usage statistics, faculty and student feedback, new curriculum proposals, and societal events are constantly monitored. Staff readily respond to suggestions for improvement and participate with those from other areas in the LRC and from across campus to ensure that the services are meeting the needs of the SCC community.

Other Learning Support Labs

The learning support labs are using a variety of methods to gather feedback on the services being offered, and to assess the role of the labs' resources and services in helping students meet learning outcomes. The feedback and assessments are used to make changes and to improve the services that offered in labs. A more standardized process for the evaluation process for learning support labs would result in more data being available upon which to make decisions about improvements to labs' services.

Planning Agenda

Beginning fall 2009, the PRIE Dean will work with learning support service areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicate the results of the evaluations.

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STANDARD III: RESOURCES

Standard IIIA: Human Resources

Standard IIIB: Physical Resources

Standard IIIC: Technology Resources

Standard IIID: Financial Resources

Standard IIIA. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Los Rios Community College District (LRCCD) policies and regulations that govern hiring were developed by the Board of Trustees, administration, faculty, and staff, through their respective unions. Policies spell out minimum qualifications, requirements for equal treatment, and authority for appointment of all personnel. Regulations give detailed procedures for the job announcements, certification of pools, application screening, interviews, and hiring. **(3A.1)** Job descriptions clearly state necessary skills, training, and experience. The College's core values, mission, and goals also reflect the requirement that faculty be qualified to provide effective teaching and learning. **(3A.2, 3A.3)**

In 2007-2008, the District implemented *PeopleAdmin*, recruitment software designed specifically for colleges and universities. It provides increased access to all District recruitment materials and a simplified process for applicants. **(3A.4)** In seeking the most effective ways to use the web, District Human Resources (HR) has enhanced the HR website with links to Title 5 (for minimum qualifications), equivalency and transcription agencies, salary schedules, and employee benefit information, job descriptions, collective bargaining agreements, and all forms needed by applicants. **(3A.5-3A.7)**

A slideshow on the District's HR website, "Pathways to Los Rios," describes the hiring process and provides help for applicants. **(3A.8)** Human Resources actively pursues a user-friendly, technologically current and approachable profile; office hours of operation are from 7:30 a.m. to 5:00 p.m., five days a week, and it makes continuous improvements to the applicant home page. In fall 2008, this page averaged 33,734 hits per month. **(3A.5, 3A.7)** The District received almost 22,000 applications in 2007-2008, a 40 percent increase over the previous year. **(3A.9, 3A.10)**

Faculty

The process for requesting new faculty positions begins in discussions about program needs between faculty and deans during unit planning and program review, as outlined

in the SCC Strategic Planning process. (**3A.11-3A.13**) Faculty and deans develop position descriptions that link the duties of new positions to program needs, mission, and goals. (**3A.14**) The process for Academic Senate consideration of position requests was updated in fall 2008 to add depth to the Senate ranking process, to allow the Instruction Office greater flexibility in handling positions that are critical to student and program success, and to link the hiring process more closely to College planning. (**3A.15, 3A.16**)

In the revised process, departments give the Academic Senate an information packet that includes the rankings assigned by the department, division, and College service area. Senators conduct a short question-and-answer session with department representatives, after which they rank the position requests. A Senate subcommittee tallies rankings and verifies the procedures. The Senate forwards the ranked position requests to the Vice President of Instruction (VPI) or Vice President of Student Services (VPSS). When a position is indicated per FTE entitlement (e.g., counselor requirement) or other critical program or student need (e.g., program specific accreditation requirements, or math or English basic skills instructors), the VPI or VPSS, in consultation with the President and Senate officers, may adjust the ranking of those positions. Available funding determines the final list of new positions. (**3A.15-3A.17**)

District HR advertises faculty jobs in sites and publications specified in Board regulations and recommended by faculty. The list of advertising sites includes, but is not limited to, local and regional colleges, unions, professional publications, job lines, and websites such as the California Community College Registry and media for minority, women's, and disability agencies. (**3A.18, 3A.10**) Though a District study shows that members of under-represented groups access job information through mainstream media, the District continues to use alternative media and direct contact with under-represented groups for more thorough recruitment. Human Resources includes content on College mission and goals, non-discrimination, diversity, and minimum qualifications in its job descriptions and ensures that job postings comply with Title 5, equity principles, and current best practices. (**3A.7, 3A.9, 3A.14**)

The District Faculty Diversity Internship Program (FDIP), now in its 20th year, develops employment candidates with diverse academic preparation and learning styles, and diverse cultural, ethnic, gender, disability, and socio-economic backgrounds. Interns work with an SCC faculty mentor for one semester and receive 34 hours of instruction through the California State University, Sacramento, Community College Faculty Preparation Certificate Program. The FDIP admitted over two dozen applicants in the previous year, four of whom were hired into District positions. (**3A.19**)

Faculty applicants must submit an application form, unofficial transcripts, letters of recommendation, letter of interest, and supplementary application content. District HR reviews the applications, certifies that the pool contains qualified applicants from under-represented groups, and forwards them to the College. (**3A.20, 3A.18**)

The campus hiring committee is composed of an equity officer, the area dean, a management representative as chair, three to five area faculty members, and often a student. For full-time positions, the majority of the committee must be faculty in relevant disciplines. A classified employee may be included. Depending upon the size of the applicant pool, the committee has the option to screen applications either online or through paper-screening to identify candidates who will be offered an interview

appointment. A screening subcommittee comprised of the equity officer, one administrator, and one or more area faculty members, develops screening criteria based on the job description. Both screening criteria and interview questions are developed by the committee prior to the review of any candidate applications. **(3A.21, 3A.18)**

The committee uses interview questions, a writing sample, and one or more teaching demonstrations to assess a candidate's scholarship, instructional methods, communication skills, ability to work in a diverse environment, and potential for contributing to College life. The candidate may have advance notice of one teaching demonstration topic but normally must present any additional demonstrations without advance notice. Committee members with subject expertise are utilized as content experts during the interview process to assist other committee members in evaluating the accuracy and completeness of candidate's responses. **(3A.22, 3A.18)**

The hiring committee members independently rank candidates. After the first ranking and a discussion of the top-ranked candidates' strengths and concerns, committee members again independently re-rank the candidates. Using the ranking results, the committee recommends three to five candidates to the President and VPI or VPSS. These administrators join the panel at the conclusion of the interview process to discuss the strengths and weaknesses of the top candidates. Selected candidates are invited for second interviews with the President, appropriate vice president, and area dean, while designated committee members conduct reference checks. **(3A.23, 3A.18)**

Successful applicants are required to submit official transcripts to Human Resources; candidates with degrees from non-U.S. institutions are required to submit equivalency statements. The President and VPI or VPSS review the reference checks and recommend a final candidate to be submitted to the Board for approval. **(3A.23)**

The campus equity officer serves as a resource for equity representatives and committee chairs to help resolve conflicts and to ensure that the hiring process is fair and impartial at all hiring levels. The campus equity officer participates in reviewing and updating the Equity Handbook under the direction of the District equity officer and provides training several times a year for equity representatives and chairs of hiring committees. Equity representatives must complete a training workshop provided through the office of the campus equity officer every two years. **(3A.24, 3A.25)**

Departmental faculty play key roles throughout the faculty hiring process. Board regulations require membership of three to five area faculty on the hiring committee, in addition to a faculty equity officer. Faculty develop job descriptions, screening criteria, and interview questions, based on their knowledge of program and service needs and the job description. A subcommittee of the faculty hiring committee composed of the area dean and three subject area faculty evaluate requests for equivalency. Area faculty rank teaching demonstrations, perform reference checks, and contribute to discussions with the President and vice president. Final selection of the candidate is in the hands of the President and vice presidents, but the recommendations of faculty committee members have historically carried considerable weight in these decisions. **(3A.26-3A.28, 3A.18)**

The process for hiring adjunct faculty is similar but less complex than that for full-time faculty. The District advertises the position and provides a pool of applicants to the College. Applicants must submit transcripts, proof of degrees, and letters of recommendation. These documents are reviewed by a screening and interview

committee appointed by the President and composed of the area supervisor, an area faculty member, and an equity representative. Applications are screened using a rubric agreed upon before screening begins. Interview questions are also developed at this time. **(3A.29, 3A.30)**

As with full-time applicants, adjunct faculty candidates are interviewed to assess instructional strengths, diversity skills, and potential for contributing to the College community. Letters of recommendation, interview questions, and teaching demonstrations play key roles in this assessment. The manager of the department, in consultation with faculty members on the committee, may recommend any candidate who is rated as satisfactory or competent for available teaching assignments. Before hiring an applicant, the manager, the department chair, or a designated faculty member makes confidential reference checks. Adjunct faculty hired under emergency provisions must receive a satisfactory rating during their first semester before they can be offered future assignments. All adjunct faculty hires are held to the same standard as full-time hires with regard to qualifications and evidence of educational expertise and work experience. **(3A.29, 3A.30)** The Academic Senate issued an updated Faculty Hiring Manual in fall 2008 to address adjunct hiring. **(3A.9)**

The Academic Senate and District administrators met during 2007-2008 to continue to provide guidance and consistency in the faculty hiring process with the goal of ensuring that equity and best practices during the interviewing process result in the most qualified individuals being referred for final selection. **(3A.7)**

Classified

As outlined in the Classified Resource Allocation Plan, requests for classified positions begin with the unit plan, which documents a program need for staff. **(3A.11)** The Office of the Vice President of Administrative Services (VPA) develops a “New Classified Staff Request Process and Timing” calendar for each fiscal year. The calendar indicates when new position requests are to be turned in and where they are in the process. **(3A.31)** The Classified Senate ranks the positions and makes recommendations to the President; the President then makes the final decision, and a prioritized list of new classified staff requests is submitted for the District process. The new positions allocated by the District are contingent upon available continuing funding as well as such considerations as square footage and program growth. Based on these considerations, the District, in collaboration with the VPA from each of the Colleges, finalizes a new classified staff list of positions to be reviewed and approved by the Chancellor and Board of Trustees. **(3A.31, 3A.9)**

The District develops position descriptions that include skills, education, and experience requirements that closely match the needs for the position. If a College identifies a need to change a classified job description, the union and College must agree to the changes. Human Resources distributes announcements to the union, statewide colleges, school Districts, organizations that represent minorities, women, and persons with disabilities, job registries, and publications directed at all of these groups and to the general public. **(3A.32, 3A.14)**

Classified applicants submit prescribed application materials, which may include transcripts, proof of degrees, skill competencies, and letters of recommendation. Human Resources reviews applications to make sure that qualified applicants are included and that applications contain required documentation. On campus, the classified hiring

process is conducted by a hiring committee composed of, at minimum, the area manager or supervisor, one classified member of the unit, and an equity representative. An area faculty member may be included. Classified employees must comprise the majority of committee members. A screening subcommittee, which includes an equity representative, sets criteria for selection, which may include completeness of application, relevant experience, and education, and selects applicants for interviews. **(3A.32)**

The hiring committee plans interview questions based on the job description to clarify candidates' knowledge, job-related skills, experience with diversity, and potential to contribute to the College. Applicants are ranked on their responses to interview questions, the content of their written application, and letters of recommendation. Written performance exercises or skills tests and presentations may also be required. The supervisor of the unit may conduct follow-up interviews before recommending a successful applicant. Confidential reference checks are made by the District HR Department. **(3A.32)**

Several metric measures of classified staff actions are maintained by the VPA and shared quarterly with the SCC management team. These measures include an assessment of hiring timelines with longitudinal tracking of efficiency of the District Office and College-level processes. Classified staff levels are also tracked to provide insight into personnel gaps and areas that can be improved in the overall process. In addition to these metric assessments, the VPA also tracks evaluation timeliness, new hire orientation attendance and program quality, and training programs for the College on personnel, financial and business practices. **(3A.33)**

Management

The Chancellor determines whether a management position is to be filled on a regular, interim or acting basis, is responsible for the selection process, and has final authority for the selection and recommendation of an appointee to the Board. Applicants for management positions must meet the qualifications for the position defined by the Board and the Chancellor. **(3A.34)** Criteria for District minimum qualifications and equivalencies are agreed upon by a joint committee of District Academic Senate representatives and representatives of the Board of Trustees. **(3A.18)**

For each management position, Human Resources and the supervisor of the position develop a job description which is approved by the Chancellor and reviewed by the Board. Candidates are assessed according to the requirements outlined in the job description, which includes education, experience, and ability. **(3A.35)**

Positions are widely advertised in order to build an applicant pool that includes under-represented persons. Announcements are sent to the Board, District personnel, and bargaining units and are distributed to the media, placement offices, school districts, organizations for minorities, women, and persons with disabilities, media with minority or subject matter readership, and professional registries. Announcements are recorded on the job-line. Full-time management positions are advertised for at least 40 days, confidential positions for at least two weeks. **(3A.35)**

The Associate Vice Chancellor, Human Resources, reviews applications and certifies that qualified, under-represented applicants are included. **(3A.35)** Human Resources forwards those applications that meet the minimum qualifications to the College President. **(3A.34)**

Applicants for educational management positions must meet minimum qualifications established in consultation with the District Academic Senate: possession of a master's or higher degree and one year of formal training, internship, or leadership experience related to the position. Representatives of the Academic Senate serving on screening or interview committees determine whether or not applicants possess qualifications that are equivalent to the minimum qualifications defined by the Board and the Chancellor. **(3A.34)**

The management hiring process generally utilizes a screening committee and an interview committee. As an alternative, the Director, Human Resources, may conduct the screening. If there is an extraordinary circumstance, for example, financial exigencies, the Chancellor may interview applicants and recommend a candidate to the Board. **(3A.34)**

The screening committee consists of the President or designated manager, the immediate supervisor of the position or designee; and a management equity representative. For educational management positions, the Academic Senate President appoints two faculty members to the interview committee. **(3A.34)**

The interview panel is the same as the screening committee. Additional members may include a District manager appointed by the Chancellor, the President or designee, the supervisor of the position, a management equity representative, a classified staff member, one or more members with diversity training, and other members as the President deems necessary. For educational management positions, the Academic Senate President selects three to four faculty members. **(3A.34)**

Following the interview, committee members rank applicants, and the chair summarizes the rankings; the President and appropriate manager then join the committee to discuss the strengths and weaknesses of the top five candidates. Following the discussion, the committee recommends at least three candidates to the president. The Academic Senate President may review the committee rankings with the President. **(3A.34)**

The President interviews, checks references, and evaluates the final candidates. Finalists may be asked to spend time with appropriate College personnel. If the President has concerns about the final candidates, additional candidates may be considered or the position re-advertised. **(3A.34)** The Chancellor forwards a recommendation to the Board. For educational management positions, the District Academic Senate may present its views to the Board before it makes a final decision. **(3A.34)**

Self-Evaluation

There are a number of policies and procedures that ensure that hiring processes follow stated criteria, utilizes clear job descriptions that are reflective of institutional mission and goals, and result in the selection of faculty, administrators, and staff who meet stated criteria including appropriate educational backgrounds. The processes for hiring personnel are specified in Board policies and procedures and in union contracts. Job announcements include a request for evidence of subject/job-related expertise; screening and interview processes utilize subject matter expertise heavily in evaluating candidates. Interviews utilize such criteria as evidence of effective teaching, as shown in teaching demonstrations, as well as interest in such qualities as “collegiality” and service in either professional or educational organizations. **(3A.1, 3A.18, 3A.30, 3A.32,**

3A.34, 3A.35) As outlined in the hiring manual, institutional faculty play a major role in a number of processes related to faculty hiring including developing job descriptions, evaluating equivalencies, serving on screening and interview panels, conducting reference checks, and meeting with the College president to discuss finalists. **(3A.15)** Official transcripts are required prior to the hiring of faculty and administrative positions, including equivalencies from non-U.S. degree granting institutions.

The process for identifying positions reflects true College needs because it is based on a thoughtful and collaborative process based on the unit plan and College goals. **(3A.11, 3A.12)** In the case of faculty hiring, during prioritization, the President and Vice Presidents collaborate with the Academic Senate and make few adjustments to senate rankings, reflecting fidelity at this step. Recent revisions add substance to the academic ranking process and give the Instruction Office more flexibility in prioritizing positions that are critical to student success. **(3A.16, 3A.17)** Revisions in the District's online application services have attracted more applicants and improved the depth of the applicant pool. **(3A.10)**

The hiring process involves experienced personnel with a clear understanding of College needs and a variety of perspectives, strong equity representation, in-depth screening and interview processes, and detailed policies and regulations. **(3A.29)** Other indicators of a successful hiring process can be seen in the academic degrees of administrators and faculty, survey results, College data on student achievement, and accountability reports that reflect academic rigor. **(3A.36, 3A.37)**

Even so, there is some feeling that interviews do not give committee members and administrators sufficient time to interact with candidates to discuss their experience and to assess their teaching effectiveness. This concern is addressed in ongoing discussions in the Staff Equity and Diversity Committee. Teaching demonstrations to a student audience have been suggested as a means of determining the scope of a candidate's methodology and ability to interact with students with diverse learning styles. **(3A.17)** Respondents to the fall 2008 Faculty/Staff Self-Study Survey suggest concerns about hiring procedures; while 56.9 percent of the respondents agreed or agreed strongly with the statement "Current hiring practices secure the best candidates possible for available positions," 32 percent disagreed or disagreed strongly. **(3A.38)**

The implementation of *PeopleAdmin* has resulted in both successes and challenges. The College contributes feedback to District Human Resources at the completion of each faculty hiring season. The District continues to provide additional web resources for both employees and applicants. **(3A.4)**

Planning Agenda

By fall 2010, the College Equity Officer will convene a task form with representation from the constituency groups to work with District Human Resources to explore options for increasing the breadth of information obtained during the interview process, while working within the framework of district hiring processes. The results of this analysis will be reported to the College.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional

responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Formal written evaluation procedures for faculty, classified, and management personnel have been negotiated with all bargaining units. **(3A.39-3A.42)** Human Resources monitors performance review submissions, sends reminders as needed, and uses performance reviews as appropriate in internal applicant processes. Managers receive periodic updates regarding the status of performance reviews in their departments. **(3A.7)**

Timelines for follow-up evaluation processes are spelled out in the labor contracts and Board Policies and Administrative Regulations. These are designed to provide a supportive climate through which further evaluation can take place and goals for improved performance can be reassessed. Employee input into the evaluation process is a key component of the evaluation procedures for classified staff, faculty and administrators. **(3A.39-3A.45)**

Faculty

Evaluation criteria and procedures for all faculty are defined by statute and approved by collective bargaining agreements. **(3A.39, 3A.43)** The Los Rios College Federation of Teachers (LRCFT) contract details the specific written criteria upon which an evaluation is based. These criteria include an assessment of the faculty member's classroom performance (such as knowledge of the subject matter and delivery of appropriate instructional materials), relationship to students (such as respect for diversity), and professional growth activities. Faculty members also submit a self-study document. **(3A.46, 3A.47)**

A performance review committee is formed to implement the evaluation of both full-time and adjunct faculty. Membership on the committee is based on recommendations from the area dean and the faculty member's department chair, and must be approved by the Academic Senate President. The committee includes the dean supervising the faculty member being evaluated. For probationary full-time faculty, meetings are scheduled during the semester per LRCFT guidelines so the review committee can communicate concerns and recommendations for remediation to the faculty member prior to delivery of the final evaluation document. **(3A.39)**

The LRCFT contract specifies that performance reviews are to be completed for all faculty members according to a defined schedule. Performance reviews for tenure-track faculty are due annually by the end of the fall semester during the four-year probationary period. Performance review due dates for tenured and adjunct faculty are generally conducted on a three-year cycle in accordance with contractual provisions and appropriate division timelines. All evaluations are reviewed by the appropriate Associate Vice President and Vice President and forwarded to the District Office to be filed in the employee's personnel record. As per the contract, faculty members meet with their division dean and peer review committee to discuss their written evaluation. **(3A.39)**

Classified

The classified staff union contracts define evaluation procedures for classified employees. **(3A.40, 3A.41)** The classified supervisors' union contract details evaluation procedures for supervisors of classified employees. **(3A.42)** Supervisors conducting

evaluations of classified staff members assess employee performance based on established performance objectives and the duties listed in the staff member's job description. **(3A.48)** Many managers have received training in evaluating classified employees, and all have had discussions about these processes in manager orientations, specifically in recognizing the variety of approaches that employees may use in performing their duties. As per the contract, classified staff members meet with their supervisor to discuss the written evaluation. **(3A.40, 3A.41, 3A.44)**

Classified personnel are evaluated three times during their first year of hire on a schedule outlined in union contracts. Classified employees are usually evaluated every year thereafter. However, if an employee represented by Service Employees International Union (SEIU) or Los Rios Classified Employees Association (LRCEA) receives an overall rating of “competent” or “commendable” for the first two years of employment, that employee is evaluated bi-annually thereafter. **(3A.40, 3A.41, 3A.44)** Administrators may use performance evaluation reports to make decisions about an employee’s permanent status, promotion, demotion, or termination. **(3A.49, 3A.50, 3A.44)** A performance rating of “competent” or better is also required to earn a service credit. **(3A.51)**

District Office HR provides monthly summaries of due dates for classified staff evaluations for all bargaining groups. These are provided to the VPA’s office and are, in turn, sent to the responsible manager with due dates for timely submission. Timeliness of evaluations are tracked with a metric measurement and given to the management team on a quarterly basis, thereby highlighting the importance of timely feedback to classified staff regarding duty performance and, where needed, recommendations for improvement. These metric measurements are part of an overall metric tracking system that is designed to provide feedback on a number of critical areas for improvement and institutional effectiveness. **(3A.33)**

Management

Board Policies and Administrative Regulations specify the evaluation procedures and criteria applied to management personnel and to the President. The purposes of evaluation are to identify strengths and weaknesses, to promote self improvement, and to ensure that performance contributes to department, College and District goals. The evaluation process is the same for managers, deans, and vice presidents. **(3A.45)** The evaluation process for the College President is somewhat different; it now includes faculty input via a survey. **(3A.52)**

Managers are evaluated by their immediate supervisor in a formal, written review process. Evaluations are based on performance of job duties, success in meeting goals and objectives, leadership, human relations, communication, personal managerial qualities, and other appropriate criteria. **(3A.53, 3A.54)**

The performance evaluation consists, in part, of a survey of individuals who interact with the manager on a regular basis, which include managers, faculty, and classified staff. The performance evaluation also consists of a self-evaluation survey and narrative regarding achievements written by the manager. In addition to the performance review, all managers receive annual written progress reports to give more streamlined feedback on performance related to goals and objectives for the preceding and upcoming years. **(3A.45)**

All employees are given a copy of their written evaluation; one copy is kept by the evaluator and one is placed in the employee's file in Human Resources. The outcome of evaluations for all employees is the delivery of specific feedback designed to promote quality job performance. (3A.43-3A.45) The LRCEA, SEIU, Los Rios Supervisors Association (LRSA) and LRCFT contracts note that evaluations must “include specific recommendations for improvement and provisions for assisting the employee in implementing any recommendations made” in writing. (3A.39-3A.42)

Self-Evaluation

The College carries out systematic, regular evaluation of faculty, classified, and management personnel, per Board policies and regulations. Written evaluation criteria are specified in personnel contracts and include responsibilities that are relevant and appropriate to the job assignment. Personnel have access and opportunities to discuss the results of their written evaluation. (3A.55-3A.58) Documentation of evaluations is filed in the employees' records at the District Office. In the fall 2008 Faculty/Staff Self-Study Survey, 85.1 percent of responding faculty and staff agreed or agreed strongly with the statement, “I am clear about the processes by which I am evaluated” while 69 percent agreed or agreed strongly that “Current performance review procedures give employees accurate feedback and encourage improvement.” (3A.59) However, the personnel evaluation process could be improved by providing more consistent follow-up on recommendations that are included in employee evaluations, perhaps through stronger language relating to that area in employment contracts.

Planning Agenda

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The process of developing student learning outcomes (SLOs) assists faculty and staff in developing methods and programs that facilitate students' efforts to accomplish their goals. Instructional and Student Services faculty participate in the development of student learning outcomes with the guidance and support of the Student Learning Outcome Advisory Group of the SCC Academic Senate. (3A.60) All interested personnel can participate in this process; currently, instructional and Student Services faculty, and deans representing most of the academic divisions make up the SLO Advisory group. (3A.61)

The SLO Advisory Group develops the SLO assessment strategy, supports student learning outcomes assessment efforts, addresses College concerns, facilitates communication, and integrates SLO efforts across divisions with input from campus-wide discussions and workshops. Faculty are provided with extensive resources to develop student learning outcomes through the SLO website, including a Step-Wise Guide, a detailed rubric tool to assist faculty in developing learning outcomes, numerous workshops, primers, and presentations, and web resources on assessment. (3A.62-3A.64)

The SLO vision and purpose have resulted from a thoughtful, inclusive, and ongoing dialogue among faculty, student services staff, and administrators at the department,

division, and College levels. The purpose of this dialogue is to shape the SLO process in a manner that best contributes to student learning. The results of this dialogue are reflected in the Guiding Principles for SLO Assessment, which emphasize the leadership of faculty and student services professionals, systematic data collection and interpretation, SLO integration into ongoing pedagogy, a context of academic and personal diversity, continuous improvement of programs and services, and collaboration among faculty, student services professionals, administrators, students, policymakers, and the public. **(3A.61)** Thoughtful discussion also leads to modification of teaching and learning strategies, better coordination between program objectives, prerequisites, facilities and equipment needs, and budget allocations.

Because they have primary responsibility for course content and program review, instructional faculty have a central role in establishing and in assessing SLOs and using the feedback to improve instructional effectiveness. **(3A.61)** Since July 1, 2005, the faculty performance review process has acknowledged the importance of student learning outcomes through Article 8, section 4, of the LRCFT contract; it requires faculty to adhere “to the approved course outline” and to effectively assess “student learning outcomes as stated in the approved course outline.” **(3A.39, 3A.46, 3A.43, 3A.7)** The contract also requires that faculty reflect on the “strengths and weaknesses in areas such as...student learning outcomes” in the self-study section of their performance review. **(3A.47)**

College faculty are increasingly engaged in SLO planning and assessment. A collaborative SLO assessment strategy was used by at least 12 College instructional departments beginning in spring 2008. Additional departments that have also begun to use similar plans to facilitate their SLO assessment efforts are History, Physical Therapy Assistant, Business, and Engineering. **(3A.61)** College progress on SLOs is continuously measured using a rubric from the Accrediting Commission for Community and Junior Colleges (ACCJC). Ninety-four percent of courses have defined SLOs; 94 percent have identified assessment methods; 11 percent have assessed SLOs; 5 percent have analyzed results; and 1 percent are using those results to plan changes in pedagogy. **(3A.65)** Detailed rubrics have been developed for courses in Service Learning, Computer Information Science, Applications (CISA), and History. **(3A.61)**

Self-Evaluation

The College is actively engaged in addressing SLO assessment and in using student learning outcomes as components of faculty evaluation. Faculty evaluation is governed by the LRCFT contract which states that the assessment of “student learning outcomes” is one criterion for evaluation of College faculty. In their self-study documents, faculty are encouraged to reflect on their “strengths and weaknesses in...student learning outcomes.” The classroom faculty performance review form also requires evaluation of how well the faculty member “effectively assesses the student learning outcomes as stated in the approved course outline.” **(3A.66, 3A.46)** In addition, an increasing number of College faculty are engaged in SLO planning and assessment, leading to increased awareness and classroom practices of planning principles. **(3A.65, 3A.61, 3A.67)**

In the fall 2008 Faculty/Staff Self-Study Survey, 64.8 percent of responding faculty and staff indicated that they agreed or agreed strongly with the statement that “students who successfully complete the general education requirements demonstrate competence in the general education learning outcomes.” Fewer than 6 percent disagreed with the

statement, suggesting that the College is making progress toward the goal of establishing learning outcomes as valid measures of student success and effective teaching. **(3A.68)**

See Standard II of this accreditation report for a discussion of College progress on the identification, assessment, and use for improvement of SLOs.

Planning Agenda

None.

III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary

Statements of professional ethics and the responsibilities of employees are included in numerous locations and documents. The Faculty Code of Ethics and Faculty Statement of Professional Ethics, adopted by the Academic Senate, are contained in the College Catalog and SCC Faculty Handbook. **(3A.69-3A.71)** The Classified Code of Ethics is contained in the College Catalog and SCC Classified Handbook. **(3A.72, 3A.73)** A Management Code of Ethics is listed in the College Catalog. **(3A.74)**

Board policy contains the Board of Trustees' Statement of Ethics as a model and framework for behavior expected of all District employees. This statement upholds the principles of access and quality of education, sensitivity to diverse populations, professional conduct, confidentiality, and the dignity of the individual. **(3A.75)** Board policy also supports the hiring of faculty with high standards of professional conduct, subject area expertise, and the ability to present ideas to students fairly and constructively. **(3A.76)** In addition, the District issues an annual reminder of rights and responsibilities which addresses ethics implicitly through statements regarding employee behavior. **(3A.77, 3A.9)**

Professional ethics and responsibilities are also addressed in collective bargaining agreements. Article 4.1.3 in the LRCFT contract clarifies College service, and Article 11 was updated to reflect professional expectations and responsibilities. The LRCFT contract now addresses dispute resolution (Article 13), rights and responsibilities regarding academic freedom (Article 17), non-discrimination (Article 18), and disciplinary procedures (Article 27). The LRCEA and SEIU agreements describe grievance (LRCEA, Article 11; SEIU, Article 14), non-discrimination (LRCEA, Article 13; SEIU, Article 2.10), and disciplinary procedures (LRCEA, Article 17; SEIU, Appendix D). **(3A.78-3A.89)**

Board Policies and Administrative Regulations also address professional activities and responsibilities for faculty, disciplinary actions for classified staff, problem resolution, and discipline for management. **(3A.90, 3A.91)**

Ethical issues that personnel must address relate to equitable treatment of students and colleagues, personnel grievances, and appropriate relations between personnel and students. The College employs an equity officer at the vice president level who has responsibility for addressing equity, grievances, and sexual harassment issues. **(3A.25)** Two College standing committees, Staff Equity and Diversity, and Student Equity and Diversity have input into fair hiring practices and equitable student access as part of their responsibility. **(3A.92, 3A.93)**

Self-Evaluation

Codes and statements of ethics are contained in handbooks for faculty, classified, and management personnel, in the College Catalog, on the College website, and in performance reviews. (3A.69-3A.74) Collective bargaining agreements for all personnel address standards for professional behavior, as well as grievance and disciplinary procedures. (3A.78-3A.89) Board policies address ethics in hiring and encourage recruitment of personnel with high standards of conduct.

Employee grievances are few, and those relating to ethical issues are fewer still. Districtwide, in the last four years, there have been only three substantiated faculty concerns elevated to the level of grievance. Grievances are generally resolved at the lowest level, reflecting a College commitment to dispute resolution through the interest-based approach (IBA). (3A.9)

Planning Agenda

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Faculty

In fall 2002, there were 329.2 FTE full-time faculty and 170.6 FTE part-time (adjunct) faculty. (3A.94) In fall 2008, there were 375.2 FTE full-time faculty and 209.4 FTE adjunct faculty. (3A.95) The number of faculty positions requested each year is arrived at through an analysis by the department chair and manager who determine the full-time staffing strengths and weaknesses of the department. This needs analysis is documented in unit plans. (3A.11) The process for allocating faculty positions by area takes place at the College level where the VPI or VPSS, the President, and Senate officers consult regarding the final number and ranking of positions that will be brought forward in the hiring process. (3A.26, 3A.16, 3A.17) College VPIs meet at the District to discuss each individual College's needs for growth, replacement, and parity. VPIs recognize the needs of sister campuses, e.g., new campuses and programs or shifts in service needs, and, in a collaborative process, negotiate an equitable distribution of positions to each campus. The number of faculty positions is ultimately determined by funding available to the District. (3A.9)

The District Fiscal Services Office, with input from the VPIs and Human Resources, follows established, reviewed, and updated guidelines set forth in the "Guidelines for Authorizing New and Replacement Faculty Positions—State Compliance Information for Faculty Replacement" document to ensure compliance and understanding of staffing responsibilities. Currently, the District exceeds the compliance number and intends to continue to do so. This information about staffing and compliance is reported annually to the Board of Trustees and LRCFT. (3A.96)

Classified

In fall 2002, there were 239.5 classified staff members at SCC. (3A.94) In fall 2008, the number was 266.7 classified staff. (3A.95) Requests for classified positions begin with

the Unit Plan Process and emerge through requests for new positions from the VPA's office. **(3A.11)** The Classified Senate, the President's executive staff, and the President quantify and rank the list of position requests. **(3A.97)**

The District determines how much FTE will be allocated for new classified positions; and it decides on the distribution across the Colleges using established formulas for staffing levels for various facilities functions, previously negotiated formulas for allotting funds for classified positions, and data on funding levels. **(3A.9)** Each College has a process to determine the number of new positions to request through the District process. At SCC, this process is outlined in the Classified Staff Resource Allocation Plan, part of the College's strategic planning process. New classified staff positions are determined as part of the unit and program planning process, in which goal-supporting objectives are prioritized through the planning process; those that require classified staff support are pulled out and prioritized at the College level. **(3A.13, 3A.31)** A final prioritized list is developed by the VPA and, following the President's approval, is submitted to the District process. The District Office, in collaboration with each of the College VPAs, finalizes a Districtwide allocation list that is subsequently approved by the Chancellor and the Board.

Each year, District Office Human Resources conducts a Re-classification Review Board to evaluate requests from the College to reclassify personnel into a new or higher job classification based upon the work they have been assigned. This process accounts for shifts in job assignments that result in personnel potentially working "out of classification." The process for preparing and submitting a request for re-classification is outlined in the Classified Staff Resource Allocation Plan and in District regulations 6216 and 6222. **(3A.91)**

Each fiscal year of the LRCEA contract agreement, the LRCEA and the District select four representatives to serve on the Joint Job Classification Review Committee. The LRCEA and the District meet to review and discuss select classification families and the job classification review process. The job classification review examines job classifications within each classification family selected for review and determines the currency of the job duties as described in the job classification and reviews the placement of the selected job classifications within the bargaining unit compensation structure. This review is intended to ensure that job classifications continue to meet the functions and services for which they were intended. This review also provides a process by which job classifications can be amended or created to address changes in functionality in the organization. According to the LRCEA contract, on or before January 15 of the applicable fiscal year, the District distributes the documents prepared by the committee to the affected employees. Committee members receive a copy of the document distributed to each job classification under review, along with a list of the employees to which the document was distributed. This practice ensures that full communication of prospective changes occurs. Similar job classification reviews are in place for the SEIU bargaining unit. **(3A.57, 3A.56)**

Management

In fall 2002, there were 27 management employees; this number remained the same in fall 2008. **(3A.94, 3A.95)** The College Presidents meet individually with the Chancellor to determine staffing numbers for administrative positions. In addition, all four College presidents meet in a collaborative process with the Chancellor to discuss the needs of

each College. In some cases, outside mandates, such as a Board of Nursing requirement for a nursing program director, may require certain positions.

Self-Evaluation

There is general agreement in the College community that staffing for faculty, staff, and administrators is both adequate and qualified to achieve the College mission. In the fall 2008 Faculty/Staff Self-Study Survey, 67 percent of faculty and staff at the campus indicated that they “agreed” or “agreed strongly” that staffing is adequate in their units to provide quality service as compared to 56 percent agreement with this statement in the 2002 survey. **(3A.98, 3A.100)** Further, a large proportion of College faculty and staff believe that College staff is “qualified” and “up-to-date.” Eighty eight percent of those surveyed in 2008 indicated they “agreed” or “agreed strongly” with this statement as compared to 84 percent in the 2002 survey. **(3A.99, 3A.100)** The evaluation is based on the output of work and the number of students who are successfully helped in an efficient amount of time. **(3A.9)**

Planning Agenda

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

At the College, personnel policies and procedures are developed and periodically reviewed through constituency governance groups and in collaboration with College administrators. Policies are publicized in the College Catalog, student guides, faculty handbook, classified handbook, and contracts, which are posted on the District website. **(3A.101-3A.104, 3A.55-3A.58)** Personnel policies and regulations are available in hard copy on the campus and accessible by all employees, students, and the public via the District web pages. **(3A.106, 3A.107)**

Other resource materials that contain information related to personnel policies, e.g. copies of the California Education Code, Title 5, and AB 1725, are available in the President's Office and in the SCC library; copies of the Americans with Disabilities Act are in the Office of the College Equity Officer and the library. **(3A.107-3A.109)** Members of each bargaining unit have copies of their respective contracts, and copies of all bargaining agreements are located in each administrative office. New faculty receive the SCC Faculty Handbook at orientation; it is also available on the SCC website. **(3A.103)**

At the District, collective bargaining contracts, board policies and administrative regulations, and the internal HR Department Handbook are all sources of information to ensure that procedures are equitable and consistent. **(3A.55-3A.58, 3A.105, 3A.111, 3A.109)** HR develops personnel procedures in collaboration with College administrators. Personnel provisions are governed through the District and adhered to in compliance with collective bargaining agreements and State and Federal regulations.

PeopleAdmin also provides for enhanced accountability. Additionally, HR develops and publishes information flyers on various topics. (**3A.4, 3A.110, 3A.7**)

The Faculty Hiring Manual delineates employment policies and procedures relating to fairness. (**3A.29**) Board policies and regulations provide guidelines to ensure fairness in matters of personnel practices for all employee groups and also outline standards for advertising, selection, and hiring. (**3A.105**) Agreements for all collective bargaining units include written statements regarding fairness and due process. (**3A.55-3A.58, 3A.112, 3A.9**)

An equity representative is included on all hiring committees. (**3A.112**) Equity and hiring training are conducted on campus to ensure that personnel policies and procedures are administered consistently and equitably. In addition, the District Office conducts Leadership Series training workshops for managers. (**3A.113**)

The District HR's website affirms its commitment to equity. Each job applicant is asked to address a question or questions relating to diversity in the workplace, and classified and faculty handbooks and procedures address issues of fairness and equity. (**3A.114**) One important reference is the Equity Handbook updated in spring 2006. The District Office and all College constituency groups review and comment on policies relating to fairness in employment. (**3A.112, 3A.7**)

Self-Evaluation

The District, through the participatory governance and collective bargaining processes, has established written policies which provide clear guidelines to ensure fair and impartial employment procedures. The policies are publicized in many different areas, including the District website, College Catalog, faculty handbook, equity handbook, and hiring handbook. To ensure the College adheres to the policies, equity and hiring training is conducted on campus for faculty and staff and at the District Office for managers. In addition, an equity representative is included on all hiring committees. The Staff Equity and Diversity Committee meets on a regular basis to address issues relating to fairness in employment practices.

Planning Agenda

None.

III.A.3.b. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Any certificated staff member may, by providing twenty-four hours notice, examine his or her personnel file maintained at the District Office. Upon written request, a member shall be furnished, at a reasonable cost, a reproduction of material in his or her file.

(**3A.115**) A classified employee may review, at a time mutually convenient to the employee and the District HR Office, material in his or her permanent personnel file, except those items exempted by law, within two working days after receipt of such a request by the District HR Office. (**3A.116**) Board Policies and Administrative Regulations also indicate who can view personnel files and describe for classified staff and faculty the process for viewing them. (**3A.117**)

All personnel files are kept electronically in HR in a system called *OnBase*. Access is password protected. Each employee has access to view or have printed his or her file upon request. **(3A.7)**

Self-Evaluation

Official personnel files are kept securely in an electronic system in HR with access password-protected. Per Board Policies, Administrative Regulations, and employee contracts, each employee has access to view or have printed his or her file upon request. Unofficial working employee personnel files are maintained by managers in secured file cabinets with limited access.

Planning Agenda

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III. A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

In both the College vision and mission statements, SCC includes statements regarding diversity. **(3A.2)** The College carries out this mission by supporting programs that address equity and diversity, such as the Staff Resource Center, Cultural Awareness Center, Cultural Democracy Initiative, Beyond Diversity training, Courageous Conversations, the International Studies Program, and standing committees. **(3A.118-3A.124)** One or more of these programs often co-sponsor presentations. Hiring processes, new employee orientations and mentoring, and sabbatical projects also support the needs of diverse personnel.

The Staff Resource Center (SRC) frequently offers speakers and workshops on cultural, ethnic, gender, socio-economic, and minority topics, advertising them via email, in flyers, and on a calendar on the SRC website. The SRC organizes a Flex Day at the beginning of each semester and Flex workshops throughout the year that include workshops on equity and diversity. **(3A.118, 3A.125)**

Presentations sponsored by the SRC, often offered in conjunction with other campus programs, have included the following: training for equity representatives; speakers, workshops, and films on race, ethnicity, culture, religious diversity, gender, aging, and international relations; a multicultural symposium; strategies for helping minority students succeed; disability awareness; and more. **(3A.126, 3A.119)** In addition, the SRC facilitates online training opportunities through the California Community Colleges Chancellor's Office, and provides conference and travel support for attendance at conferences on diversity topics. **(3A.127)** During the spring 2009 Flex, the SRC hosted the two-day "Diversity Conference: Embracing Change." The conference highlighted the importance of diversity as a critical part of teaching, research, and retention. **(3A.128)** The SRC is responsible for the disbursement of funds for intra- and inter-state training opportunities for staff and faculty. **(3A.129)**

The Cultural Awareness Center (CAC) either sponsors or co-sponsors a variety of educational and inter-cultural programs designed to foster an appreciation of different

cultures, traditions, and histories, to promote advocacy, inquiry, and inclusion. Programs have included speakers, films, forums, book reviews, diversity workshops, exhibits, and artistic expression of music, dance, and art. The Center promotes and welcomes diverse ideas and opinions through publications, access to Internet-based cultural resources, and open discussions. **(3A.130, 3A.119)** An advisory committee meets each semester to discuss programming that would add value to the Center, campus, and community. The CAC also provides a meeting area for the campus community.

The CAC and SRC collect evaluation forms from participants at the conclusion of each presentation to use in program evaluation and planning. The SRC collects input on diversity training needs of campus personnel through an annual survey and uses this data in program evaluation and planning. **(3A.131-3A.133)** College equity officers meet monthly with District HR to review processes and legal updates and for ongoing training. **(3A.7, 3A.112)**

The College has supported the Cultural Democracy Initiative since 2004 and Beyond Diversity training and Courageous Conversations have been offered from 2006 through fall 2008. **(3A.120-3A.122)** These programs provide staff and faculty with skills for effective engagement on a highly diverse campus. Evaluation forms are distributed at the conclusion of Beyond Diversity workshops. **(3A.131-3A.133)** The College is in the process of institutionalizing the Cultural Diversity Initiative by implementing a program plan and hiring a coordinator at a .2 level to begin in fall 2009. This position will have responsibility for formal assessment. **(3A.134)** Through the granting of sabbaticals, the College has also awarded time for faculty to initiate a study of campus diversity. **(3A.135)**

The Staff Equity and Diversity Committee meets monthly to support equity and diversity on campus. The committee develops, recommends, and implements programs and services designed to enhance educational and employment opportunities to help develop a faculty and staff which reflect the diversity of our campus. This committee is a participatory decision-making body which monitors the effectiveness of equity-related policies and procedures in campus hiring practices. The committee makes recommendations to the campus for improving equity and diversity processes. **(3A.95)** The Pathways to Los Rios workshop was developed at SCC through the Staff Equity and Diversity Committee. **(3A.8)**

New faculty and staff receive help integrating into College life through orientation and mentoring programs. The SRC sponsors orientations for new full-time and adjunct faculty at the beginning of each semester, and in fall 2008 initiated a continuing series of new faculty conversations to expand the content of orientations and to include all interested faculty. **(3A.125)** An online New Faculty Module also helps new faculty get acquainted with the campus and its resources through an interactive workbook. **(3A.136)** The Academic Senate matches new full-time faculty with experienced faculty in a mentoring program that provides guidance on College culture and practices. The Instruction Office conducts an evening orientation for new adjunct faculty each semester on campus services.

The Office of the VPA began annual orientations for new classified staff in 2007 to help new employees become familiar with College procedures. **(3A.137, 3A.138)** The program became a College planning agenda item in 2007 in response to a 2003

accreditation recommendation that the College 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.” The VPA’s office is working with Staff Development to incorporate the program into a broader staff development program for classified staff. Since its inception, 68 new staff members have attended. Attendees evaluate the orientation, and the feedback is used in planning future agendas; a request for a student services overview will be part of the next orientation. (**3A.139, 3A.140**)

Classified Senate and the Office of the VPA began a mentoring program for new classified staff in spring 2008. The program welcomes new staff members throughout the year and connects them with experienced staff to whom they may turn, in an ongoing relationship, to ask questions about campus culture, opportunities, and procedures. Mentors and mentees evaluate the program, and their responses are used to ascertain ways the program may be made more useful. Thirty-one new staff and twenty-one mentors have been involved. (**3A.141**)

The College promotes a non-discriminatory policy, printed in its Catalog, which includes language prohibiting discrimination based on ethnic group identification, religion, sex, age, color, sexual orientation, or physical/mental ability, or spoken language. (**3A.142, 3A.143**)

The District also provides training for employees in a variety of programs, and each of the following includes some level of diversity training: Interest Based Approach (IBA), Classified Leadership Academy, Faculty Diversity Internship Program, Los Rios Leadership Series, and Diversity Training at all Colleges and the District Office. (**3A.144, 3A.7**)

Twice per year, HR distributes a memo to all employees on the rights and responsibilities regarding treatment of staff, faculty, and students and posts the memo on the HR website. This memo includes information on non-discrimination and disability accommodations, sexual harassment, professional and ethical behavior, having a drug and alcohol-free workplace, and workplace bullying. (**3A.7, 3A.77, 3A.9**)

Self-Evaluation

The values of supporting a multicultural institution are upheld by continuous employee orientation, training, standing committees, College programs, and District policies. Hiring, evaluation, and curriculum planning processes, all address diversity as a core value. Complaints about non-compliance with campus multi-cultural values are investigated with the utmost seriousness. A long-term commitment to these values has been a cornerstone of SCC’s policies and practices.

In the fall 2008 Faculty/Staff Self-Study Survey, 90.6 percent of responding faculty and staff indicated that they agreed or agreed strongly with the statement that “the College demonstrates an understanding of and concern for issues of equity and diversity,” and 80.6 percent agreed or agreed strongly that “the College demonstrates appropriate understanding and concern for faculty and staff equity and diversity.” (**3A.145**)

Planning Agenda

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

A 2008-2009 College goal expresses the intent to improve “staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.” (3A.3) College goals are developed by the whole College through broad dialogue and participatory decision-making processes, and guide College programming throughout the year. (3A.146)

In the faculty and staff hiring process, significant efforts are made to ensure that applicants from under-represented groups are included in the pool. With campus input, the District extensively advertises positions in sources accessed by minority applicants. HR reviews equity data to ensure applicants represent diverse backgrounds. An equity officer sits on each hiring committee to ensure that fair hiring practices are followed throughout the process. The campus equity officer trains equity representatives so that they can monitor appropriate procedures. (3A.112, 3A.29) Within the past two years, the District has required that all equity representatives be re-trained every two years to stay current on equity-related issues. (3A.25) Campus equity officers, with guidance from the District, developed a handbook on equity in hiring. Equity officers use the handbook to provide training at the College level and as a stand-alone resource. (3A.7, 3A.112)

Hiring processes for contract employees and all regular classified staff include self-directed, online training regarding discrimination, sexual harassment, and more. Additionally, managers are mandated to complete sexual harassment training, either online or in person, and a log is maintained to ensure compliance. (3A.7, 3A.111, 3A.112)

Every recruitment pool is reviewed by a HR manager prior to scheduling interviews to ensure that the diversity appropriately reflects the initial pool and the community. The HR Department reviews applicant diversity annually in the fall and reviews the workforce in the spring, based upon submission of staff data to the Systems Office. Diversity information is shared twice per year with Executive Staff, and data is provided to the Board of Trustees. (3A.7)

Data on the ethnic background of classified staff and faculty hires is kept on file at the LRCCD HR Office and submitted regularly to the CCC Chancellor’s office. (3A.10, 3A.147) Gender, ethnicity, and age data on applicants are not revealed to hiring committees. (3A.25) The Chancellor’s office is working on a process that will report ethnicity and disability data of applicants to campuses; a similar reporting process was cancelled several years ago. (3A.10, 3A.9)

Self-Evaluation

The District HR Office maintains regular statistics on personnel demographics. Data on the ethnicity of staff is regularly reported to the Board of Trustees

Trained equity officers oversee the hiring process, and compliance with hiring processes is strictly enforced. Cultural competence is a significant portion of hiring considerations

for all permanent SCC positions. Job announcements reflect the College’s commitment to serving its diverse populations by including such statements as “The faculty and staff of Sacramento City College value a humanistic approach to learning, teaching, and working together in a diverse community” and, under minimal qualifications, applicants should “Have sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability and ethnic backgrounds of community College students.” (3A.148)

HR affirms the goal of recruiting and hiring individuals who “mirror the demographics of the student body and community.” The College also “attempts to achieve a balanced staff that is representative of the composition of the community so that students will have an opportunity to relate to members of minority races, ethnic groups, individuals with disabilities and women.” (3A.149) Over the past 6 years hiring has resulted in increased numbers of SCC employees in all ethnic categories. Some groups increased more proportionally than did others. For example, in 2003 there were 74 African American employees, and in 2008 there were 104, an increase of 30 individuals (an increase of over 40%). White employees increased by 52 from a total of 684 in 2003 (an increase of only 7.6%). (3A.95, 3A.10, 3A.150, 3A.37)

SCC – All Employees	Year/Term						
Ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Change 2003-08
African American	74	78	82	82	83	104	30
Asian/Pacific Islander	101	119	126	132	142	147	46
Hispanic	87	86	94	110	109	118	31
Native American	18	19	18	19	19	18	0
Other Non-White	16	19	23	24	21	24	8
White	684	692	702	687	685	736	52
Unknown/Declined to State	36	36	68	84	119	45	9
Grand Total	1016	1049	1113	1138	1178	1192	176

SCC employee diversity has increased over the last 6 years with a decrease in the percentage of White employees and increases in the percentages of most other groups. The percentage of employees in each ethnic group has changed by as much as 5.6 percent over this time span.

SCC – All Employees	Year/Term						
Percent of total SCC employees by ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Change in percentage 2003 to 08
African American	7.3	7.4	7.4	7.2	7.0	8.7	1.4
Asian/Pacific Islander	9.9	11.3	11.3	11.6	12.1	12.3	2.4
Hispanic	8.6	8.2	8.4	9.7	9.3	9.9	1.3
Native American	1.8	1.8	1.6	1.7	1.6	1.5	-0.3
Other Non-White	1.6	1.8	2.1	2.1	1.8	2.0	0.4
White Total	67.3	66.0	63.1	60.4	58.1	61.7	-5.6
Unknown/Declined to State	3.5	3.4	6.1	7.4	10.1	3.8	0.2
Grand Total	100.0	100.0	100.0	100.0	100.0	100.0	

Changes over the last 6 years have brought the diversity of SCC employees somewhat closer to the diversity of SCC students, although the match is far from perfect. The employee group that is overrepresented compared to the student population, White, has decreased as a percent of overall employees over the last 6 years. The major groups that

are underrepresented among the employees compared to the students, African American, Asian/Pacific Islander, and Hispanic, have increased as a percentage of the employee population over that same time. (3A.150)

Percent of Students and Staff by Ethnicity	Students Fall 2008	Staff Fall 2008	Change in the percent of staff in ethnicity 2003-2008
African American	14.4	8.7	1.4
Asian/Pacific Islander	24.8	12.3	2.4
Hispanic	18	9.9	1.3
Native American	1	1.5	-0.3
White	32.5	61.7	-5.6
Other	9.2	5.8	-0.6
Grand Total	99.9	99.9	-0.8

The District is taking the lead on implementation of the EEO report/action plan for the Systems Office, based on an April 4, 2008, email from the Chancellor's Office. Efforts related to the EEO model in planning activities need to continue even though challenges exist with respect to the availability of data and the District's concern about diversity definitions which are different than those for students. (3A.9)

Planning Agenda

None.

III.3.A.4.c. The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The District Interest-Based Approach (IBA) steering committee has maintained a commitment to the interest-based approach as an alternative means for problem-solving and decision-making since 1993. Since that time, 123 SCC employees have completed the District funded, 2.5 day, IBA training; and ten of these employees have completed additional training to serve as facilitators. (3A.151, 3A.152) IBA facilitators from SCC have assisted the faculty and District bargaining teams in the successful negotiation of the 2008-2011 faculty contract. At SCC, IBA facilitators have assisted in planning and conflict resolution meetings for several departments, such as Cosmetology and the Child Development Center, in the past six years. Successful IBA negotiations depend on mutual respect, active listening, understanding another point-of-view, and informed decision-making; this set of principles corresponds to the College's core values of working together, pursuing excellence, and inspiring achievement. (3A.152, 3A.2)

Policies regarding treatment of administration, faculty, and staff are regulated by collective bargaining agreements. (3A.55-3A.58) Policies and procedures regarding treatment of students are regulated by an established Student Rights and Responsibilities document and the Student Code of Conduct. Issues of student grievance are ultimately the responsibility of the VPSS. (3A.102) Specific ethical guidelines are delineated in the Faculty Code of Ethics, Faculty Statement of Professional Ethics, Classified Code of Ethics, and Management Code of Ethics, all of which are available for student review in the SCC Catalog. These policies specify behavior of faculty, staff, and managers toward students and each other. (3A.69-3A.75)

In a situation in which students, staff, or faculty feel unfairly treated specific, union-governed grievance procedures are prescribed: the student and employee grievance and complaint procedures are made clear in Board Policies and Administrative Regulations and in the 2008 SCC Faculty Handbook. (3A.153, 3A.154) Few issues reach the official grievance level; the College uses Interest-Based Approach (IBA) to resolve many issues before they become grievances. (3A.155)

District performance review processes, training programs, collective bargaining agreements, hiring processes, and other programs reflect a commitment to core values of respect. Most recently, this was evidenced by the Chancellor's Update of April 22, 2008 in which he referenced the employee satisfaction survey results and provided a private, anonymous phone line number to be called if unprofessional behavior was observed. (3A.7)

Self-Evaluation

At SCC, the IBA process has become an important component of the campus culture. SCC facilitators have contributed to the welfare of the entire District by assisting with every Los Rios Strategic Plan since 1997. Employees who have completed IBA training stated that they learned to build good relationships and that the principles have become a way of life that improves the community. (3A.152)

Survey results demonstrate that employees in general agree that the College recognizes their interests, values their participation, and creates an environment in which individuals feel respected and recognized for their contributions. College respondents to the fall 2008 Faculty/Staff Self-Study Survey largely agree that their constituent representatives have sufficient input to College decisions (62.2 percent agreed or agreed strongly), and that the College has an effective process for constituent groups to participate in decision-making (67.3 percent agreed or agreed strongly). (3A.156) Campus respondents also agreed or agreed strongly that they participate in decisions about how their work is done (71.6%), that they feel valued by management (61.5 percent agreed or agreed strongly), that male and female employees are treated with equal respect (76.5 percent agreed or agreed strongly), and that employees of all ethnicities are treated with equal respect (72.2 percent agreed or agreed strongly). (3A.157)

Established policies and practices exhibit a strong tradition of fairness in the College's treatment of all staff and faculty. Strong collective bargaining agreements ensure consistency in the evaluation and discipline processes. The Student Grievance Procedure is clearly communicated via the SCC website, Catalog, and other printed materials available to students. (3A.158, 3A.159)

Planning Agenda

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College and District provide classified staff, faculty, and administrators with a variety of professional development opportunities through the SRC, technology workshops, new employee orientations, and more. **(3A.118, 3A.136, 3A.113)** The College provides financial support for professional development through the SRC; additional sources of support also exist: Career Technical Education (VTEA) for technology training, North Far North Consortium for career technical training, and New Horizons for training for College IT staff. **(3A.125, 3A.160)** Instructional divisions can, in addition, request training funds through the unit planning process. **(3A.125)**

All personnel may take advantage of professional development opportunities offered by the Staff Resource Center, Information Technology Committee, Division of Information Technology, SLO Advisory Committee, Office of Planning and Research, and the District Office; many of them are supported by staff from the Learning Resources Division. The SRC collaborates with other College and District programs, such as the CAC, the International Studies Program, the Basic Skills Initiative, the Student Learning Outcomes Assessment program, the Learning Resources Division, Los Rios District Staff Training, Faculty Association of California Community Colleges (FACCC), among other agencies, to plan, facilitate, and deliver professional development activities. **(3A.118, 3A.125)**

The SRC presents Flex Day instructional improvement activities online and in workshops and presentations throughout the year. Current SRC staffing includes two full-time classified positions and two half-time faculty Staff Resource Coordinators. One coordinator focuses primarily on an initiative chosen every two years. The initiative for 2007-2009 was the “teaching and learning.” The “teaching and learning” coordinator position is funded at half-time for 2007-2009. For 2009-2011, continuation of this position is in the SRC program plan in the form of a new initiative--“engagement and empowerment.” The second coordinator position, also funded on a half-time basis, focuses on general staff development activities. **(3A.125)**

Both SRC coordinators, in collaboration with the Staff Development Committee, develop a general theme for the year’s activities. **(3A.161)** The coordinators develop several, more specific, areas under the theme, solicit College input for activities, and develop activities. Most SRC workshops are open to all personnel. Certain SRC activities are designed specifically to access benefits to allow personnel to go to school, to be reimbursed for professional development, and/or to get salary credit. SRC activities are designed to tie into College goals and to meet regulatory standards; advertising flyers list the specific College goals that are addressed by each activity.

The Staff Development Committee promotes professional growth activities for all personnel, supports program and curriculum innovations, reviews the annual staff development needs assessment, evaluates applications for staff development projects, helps plan SRC Center activities, and manages fund distribution for conferences, workshops, and travel. **(3A.161)**

Technology training for all employees--both web-based tutorials and in-person sessions--is offered by both the College and the District. **(3A.162, 3A.145)**

Faculty

Faculty may take advantage of unique staff development opportunities, including full-day orientations and the mentoring of new employees, instructional improvement

activities (Flex) held at the beginning of the semester, and faculty-oriented SRC events held throughout the year. **(3A.118, 3A.127, 3A.144)** Faculty are invited to attend some of the Los Rios Leadership Series. **(3A.163)** Title 5 (AB 1725) requires flex activities at Colleges and specifies the number of hours and days and the allowable categories of flex activities that can be used to fulfill the law. **(3A.108)** Faculty must submit a form to the Instruction Office to confirm the flex hours they attend, as required by Title 5. **(3A.164, 3A.165)**

Faculty are encouraged to share information on teaching via the classroom-based Research and Assessment Center's website. **(3A.166)** The website gives teachers access to a resource toolkit and to insights from colleagues who have been conducting classroom research for years and who have utilized the results to enhance their teaching. Information and assistance with SLOs is provided through the SLO website and the SLO advisory group, both led by faculty and student services professionals. **(3A.60, 3A.167)**

Faculty are also encouraged to attend off-campus workshops or conferences and can apply for financial support for conference or workshop attendance. **(3A.129)** During recent LRCFT contract negotiations, the article regarding conference and travel was reviewed and enhanced with an emphasis on professional growth. A joint committee, formed in fall 2008, further explores opportunities in this area for potential enhancement. Faculty can also take advantage of the sabbatical leave program and the opportunity for professional growth credit on the salary schedule through coursework. Sabbaticals for faculty are provided through the LRCFT contract and coordinated through HR and Fiscal Services. **(3A.168)**

The College Professional Standards Committee reviews sabbatical leave applications and submits recommendations to the President. The committee also reviews leave reports and recommends approval or disapproval to the President. **(3A.169)** College faculty may also participate in local, state, national, and international teaching exchange programs, which may include teaching in another College unit or discipline. **(3A.170, 3A.171)**

Classified

Classified employees also have unique professional development opportunities provided by the College and District, including full-day new employee orientations, new staff mentoring, the Classified Leadership Academy (at the District Office), and web-based tutorials and in-person technology training on job-specific topics offered by both the College and the District. **(3A.163)** Classified employees may be reimbursed, through their collective bargaining agreements funded through PDF, for tuition and textbooks. Classified staff may apply for a staff development leave for up to five months for study or for retraining to meet changing educational needs and conditions within the District. **(3A.172)** District funding is earmarked for LRCEA staff development.

Newly-hired classified staff attend a “new-hire” orientation program that is conducted at the District Office. Additionally, the College provides a comprehensive orientation program for newly-hired and newly-promoted classified staff called “Right Start.” This orientation program is presented annually by the College and provides a broad overview of the organizational structure of the District and College, the strategic planning process, safety and security practices, participatory governance programs, and other topics designed to help the new employee feel comfortable in a complex College environment. **(3A.173)** More importantly, this orientation program offers the opportunity for interaction among staff from various work areas and for senior staff to welcome new

employees. The VPA is the focal point for this orientation program; a metric tracking mechanism provides both the number of attendees relative to those eligible and/or invited to attend and a review of critiques from attendees. (3A.140) The critiques are used to improve the orientation program for the following year. For example, for the 2009 Right Start program, one critique indicated the desire to have more information concerning Student Services programs. As a result, this will be incorporated into the 2010 Right Start program. (3A.173)

Management

Management employees are encouraged to participate in several professional development opportunities including the ones described in the opening section to this section of the standard. Managers can participate in the District Office's fall series of workshops on leadership. (3A.144, 3A.145) Short-term professional growth leaves of up to fifty working days may be granted for purposes which benefit the District and enhance the management abilities of the employee. (3A.174) Class tuition may be reimbursed according to criteria in Board regulations. In addition, long-term professional growth leaves of one or two consecutive semesters may be granted. Such leaves may include, but are not limited to, study, participation in a training program, educational improvement, research, or any other activity necessary to respond to changing educational conditions and student needs. (3A.175) The District has also been instrumental in working with universities in the UC and CSU systems to develop doctoral programs in Educational Leadership and has supported administrators who indicated interest in program participation.

Self-Evaluation

The College SRC and the District HR Office use Collegewide input to provide a wide range of workshops and programs to facilitate professional development and workplace competency, cultural competency, health, and personal growth for classified staff, faculty and administrators. College support for a full time Staff Development coordinator (currently, two half-time positions, previously, one half-time position) has enhanced the ability of the SRC to plan appropriate staff development opportunities for all employees.

The College supports the District's continuing work with unions and associations as evidenced in language relative to professional growth; and it collaborates with the District in building programs to support the efforts identified. (3A.7)

Planning Agenda

None.

III.3.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvements.

Each year, the College develops a Staff Development Plan that is shaped by the ongoing three-year, Districtwide Faculty and Staff Development Plan annually submitted to the State Chancellor's Office. (3A.176) The College Staff Development Committee, comprised of representatives from all constituency groups, provides direction for staff development activities. (3A.161) Committees and subcommittees, such as Professional Standards (which awards Sabbaticals and Faculty Release time for special projects), Conference, Workshops, and Travel (which awards funds for attendance at seminars and other professional events and activities), and the Staff Resource Center Advisory Group

(for planning events such as Flex Day or other internal institutional training opportunities) are active in the planning, delivery, and evaluation of the Staff Development Program. **(3A.164)**

Needs assessments are conducted periodically to identify “initiatives” that become the basis of concentrated staff development activities over a two-year period. In fall 2006, the initiative was “teaching and learning styles.” **(3A.160, 3A.165)** In fall 2008, the initiative was “engagement and empowerment.” **(3A.177)** The SRC coordinator positions support these initiatives. Additionally, surveys are administered periodically to measure satisfaction with current staff development activities and processes (such as the time of day activities are offered). Results of the fall 2007 SRC Staff Development Survey were analyzed employing SPSS and used to determine appropriate topics and schedules for SRC activities. **(3A.133)** Another survey will be administered in spring 2009.

All College staff development workshops and offerings are evaluated by participants at the end of each presentation. **(3A.125)** In addition, the Staff Resource Center encourages suggestions from faculty and staff for Flex workshop topics and Flex presentations. **(3A.177)** Staff Development, Professional Growth, and Sabbatical Leaves are evaluated in reports submitted by the employee who was granted the leave. The District Office evaluates professional development activities through anecdotal feedback from managers on changes in staff performance after professional development activities. The Los Rios Management Association provides feedback in the form of training needs. The District Office is responsive to evaluation feedback. **(3A.9)**

Additionally, the SRC submits an annual program plan and unit plan which outline activities for the coming year based on objectives related to College goals. The objectives are then associated with outcome measures that are evaluated on a yearly basis. These processes are conducted using the procedures associated with the College’s strategic planning processes. **(3A.176, 3A.178)**

Self-Evaluation

The SRC regularly solicits campus input on the planning of professional development activities. The SRC evaluates its activities through feedback forms, surveys of participants, and informal discussions, and uses the results of these evaluations in planning program improvements. In response to an evaluation of employee participation levels, the SRC plans alternate professional development models and a clarification of the framework by which all personnel can attend activities. In particular, the SRC seeks means of encouraging classified staff attendance at professional development activities.

Planning Agenda

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Both the District and College have a number of mechanisms in place to ensure that HR planning is integrated with institutional planning. One process that demonstrates that

integration is the planning for new faculty and classified staff positions. The College Strategic Planning Framework contains Resource Plans that describe the processes for requesting classified staff, teaching faculty, and counselors/librarians/nurses. **(3A.179)** On a yearly basis, departments identify the need for additional faculty and staff positions in their unit plans which are then prioritized and become the basis for institutional planning. **(3A.180)** In the fall semester, the formal process for determining faculty positions is undertaken using standards and data that focus on the College's mission, goals, program development, and enrollment growth in addition to such mandates as the 75/25 rule, accreditation standards for such programs as nursing, and set ratios for counselors. Both the College administration and the Academic Senate develop prioritized lists of potential faculty slots that are reconciled and submitted to the District. **(3A.181)** The District utilizes its institutional planning process to award faculty slots to the Colleges based on such criteria as growth, mandates, accreditation requirements, and support for the educational mission.

Additionally, the District Office measures classroom productivity and growth in enrollment and adjusts, on an ongoing basis, the full-time equivalent faculty positions available to the Colleges based on those factors.

The process for obtaining classified staff is outlined in the Classified Staff Resource Plan. Staff needs are documented in unit plans. **(3A.31)** Formal requests, using unit plan objectives, are developed and submitted to both the College administration and to the Classified Senate for prioritization in the spring. Recommendations are forwarded to the District for discussion and final approval. The District awards the number of classified staff to each College in the District in the fall, based on such factors as available financial resources, enrollment growth, and changes in assignable square footage. The College VPA maintains a set of tracking metrics for key classified staff actions (hiring, evaluation, total staff, orientation, training, etc.) which provide the outcome data that is assessed annually as part of the College's planning cycle. These metrics are designed to provide into improvement actions that will enhance institutional effectiveness for this critical College resource. **(3A.33)**

Self-Evaluation

HR planning is integrated into institutional planning through resource plans that are part of the College's strategic planning and unit planning processes. HR planning processes are data-driven at both the District and College levels. Decisions about which positions and the number to hire are based on published criteria, institutional planning documents, and data. **(3A.13, 3A.37)**

Personnel are funded through state financial resources provided to the District each year. Different funding formulas and processes are used for different personnel types. In the case of classified staffing needs, a number of factors are utilized to determine new positions that will be allocated to the Colleges each year. These factors include enrollment growth, assignable square-footage for facilities and the overall operational budget for each College. In addition, with the development of major education centers for the District, each year, the District has been 'banking' positions to become available to each College as their respective centers become operational (e.g. West Sacramento Center, spring 2010). **(3A.182)** These banked positions have resulted in a somewhat constrained number of new positions that have been available to the Colleges, but was a necessary planning effort to ensure the centers would have sufficient staff available when they became operational. This is especially relevant now as the District is dealing with

very constrained state budget resources and associated reduced numbers of new classified staff. But, the College will be able to access the District 'bank' to open the new West Sac Center in 2010, despite what will be a very limited year for new classified staff in 2010. Continuing funding remains a critical factor for the determination of new classified staff positions for the District and Colleges, particularly given the current the budget situation which is likely to impact the next several years of revenues available to the Los Rios Community College District. College procedures for determining how new classified staff positions will be allocated are outlined in the Classified Staff Resource Allocation plan. (**3A.31, 3A.140**)

While the process for obtaining staff positions is outlined in the College's resource planning documents, many classified staff, faculty, and administrators are not familiar with the processes by which personnel outside of their group are hired. The fall 2008 Faculty/Staff Self-Study Survey indicated that 55 percent of respondents did not know the process for obtaining classified staff positions; 46 percent did not know the process for adjunct positions; and 41 percent did not know the process for faculty positions. (**3A.183, 3A.184**)

Planning Agenda

See Planning Agenda for I.A.3

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Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Sacramento City College is the seventh oldest public community college in California and is currently providing instruction and support services/programs at four primary sites: the main campus, the Davis Outreach Center, the Downtown Outreach Center and the West Sacramento Outreach Center. In addition, courses are offered at the Sutter Health and Gateway Centers in Sacramento. The Main Campus encompasses approximately 73 acres and consists of 26 buildings of nearly 500,000 assignable square feet. This site includes the College's oldest buildings, some dating back to 1928 and the Works Progress Administration (WPA) era. **(3B.1)**

The Davis Center, located at 1909 Galileo Court in Davis, California, encompasses 9,200 square feet of leased learning space, consisting of eight classrooms, one computer lab with over thirty workstations, a student lounge, and faculty offices. The Davis Center offers classes at Olsen Hall on the UCD campus and at other UCD facilities for the SCC/UCD Cooperative Program in English, Chemistry, and Mathematics. In addition, classes are taught at a number of other Davis offsite locations: the Howard Johnson's Hotel, the Explorit Science Center, the Windmere Apartments, and two local high schools. In 2010, the College will break ground on a permanent home for the Davis Education Center, the first phase of which will be an \$8.8M (million) state-of-the-art complex with 14,255 assignable square feet (ASF) located within the West Village Center at UCD. When completed, this Center will be the only community college Outreach Center permanently located on a UC Campus. **(3B.2)**

The West Sacramento Outreach Center, located at 1275 Halyard Drive in West Sacramento, California, is leased space consisting of three classrooms, a student lounge and study room, office space, and a 32-station computer lab. In addition to the Halyard Drive location, the West Sacramento Center also has responsibility for classes taught at other locations in West Sacramento, e.g., the West Sacramento Senior Center, Capitol Bowl, and, for advanced education classes during the day, River City High School. **(3B.3)**

The District is committed to maintaining high levels of accessibility, in the belief 85 percent of the people in the service area should live within five miles of a College

campus. **(3B.4)** Given the landlocked configuration of the SCC main campus, ensuring such levels of access suggests that the majority of the College's future growth and expansion will occur through its Outreach Centers. In 2008, the College broke ground for the future, permanent home of the West Sacramento Education Center, the first phase of which will be a \$10M state-of-the-art complex; it will be situated along a major rapid transit route at the center of the West Sacramento community. **(3B.5, 3B.6)**

The Downtown Outreach Center, a leased facility located at 1209 Fourth Street in Sacramento, California, consists of three classrooms, a computer lab, and administrative space. The Center offers classes at this primary location and has administrative responsibilities for classes taught at nine local high schools: McClatchy, St. Francis, Kennedy, Luther Burbank, Christian Brothers, Hiram Johnson, Main, West Campus, and the Met Sacramento High School. When the much larger, permanent center is established in 2010 in West Sacramento, the operations of the Downtown Outreach Center will be relocated and incorporated into the West Sacramento Education Center. **(3B.3)**

Self-Evaluation

SCC continues to provide highly functional physical resources in support of its overall mission. Since the last accreditation, the College has upgraded and modernized a number of its oldest structures. In 2003, the College completed a \$2.48M modernization of the cafeteria building and, in 2005, a \$4.1M modernization of the Technology building. In 2006, the Cosmetology building, which includes Graphic Communication, underwent a \$2.89M renovation, and, in 2008, the North Gym experienced completion of a \$7.3M modernization, including the construction of a new Pedestrian Mall and Walkway. Modernization projects continue at the main campus, 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. **(3B.7)**

The ongoing commitment to ensure highly functional physical resources is also demonstrated through the upgrade and replacement of equipment in support of College programs and services. Since the last accreditation, for example, new exercise equipment and machines were purchased with Type II funds as part of the renovation of the North Gymnasium that was completed fall 2008. Perkins IV Career Technical Education funds, formerly known as Vocational Technology Education Act funds, were used to replace equipment and network switches for computer labs in the vocational training areas of instruction. **(3B.7)**

Since the last accreditation, the College has begun distributing permanent allocations to the base operating budgets of various operational units, based on their equipment and other Maintenance of Effort (MOE) needs identified in the unit plans. **(3B.8)** This procedure represents a change from past practices, in that College planning efforts now precedes and drives budget allocation processes. **(3B.8)**

In addition, a College reserve fund was established in the General Fund to address unexpected needs such as equipment replacement or repairs. Further, the Budget Committee is in the process of developing an inventory list for all major College equipment to be the starting point for the creation of a comprehensive replacement cycle program. **(3B.8)**

To ensure the effective utilization of all physical resources in a manner that maintains the quality of the College's programs and services, the College has clearly defined planning systems. Facilities planning, at both the main and outreach campuses, reflects a coordinated approach between the District and the College based upon an integrated set of planning processes. In 2004, in conjunction with the District Facilities Management (FM) Office, the College completed work on the Facilities Master Plan, which established the overall plan for the development of campus facilities in support of the College's mission. **(3B.1)**

Planning begins with the development of the District's Long Range Capital Needs Plan (LRCNP). The LRCNP reflects a collaboratively developed long-term vision for facilities growth, modernization, and renovation throughout the District based on enrollment forecasts, and facility assessments. The continuously updated LRCNP serves as the tool for implementing the SCC Master Plan for Student Success, Facilities Component. The LRCNP is dependent upon quantitative evaluation of existing space, the ability to serve students, and carefully documented projections of future needs. **(3B.9, 3B.10)**

SCC follows the Five-Year Construction Plan, which is developed as a shared responsibility between the College and the District. **(3B.11)** This plan represents the prioritization of new construction, modernization, renovation, and maintenance projects at SCC, as reflected in the Facilities Master Plan. The College annually updates the list of projects in the Capital Outlay Plan based on critical needs, periodic facilities assessments/audits, and the ability of the District to meet the College's needs.

An essential element in the campuswide planning process is the focus on specific goals and objectives which are presented in annual unit plans and expanded during the program review process. Program planning through the Operational Planning Process (Unit Requests by Resource Type) is systematically conducted in the instructional, student services, and other support areas of the College to identify facilities and program needs. **(3B.12)**

Planning Agenda

None.

III.B.1.b. The institution ensures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

SCC is comprised of a diverse inventory of buildings at both the main campus and Outreach Centers. Some of the buildings date back to the early to mid-1900s and convey a strong sense of history and tradition. Many others represent 21st century innovation, having been recently constructed or modernized; others, including leased space at the Outreach Centers, serve to provide educational access to larger segments of the community. Many of these buildings are multi-level structures; others are single floor. Each of the multi-level structures contain elevators; all buildings are equipped with entrance ramps and electrical doors at key access points and traffic locations to comply with the Americans with Disabilities Act (ADA) requirements. All new construction on campus complies with the ADA and thus ensures equal access to facilities for all

students. New construction plans are reviewed and approved by the Division of the State Architect to certify compliance. **(3B.13)**

While the benefits of a mature campus are many, they come at a considerable cost. Many main campus buildings were constructed prior to enactment of the ADA in 1990 and thus do not meet current ADA standards and regulations. The District Office therefore hired National Access Consultants, LLC, in 2003 to complete a comprehensive survey of all buildings on the main campus and to identify those areas that needed improvements. These changes have been integrated into a Transition and Interim Solutions Plan that was reviewed by the campus Disability Assessment Committee. **(3B.14-3B.16)**

This Transition Plan is updated as changes occur to reflect improvements and completed items. It was also reviewed in 2007 as part of the categorical program review of SCC's DSPS. Any complaints about ADA compliance or accessibility are usually managed by DSPS, the campus ADA officer, and by the Vice President of Administrative Services. **(3B.17)**

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), the College completed, in 2007, the construction of a \$28.3M multi-level parking facility and a \$2.9M 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. **(3B.18)**

In 1991, the District Office created the Illness and Injury Prevention Program (IIPP) to comply with SB198 and to address issues of job safety, the handling of hazardous materials, operation of heavy duty machinery, and fire and emergency action plans. The IIPP is located in Campus Operations, and, according to the LRCCD Safety Programs Binder, "All division offices should maintain a copy of the IIPP." **(3B.19)** In addition, the District trains all new employees on health and safety concerns, on how to handle workplace violence, and sends yearly updates concerning safety guidelines.

The District's IIPP is designed to prevent injuries, illnesses, and accidents in the workplace. The primary purpose of the program is to ensure the safety and health of the District's employees and to provide a safe and healthful work environment. It is also designed to train all employees in safe and healthy work practices. **(3B.20)** The College has established procedures for faculty, staff, and students to follow in the event of an emergency. **(3B.21)** A flip chart displaying these Emergency Procedures is posted in each classroom and division and on the LRCCD Risk Management website. **(3B.22)** The same safety criteria, procedures, and policies are followed at the Davis Center and managed through the Operations Department and campus police. **(3B.23)**

Non-employee injuries are reported to the Campus Police, and a special non-employee accident form is filed with the District. Worker's Compensation Claims are processed through an outside agency. The outside agency handles the documentation and reports the incident to the Vice President of Administration's (VPA) Office and the District Business Services Office immediately after the report is made. If it is a safety issue that needs correction, the Operations Department performs any needed repairs at the

incident site. The Operations Office also provides reports and updates to the VPA and the Business Services Office of the District. **(3B.24, 3B.25)**

The Campus Safety Committee is charged with promoting safety and emergency preparedness on campus. The committee reviews reports of accidents and injuries and makes recommendations “to mitigate adverse trends.” **(3B.26)** According to the Faculty Handbook of 2008, “All staff [members] are asked to assist with the security and care of physical facilities and equipment.” **(3B.27)** Equipment should be secured and facilities locked when College employees leave the premises. The IIPP includes a monthly property checklist to address loss prevention.

The Los Rios Community College Police Department (LRCCPD) is appointed to handle traffic, safety, and security concerns on all District campuses. At SCC, the police station is located in front of the parking garage near the light rail station. Crime Alert Bulletins are sent by e-mail to the campus community in a timely manner. **(3B.28)** Peace officers, campus patrol officers, and student patrol officers patrol the campus. Patrols of the buildings, property and parking lots are made 24 hours a day. **(3B.29)** Moreover, custodial and College Police staff regularly check the security of the buildings, and conduct intermittent patrols of the outreach campuses. **(3B.23)**

Emergency phones with blue lights are located throughout the campus; these phones may also be used for such non-emergency services as safety escorts, automotive jump-starts, and door unlocks. **(3B.30)** Emergencies at the outreach campuses are handled by the local police and reported to the LRCCPD. With the parking close to the buildings and the area well-lit at Outreach Centers, there is little need for escort services; however, staff members assist students if requested. **(3B.23)**

Self-Evaluation

SCC maintains a safe, healthy and accessible working and learning environment. The Transition and Interim Solutions Plan includes both temporary and permanent solutions to ensure safety and accessibility for all students. For the current fiscal year, the campus has allocated \$40,000 to complete these repairs, for example, adjusting the height of doorway transition strips. Although this funding is not adequate to complete all the recommended improvements, the College attempts to budget an appropriate sum annually to continue these improvements. **(3B.18, 3B.31)**

In response to concerns about the number of disabled parking spaces on campus, the College has allocated 27 percent more parking spaces for drivers with disabilities than is mandated under California Disability Access Guide requirements. **(3B.15)**

According to the fall 2008 Faculty/Staff Self-Study Survey, over 80 percent of all respondents felt that the equipment provided or accessible to them is satisfactory for them 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. **(3B.32-3B.34)**

Based upon the LRCCD “How Are We Doing Employee Survey” (a District Survey) administered in spring 2008, 75.5 percent of 485 SCC campus respondents felt positively about their personal safety. **(3B.35)** Of the 323 respondents to the fall 2008

Faculty/Staff Self-Study Survey, 81.5 percent felt safe on campus during the day and the evening. **(3B.36)**

Over the ten-year span covered by the Noel-Levitz Student Satisfaction Survey, there was a 0.45 mean-level increase in satisfaction concerning “Safety & Security.” The primary increase in satisfaction related to parking lots being well-lit and secure (a 0.54 mean difference in satisfaction compared to the spring 2004 survey) and to the adequacy of student parking spaces on campus (a 1.29 mean difference in satisfaction). This increase in satisfaction demonstrates the benefits of the completed TAP project. **(3B.37)**

According to the spring 2008 District Survey, 84.6 percent of 486 SCC respondents felt safe from accidents at work, and 76.6 percent felt safe from health hazards at work. **(3B.35)**

Planning Agenda

None.

III.B.2. To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long- range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College and District have developed and utilized a variety of methods to ensure the feasibility and effectiveness of physical resources to support institutional programs, services, and institutional effectiveness.

Equipment needs and their related replacement cycles are determined departmentally and vary depending on the type of equipment needed. For new courses or programs, the Course Outline and the Program Outline Proposal require sections to list needed equipment. **(3B.38)** The program review and the unit planning processes are aligned to ensure that all equipment needs are included in the budget proposal. A summary of the unit plan, after it has been prioritized by each department and then each area (Instructional, Administrative, or Student Services), is reviewed by the Budget Committee. **(3B.39)** The Dean of IT and the Director of Operations also submit their expenditure needs to the Budget Committee. To come to a final recommendation, the Budget Committee holds hearings in early spring at which operating units present their financial requests, answer questions, or include any needs that may have arisen since the unit planning process began. The Committee then ranks and tallies the proposals and re-ranks them again after more discussion. Once the Committee has determined the final ranking, it forwards recommendations to the President of the College for final action. **(3B.40, 3B.8)**

Federal grant resources, specifically Perkins IV Career Technical Education funds, are also utilized for purchasing equipment and supplies for vocational programs. Resources are allocated based on the number of dependent and/or disadvantaged students in the College and distributed to the divisions for instructional equipment and supply purchases. **(3B.41)** All equipment purchases made from this type of funding must meet specific guidelines and must pertain directly to the students. The College also accepts business donations of equipment for vocational programs.

The College has developed a reserve fund to be used for a variety of unexpected needs, including failures in critical equipment systems. To receive funding, the department with an unexpected need may submit a request through the VPA. The request is then reviewed and awarded or disapproved by a Budget sub-committee. **(3B.8)**

To ensure the feasibility and effectiveness of physical resources in support of its programs and services, the College has developed a number of decision support tools associated with long-range capital planning. 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. **(3B.12)**

The VPA supervises the Director of Operations and oversees all aspects of the physical facilities. The Director of Operations, in concert with FM, conducts numerous meetings with the end-users of proposed new facilities, the most crucial meeting is the one that occurs once the architect has been hired. The Director of Operations coordinates and ensures all parties invested in a project have the opportunity to participate in plan development. These meetings normally include the FM project manager, the Division Dean/manager, Department Chairs, appropriate faculty members, classified staff, and other administrative personnel. **(3B.15)** In addition, the Campus Development Committee is given monthly updates on on-going construction projects to keep the campus community apprised of the College's construction program. **(3B.42)** The SCC Executive Council is updated at least annually on planned construction projects. **(3B.43)**

The campus Operations Division provides leadership, coordination, and support of these processes by ensuring that the condition and appearance of the physical resources reflect the goals and methods of these programs and services. **(3B.1)**

Facilities planning and assessment are part of an ongoing, collaborative process between the District and the College. The District utilizes Capacity Load Ratios (CLRs) and the Facilities Condition Assessment to identify, estimate, and project the size, type, location, and cost of needed construction, remodel, or modernization projects. The CLRs are outlined in the Five-Year Construction Plan and updated annually by the District. These CLRs determine a point system that is strictly adhered to in determining project eligibility, funding, and prioritization. The Facilities Condition Assessment (FCA) is also prepared and maintained by the District. The FCA assesses the condition of all building systems and components at the District, Colleges, and Outreach Centers, provides a complete listing of all deficiencies (e.g., needed building repairs) in the building systems and components, and identifies associated repair costs. **(3A.44, 3B.10)**

Facilities condition assessments are done approximately every two years and are managed by the State Chancellor's Office through the Foundation for Community Colleges. The facilities condition assessment is used to develop Facilities Condition Indexes. A Facilities Condition Index (FCI) is the cost to repair a building's deficiencies divided by the replacement value of the facility. This provides an approximate estimate of the facility's condition that is used to prioritize projects. While not the sole objective criteria for evaluating a building's eligibility or competitiveness for modernization state funding, the FCI is a useful value to include in the narrative portion of a modernization proposal to the state. This data, along with the building's age, program needs, and Capacity Load Ratios form the basis of the state's decision to fund projects for the College. **(3B.44, 3B.45)**

The District and the College are committed to building and remodeling facilities and upgrading technology to support the College mission. New facilities are constructed with state funding, including State Capital Outlay Funds and/or Capital Project Type II Funds. Once facility projects planned for the next five years are identified, prioritized, and have funding sources determined, they are included in the Capital Outlay Planning document, referred to as the Five-Year Construction Plan. To accommodate future enrollment growth, the current Capital Outlay Plan includes the planned addition of approximately 15,000 ASF at the main campus as well as three-phase facility expansions at the new West Sacramento and Davis Educational Centers, which total an additional 115,000 ASF. **(3B.10, 3B.11)**

The College and District directs facility designers to consider the total cost of ownership (TCO) when integrating new construction and/or renovation into the existing facility operating systems in order to keep costs down. LRCCD makes sure that the TCO is taken into account by the inclusion of design criteria for architectural finishes, mechanical systems, and fixture and furniture into the larger College and District inventory of all facilities, equipment, and associated systems. **(3B.15, 3B.43)**

When estimated costs exceed available budget, the College initiates a "Value Engineering" process. Value Engineering is yet another means to ensure that facilities serve the needs of the College, particularly when budget shortfalls threaten the intent of the building. **(3B.15)**

Self-Evaluation

Facility and Equipment planning and evaluation are conducted on a regular basis. The District begins the planning process with a Five-Year Capital Outlay Plan. In conjunction with the District, the College identifies new construction and renovations through the SCC Strategic Planning System, the Master Plan for Student Success: Facilities Component, and the Operational Planning Process. The TCO methodology will continue to be utilized in making decisions about new construction and renovation; and CLRs and Facilities Condition Index (FCI) will be used to determine project eligibility, funding, and prioritization. **(3B.44)**

The College provides fully functional physical resources to support its program and services. The CLR for lecture, lab, and offices have been calculated for 2009-2010 through 2015-2016 based on the 2010-2011 Five-Year Construction Plan. The composite numbers for 2009-2010 are the following: Lecture, 106 percent; Lab, 87 percent; and Office, 93 percent. For 2015-2016, the CLR is the following: for Lecture, 80 percent; for Lab, 77 percent; and for Office, 89 percent. The "Capacity Load Ratio" is based on

statewide enrollment projections. “Capacity” refers to the physical space available; “Load” refers to enrollment. For example, the Capacity Load Ratio for Lecture is 106 percent for 2009-2010 and 80 percent for 2015-2016. For 2009-2010, the College’s physical space is more than adequate for the projected enrollment. However, for 2015-2016, the same physical space will not meet the enrollment growth of the College. The Capacity Load Ratio for Lecture in 2015-2016 is less than 106 percent; it is projected to be 80 percent. **(3B.45)**

The College integrates physical resource planning into its overall institutional planning processes. In addition to having the Resource Management & Capital Outlay Plan as a part of the Strategic Master Plan, the College has linked departmental physical resource needs to the individual unit-planning process through the Facilities Resource Allocation Plan. Unit plans describe the manner in which each department views the future of its program and provides the means for communicating facility-related requests. The Campus Development Committee reviews the campus-wide list of facility-related requests to develop prioritized recommendations which is then submitted to the Budget Committee. The Budget Committee integrates these facility priorities into a Collegewide resource priority recommendation which is submitted to the College President for review and action. **(3B.7, 3B.12, 3B.39)**

Based upon the fall 2008 Faculty/Staff Self-Study Survey of 323 respondents, 56.1 percent agreed that student-learning needs are central to the planning, development, and design of new facilities. **(3B.46)** The statement, “opportunity to participate in the governance process with regards to College facilities, including my work environment,” had a 67.8 percent positive response of the 323 respondents. **(3B.47)**

This same survey also suggests the College could improve the dissemination of information pertaining to its facility planning processes. Survey data show that 40.4 percent felt that the planning and resource allocation process for facilities was clearly defined, while 43.2 percent reported not knowing about this process. **(3B.48)**

Although faculty and staff agreed that they had an opportunity to participate in the governance process regarding the design of new/renovated College facilities, no structured processes are currently in place for evaluating the effectiveness of this participation in the final design, subsequent to project completion. Minutes of all meetings with the end-users are then recorded by the Architect/Planner and are available through their office or the assigned District Planner.

Planning Agenda

See Planning Agenda for Standard I.A.3

By Spring 2010, the Director of Operations in conjunction with the Campus Development Committee will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-going communication between all parties in the process including end-users. The result of this evaluation will inform future major facilities projects.

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- 3B.42 Sacramento City College, Campus Development Committee, Charge.**
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- 3B.43 Los Rios Community College District, Interview with Vince Montoya, Director, Facilities Maintenance, and with District Personnel, September 26, 2008, October 7, 2008.**
- 3B.44 Los Rios Community College District, Facilities Condition Index Audit (FCA). Hard copy will be available in the Team Room.**
- 3B.45 Sacramento City College, Capacity Load Ratio Report. Hard copy will be available in the Team Room.**
- 3B.46 Sacramento City College, Faculty/Staff Self-Study Survey, 2009, Question 57.**
https://file.scc.losrios.edu/InsideSCC/PlanningProcessData/SCC_SurveyData/Faculty-StaffAccredSurveyResults2008.pdf
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- 3B.48 Sacramento City College, Faculty/Staff Self-Study Survey, 2009, Question 56.**
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Standard IIC: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The use of technology at SCC is vital to its operation and extends into nearly all programs and services. Faculty and staff are encouraged to explore and use technology in ways that improve the quality of instruction, improve the student learning experience, and to maximize the efficiency of College operations.

The College's computer facilities operate through four separate networks: an administrative network, an instructional network, a resource network, and a public network. The administrative network supports administrators and staff with secure access to the internet, workplace productivity tools, and administrative applications. The instructional network supports faculty and student computing, and is comprised of workstations and peripherals with PC and Macintosh capabilities as appropriate for instruction. All classrooms have the capability to be connected to the instructional network and the Internet. The resource network of servers and printers enables full access to shared resources across the administrative and instructional networks. The public network allows students to bring their own computers to campus and to obtain internet access wirelessly or from a number of locations in the Learning Resource Center (LRC). Wireless internet access is available throughout most of the campus. **(3C.1-3C.3)**

Campus networks connect all buildings to a central network point that integrates the College's capabilities with those of the outreach centers, other Los Rios Community College District (LRCCD) colleges, and the District Office. In 2007, a new high speed fiber optic network link was completed between the College and the District Office. This fiber optic connection has greatly improved the bandwidth on campus and has resulted in better internet access and reliability. The District Office has lead responsibility for the analysis of network requirements, development of network typology, analysis of new technologies, and the deployment of network equipment. The College assists in the analysis of user requirements and monitoring implementation. **(3C.4-3C.5)**

To ensure a robust and secure technology infrastructure, SCC adheres to the District's Information Security R-8871 policy developed and adopted in spring 2007. The policy addresses the definition and management of high risk, confidential, and low risk data that is contained throughout the College's administrative systems. The policy impacts planning for training, hardware upgrades, security and access procedures, network management, and workstation/server access and maintenance. **(3C.6)**

Collegewide communications are supported through the telephone system, campus networks, email system, and campus web pages. Telephone and network access are provided to staff and full-time faculty. Email is integrated with network access, as provided via the Microsoft Exchange server. The server supports central emailing and calendaring, enabling on and off-campus password-protected access. The recent addition of the high-speed fiber optic network link that connects the College to the District Office has made it possible to move the architecture for Microsoft Exchange from a College server to a more centralized and resilient District server. A District backup server has

also been implemented to ensure service continuity and security. Other technologies which can take advantage of the new high-speed fiber optic network and can improve communication services and lower the costs of operation are being evaluated. **(3C.3, 3C.4)**

All full-time faculty and staff are provided their own computers, PC or Macintosh. All adjunct faculty have access to an office that contains computers. A full suite of licensed desktop office software is installed on each computer. Desktop resources include access to the Internet, the Microsoft Office Suite, email access, Adobe reader, and anti-virus programs. Outlook email accounts are automatically created for faculty and staff at the time of hire. Online grading and roster systems which are connected to the District's student information management server, *PeopleSoft*, are available to faculty through the District intranet. **(3C.3, 3C.5, 3C.7)**

For students, SCC maintains over 1,000 computers in two open computer labs, nine discipline-specific computer labs, and many computer classrooms. Software programs in the labs support such instructional disciplines as Tutoring, Reading, ESL, Graphic Communication, Engineering Design Technology, Math, Physics, Nursing, Journalism, Geography, Psychology, Computer Information Systems, and Music. The labs are open at various times, seven days a week, and provide students with open access to computers. Several labs have been established to support student service activities for RISE, the Disability Resource Center, Transfer Center, Career Planning, and Assessment. For students with disabilities, assistive technology is available in the computer labs and computer classrooms as well as in a dedicated lab within the Disability Resource Center. **(3C.3, 3C.8, 3C.9)**

Computers on campus are protected by anti-virus software. Virus protection has been enhanced with technologies that “push” antivirus software updates to desktops installed on all computers connected to the College network. **(3C.3)**

To support classroom instruction, the campus maintains over 50 “smart” classrooms; these are classrooms that have computer and multimedia resources built into the rooms’ infrastructure. Approximately 30 other rooms are considered “multi-media rooms”; they are technology-equipped but not as fully integrated as the smart classrooms. In addition, there are over 20 mobile “smart carts” for use any room which does not have a permanent smart station. Each smart cart is equipped with a portable computer and projector. Smart classrooms, multimedia rooms, and smart carts give instructors the ability to employ various teaching methodologies in their instruction, e.g., PowerPoint presentations, video, audio, and/or web content. Wireless laptop carts have also been implemented in the Chemistry and Biology Departments to support instrumentation instruction. **(3C.3, 3C.10)**

Both College and District strategic plans have identified distance education, and especially online education, as important components of services to students and to the community. In 2001, after evaluating various Learning Management Systems (LMSs), a license for Blackboard was purchased and installed on a one-server array located at the District Office and shared by all Colleges. Access to the Blackboard LMS resulted in the extremely rapid growth of the number of online, hybrid, and web-enhanced classes. As a result, intermittent performance problems with the Blackboard system grew more frequent, and because of these difficulties, the Educational Technology Committee formed the LMS Task Force. The charge of this Task Force was to investigate and

evaluate other LMS options, and to make recommendations about whether the District should continue using Blackboard or purchase the license for another LMS. In January 2008, the LMS Task Force recommended that the District discontinue using Blackboard as its primary LMS and to adopt Desire2Learn as its primary LMS instead. These recommendations were approved, and the District has begun the transition from Blackboard to Desire2Learn with the spring 2009 semester as the last semester for Blackboard use. During the transition, there will be continued support for Blackboard. At the same time, workshops and online training will be conducted for faculty and staff to become familiar with the Desire2Learn system. In addition, existing Blackboard courses will be converted to their new Desire2Learn course sites. (**3C.11, 3C.12**)

The Interactive Television (iTV) Courses offered at SCC provide another distance education option for students. A full television production studio allows the creation of televised courses that are then available to students on local cable channels. Classes are broadcast live from the television studio/classroom. These classes are then posted as streaming video archives on the web in Windows streaming-media format or as audio MP3 podcast files for listening or download. Students can thus attend the class on campus, view the class off-campus through cable television, or access the class through archived video or audio streams. (**3C.13**)

All Los Rios students are eligible to receive Student Access Cards which can also be used as photo ID cards, library cards, GoPrint cards (for card access printing), and Regional Transit Pass cards. In addition, the card enables access to the library's online services, eBooks, online reserves, and online databases. (**3C.14, 3C.15**)

Many other technology resources that support administration, faculty and staff services and programs have been implemented. They include the following:

- *PeopleSoft*: the District's integrated administrative system which combines databases containing student records, finance, class scheduling and other data with such transactional processing capabilities as admitting and registering students, processing adds and drops, and processing payroll. In spring 2008, the College upgraded to *PeopleSoft* version 9; (**3C.16**)
- An online grade submission and roster system (OGS); (**3C.17**)
- SOCRATES: a curriculum management software; (**3C.18**)
- Ingeniux: a content management system recently purchased by the District and the College to improve the College website. It allows the College, divisions, departments, and other website users to control their own web pages while maintaining a consistent look and feel; (**3C.19**)
- Turnitin: a plagiarism detection software; (**3C.20**)
- Reprographics: a duplicating service; (**3C.21**) and,
- Adobe Acrobat: software that facilitates online forms development. (**3C.22**)

Other technology resources support student services and programs. They include:

- iMail: a Districtwide free student email service; (**3C.23**)
- Online library services: including eBooks, online reserves, access to online databases, and reference assistance for students using electronic resources and the internet; (**3C.15**)
- Instructional Media Resources: videotape and audiotape programs (over 6,000 programs on a variety of subjects), audiotape duplicating stations, viewing and listening stations, and CD ROM access; (**3C.24**)
- Assistive Computer Technology: such as Jaws (a screen-reader program), ZoomText (a screen magnification program), Kurzweil 1000 and 3000 (scanning and reading software), and Dragon Naturally Speaking (which turns speech into text); (**3C.25**)
- Scheduling and Reporting System (*SARS*): a system to track student services and lab use as well as to provide automated telephone reminders to students for registration, financial aid, payments, and counseling; (**3C.19**)
- Student and Exchange Visitor Information System (*SEVIS*): a tracking system for International Students; (**3C.26**)
- Job Connections: an online job search service open to all Los Rios students and alumni Scholarship systems; (**3C.27**)
- Custom Programming Services: a service that creates unique computer programs to solve specific software issues that may arise on campus; (**3C.28**)
- Online Orientation; (**3C.29**) and
- Web-based financial aid. (**3C.30**)

Self-Evaluation

At SCC, a long-term commitment to provide access to technology resources continues to be implemented: first with broadened networking capabilities; secondly, with increased computer resources for faculty and staff at their desktops and for students in the computer labs; and thirdly, with expanded multimedia resources in the classrooms. The expansion of online resources and services has become a major strategy in supporting the main campus, Outreach Centers, and distance education courses. With the recent addition of the fiber optic network link that connects the College to the District Office, the network connections to the Outreach Centers and to the Internet are high speed and available on a consistent basis. On campus, the addition of wireless internet access has provided a flexible option to expand local network capabilities without requiring expensive retrofitting projects. Given the age and physical condition of the campus buildings, the degree to which the classrooms and labs have become computerized and connected is significant. A program to expand the number of multimedia classrooms ensures that information and learning resources are fully integrated into instruction. In the computer labs, the dual strategy of providing both open access and discipline-specific learning centers has enabled a full range of needs to be addressed. The presence of faculty coordinators in all the computer labs and learning centers underscores the integration of technology into the educational mission of the College.

One of the largest challenges facing SCC has been the significant rate of expansion of the Outreach Centers and of distance education options. While the Outreach Centers have computer labs that enable courses that require technology to be taught appropriately, availability to those resources have been limited due to the lack of open lab time and administrative applications. Network and staff constraints have also hampered full delivery of these services. In response to these issues, more instructional assistants have been hired to allow more open lab time, and T1 lines have been installed in the all three Centers to help improve network capabilities. Additionally, administrative applications are being installed at the Outreach Centers to facilitate document imaging, assessment, and financial aid services. (**3C.3, 3C.31**)

In the area of distance education, the rapid growth of the number of online, hybrid, and web-enhanced classes have resulted in poor performance and downtime with the Blackboard LMS. This issue, however, was appropriately analyzed and evaluated, and SCC is confident that the decision to adopt Desire2Learn as its new primary LMS will ensure a more stable and productive resource for its distance education. (**3C.11, 3C.13, 3C.32**)

An ongoing issue in the area of distance education is the limited media server storage capacity. This lack of storage impacts the ability to distribute streaming video, podcasts and other media resources that, as technology continues to improve, are becoming important educational tools for instruction. For example, while the College has sufficient resources for producing ITV Courses, the ability to provide them as streaming video and podcasts is somewhat limited. This issue is currently being addressed at the District level. (**3C.33, 3C. 3, 3C. 32**)

The overall success of the distribution and utilization of technology resources at SCC is supported by the fact that, in the fall 2008 Faculty/Staff Self-Study Survey, over 73 percent of the faculty and staff agree or agree strongly that SCC provides appropriate access to technological resources including hardware and software. (**3C.34**)

Planning Agenda

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

A number of resources are available to members of the campus community seeking to be trained on various technologies.

The Instructional Development Department provides training and support to SCC employees in the development of technology-related skills and knowledge that lead to enhanced instruction and student success. (**3C.35**)

Their services include:

- Offering technology workshops as beginning-of-the-year flex activities and throughout the year, covering such areas as learning management systems, ADA

accessibility, Microsoft Office application use, web, and multimedia development; **(3C.35)**

- Providing one-on-one assistance through the New Media Lab's drop-in hours, which allow staff to receive individual technology-related instruction and advice in a wide variety of areas; **(3C.36)**
- Offering project consultation help to those who are developing new projects and initiatives; **(3C.37)**
- Assisting in the creation of specialized documents (e.g., Word, PowerPoint, Excel), to better deliver instruction, to improve classroom management, and to simplify workflow processes; **(3C.35)**
- Developing special websites, learning management system organizations, and/or Manila sites for projects; **(3C.35)**
- Providing informed Web accessibility help. Instructional staff, versed in the laws and guidelines on how to make Web pages accessible to students with disabilities, work with staff to ensure campus web pages are universally accessible. **(3C.38)**

Another source of technology training for College personnel is the College's Staff Resource Center, which is part of the IT division and is located on the first floor of the LRC. The Staff Resource Center hosts workshops on technology during flex days and throughout the year. In addition to the training offered on campus, faculty and staff may apply for professional development funds to upgrade technology skills by attending outside training events. **(3C.39, 3C.40)**

Specialized training for Computer Services staff is available through contacts with such training companies as New Horizons and through vendors. For example, Apple Technician online training was purchased to ensure that appropriate Computer Services staff members are trained on the Macintosh system administration. Additionally, in Summer 2008, Computer Services personnel received training in Windows Vista. Such training is planned depending on available resources and needs. **(3C.28)**

Training programs are implemented whenever new software programs are instituted. As an example, when the District decided to implement Desire2Learn as a replacement for Blackboard, new training programs were established. When changes are made to various *PeopleSoft* modules, appropriate training is coordinated with the departments impacted by the changes. When a new internet-based faculty/staff directory system was developed, administrative staff with systems responsibility was trained. When SARS Call was purchased as an option for contacting students, Student Services staff was trained on its use. **(3C.33, 3C.41)**

Computer Services operates a helpline on an ongoing basis that handles immediate training needs and identifies those areas where further training should take place. **(3C.42)**

Student technology training needs are met in a variety of ways. The following are examples:

- Students with inadequate computer skills may enroll in basic computer courses offered by the campus. (**3C.43, 3C.44**)
- Computer Labs on campus are staffed with a combination of tutors, instructional assistants, and faculty coordinators who can help with student technology-training needs. (**3C.8**)
- The Business and Computer Information Science Departments provide curricular offerings to meet the career technology training needs of their students. The Business Division offers courses in a variety of software. Business faculty meet with advisory committees from business and technology to discuss industry trends, positions needed, and skills sought in potential employees. Curriculum, degrees, and certificates are created and/or revised and updated based on these discussions and input. (**3C.43, 3C.44**)
- The Learning Resource Center offers orientation sessions for students in using the web-based library catalog (LOIS), in using online databases, and in using the internet for research. (**3C.45**)
- The Disability Resource Center has a computer lab where students with disabilities can train on assistive software programs. (**3C.25**)
- Online students may attend orientations that provide basic instruction on how to access the online course delivery system. In addition, a 24-7 help line is available for distance education student support. (**3C.29, 3C.46**)

The IT Committee conducts annual IT forums to provide opportunities for potential training needs to be expressed. Management, faculty, classified staff, and students are all included and encouraged to participate. Moreover, the IT Committee itself includes members from all campus constituencies who, throughout the year, may bring forward agenda items regarding training needs. (**3C.49**)

As previously noted, a variety of feedback mechanisms help to ensure training effectiveness, e.g., the IT Helpdesk, IT Forums and IT Committee. More formal evaluation of training effectiveness comes from other areas. For instance, the Staff Resource Center uses evaluation sheets to ascertain the level of satisfaction with its training; and campus labs use student evaluations, suggestion boxes, and surveys. (**3C.47, 3C.48**)

Self-Evaluation

The College provides quality training in the effective application of its information technology to its students and its personnel. The College is well-served by the training provided by the Staff Resource Center and the Instructional Development Department. Deans and supervisors are encouraged to provide opportunities for classified staff and faculty to participate in training sessions and workshops to increase their effectiveness in using technology to carry out their daily work operations and teaching assignments. The course offerings for students are broad and cover current technologies.

Planning Agenda

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Responsibility for the replacement of infrastructure and equipment is shared between the District Office IT Department and the SCC IT Division. The planning and acquisition of IT equipment is based on Technology unit plan requests, HelpLine requests for system repair and upgrades, and replacement cycles established in the IT Program Plan. **(3C.4, 3C.50, 3C.51)**

SCC has had a computer replacement cycle in place to support the replacement of faculty/staff workstations, servers, network equipment, and institutional software since academic year 2004-2005. Beginning in academic year 2007-2008, the replacement cycle was extended to all computers. The replacement cycle is detailed in the IT Resource Allocation Plan, which is part of the College's strategic planning process. The computer replacement cycle is based on a comprehensive inventory and analysis of all computers, servers, and network equipment on campus. The inventory outlines age, division/department use, location, and use. This information is used to determine into which area or category the equipment falls within the replacement cycle. **(3C.5)**

The scope of the College's replacement and maintenance policies and processes encompass the following.

Computer Workstations: The replacement of existing computer workstations (including laptops) follow three cycles. **(3C.5)** They are:

- Three-Year Cycle: Workstations are replaced on a three-year cycle for areas in which technology is used to deliver instruction, for financial aid servers, and for faculty and staff whose job responsibilities are technology-based. These areas are:
 - Computer Information Science
 - Graphic Communication
 - Engineering Design Technology
 - Outreach Centers
 - Financial Aid
 - Information Technology/Computer Services
 - Senior Information Technology Technicians (lab support)
 - Graphic Impressions
 - Distance Education
 - Instructional Development
 - Mechanical Electrical Technology
 - Photography
 - Engineering

The general policy is that a computer is replaced with the updated model of existing equipment. Any switch to another technology (e.g., PC to MAC or desktop to laptop) is evaluated at the time of replacement.

- **Five-Year Cycle:** All other classroom, lab, multimedia, faculty, staff, and student service/administrative function computers are replaced on a five-year cycle. At the end of three years, computers in this category are evaluated to determine if memory upgrades are needed.
- **“Cascades”:** Approximately 10 percent of computers on campus serve basic computing functions and do not require replacement with new equipment (e.g., GoPrint, SARS Trak, TrackIt computers, and labs with single purpose function). These computers are updated with cascades from computers replaced on the three-year cycle.

Evaluation of the existing base of computers and determination of which computers will be replaced takes place in the fall, prior to the development of unit plans. Lists of computers scheduled for replacement in the subsequent fiscal year are communicated to the divisions prior to development of unit plans. **(3C.5)**

Server Replacement: On an annual basis, the base of existing servers is evaluated to determine which ones are out of warranty, which applications reside on which servers, and if new technologies exist that would change the College’s approach to servers and storage to ensure that the base of servers and storage meets College strategic and operational goals. Out-of-warranty servers are expected to be replaced; however, applications may be realigned based on number of users, processing requirements, and storage requirements. **(3C.5)**

Network Switch Replacement: The College’s need for local and wide-area connectivity is assessed on an annual basis. Based on that assessment, the College’s network typology is evaluated to determine which switches are out of warranty, which are located in areas that require greater throughput, and which are located in areas that have an increasing number of users thereby requiring more ports. The District Office assumes lead responsibility for the analysis of network requirements, development of typology, analysis of new technologies, and deployment of network equipment. The College assists in the analysis of user requirements and monitoring implementation. **(3C.5)**

Replacement of Peripheral Devices: Existing printers, scanners, or PDAs are replaced as they break or as requirements change based on unit plans. Unit funds are responsible for this expense. The IT Department has established a maintenance fund for parts to extend the “life” of existing printers and other peripherals. **(3C.5)**

Existing Systems and Institutional Software: A listing of all maintenance contracts for software is developed on an annual basis and is based on software type, usage base, usage, terms, due date, and costs. The IT Department then compiles information on software maintenance requirements and makes an evaluation to determine if the software is needed to maintain College goals and department objectives. Costs and terms of maintenance contracts maintained by the District are noted. **(3C.5)**

Applications Software: Applications software to maintain instructional, student services, or administrative applications is reviewed annually to determine whether upgrades are needed, maintenance contracts are to be renewed, or new software options are available to support College goals and department objectives. Requests for funds are submitted through department/division unit plans and forwarded through the budget process. **(3C.5)**

Multimedia Rooms: The Media Services department updates, on an annual basis, the inventory of multimedia rooms and makes note of the equipment in each room or on each cart and the age of the computer and projecting equipment. Replacement for equipment in multimedia classrooms is similar to that of the computer replacement cycle and is as follows: replacement of computers and projectors on a five-year cycle, replacement of other components when they break, and replacement of projector bulbs from the supply budget. Departments apply for replacements through the AV fund for components that break. **(3C.5)**

Requests for Information Technology Resources: Requests are generally grouped into nine broad categories: (1) computers for new faculty/staff ; (2) new computers for lab, classroom, Student Services, or administrative purposes; (3) new servers; (4) requests to expand network infrastructure; (5) new systems/institutional software; (6) new applications software; (7) new peripherals; (8) new multimedia rooms; and (9) new technology initiatives. **(3C.5)**

Unit Plans: Unit plans are an integral part of the SCC Strategic Planning System. Unit plans are developed using College goals and SLOs at the department and division levels to form department objectives. Divisions and units identify the need for new IT resources needed to accomplish unit objectives. After divisions are informed of the results of the College replacement cycle to be implemented in the following fiscal year, a department completes an IT resource request for those objectives that require new IT resources. The IT Department reviews and estimates the costs of the technology requests and submits the information to the IT Committee, which then reviews and prioritizes IT resource requests. Those requests designated for College Discretionary Funding (CDF) are sent to the Budget Committee for integration with other financial and facilities requests that are CDF-funded. **(3C.51, 3C.5, 3C.52)**

Computers for New Hires: As new hires are identified, each position is evaluated to ascertain if it is a growth position or replacement position. Growth positions receive new computers. For a faculty or staff replacement position, the existing computer is evaluated on replacement-cycle criteria. **(3C.5)**

Construction and Modernization: In those cases in which College facilities are constructed or receive modernization funds to substantially renovate a building, technology requirements are reviewed as part of the facilities process, and funds are allocated to replace computers, switches, and servers and, if necessary, to outfit multimedia classrooms. **(3C.5, 3C.4)**

Network Infrastructure: The District Office assumes lead responsibility for the analysis of network requirements, development of network typology, analysis of new technologies, and deployment of network equipment. The District funds the implementation of new Districtwide technologies such as the fiber network. The College assists in the analysis of user requirements and monitors its implementation. An example of the way in which the College and District worked together to address a need can be seen in the installation of additional T1 lines to the Outreach Centers. A need arose for improved network capability to meet changing requirements that would facilitate instruction and implementation of additional administrative applications. In response to this need, the District and College worked in conjunction to install additional T1 lines. Another example of District/College coordination and planning to address

ongoing computer needs was the installation of a Fiber Optic Metropolitan Area Network (MAN) to address bandwidth constraints experienced by the District. With the installation, SCC is now connected to the District Office via a 1Gbps connection. The fiber optic system was designed as a fiber ring with SCC connected to both directions of the fiber ring, providing a high degree of fault-tolerance. As the fiber-optic MAN became the production network backbone, the extremely high communication speeds now make possible additional resiliency and improved disaster recovery times. Servers and storage are being pre-positioned at Folsom Lake College to facilitate faster recovery of core services in the event that the District Office computing resources become unusable due to local disasters. **(3C.4)**

Helpline: SCC employs an IT helpline to address immediate technology needs. The SCC HelpLine is the initial point of contact for reporting technology problems and for requesting repair, replacement, or upgrades. HelpLine requests are generated by IT staff to track technology issues and workflow. **(3C.42)**

Data Backup: In order to ensure reliability in cases of disaster or hardware failure, the SCC IT Division employs a comprehensive data-backup strategy. The SCC server utilizes a 15-minute battery-backup system to guard against power loss. McAfee Anti-Virus software and Windows Update Services provide virus protection and Windows patch management. All network devices have a temporary battery backup to protect these devices from power outages. Disk to disk and tape backups are able to store data. Redundant disk to disk backups have been introduced so that a fast data restore can occur on campus, while a second disk backup system has been installed at Cosumnes River College utilizing the fiber channel from the Districtwide area network to transmit the data. If the College's servers are unable to process data, either due to massive failure or natural disaster, the disk from the CRC site can be uploaded to equipment located at the District Office to restore processing for critical campus systems. Additionally, the District Office would make resources available to support recovery of the critical system. **(3C.4)**

There are other campus projects that demonstrate the College's commitment to technology planning. The Virtual Server Technology improves server stability and allows the development of new virtual servers when necessary without the wait for hardware equivalents. A server fail-over setup provides better data security through the use of redundant servers. Citrix Server Technology improves connectivity from Outreach Centers to campus and District Office resources. Implementation of Ingeniux, a content management system, facilitates the maintenance of the College's website. **(3C.53, 3C.28)**

Self-Evaluation

Through the use of the replacement cycle, unit plans, IT Resource Request process, the IT Committee actions, and HelpLine requests, the College has processes to identify, maintain, and address College technology needs. Virtual Server Technology, the Fiber Optic MAN, and server fail-over systems ensure the reliability of the system. Moreover, the IT Committee and ITPAC forums offer the College community numerous opportunities to participate in the process and to voice concerns.

Two of the College's Outreach Centers are scheduled to move into new buildings within the next three years. These moves will create a greater demand for technology and services at the Centers. Information technology staff are being included in the facilities

planning and construction processes to ensure that technology needs are identified in advance, that technological capabilities are installed, and that ongoing support is available.

Planning Agenda

None.

III. C. 1. d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

SCC, with the LRCCD, utilizes a variety technology-based resources and support services to better serve its students and faculty and to improve administrative operations. Technology needs are defined from several sources, e.g., division and department unit plans, Helpline Requests, the IT Committee, technology forums, and IT replacement cycles. Much of the College's technology--its distance education tools, eServices registration system, online rosters, iMail, Microsoft Exchange, and the Ingeniux website content management system (CMS)--is interfaced with the Internet. This interface allows for virtual access to services and improves communication among faculty, staff, and students. The College maintains a public wireless network with free access for the College community. The LRCCD employs a Districtwide *PeopleSoft* enterprise management system for scheduling, records, financials, and human resources. **(3C.3)**

SCC has clear guidelines to direct its decisions on the acquisition, distribution, and use of its technology resources. Divisions and units--defined as departments, division and/or direct reporting units--identify the need for new information technology resources annually through the unit-planning process. This process occurs after divisions are informed of the results of the College replacement cycle to be implemented in the next fiscal year. The IT Department and the IT Committee review and estimates the costs of IT resource requests and submits the information to the IT Committee for review and prioritization. Those designated for College Discretionary Funding (CDF) are sent to the Budget Committee for integration with other financial and facilities requests that are also CDF-funded. For projects that are considered part of a modernization or facilities project, the need for IT resources is evaluated as part of the entire modernization or facilities project package. **(3C.5)**

The distribution of computers for new hires follows different guidelines. When a new hire is identified, the position is evaluated to ascertain if it is a growth position or replacement position. New hires in growth positions are automatically provided with workstations (supervisors to determine requirements). In the case of a replacement, the computer of the individual being replaced is evaluated to determine where it fits within the replacement cycle and updated accordingly. **(3C.5)**

Software Purchasing

SCC purchases Adobe products through the Adobe's Cumulative License Program, Adobe CLP 4.0. The program is Districtwide and allows the campus to secure the best prices of all Adobe products utilizing the combined purchasing power of the LRCCD. **(3C.54)**

Microsoft products are purchased through a similar program managed by the Foundation for California Community Colleges (FCCC) and the distributor,

Computerland, under the FCCC Consortium Campus Agreement. The FCCC program utilizes the purchasing power of the statewide community College system to secure the best prices. These guidelines allow departmental freedom while still taking advantage of the discounts available for widely-used software applications. (**3C.55, 3C.56**)

Information Technology Policy Advisory Committee (ITPAC)

In spring 2006, the SCC Executive Council formed the Information Technology Policy Advisory Committee (ITPAC). The Committee was charged with holding Collegewide open forums on IT policy issues. Forums were held on Oct 10 and 13, 2006. At these forums, both students and faculty raised concerns which were reported in the ITPAC Summary and Report. (**3C.57**)

Since the initial ITPAC forums in fall 2006, the campus IT Committee has continued to conduct Collegewide open forums on an annual basis to solicit feedback from the campus community regarding IT issues. Additionally, the IT Committee prioritizes the issues generated at these forums and incorporates them into items that the Committee addresses during the school year. (**3C.58**)

Distance Education

Distance learning classes at SCC became available in 1997, with an online component added in 2001. Since then, the College has expanded its course offerings and the technology used in order to ensure a successful program. Between 2001 and 2007, the number of Blackboard course sections increased from 78 to 401; student enrollments increased from 1,140 to 12,648; and there were 110 courses offered solely online. Distance education consists of two main systems: online courses and television-based courses. (**3C.59**)

The College is currently completing its transition to Desire2Learn from Blackboard as the primary learning management system (LMS). Blackboard has been in use a number of years and is being phased out as the College implements D2L in its place. (**3C.32, 3C.59**) The Districtwide goal for completing the switch is spring 2009.

In addition to the online courses, two types of television-based courses are also offered: interactive courses and telecourses. First, live, interactive TV courses (ITV) offer live broadcasts of lectures on a local cable channel and the ability to call in using a standard telephone to ask questions or to make comments about the material being covered. Second, pre-produced television courses (telecourses) offer students the option of watching the telecourses on the local cable channel at specific broadcast times or renting a DVD of the course lectures. The rental is a free service to students and only requires a deposit. Recently, an online databank of all lecture episodes was added, thereby enabling students to download and watch a class on a computer. This change substantially increased enrollment and retention of students. (**3C.61**)

In addition, during the spring 2007 semester, a Districtwide student email service, iMail, was introduced. The system provides students with a free email account, allows them to access grades, includes an email forwarding option, and simplifies the communication between students and College staff. iMail has become the default standard in both Blackboard and D2L, improving communication even further. (**3C.62**)

Self-Evaluation

The College faculty, administration, and staff are committed to providing technology services, professional support, facilities, hardware, and software that are designed to enhance the operation and effectiveness of the institution. In addition, the College offers

distance education and program offerings that use sound pedagogy and good practice, provide a high level of academic rigor, and meet student learning outcomes. In order to maintain this commitment, the College uses College planning systems such as unit plans, determines adequate replacement cycles, provides training, and utilizes Helpline systems. The College and District provide a variety of technology-based services and resources to improve access and communication for the campus community. These include the wireless network, online rosters, eServices registration, and distance education tools. Recently, the Los Rios District Office IT, together with the Districtwide Educational Technology Committee, decided to make a change in the LMS used on all the campuses. After evaluating many options, the District decided to implement Desire2Learn (D2L), the leading LMS, to replace the aging and problem-prone Blackboard.

After the initial setup, select faculty were given, in Summer 2008, training and a first run of D2L. Student and faculty surveys were completed to evaluate the overall functionality and satisfaction with the new LMS, and the surveys provided very positive reviews from both groups. On a scale of 1-to-5, in which “1” is “Dissatisfied” and “5” is “Highly Satisfied,” 82 percent of the 146 students surveyed, rated D2L as “4” or “5” (40 percent as “4” and 42 percent as “5”). Similarly, 70 percent of the 23 faculty members rated D2L at “4” or “5” (35 percent as “4” and 35 percent as “5”). (3C.63-3C.66) The current need is to successfully provide extensive D2L platform training to faculty, staff, and students since it now is an essential component of any implementation of new technology on campus. Online written guides as well as video guides are available to students; and six-week training institutes have been made available to staff and faculty.

Both the ITV and telecourses have experienced increases in enrollment and retention with the recent additions of the online databank. Efforts are being made to implement online live video streaming of all class episodes. At the current rate of progress and change, it is expected that the distance education courses will continue to increase and flourish. (3C.32)

Planning Agenda

None.

III. C. 2. Technology planning is integrated with institutional planning. The Institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning is a vital and important component of the SCC Strategic Planning System. The College strategic planning system enables the College “to continuously evaluate . . . achievements and outcomes; establish goals and unit level objectives derived from these goals; allocate supporting resources to ensure goals and objectives are achieved; and to provide a framework for feedback and change all aimed at continuous process improvement and mission accomplishment.” (3C.68, 3C.70)

College technology decisions are informed and guided by the Strategic Master Plan which is reviewed annually by the College Strategic Planning Committee (CSPC). This plan articulates the College vision, mission, values, and strategic goals and encompasses the Family of Plans: Institutional Plans, Program Plans, Unit Plans, and Resource Plans. (3C.69)

The IT Program Plan is one of the Program Plans for the College. These are Collegewide plans that support the College's strategic goals and directions. They include objectives and measures of merit/outcomes. They are resourced as individual plans by the institution and reviewed annually. The Program Plans are assigned to the person/office with primary responsibility for the specific topic of the plan, specifically the Dean of IT. The Program Plan is one that specifies the replacement cycle for workstations, servers, and network components and outlines new College technology requirements. **(3C.3)**

Informational technology is a critical resource, supporting achievement of student learning outcomes and College strategic goals, as well as supporting effective delivery of College programs and services. The integration of College technology planning with College planning and resource allocation decisions has been in place for a number of years at both the College and District levels. **(3C.70)** The 2002 IT Strategic Plan evaluated the use of technology in a number of areas (e.g., administrative computing, student computing, faculty computing, classroom technology, and infrastructure). The Plan set forth values to use in making technology decisions, such as Total Cost of Ownership and use of replacement cycles. **(3C.3)**

During the 2006-2007 academic year, the College IT Committee reviewed the 2002 IT Strategic Plan, assessing achievements and areas of ongoing concern. This review informed the next generation of information technology plans, including the IT Strategic Plan for 2007-2012. The IT Strategic Plan for 2007-2012 addressed technology-specific considerations, as well as broader College goals and achievement of student learning outcomes from individual unit plans. The IT Plan for 2007-2012 outlines the inputs and data evaluation for the development of the plan, the relationship to College goals, IT goals and objectives, outcome measures, and resources needed. The College strategic planning system was developed in 2007-2008; the 2007-2012 IT Strategic Plan provided the foundation for the IT Program Plan which was revised April 2008. IT Program Plans are developed and evaluated on an annual basis and provide the framework for understanding the use of technology to support College processes. **(3C.1, 3C.3, 3C.62, 3C.70)**

In addition to the IT Program Plan, the IT resource request and allocation process is outlined in the IT Resource Allocation Plan. This plan details the process to use in requesting new technology resources through the unit-planning process. **(3C.5)** Unit plans are the action plans that drive the daily operations of College units and departments, align unit goals with College goals, define measurements for those goals, and identify resources needed. SCC's combined Unit Plan and Resource Request form captures this information electronically. **(3C.72, 3C.73)** The IT Resource Request identifies the information technology resources needed to accomplish unit objectives and provides a rationale for the request. These requests are then prioritized at the unit/division and vice president level through the participatory decision-making process. They are also reviewed and prioritized by the SCC IT and Budget Committees for recommendation of the expenditure of funds and forwarded to the President for approval.

The SCC Strategic Planning System provides an annual measure of the effectiveness of the College's information technology function. The systematic, annual process of program review and data evaluation occurs prior to the development of strategic goals and direction and development of unit plans and goals. **(3C.70)**

The mapping diagram developed as part of the accreditation process indicates that information technology is a shared function between the Colleges and the District. The District has primary responsibility for such functions as infrastructure and network planning (which includes both voice and data); enterprise systems such as *PeopleSoft* Student Administration, Human Resources, and Financials; and support for Districtwide applications such as the learning management system (initially, Blackboard and currently D2L), the online grading system (OGS), and iMail. Strategic planning for information technology at the District level encompasses areas that are the direct responsibility of the District: setting priorities for development, setting timelines for completion, and evaluating results. **(3C.71)** In developing the District strategic plan for information technology, the Associate Vice Chancellor obtains input from the Colleges, particularly those individuals and areas directly impacted by District actions, such as IT Deans, Vice Presidents, and Academic Senates. **(3C.4)** Additionally, the District has a network of governance-based committees, e.g., the Educational Technology Committee (EdTech), the Student Affairs Committee (SASI), and the Administrative Technology Committee (ATC). These committees, whose membership is comprised of administrators, faculty, and classified staff from both the Colleges and District Office, provide ongoing oversight and policy direction to the District Office.

Self-Evaluation

Significant efforts have been made to ensure that information technology planning is fully integrated and an essential component of the SCC Strategic Planning System. This system provides the framework for systematically assessing the use of technology resources which is, in turn, the basis for improvement and future planning. IT planning occurs at both the College and District levels.

Planning Agenda

None.

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Standard IIID. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial and institutional planning occurs at two levels: the District and the College.

At the District level, the District's mission and goals are central to the financial planning process. The District utilizes a number of strategies to ensure that financial planning is in alignment with the institutional goals and planning efforts of the Colleges. The annual budget reflects the goals and objectives adopted in the District's strategic plan as well as those prioritized by District leadership. **(3D.1)** The strategic plan is developed with input from all constituents and sets both long- and short-term direction for the District. **(3D.2)**

In 2001, the District implemented a Districtwide Budget Committee whose purpose is to review and provide recommendations, where applicable, for the budgeting process. This committee meets on a monthly basis during the academic year and is made up of representatives from all employee groups. The committee also serves as an effective communication tool regarding state and legislative matters affecting the District's budget. **(3D.3)**

The District annually completes both a Long-Range Capital Needs Plan (LRCNP) and a Five-Year Capital Construction Plan which identify needed facilities and necessary improvements. **(3D.4, 3D.5)** In March 2002, the District was successful in passing Measure A, a \$265M general obligation bond which, when coupled with state bond sources, will allow the District to strategically meet facility needs and modernization efforts through approximately 2013. **(3D.6)** Additionally, each College has completed a facilities master plan component of a strategic master plan to meet the academic and programmatic needs of the Colleges. **(3D.7)** In 2008, after evaluating both external factors and continuing enrollment and the projected impact on facilities, the District sought a second bond in the amount of \$475M to continue capital improvements. The bond passed in November 2008. **(3D.8)** The College will be working with the District to develop a revised LRCNP based on expected local and state bond funding. This plan will be incorporated into a revised/updated Facilities Master Plan to document the initial plan objectives, timelines, and expenditure planning to meet projected enrollment needs into the future. **(3D.9)**

At the College level, the Strategic Master Plan integrates College planning and resource allocation processes on a number of levels. **(3D.10)** The College Strategic Planning Committee (CSPC) reviews data on a yearly basis on College outcomes, internal and external environment scans, and projected enrollment growth. **(3D.11, 3D.12)** This data is the basis for reviewing the College’s mission, vision, and values. Using both the data and the College’s mission statement, the CSPC modifies or affirms the College’s goals for the next academic year. The data is then presented to the College community to begin unit and program planning, the process through which departments and units develop objectives to meet those College goals. To determine how to meet the objectives, departments and units also complete resource plans in the areas of financial, information technology, and facilities resources. Requests for faculty and classified staff are also noted although the processes for obtaining those resources occur on a different schedule. Procedures for resource allocation of the five basic resources (Financial, Facilities, Information Technology, Classified Staff and Faculty) are outlined in their respective Resource Allocation Plans which are part of the Family of Plans described in the Strategic Master Plan for the College. **(3D.13)** As a final step in the planning process, departments and units develop outcome measures that assess whether objectives are met. **(3D.14)**

College discretionary funding that is available each year to fund information technology, facilities, and financial requests developed through the unit and program planning process is a function of the District allocation process known as the “bucket” process. This process takes into account the fact that funding personnel salaries and benefits is managed centrally by the District and consumes approximately 80 percent of available revenues. The remaining 20 percent of those dollars is allocated to the District and College through a series of formulas specific to each bargaining group and type of employee (faculty, classified staff, manager, confidential, or supervisor). **(3D.15)** These funds are outlined annually in the Program Development Fund (PDF) schedule and form the basis of fiscal planning for the College. The process of integrating the PDF schedule funding into the overall budget plan for the College is described in the Financial Resource Allocation Plan. **(3D.16)** A key component of this process is the President’s Annual Budget Memorandum. This document outlines available funding—continuing and One-Time-Only (OTO), based on COLA/growth, annual commitments, and resulting available funding that is allocated by the Budget Committee through the unit and program planning process. **(3D.17)** The Budget Committee is responsible for integrating funding requests for financial, facility, and information technology resources. **(3D.18)**

As part of the College’s annual budget process, the Information Technology (IT) and Facilities Departments estimate the costs of the resource requests that are presented by the objectives in the unit plans. **(3D.19, 3D.20)** The constituency-based committees for information technology (IT Committee) and facilities (Campus Development Committee) further prioritize the resource requests in their areas and present their recommendations to the Budget Committee. **(3D.21)** The Budget Committee utilizes the information from the College planning process, establishes criteria to evaluate requests for budget allocations (including the extent to which College goals are addressed by the proposed objective), and recommends allocations of the discretionary funds available from the College’s unrestricted COLA/growth and OTO funds. **(3D.22)** The Budget Committee recommendations are sent to the President for final approval. **(3D.23)** The President either accepts or modifies the recommendations. The results of the President’s actions

are transmitted to the College through the Executive Council and memo sent to the College community. **(3D.24)**

At the program level, departments with institution-wide responsibilities (e.g., Information Technology and Staff Development) create program plans which describe objectives and activities that are planned on a Collegewide basis to achieve College goals. Resource requirements needed to achieve College goals are also specified in these program plans. These activities take place on a yearly basis. Additionally, resource intensive areas, such as information technology, media services, and facilities, develop replacement cycles for equipment and facilities to ensure that College needs in these areas are met in a predictable manner consistent with resource availability and College goals. The College's program review and facilities planning processes are conducted on a multi-year basis and reference long-term resource requirements. **(3D.25-3D.27)**

Departments and units are asked, on an annual basis, to submit reports on outcome measures. Reports on outcomes of College goals are submitted annually to the College Strategic Planning Committee, District Office, and Board of Trustees. **(3D.14)** The Budget Committee also requests information on outcomes from objectives funded in prior years. **(3D.28)**

For categorically funded programs such as VTEA, Matriculation, or DSPS, plans are submitted to the funding sources on a yearly basis. In addition, unit plans include requests for resources from objectives that are funded from restricted sources as well as for resources that can only be funded from unrestricted funds. **(3D.29, 3D.30)**

Self-Evaluation

The District process for planning and budgeting closely aligns resource allocations to District strategic goals, which are in turn based on such data as internal and external environment scans and projected enrollment growth.

At the College level, planning and resource allocation processes have been under review and improvement 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). **(3D.10)** The College's planning and resource allocation processes have traditionally included the provision that unit plans develop objectives related to College goals and develop resource requests to support unit objectives. Previously, units prioritized resource requests and presented them to the Budget Committee. Now, unit objectives are prioritized, with priorities assigned at the department, division, and College service area level, and resource requests share the priority assigned to the objective. **(3D.27)**

All budget requests to the Budget Committee are made with reference to objectives in the area's unit plan that relate to a College goal. College goals are available to the entire campus. The involvement of College standing committees, such as the IT Committee, in evaluating and prioritizing resource requests in light of unit objectives and College goals has been part of the resource allocation process for a number of years but has been expanded in the Financial Resource Allocation Plan to include Campus Development's review of facilities requests. **(3D.16)** In the area of Collegewide initiatives, College program plans outline College goals, objectives, outcome measures, and resource needs. Program plan resource allocation requests are developed by the College's Offices of Primary Responsibility (OPRs) for the various plans and programs and are integrated

into the budget plan by the Vice President of Administrative Services (VPA). **(3D.25)** All requests are reviewed and approved by the College President as part of the annual Budget Memorandum.

Expenditures are tracked throughout the year by a variety of metric tools designed to ensure that planned expenditures match actual expenditures. A series of metric assessments is formally done each quarter and presented to the management team. A “score” is kept on plan implementation, and adjustments are made, as appropriate, to ensure that the integrity of the planning process is maintained. This metric data provides additional outcome measures which are, in turn, evaluated as part of the annual planning cycle to help measure institutional effectiveness. **(3D.31)**

In the fall 2008 Faculty/Staff Self-Study Survey, 54.6 percent of respondents agree that the allocation of financial resources at SCC is tied to the unit plans of departments and units, while 5.9 percent disagree or disagree strongly. **(3D.32)** In that same survey, 53.5 percent of respondents indicated that their department’s or unit’s interests are fairly represented in decision-making regarding the use of financial resources while 32.6 percent did not know. **(3D.33)**

Planning Agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Determination of available financial resources is performed primarily at the District by staff with expertise in understanding, projecting, and monitoring revenues. The District’s budget is comprised of both restricted and unrestricted funds. **(3D.34, 3D.35)** The District’s primary operational revenue is comprised of base funds (the prior year’s funding amount), cost of living (COLA) adjustments awarded by the state, and growth funds for serving additional students. These revenue sources account for 79 percent of General Fund Revenues. Additional revenue sources include federal revenues, state revenues such as lottery funds, local revenues such as non-resident tuition, and other financing sources. Restricted revenue sources include a number of categorical programs such as Career Technical Education (CTE), Vocational Technical Education Act (VTEA), Disabled Student Programs and Services (DSPS), Extended Opportunity Program and Services (EOPS), and Matriculation as well as local revenues (such as local grants) and revenues whose use are defined by law (such as Pell grants). A reasonable certainty that projected revenues will be realized is used prior to releasing additional resources to the Colleges.

The District utilizes a budgeting process referred to as “X, Y, Z” in which three revenue scenarios are developed. The “X” budget is base plus COLA. The “Y” and “Z” budgets reflect growth and other revenue sources at the most likely and optimistic levels. The Board of Trustees adopts a “Z” budget at the beginning of the fiscal year which anticipates COLA and growth dollars as well as a higher level of lottery proceeds. However, spending is limited to the “X” level, which is based on obtaining COLA revenues but no growth. Adjustments of allocation of funds to the College occur mid-year once revenues are realized. **(3D.36)** At the end of the fiscal year, the Board of

Trustees awards increases in compensation either as OTO (in the form of retroactive checks) or as adjustments to the base (with retroactive checks issued to cover differences caused by the timing in the change in compensation), in line with the actual revenues received from the state. This process ensures that the Colleges can then proceed with their internal planning process without undue need for contingencies in the event that funds are reduced or eliminated. **(3D.36)**

The District funds the salaries and benefits of all District employees utilizing a formula that has been built into contract agreements with each constituent group. **(3D.37)** These funds are outlined annually in the Program Develop Fund (PDF) schedule and form the basis of fiscal planning for the College. This practice allows for a high degree of predictability of costs associated with compensation, which are negotiated to comprise 80 percent of new unrestricted funds received on a yearly basis. The remaining 20 percent of new monies received on a yearly basis are allocated based on priorities that are reviewed and approved by the District Budget Committee, comprised of members of constituency groups from each College and the District. The composition of the Budget Committee is defined in Board of Trustee policy. **(3D.3, 3D.38)**

Each College in the District is allocated a College Discretionary Fund (CDF). This fund is the largest component of College-level funding identified on the PDF schedule. However, the PDF schedule does not include categorical funding sources). The CDF budgets are allocated on the basis of base, Weekly Student Contact Hours (WSCH), Square Footage, and Full-Time Equivalents (FTE). This formula ensures that the College has the resources needed to support institutional planning. Budgets for the infrastructure and maintenance of buildings are managed on each campus and reported to the District through the Vice President of Administrative Services (VPA) offices. Details of the way this calculation works is contained in the Financial Resource Allocation Plan. **(3D.16)**

At the College level, the VPA works with the President and Executive Staff to define revenue sources available on a yearly basis and then to identify both expenditures that directly relate to restrictions placed on revenue sources and Collegewide resource needs that include such contractual obligations as rents and program plan requirements. These expenditure requirements are then deducted from the available revenue. The President's Budget Memorandum is produced each year and details both the revenues and proposed expenditures and is shared with the Budget Committee. The amount of unrestricted funds available after the deduction of proposed expenditure requirements represents the funds available for allocation by the Budget Committee. **(3D.39)** The Budget Committee reviews the budget memo developed by the VPA and presented by the President. The budget memo also details how much money is available on an ongoing basis and how much is available OTO. When the Budget Committee recommends funding, it allocates funds based on whether funding is continuing or OTO. **(3D.40)**

Self-Evaluation

The District has a very conservative approach to financial resources. The use of the "X, Y, Z" budget scenarios with actual expenditures occurring at the most restricted, or "X" level, until revenues are received reflects this conservative approach. The formula-driven allocation of funds for both compensation-based and discretionary funds ensures stability in the allocation process, and further, that fund allocation is tied directly to factors related to delivering instruction and providing services. At both the District and College levels, the practice of recognizing OTO funds on a yearly basis, regardless of the

past persistence of particular sources, ensures that long-term obligations are not incurred without a stable funding source. **(3D.36)**

At the College level, the process of developing available discretionary spending resources is clearly identified in the Financial Resource Allocation plan. **(3D.16)** Objectives are developed at the unit and program level that are designed to support goal and mission accomplishment and further institutional effectiveness. **(3D.25-3D.27)** Based on the prioritized merit of these objectives, resource allocation proceeds as part of the overall planning and resource allocation cycle. This process ensures that resource allocation is data- and goal-driven and that there are measureable outcomes that can be associated with resource allocation so that the effectiveness of programs and services can be evaluated as part of the planning cycle. **(3D.13)**

Planning Agenda

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The Los Rios Community College District (LRCCD) Adopted Budget of 2008-2009 contains evidence of plans for payment for liabilities and future obligations. Formula-driven allocations are made for both compensation and other long-term liabilities such as utilities to ensure that long-term commitments can be met. The LRCCD 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 \$53.9M of its \$58.6M Actuarial Accrued Liability (AAL) for current employees and retirees. It has continuing funds designated to meet the Actuarially Required Contribution (ARC). LRCCD's liability for accrued vacation is also fully funded as is faculty leave-banking. The District issued a Certificate of Participation (COP) to support construction of the parking structure at SCC and has designated funding to support the principal and interest for the certificates. Additionally, the District sets guidelines with respect to the percentage of personnel expenses that can be charged to discretionary funding sources such as Matriculation (up to 60 percent) to ensure that ongoing compensation commitments can be met. **(3D.34)**

The College recognizes the base funding needs of each department and maintains that allocation on a yearly basis to the maximum extent possible as part of a "maintenance of effort" strategy. In the memo prepared by the VPA and sent to the Budget Committee, institutional obligations are determined prior to identifying available discretionary funds to be recommended for allocation by the College's Budget Committee. **(3D.39)** Additional College Discretionary Funds are designated as either OTO or ongoing. The Budget Committee identifies whether allocations are for OTO only or continuing funds when it makes its recommendations. Further, the President's Budget Memorandum seeks to achieve a balance between meeting institutional needs (identified as "above-the-line" expenditures) and providing sufficient discretionary funding to support unit plans designed to achieve unit and department level objectives in support of College goals. **(3D.17)**

SCC has worked with the District to place bond measures on the ballot in counties in which LRCCD facilities are situated. Current bond money is now being used for facilities modernization. A bond oversight committee is in place to review expenditures of bond funds in relation to stated District projects and goals. **(3D.6, 3D.8)**

Self-Evaluation

The District demonstrates its commitment to planning for liabilities and future obligations through a series of practices including formula-driven allocation, conservative allocation of budgeted revenues, and adherence to conservative practices in recognizing and funding ongoing obligations.

At the College level, the process for identifying funds available to support contractual obligations and for identifying restricted revenue sources ensures that ongoing commitments are funded. The Budget Committee's practice of allocating funds ensures that ongoing expenditures are not incurred with OTO funds. The guarantee of department base budgets ensures that departments can meet ongoing commitments.

Planning Agenda

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

On the District level, the process for financial planning and budget development is described in the District budget book that is published annually and in Board policies and procedures related to budget, as described in Board of Trustee policy. **(3D.34)** In January 2009, the District was awarded the Meritorious Budget Award (MBA) by the Association of School Business Officials International (ASBO). The Los Rios Community College District is the first community College District (or College) in California to receive this prestigious award. Criteria for awarding the MBA include the following:

- Provides clear budget presentation guidelines;
- Defines state-of-the-art budget practices;
- Encourages both short and long term budget goals;
- Promotes sound fiscal management practices;
- Promotes effective use of educational resources;
- Facilitates professional growth and development for the budget staff;
- Helps build solid development, analytical, and presentation budget skills.

(3D.41)

The Districtwide Budget Committee has membership from all governance groups. **(3D.3)** Budget and planning information is shared with these groups and routinely disseminated through updates. In addition, each College has a budget committee with representation from all constituency groups. **(3D.18)**

The College defines and follows its guidelines and processes for financial planning and budgeting. The strategic planning process and forms, templates, and handbooks are available on *InsideSCC*, a website developed to support College processes. **(3D.42,**

3D.43) Presentations and distribution of materials defining and updating planning and financial resources are given at semi-annual convocations for all staff. Deans, department chairs, and unit supervisors are given training sessions on unit planning and resource allocation processes. Agendas and minutes from the Budget Committee are in Public Folders and available through the *InsideSCC* website, documenting how budget recommendations are made. **(3D.44, 3D.45)** Full College participation in planning and budgeting processes is ensured in a number of ways.

The College Strategic Planning Committee (CSPC) is composed of members of all constituency groups, constituency group leaders, and the College vice presidents. This committee oversees the processes involved in data review, review of mission statement, vision statement and values, and goal-setting. **(3D.11)** The process is critical to ensure that the planning and resource allocation processes are integrated with data on College outcomes and College goals. Through the College planning process, all units are required to develop unit plans and/or program plans which specify objectives related to College goals. Financial requests, information technology needs, facilities requests, and requests for faculty and classified staff are aligned with unit or program plan objectives. **(3D.9, 3D.10)** Resource requests associated with finance, information technology, and facilities are processed through the annual budget cycle, which includes participation by the Budget, Information Technology, and Campus Development Committees; requests for faculty and classified staff are processed on a separate schedule and involve the Academic and Classified Senates. Through these processes, all constituency groups are represented on the campus committees directly concerned with planning and budget. **(3D.46)** Additionally, the President shares the results of the budget process with the College's Executive Council prior to releasing the budget memo to the College community.

Self-Evaluation

The mechanisms for financial planning and budgeting are clearly identified at both the District and College levels. The College planning process is designed to be data-driven with a cycle that begins with the evaluation of the College mission and outcome data from the previous cycle. Goals are developed by the CSPC and are reviewed and approved by all constituency groups across the College. These goals then serve as the basis for planning and development of unit and program level objectives designed to support goal accomplishment. Resource allocations are prioritized and expected outcome measures determined. Budget processes are designed to include Collegewide representation with requests developed from departments and units and are also constituency-based, through evaluation at both the District and College levels.

In the fall 2008 Faculty/Staff Self-Study Survey, 53.1 percent agreed or agreed strongly that resource allocation and financial management are handled with integrity at SCC; 39.7 percent did not know. **(3D.47)** To the question of whether planning and resource allocation processes for financial resources are clearly defined, 47 percent of respondents did not know while 36 percent agreed or agreed strongly that they were. **(3D.48)** In response to the question of whether their unit's interests are fairly represented in the decision-making process regarding use of financial resources, 52.5 percent agreed or agreed strongly while 32.6 percent did not know. **(3D.48)**

At the District level, there is strong support for the conclusion that the institution clearly defines and follows its guidelines and processes for financial planning and budget. The Meritorious Budget Award given to the District by Association of School Business

Officials International (ASBO) recognizes the transparency and integrity of the processes developed and followed by the District in the area of financial planning and budgeting. **(3D.41)**

Additionally, the work of the District budget committee, which is constituency based with representatives from the four Colleges and District finance staff, helps to ensure that all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. **(3D.3, 3D.49)**

Planning Agenda

None.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Los Rios Community College District (Los Rios Community College District) 2008-2009 adopted budget details both the guidelines and the financial basis for allocating funds at the District and College levels. The District's allocation meets both the statewide standard of at least 50 percent of expenditures dedicated directly to instruction and the contractual obligation of 80 percent of new unrestricted funds to support salaries and benefits, ensuring that instruction is delivered in accordance with College enrollment goals and scheduled classes. **(3D.50)** The College budget also reflects this commitment to instruction. To achieve the College goals for student learning, the majority of the College budget pays for instructional staffing, the levels of which are driven by WSCH. The application of the "Fifty Percent" law, requiring that at least 50 percent of the current expense of education be for salaries and benefits of classroom instructors, resulted in instructional salary and benefits costs of 53.66 percent in 2006-2007. College instructional expenditures for 2008 were 56 percent of total College expenditures. **(3D.15, 3D.51)**

The College's annual and long-term capital plans also support student learning and relate to the plan for physical facilities. The District and College plan for capital facilities are based on growth projections and analysis of the condition of existing facilities. **(3D.4)** As a result of these planning efforts, a local bond measure was placed on the 2008 ballot for \$475M and passed. **(3D.8)** This bond measure enables the District to qualify for additional state capital outlay funding. Local funds and state funds are combined to sustain capital project plans. The result of these long-range efforts is to support student learning.

The College is annually subject to an external audit of all funds. Historically, the College receives unqualified opinions with regard to its financial statements from independent

auditors. Management’s Discussion and Analysis included in the report are not required but are supplemental information on which the auditors express no opinion. **(3D.52)**

Identified audit findings are included in the audit as well as the District’s responses to these findings. Historically the College has had minimal findings and has successfully corrected any issue prior to the next fiscal year. **(3D.53)**

An examination of College financial documents reveals that the College’s Resource Allocation Plan, in collaboration with the Budget Committee, is “designed to provide planning guidance for allocation of financial resources needed to implement the College’s strategic planning system.” **(3D.13)** The College Strategic planning system incorporates College goals at the forefront of the planning process. **(3D.9)** College goals provide the basis for the College’s unit and program plans in support of student learning programs and services. **(3D.54)**

Unit plans are prepared annually within each College division. The unit plans specify objectives related to College goals. If the unit’s objectives require resources, the resource requests are defined and submitted to the College’s Budget Committee for review and prioritization. In areas with Collegewide responsibilities, program plans are developed with objectives that are related to College goals. Resource requirements are also defined in this process. **(3D.25-3D.27)**

Resource requests from unit plans are forwarded to the College Budget Committee for review and prioritization; resource requests that involve information technology and facilities are forwarded to the Information Technology and Campus Development Committees, both of which review and prioritize the requests and then forward their recommendations to the Budget Committee for their consideration. **(3D.55)** The Budget Committee holds hearings on budget requests, asking division administrators, faculty, and staff to relate their requests to College goals and unit objectives. The rubric for prioritizing budget decisions incorporates the extent to which a request enables the unit to meet College goals. The Budget Committee’s priorities are submitted to the College President who makes the final decision on budget allocations.

In the case of program plans, resource requests are reviewed and allocated by the College President and President’s cabinet. These proposed “above the line” allocations are communicated to the Budget Committee as part of the President’s annual Budget Memo. **(3D.22)**

Self-Evaluation

The budget documents prepared at the District and College fully support the College’s goals for student learning. The District budget reflects the commitment to instruction with the allocation of funds that directly support student learning through funding the schedule. The District’s long-range capital plans reflect expectations of student growth. Independent audits are conducted on a yearly basis and its findings communicated to the appropriate areas and addressed immediately.

Decisions about allocation of funds that are made at the College involve dialogue and recommendations from administrators, faculty, and classified staff through participatory decision-making processes. Administrators, faculty, classified staff, and students provide recommendations through such standing committees as Campus Development, Information Technology, and Budget. Base funding and equipment purchases for

College divisions are allocated through the Budget Committee process. The Budget Committee Budget Prioritization statement illustrates that “they are guided by the institution’s mission, vision, values and goals.” **(3D.56)**

Planning Agenda

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Appropriate financial information is available throughout the institution through a number of means. The District Office publishes an annual budget book. The District budget book contains information that delineates the basis for budget allocations throughout the District as well as funding level details for each College. Financial statements are published annually in the Financial Statements and Independent Auditors’ Reports. **(3D.57)** Current budget information, including appropriations, expenditures, and encumbrances, is viewable online using the “PeopleSoft Financial Information” website. **(3D.58)** Online budget information and financial data, including detailed transactions for all College budgets, remain current through the end of the previous business day and are available to all College employees. Real-time budget and financial data are available to a limited number of administrative employees using the native PeopleSoft Financials application. Budget reports and downloads by department are also available using “Crystal Reports” online. **(3D.59)**

The VPA prepares an annual Budget Memo that is approved by the President; it describes both revenue sources and expenditure categories and amounts. **(3D.22)** This document is given to the Budget Committee for review and consultation on expenditures and also informs the Budget Committee of the amount of general fund and instructionally related dollars that are available for allocation. **(3D.60)** The memo is generally prepared in January. Through interviews with deans and department chairs and the use of “pink sheets,” which detail department allocations and carryover over a multi-year period, the College Budget Committee compiles additional budget information for its use in developing the annual budget. This process is conducted from February through April. **(3D.61)**

In May, the Budget Committee sends the President a memo outlining its recommendations for OTO and continuing-funds for general fund and instructionally-related dollars and its recommendations on issues to consider in the coming year. In June, the President sends the annual Budget Memo to the Budget Committee and Executive Council for distribution to the College community. This memo responds to the recommendations of the Budget Committee and is the basis for allocation of general fund and IR dollars. **(3D.22)** Detailed information about the College’s financial planning and resource allocation processes are available online at *InsideSCC*. **(3D.13)**

Midway through the execution year, the VPA is charged, via the Financial Resource Allocation Plan, to conduct a mid-year review of the financial plan for that year. A cross check is made of available financial resources and compared to planned levels. In a similar way, expenditures are compared against planned levels, and consideration is given to any changes that have occurred that might influence the financial plan for that year. **(3D.62)** This review is conveyed to the Budget Committee and President’s Cabinet,

and copies of the document are provided to the Executive Council for review. Needed adjustments are then made to ensure planned outcomes are optimized.

Information related to fiscal conditions is available in the LRCCD Adopted Budget 2008-2009, the Chancellor's Report, and the CCLC League Budget Report updates, which are emailed to all College staff periodically by the College President. (**3D.63, 3D.64**)

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 on request. (**3D.57**)

Results from the fall 2008 Faculty/Staff Self-Study Survey indicate, however, a lack of knowledge of financial management processes and decisions. Fifty percent of respondents did not know whether planning and resource allocation processes are clearly defined. When asked if faculty and staff have the opportunity to participate effectively in financial planning and resource allocation processes, 33 percent replied, "Do not know." When asked whether the allocation of financial resources is tied to unit plans, 39 percent responded, "Do not know." (**3D.65**)

Self-Evaluation

Information needed to support ongoing financial management as well as financial planning is provided to the College through a number of means. The District budget book provides both data and the assumptions on which financial allocations are made for both the District and College. College managers and staff are able to access reports which track expenditures, encumbrances, and balances for all College accounts within their areas of responsibility. These reports can be obtained on an as-needed basis. The budget process is data-driven, with information presented to the Budget Committee on available funds, ongoing expenditures, and department-level budget information. The VPA prepares analyses of expenditures and conducts a mid-year budget review that is given to both the College leadership and the Budget Committee.

Despite the availability of budget information through online reports and budget information available through *InsideSCC*, a significant percentage of the College community chose the option "do not know" when queried in the fall 2008 Faculty/Staff Self-Study Survey about whether they have the opportunity to participate in the financial planning process, about whether financial planning processes are clearly defined, and about knowing whether financial allocations are tied to unit plans. (**3D.65**)

Planning Agenda

See Planning Agenda for I.A.3.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Physical and financial resources do not operate in a vacuum. Funding allocation decisions in the budget are evaluated and judged with a view of mission, goals and objectives, project and resource needs, and probable outcomes. (**3D.9**) The budget is not an isolated process but rather a vehicle used to support institutional goals and planning. This process requires that budget planning and actions are taken to ensure

that the integration of short-term financial plans and cash-flow requirements does not interfere with long-term plans and obligations. There is a commitment to continuing the integration of institutional outcomes, fiscal resources, and achievement of student learning outcomes. **(3D.9)**

Budgeting requires making decisions on funding, revenues, and costs under uncertain conditions. In recommending approval of the annual budget, the District presents three different budget scenarios, known as the “X, Y, Z” budgets. The “X” budget is the most conservative budget projection; the “Y” Budget is conservative but mid-range; and the “Z” budget is the most optimistic. The differences among the “X, Y, Z” budgets center on the varying assumptions that relate to student enrollment growth and associated revenues, lottery proceeds, and growth funding. The District authorizes allocations at the “Z” budget level at the beginning of the fiscal year but allocates funds at the “X” budget levels. Mid-year updates occur as revenues are received from the state. The “X, Y, Z” budget format has served the District and College very well. While it requires additional budgeting oversight, this format provides a conservative approach and flexible tool to adjust operations based upon actual activities in the District, many of which are largely unknown at the inception of the academic year. **(3D.36)**

Cash-flow statements are prepared monthly as the District issues, when necessary, Tax Revenue Anticipation Notes (TRANS); this type of preparation is used to ensure that obligations are met in periods of low-cash reserves due to the timing of property tax payments. All TRANS-fare borrowing is coordinated by the District Office Financial Administration and reviewed by legal counsel and financial advisors for regulatory compliance. While this short-term funding mechanism is an available option as a tool of cash-flow management for institutions across the state, LRCCD has not needed to exercise this option in the two prior years; however, it will do so in the current year. **(3D.66)**

Fund balances and reserves are desirable to fund future program commitments and for economic emergencies. The California Community College Chancellor’s Office has identified a desired reserve of at least five percent. The Los Rios Board of Trustees has adopted policies which identify an uncommitted reserve in the District’s General Fund to be at least three 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. **(3D.66)**

Fiscal Year	Ending Fund Balance	Expenditures	% of Fund Balance
2007-08			
Unrestricted General Fund	\$25,821,016	\$265,170,259	9.74%
2006-07			
Unrestricted General Fund	\$22,717,063	\$241,654,339	9.40%
2005-06			
Unrestricted General Fund	\$21,803,882	\$218,375,436	9.98%

The California Community College system has undertaken numerous changes in the method of financing and distributing state and local funds for the support of its system.

The current system of funding has been influenced most by two pieces of legislation enacted in 1988--Proposition 98 and AB 1725--and SB 361, adopted in 2006-2007. While there are small sources of funds unique to the College, essentially all funds are received by and allocated through the District.

The LRCCD, like all community College Districts/Colleges, is appropriated a base allocation for each College and center according to full-time equivalent students served from funding based on FTEs and the number of designated Colleges and centers. Due to the historical method of funding of California's community Colleges, there has been disparity in the amount of revenues provided per FTE. However, equalization, as required by SB 361, was achieved in the prior fiscal year. As a result, equalization funding increased the base funding for the District by over 7 percent from the prior year's base. **(3D.67)** Under an allocation system, the increased funding to the District provides additional funding at the College.

In the area of risk management, the District utilizes both a self-insurance approach as well as indemnification. The rationale for the decision to self-insure lies in the statistical, economic, and insurance principles which state that the law of large numbers and the economies of scale in insurance that make it less expensive to write or underwrite one policy rather than to write ones for each College and one for the District. Further, the insurance principle which posits that problems with unique adverse claims, moral hazard, and adverse selection are all reduced by expanding the size of the insurance pool also supports the District's decision to self-insure. Therefore, all risk management services are coordinated for the District by the General Services Department. **(3D.68)**

The District considered options of whether to secure policies, to self-insure, or to combine with re-insurance. The District utilized self-insurance funding systems to provide more local control and lower rates relative to fully indemnified programs. The decision for the LRCCD to self-insure and to use re-insurance policies reduces the risk of having liabilities outside the financial bounds for meeting the expected value of claims that might accrue. **(3D.69)**

As with any insurance product, it is important that adequate insurance and reserves are in place and that risks have been properly determined. The District utilizes an actuarial methodology and employs an actuarial study to identify long-term risk exposure determinations which includes claims incurred but not reported. Appropriate funding for current and future claims minimizes the District's exposure to unfunded risk losses. **(3D.70)**

Self-Evaluation

The District has sufficient cash flow and reserves to maintain stability in delivering instruction and services to students according to state and federal requirements, to meet contractual obligations, to fund ongoing obligations, and to meet unforeseen occurrences. The fund balances achieved by the District approach 10 percent, far exceeding state requirements. The District has mechanisms in place for issuing short-term debt utilizing the TRANs process to cover expenses until state funding is realized. The District's insurance strategy is fully funded and based on a realistic assessment of risk.

Planning Agenda

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The District and College have a number of controls in place to ensure the effective oversight of funds. At the District level, the Business Services area has a Grants and Contracts staff assigned to review and report on categorical and grant funding. The department has a supervisor and four staff who support program and College staff in determining compliance and reporting requirements. Financial Aid cash management and reporting occurs through the General Accounting Department which also prepares the monthly Foundation reports for the District. All expenditures are reviewed and authorized at multiple levels to ensure appropriate use of resources that are entrusted to the College/District. The categories of expenditures that are reviewed and authorized using the Authorized Signers list are specified in Board of Trustee policies. (**3D.71, 3D.72**) The categories of expenditures include the following:

- Requisitions & Limited Purchase Orders
- Journal Entries
- Payroll Worksheets
- Check Request Forms
- Tentative Class Schedules
- Employment Service Agreements
- Transfer Appropriation Requests
- New Account Requests
- Classified/Student Employment Intentions
- Fee Refund Application Batch Approvals
- Travel Claims
- Absence Reports
- Budget Modifications
- Facility Use Permits for LRCCD Facilities
- Grant/Contracts/Memorandums of Understandings (MOU's)

All grants, contracts and MOUs may only be executed by the Chancellor, Deputy Chancellor, Vice Chancellor of Education and Technology, Vice Chancellor of Resource Development and Planning, or Associate Vice Chancellor of Finance. (**3D.72**) Additional oversight is exercised at the College level by requiring that all proposed expenditures be made in budget categories with sufficient funds to cover the proposed expenditure. College staff review all proposed expenditures to make sure that they are assigned to the appropriate expenditure category. Transfers between fund types are prohibited. (**3D.71, 3D.72**)

In the area of grants, all grant applications are reviewed by the dean of the appropriate area to ensure that the grants address department and College goals. Grant applications are then sent to the campus PRIE Office for routing to the College President for review and sign-off on the District Grant Application Routing Form. The application packet with routing form is then sent to the District Office Grants and Contracts Office for review by the accounting department, and a review form is prepared. The application or

plan packet is then reviewed by the Grants and Contracts Supervisor and Vice Chancellor of Finance, or their designees, prior to execution by the Chancellor. (3D.73)

The review form, when awarded, is sent to the VPA with a notification of award and request for budget setup. The VPA Office then notifies the appropriate administrator and requests not only budget information on categories of proposed expenditures but also planned quarterly expenditure rates or “burn rates” to be used to monitor and report expenditures. Analyses of quarterly expected burn rates (rate of projected expenditures versus actual expenditure rate) are reviewed by the VPA and the program area and made available for review by the College community on *InsideSCC*. (3D.74) Limitations on use of grant funds are noted when grant budget categories are established to ensure that expenditures are appropriate. The eligibility of grant funds for carry-over is also noted at the time grants are established. If there is a question of whether specific expenditures are allowed under state funded categorical programs, such as Financial Aid or Matriculation, the program specialist at the California Community College Chancellor’s office is notified; expenditures take place once approval is given. (3D.75)

An external audit on the District is performed annually. Both identified findings and the District’s responses to the findings are included in the audit. Such a procedure is considered an effective tool for improvement of the management of the District’s/College’s finances. (3D.76)

The District also has two internal auditors whose roles are to ensure the effective and efficient use of District/College resources as well as evaluating that proper controls and processes are in place. (3D.76)

The Foundation, an auxiliary fund, has a separate audit report by the College’s external auditor. The audits for the Foundation have had no findings. (3D.77)

Self-Evaluation

The Authorized Signers list clearly states who can sign all documents and is readily available for referral by all areas of the College. Documents are reviewed prior to processing to ensure they have proper signatures. This process is an effective mechanism for ensuring that appropriate financial controls are exercised. In the area of grants, applications are thoroughly reviewed prior to application. Only authorized senior management may obligate the District/College by executing agreements. This process of review and oversight is functioning appropriately and provides effective management of these resources. (3D.71, 3D.72) An unqualified audit opinion has been issued for the past six years for the District. Recommendations by the internal auditors regarding internal controls are routinely incorporated into College business practices. The College has a number of controls in place under the supervision of the VPA to ensure that grants and other funds are expended prudently and in accordance with legal requirements. (3D.76)

Planning Agenda

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The District and the College share the responsibility for the leadership and oversight of auxiliary activities, fund-raising efforts, and grants. This leadership includes the design, development, implementation, assessment and communication of processes involved in these activities. The processes are reviewed and authorized on multiple levels to ensure appropriate use of resources entrusted to the District and College. Grant applications are evaluated at both the College and District levels to ensure consistency with the mission and goals of the College. All categorical, auxiliary fundraising, and grant expenditures require the program administrator to attest to the fact that the expenditure is in compliance with the goals and objectives of the program and the College. Limitations are placed on which expenditures categories can be used with auxiliary funds and with categorical funds. Processes exist to verify that proposed expenditures meet these criteria. In addition, the District's external auditors select transactions to be reviewed for compliance with program and College objectives as well as legal and other constraints applicable to the use of funds. **(3D.76, 3D.77)**

The SCC Foundation works directly with faculty and staff to determine funding needs based on department goals, administers the College's scholarship program, and organizes the College's capital campaign that raises funds to support College programs. **(3D.78)** In 2008, the SCC Foundation awarded \$93,000, representing 170 donor scholarships, to students. **(3D.79)** Additionally the College Honors and Awards Committee, using funds contributed by faculty and staff, administers textbook scholarships to students who cannot afford books. **(3D.80)** The SCC Foundation also raises funds in a capital campaign to support the nursing program, which has been designated as a "Program of Distinction" by the District, and, as such, supports District and College goals relating to workforce development. **(3D.81)**

A number of positions are charged with the oversight of financial resources. The District has two financial analysts, two internal auditors, and strong supervisory staff in the Business Services Departments at the District Office and at the College. In addition to the VPA and Business Service supervisor at the College, an Administrative Services Analyst oversees budget and fiscal transactions. The roles of all of these personnel are to ensure the effective and efficient use of District resources, which include auxiliary activities, fund-raising, and grants and to make certain that proper controls and processes are in place. A District group titled the "Financial Users Group" chaired by the Director of Accounting Services, meets regularly to discuss issues associated with financial management processes. **(3D.82)** In addition, the VPAs meet monthly with the Deputy Chancellor, and the administrators of Human Resources, Business Services, Facilities Management, and Police Services.

Self-Evaluation

Efforts are made on a regular basis to provide a checks-and-balances system to ensure that funds are both raised and allocated appropriately in the areas of auxiliary activities, fund-raising, and grants. The auditing component established by the District allows for continual evaluation and provides an avenue for changes to be made if required. The processes that are in place at both the District and College to review grant applications, fund-raising efforts, and auxiliary activities help ensure both the integrity of the process and its tie to College mission and goals.

Planning Agenda

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The College enters into a wide variety of contracts, e.g., personal services contracts, grant agreements, construction services, and rental agreements. To prevent obligating the District in areas inconsistent with its mission and goals, only the Vice Chancellors, Deputy Chancellor, and Chancellor are authorized to sign contracts and agreements. **(3D.71)** All contracts are reviewed before execution. Dependent upon the nature of the agreement and to provide a checks-and-balances system, District General Services, Grants and Contracts, Human Resources, and the District's General Counsel may be involved in the review. Clauses exist in contracts that allow for termination and changes. These procedures are enumerated in Board policy. There is a "Contract Routing" form that lists all individuals who review and approve contracts. **(3D.83)** The process for overseeing contracts at the College is coordinated through the VPA. Ultimately, the initiating dean or manager is responsible for overseeing the contract. If a purchase order is set up to pay for goods and services covered by a contract, mechanisms within the purchasing and accounts payable systems are utilized to certify that contractors have fulfilled the agreement. **(3D.84)**

Self-Evaluation

The College enters into contracts appropriate to its mission and goals. A number of checks-and-balances have been instituted at both the College and District levels to ensure that contractual agreements are both financially prudent and legal. The basis for signatory authority for external agreements is found in Board policy. The processes associated with the review and approval of contractual agreements allows the College to maintain integrity in its involvement with external entities.

Planning Agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

There are a number of processes in place to evaluate financial management systems. The District undergoes an annual external audit that is conducted currently by Matson & Isom, CPAs, to ascertain the validity and reliability of accounting information and to provide an assessment of the District's internal controls. **(3D.85)** The audit also covers the various funds under District control. The results of the audit are shared in a management letter and any issues discovered are addressed. **(3D.86)** The District has two financial analysts and two internal auditors who are responsible for interim evaluations of financial and internal controls and who routinely test that processes and procedures are being followed. **(3D.87)** The Financial Users Group meets regularly to discuss issues associated with financial management processes.

At the campus level, the VPA, Business Services Supervisor, and Administrative Services Analyst are responsible for implementation of the financial processes and internal controls. Throughout the fiscal year, the VPA Office publishes “burn rates” to ensure that departments are using allocated funds. (3D.74) In addition to the regular annual audit, District records are reviewed by outside agencies which provide categorical funds to the District, e.g., federal audits of student financial aid and California Department of Education reviews of the Child Development Center records and operations.

Additionally, at the campus level, the Budget Committee continuously reviews its processes for allocation of funds. The Committee has implemented a process to evaluate the distribution of funds that ties budget requests to unit and program plan objectives. (3D.88) Decisions on disbursements are guided by the institution’s mission, vision, values, and goals. In preparation for the resource allocation process, the Budget Committee requests presentations and documentation from categorical programs that explain such items as sources of funds, purposes of funds, and restrictions on funds use. This information is used to evaluate requests for general funds from programs with access to categorical funds to ensure that all College dollars are used to maximum benefit. (3D.61) On a yearly basis, the Budget Committee reviews its procedures to ensure that its criteria for awarding funds reflect College goals. Review of the resource allocation process itself also takes place on a yearly basis with review of forms and timelines to ensure that the budget allocation process supports College goals and the program/unit planning cycle. (3D.9)

Self-Evaluation

Both the District and the College have processes in place for evaluating their financial management systems and for using the evaluation results to improve systems. The external audit process has produced no qualified audits. The internal auditors assess the processes and internal controls, and the College implements improvements on a continuous basis.

Results from the internal evaluation of the College’s resource allocation process have been used to modify the process and to ensure that the results support College goals and the planning cycle.

Planning Agenda

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Both the District and the College have a number of mechanisms in place that systematically assess the use of financial resources and adjust processes and decisions in view of the results. In evaluating the effective use of financial resources at the District level, the focus is on monitoring enrollment growth relative to productivity. Since the single largest component of the budget is instructional salaries and benefits, the District devotes significant time to the development of class schedules, monitoring enrollments, and then evaluating the productivity or efficiency of the instructional resources used each term. Throughout the District, there is an awareness of the importance of productivity relative to the strategic goal of access. The more effectively that

instructional resources are utilized, the more students are served. Productivity goals are set for the District, for each College, and for each department within each College. Each department is granted flexibility in determining how to achieve its goal of providing for balance across courses and disciplines. Adjustments in FTE and productivity goals are set every semester based on prior term results and changes in conditions. **(3D.84)**

Utilities in the budget are also scrutinized in an effort to identify cost savings. The District has been rigorously tracking utility costs since FY2001. All electricity, natural gas, propane, water, sewer, garbage, and recycling costs are tracked by campus. Reports on campus utilities are available to support strategic planning and prioritization as well as operational requirements.

Open positions are evaluated prior to being filled to ensure FTE is well-utilized. Position control is assigned to the District Office's Fiscal Services unit which closely monitors position transactions.

District staff review College and District budgets on a monthly, quarterly, and annual basis. Twice per month, hard copies of financial reports are printed and distributed within the District Business Services unit and to each College. These reports include the percentage of budget remaining for each account as well as summarized allocations to assist reviewers in identifying areas that may need analysis. On a quarterly basis, the District prepares a state-required report analyzing revenues and expenditures. Lastly, the District provides an annual report of financial information to the California Community College State Chancellor's Office. The report is audited by external auditors. **(3D.35)**

Appropriations, which are largely formula driven, undergo review and authorization prior to any adjustments. There are mid-year adjustments to funds allocated to the District and Colleges based on revenues that are realized from the state (as compared with revenues that are estimated as part of the "X, Y, Z" budget preparation process). **(3D.36)** All budget transfers are reviewed by Fiscal Services prior to posting. All revisions at the major-object level must be reviewed and approved by the District Financial Administration. All long-term financial and contractual commitments must be reviewed and authorized at the District level. The General Services Department and District General Counsel are responsible for reviewing all contracts before approval or recommendation to the governing board. The District's Authorized Signers list specifically identifies those given the authority to sign various documents, e.g., payroll authorizations, purchase orders, and contracts. This procedure ensures proper oversight of commitments and provides an accountability tool for these obligations. **(3D.71)**

Investment policies provide specific direction and authorization for the investment of all District and foundation funds. Revenue collections are deposited on a timely basis and subject to identified internal control procedures.

The District is subject to an annual external audit of all funds. This audit is completed prior to December 31. Identified audit findings are included in the audit as well as the District's responses to these findings. Historically, the District has had minimal findings and has successfully corrected any issues prior to the next fiscal year. The annual audit is considered an effective tool for improvement of the management of the District's finances. **(3D.85-3D.87)**

The College has a number of processes for systemically tracking use of resources and using the results from evaluations to improve processes. Similar to the District's procedures, the College analyzes productivity figures to ensure that enrollment goals are met and makes adjustments each semester. SCC also uses several measures of merit and financial summaries throughout the year to track the College's financial position. Examples follow:

- On a quarterly basis, the "CDF Burn Rate" tracks College Discretionary Fund allocations made to all units using the unit's pre-determined estimate of how funds will be spent throughout the year. A unit historically forecasts its quarterly "burn rate" based upon the previous fiscal year's needs. This data is used to help units budget more effectively. **(3D.89)**
- On a quarterly basis, the "IR Burn Rate" tracks expenditures from Instructionally Related budget accounts by the units who are allocated funds from this source. **(3D.89)**
- Year-end summaries and an analysis of the ending balances, carry-over values, over-runs, and status of continuing and OTO funds are completed in preparation for the next planning cycle. This data helps units prepare resource allocation requests for the coming year. **(3D.74)**
- On a quarterly basis, the "Categorical/Grant Burn Rates" track the categorical and grant allocations for expenditure against planned expenditure rate which provide tracking information to program managers to ensure a timely and efficient year-end closing. **(3D.74)**

The monitoring of financial resources also takes place through the College's resource allocation process. As part of the resource allocation process, departments and units create resource requests for financials, information technology, and facilities to support department and unit objectives as appropriate. **(3D.30)** These plans are given to the Budget Committee for review and funding recommendations. As part of this process, the Budget Committee holds hearings at which department chairs and deans present resource requests. The Budget Committee makes available "pink sheets" with financial information about each unit in preparation for the presentation. These sheets contain such information as department base budgets and carry-overs from prior fiscal years.

During the hearings, departments explain how carry-over is being utilized; their responses are then used to prioritize resource requests. **(3D.61, 3D.90)** At the end of the fiscal year, department general fund and IR carry-overs are calculated; and 50 percent of funds are returned to the Budget Committee for re-allocation. In 2006, the College President asked the Budget Committee to analyze the need for individual departments to maintain carry-over funds. That review found that many departments are saving for contingencies, such as broken equipment, that could not be anticipated nor paid for in a single year. **(3D.91)** As a result, a reserve fund was created that to pay for unanticipated expenses. A Budget subcommittee reviews requests for reserve funds based on criteria developed by the committee and makes recommendations to the Budget Committee. In 2008-2009, the reserve fund was approximately \$200,000.

As part of the strategic planning process, departments and units are required to develop outcome measures for the objectives listed in the unit and program plans. These

measures give the basis on which the unit evaluates whether its objectives are met. In addition to outcome measures, information on whether resources were allocated to meet objectives is posted. This information is available to the College community in *InsideSCC*. **(3D.14)**

Self-Evaluation

Both the District and the College systematically assess the effective use of financial resources and use the basis of evaluation for improvement. At the District level, the focus is on productivity, which measures the cost effectiveness of delivering instruction at the College and department level. Adjustments to FTE are made on a semester basis to ensure that the highest degree of access to instruction is available to students. Other reviews analyze budget processes, appropriations, and investments.

On the College level, there are a number of mechanisms for ensuring that financial resources are used effectively, that evaluation mechanisms are in place, and that improvements are made as a result of evaluations. Assessment of burn rates, analysis of use of carry-over funds, implementation of reserve funds so that individual departments do not have to dedicate funds to repair and replace major items, and evaluation of how well objectives are met, all are mechanisms that have been put in place to ensure that financial resources are utilized effectively. Two items on the fall 2008 Faculty/Staff Self-Study Survey address this issue. In response to the question of whether resource allocation and financial management are handled with integrity, 53 percent agreed or agreed strongly with that statement, and only 7.3 percent disagreed or disagreed strongly. **(3D.47)** When asked whether decision making processes regarding use of financial resources at SCC supports innovation/expansion of programs, 47.6 percent agreed or agreed strongly while only 14.8 percent disagreed or disagreed strongly. **(3D.92)**

Planning Agenda

None.

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<https://file.scc.losrios.edu/InsideSCC/AdministrativeServices/VPAOffice/Outcomes/2008-09/Metrics1stQtr2009.ppt>
- 3D.75 California Community Colleges, Chancellor's Office, Matriculation Funds.**
<http://www.cccco.edu/LinkClick.aspx?fileticket=XZ5ov8xJNi8%3D&tabid=619&mid=1664>
- 3D.76 Los Rios Community College District, Audit Reports. Hard copy will be available in the Team Room.**
- 3D.77 Sacramento City College, Foundation, Audit Report. Hard copy will be available in the Team Room.**
- 3D.78 Sacramento City College, Foundation.**
<http://www.scc.losrios.edu/x8299.xml>
- 3D.79 Sacramento City College, Foundation News. Hard copy will be available in the Team Room.**
- 3D.80 Sacramento City College, Textbook Scholarships.**
<http://www.scc.losrios.edu/Documents/Foundation/TextbookNominationForm.pdf>
- 3D.81 Sacramento City College, Foundation, HealthCare Professions Capital Campaign.**
http://www.scc.losrios.edu/About_SCC/Foundation/Foundation_News/Careers_of_Distinction_Nears_its_Goal.htm

<http://foundation.losrios.edu/media/scc/sccmain.html>

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- 3D.82 Los Rios Community College District, Financial Users Group, Minutes. Hard copy will be available in the Team Room.**
- 3D.83 Los Rios Community College District, Contract Routing Form.**
<http://www.losrios.edu/gs/GSForms/GS113.pdf>
- 3D.84 Los Rios Community College District, Interview with Staff, Fiscal Services Office, September 26, 2008.**
- 3D.85 Los Rios Community College District, External Audit Reports. Hard copy will be available in the Team Room.**
- 3D.86 Los Rios Community College District, Audit Report, Management Letter. Hard copy will be available in the Team Room.**

- 3D.87 Los Rios Community College District, Internal Audit Reports. Hard copy will be available in the Team Room.**
- 3D.88 Sacramento City College, College Strategic Master Plan, Resource Allocation.**
<https://file.scc.losrios.edu/InsideSCC/CollegeStrategicPlanningSystem/SystemDiagram/StrategicMasterPlan.rtf>
- 3D.89 Sacramento City College, Burn Rate. Slides 7-9.**
<https://file.scc.losrios.edu/InsideSCC/AdministrativeServices/VPAOffice/Outcomes/2008-09/Metrics1stQtr2009.ppt>
- 3D.90 Sacramento City College, Categorical Program Presentations, Budget Committee, 2008-2009. Hard copy will be available in the Team Room.**
- 3D.91 Sacramento City College, Reserve Fund Request Guidelines and Procedures.**
<https://file.scc.losrios.edu/InsideSCC/Governance/StandingCommittees/Budget/2008-09/Other/ReserveFundRequestGuidelines-Procedures.doc>
- 3D.92 Sacramento City College, Faculty/Staff Self-Study Survey, 2008, Question 67.**
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STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IVA: Decision-Making Roles and Processes

Standard IVB: Board and Administrative Organization

Standard IVA: Decision-Making Roles and Processes

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.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders throughout the College help create an environment in which innovation is encouraged and excellence is pursued. Administrative leadership is provided by the College President who works with the three vice-presidents and an array of management staff who support the College's program and service areas. Each constituency group has its own representative group with appropriate leadership from within the group (e.g., Academic Senate, Classified Senate, and Associated Student Government). (4A.1) Faculty leadership is also provided by the Department Chairs Council, where faculty representatives from all program and service areas gather to exchange information and engage in dialogue on key issues. (4A.2) Finally, the College has an extensive committee structure which is at the heart of its participatory decision-making process. (4A.3)

Staff development plays a primary role in providing the information and experience necessary to engage the campus community and provide its members with opportunities for professional growth. (4A.4) Additionally, an event such as the annual Celebration of Excellence provides recognition to those who are willing to use their talents in College projects that go beyond their job descriptions. (4A.5) College leaders encourage participation among all employee groups by respecting them, listening to their ideas, and observing what they are doing. They help to find the resources and to provide opportunities for members of the College community to be innovative and offer encouragement to those who choose to play a bigger role at the College. Part of that process is helping faculty and staff to move beyond the ways that things have traditionally been done in order to encourage creativity in a blame-free culture. Whenever possible, leaders try to pass the decision-making process throughout the organizational hierarchy so that everyone has the opportunity to become involved. The College's strategic planning system reflects participatory decision-making, beginning at the unit level and moving Collegewide. (4A.6)

These strategies for empowerment, innovation, and excellence are supported by the policies of the LRCCD Board of Trustees. When ideas for improvement have policy or significant institution-wide implications, the College and District utilize a participatory decision-making process called “shared governance” in Board policies. Included in these policies are statements regarding the “collaborative goal-setting and problem-solving process built on trust and communication” and descriptions of the roles of the Academic Senate, the managers, classified staff, students, and the Board of Trustees in ensuring effective dialogue, planning, and implementation. **(4A.7)**

The College has developed a number of initiatives and projects over the last six years that have focused on improvements in student learning programs and services. In all of these activities, ideas came from a variety of individuals, broad dialogue occurred, and participatory decision-making structures were utilized to ensure that input came from individuals throughout the College. An example is the Cultural Democracy Initiative, which is designed “to raise the achievement of all students while narrowing the gap between the highest and lowest performing students, to eliminate the statistical success predictability for some groups, and to increase the breadth of micro-cultural perspectives. These group categories might include, but are not limited to, ability, ethnicity, gender, race, religion, and sexual orientation.” Faculty and staff from many different operational units, brought together by their passion for ensuring that all students have the opportunity to succeed, took the lead in this initiative. **(4A.8)**

Another example of widespread participation can be seen in the Basic Skills Initiative, a statewide project focused on improving success rates for students in basic skills courses. While this project operates within some broad mandates from the Chancellor’s Office, the College sought dialogue and input from a broad group of faculty, staff, and administrators, and has developed specific activities and strategies to address a range of issues. **(4A.9)** The leadership and talents of individuals at many levels of the College resulted in the development of a Writing Center, a significant increase in tutoring, and the implementation of and research on several classroom intervention strategies and the effectiveness of different approaches. **(4A.10)**

Still another example of program innovation is the partnership SCC recently established with Bell Helicopter to offer hands-on training for SCC students at the Bell facility in Texas. This partnership with Bell Helicopter illustrates the College’s innovative, bold leadership. College leaders were able to successfully navigate the creation of a partnership with an out-of-state institution and the certification of Bell Helicopter employees as adjunct faculty members. The result is a program that offers students an outstanding opportunity for training with a company that sets the standard in the industry. **(4A.11)**

Self-Evaluation

The College President and Vice Presidents support the concept that leadership is essential to keep participatory decision-making vibrant and moving forward. They emphasize the importance of encouraging members of the College community to do more for the College, stressing that with more recognition of their talents, these members will be willing to use those talents on College projects that go beyond their job descriptions. The President recognizes that there is much creativity at SCC, and would like to see an Innovation/Opinion box on campus to solicit new ideas. **(4A.12)**

The Senior Leadership Team believe institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence by listening to concerns, sharing strategies for getting involved, and providing support and resources. Specifically, leaders listen to concerns from faculty, classified staff, and students. Information is shared regarding grant opportunities, statewide committee opportunities, and workshops and conferences. Institutional leaders at SCC support professional development and encourage all staff to participate. (4A.13) The Academic Senate President agrees that managers make themselves available and listen to the ideas, concerns, and issues that are presented and try to work out strategies to improve. The administration is very open to faculty concerns and issues. When presented with a challenge, faculty members are given the power either to fix the problem themselves or to collaborate to fix the problem. (4A.14) The Classified Senate President states that empowerment is accomplished by giving people information; innovation, by asking for options that would be helpful; and institutional excellence, by incorporating as many voices as possible in the decisions. (4A.15)

The College and District strategic planning processes keep College leaders focused on institutional excellence. These processes, which involve annual review of and dialogue about goals, objectives, and accomplishments, guide all the efforts on improving institutional effectiveness. The District's Strategic Plan explicitly states as a value that decisions be made at the lowest level possible, and College processes put this belief into practice. (4A.16, 4A.6)

Faculty, managers, and staff were asked if they had sufficient opportunities to provide input into College decisions through their senate or representative council and if the College governance process supports improving institutional effectiveness. The fall 2008 Faculty/Staff Self-Study Survey responses suggest that institutional leaders have effectively created an environment for empowerment, innovation, and institutional excellence. In that survey, 62.2 percent of respondents agreed or agreed strongly with the statement "My senate or representative council has sufficient opportunities to provide input into College decisions." Of those who did not agree, 32.2 percent said they did not know, leaving only 5.6 percent who disagreed or disagreed strongly. (4A.17) When asked if "The College governance process supports improving institutional effectiveness," 67.5 percent of respondents agreed or agreed strongly; 26.2 percent said they did not know; and only 6.3 percent said they disagreed or disagreed strongly. (4A.18) Among survey respondents who had enough knowledge to address these statements, the vast majority saw sufficient opportunities to provide input into processes that, in their estimation, support institutional effectiveness. The governance structure provides for extensive classified staff participation in leadership and governance activities, but anecdotal comments from some classified staff members indicate that they do not feel free to participate in these activities.

Planning Agenda

Beginning in fall 2009, the College President will work with the Classified Senate to gather information on institutional practices related to staff participation in College governance processes and will report their findings to the Executive Council no later than May 2010. Executive Council will recommend appropriate action.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which

individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

SCC's key written document describing the manner by which individuals participate in decision making is called "Your Guide to Participatory Decision-making at Sacramento City College," more commonly known as the "Blue Book." This document focuses on the philosophy, definition, and components of participatory decision-making at the College. It describes administrative structure, Executive Council, constituency groups, standing committees, and the processes by which individuals can forward issues or concerns.

(4A.19) It is used annually in Standing Committee tri-chair orientations and as a reference in employee orientations. The Instruction Office and the Instructional Deans Council also use it as a College resource/reference for identifying the appropriate manner for establishing advisory or ad-hoc groups (e.g., Student Learning Outcomes and Distance Education Subcommittees) to investigate and/or channel issues into the College's decision-making process. The Student Services Office uses it as a guide for sharing information with staff and involving them in planning, implementing, and contributing to the objectives and outcomes for student success.

This written guide documents the Campus Issues process, which is regularly reviewed in Executive Council under the leadership of the President. This process provides everyone in the College community the opportunity to present issues of concern, which are then generally forwarded to the appropriate constituency group for its recommendations prior to a decision being made. Oversight of the Campus Issues process is maintained by the Office of Planning, Research, and Institutional Effectiveness (PRIE), and each issue is recorded and then periodically reviewed until it is resolved. The Campus Issues process typically results in policies being written or revised to ensure that the issue has been fully addressed. **(4A.20)**

A variety of other written materials exist that document the policies and processes that ensure participation of all groups in decision-making activities: "Guidelines for Standing Committee Tri-Chairs," "Formation of New Committees," and "Campus Issues Process" are on the Participatory Decision-Making web page at the Faculty/Staff section of the College website. **(4A.1)** Written materials such as agendas and minutes for Executive Council, for most standing committees, and for the Senates are posted on the College's website. **(4A.21)** Written information about policies is available through *eNews* (renamed *City Chronicles* in fall 2008), a weekly email sent to all faculty, staff, and administrators. **(4A.22)** Additionally, faculty and classified orientations emphasize participatory decision-making at the College. **(4A.23)**

The College is governed by the Board of Trustees of the LRCCD, which has adopted a number of written policies that establishes the role of faculty, classified staff, administrators, and students in the participatory decision-making processes of the College and District. **(4A.24)**

Self-Evaluation

The Board policies provide clear written documentation for policies related to participatory decision-making processes. The College has then distilled this information into additional written documents, such as "Your Guide to Participatory Decision-making at Sacramento City College" (the "Blue Book") that provide a solid foundation for participatory governance processes for faculty, classified staff, students, and

administrators. (4A.19) Explanations of these processes are included in a number of other written materials, including both faculty and classified handbooks. (4A.25)

However, some members of the Standard IV Committee indicated that they were not aware of the “Blue Book” and didn’t know where to find that document, due in part to confusion over the name of the book. Survey responses in the fall 2008 Faculty-Staff survey indicate that 54.2 percent of respondents “understand the process for how College policy and procedure decisions are made.” Of those who don’t agree or agree strongly with that statement, 22.4 percent responded that they didn’t know and 23.1 percent disagreed or disagreed strongly with the statement. (4A.26) While the “Blue Book,” faculty and classified staff handbooks, and related documents are readily available and provide good explanations of governance processes, more publicity would increase awareness of these documents.

Planning Agenda

See Planning Agenda for I.A.3

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The role of faculty, administrators, students, and staff in institutional governance is guided by a series of College and District policies. (4A.24)

Faculty members have a voice in institutional governance through the Academic Senate and through the Senate/Union Joint Issues Committee (when matters such as responsibilities and compensation for department chairs fall within the purview of the union as well as the Senate). (4A.27) Faculty members participate in all College standing committees, with a faculty member as tri-chair of each committee. Another vehicle for faculty participation is the Department Chairs Council where representatives from all departments meet to share information and to discuss issues focused on student learning programs and services. (4A.28) Faculty members have established places on the College Strategic Planning Committee (CSPC), the central group overseeing planning activities. (4A.29) Members of these bodies forward input from faculty of the departments they represent and report information back to their departments.

The administrative team meets as the Senior Leadership Team, formerly Managers’ Council. (4A.30) Administrators from each of the three service areas (Instruction, Student Services, and Administration) meet within their individual groups, led by the vice president of the area. Individual managers control the budget in their respective areas, and department chairs assist faculty in making resource requests that are derived from the unit-planning process. (4A.31) The three vice presidents and others directly reporting to the President also offer input to the President at President’s Cabinet. (4A.32) Administrators have established places on the CSPC. (4A.29) Administrators also participate in all College standing committees, with an administrator as a tri-chair of each committee.

The Classified Senate represents classified staff at the College. Classified staff can also be involved in the unit-planning and resource request processes at the department or unit level. (4A.33) Classified staff have established places on the CSPC. (4A.29) Classified staff members also participate in all College standing committees except Curriculum Committee, which is constituted as a predominantly faculty committee in accordance with AB 1725. A classified staff member serves as tri-chair for each committee. (4A.3)

The Associated Student Government represents students at the College, and students elect a representative as Student Trustee to the Board of Trustees. (4A.34) Students have designated places on key governance committees, such as CSPC, in order to ensure that student concerns and perspectives are included in institutional dialogue and planning. (4A.29) Students are also encouraged to participate in any of the College's standing committees. (4A.35)

The ASG, the Academic Senate, the Classified Senate, and the Senior Leadership Team, all have their president/representative sit as full members of Executive Council. (4A.36) These bodies, in addition to the College's standing committees and other members of the College, can forward issues of policy, planning, or budget to the Executive Council, which makes recommendations to the College President after seeking feedback from all constituency groups. The mechanism for sending issues to Executive Council is the Campus Issues Form. (4A.37)

Members of the College also hold positions on District committees, meeting with colleagues from other Los Rios Colleges and with District Office personnel to ensure broad dialogue on issues of concern for all the Colleges. (4A.38)

Self-Evaluation

All groups on campus have significant roles and a voice in institutional governance and in matters of institutional policies, planning, and budget. (4A.39) In the fall 2008 Faculty/Staff Self-Study Survey, 62 percent of respondents felt their "representative council has sufficient opportunities to provide input into College decisions." Significantly, only six percent of respondents disagreed or disagreed strongly. (4A.17) In response to a related item asking if "The College has an effective process for all constituency groups to participate in the decision making process," 57 percent of respondents agreed or agreed strongly while 14 percent disagreed or disagreed strongly. (4A.40)

The presidents of the Academic Senate, Classified Senate, and Senior Leadership Team acknowledged the input of all members of the campus community in institutional governance, indicating that standing committee tri-chairs communicate information to their respective committees. Although there were concerns about classified staff needing a larger role in the unit-planning process and the need for a clearer system for standing committee tri-chairs to report information to their constituencies, there was general agreement that SCC includes all segments of the campus community in governance to a degree rarely found in this state's community Colleges. (4A.12-4A.15)

Planning Agenda

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic

administrators for recommendations about student learning programs and services.

Descriptive Summary

District Policies 3412, 7141, and 8122 outline and describe the governance groups that make recommendations about student learning programs and services. (4A.7, 4A.41) The College Curriculum Committee (supported by its various subcommittees, such as General Education, Distance Education, Prerequisite/Corequisite/Advisory, Honors, and Multicultural Graduation Requirement) is a conduit of the Academic Senate, responsible per AB 1725 for policy development and academic affairs related to academic and professional matters; it is also responsible for making decisions about curriculum and student learning outcomes. (4A.42) The Academic Senate has additional subcommittees, such as the Distance Ed Task Force and the Student Learning Outcomes Advisory Group, that provide recommendations and information to the Senate regarding the particular student learning programs. (4A.27, 4A.43, 4A.44) The faculty and academic administrators, led by a faculty co-chair and an administrative co-chair (the Vice President of Instructional Services), facilitate the College's curricular decisions, which, after approval, are forwarded to the District Curriculum Committee. Other proposals about student learning programs and services go to the Academic Senate for discussion and approval. Administrators at the College collaborate with department faculty, the Academic Senate, faculty, and administrators of the other Los Rios Colleges, and District Office personnel in all matters related to instituting new programs for the College. (4A.1)

In addition, many recommendations about student learning programs and services are developed during the unit-level planning process. (4A.31) This process is led by faculty department chairs in most instructional and student services areas and is supported by the academic administrators in these same areas. Other recommendations related to student learning programs and services emerge from the program review process. (4A.45) This process is also typically led by faculty in program and service areas, with support from academic administrators.

Self-Evaluation

There is broad agreement that the College relies on its faculty and academic administrators, working together in participatory decision-making processes, to make decisions about student learning programs and services. In the fall 2008 Faculty/Staff Self-Study Survey, 61 percent of respondents agreed or agreed strongly that "the College governance process supports student learning programs and services." In contrast, only four percent disagreed or disagreed strongly. (4A.46) The Academic Senate, Curriculum Committee, and the administrators of the College form a strong collaborative body to make recommendations about student learning programs and services. Members of the Department Chairs Council also function as a significant communications link to faculty in their respective areas. Faculty from all areas are familiar with the process of introducing new curriculum or programs, how to develop Student Learning Outcomes, and how to use the curriculum development system, SOCRATES Curriculum Services. (4A.47) After collaborating with faculty on campus, College administrators work with others in the District on Program Placement Council to determine at which campuses new programs will be instituted. (4A.48)

Planning Agenda

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

Governance structures and policies are clearly outlined in a series of District policies. The governance groups and participatory decision-making processes have been described in previous sections of this report. In addition, a variety of practices improve the ability of all groups to work together for the good of the institution.

For example, in the District’s strategic plan, the “Values” section of this plan clearly articulates values that are the underpinnings of practices relating to assuring that all the constituencies in the District work well together for the good of the District:

Relationships: “We believe productive working relationships are central to achieving our mission...Respect, civility, collegiality and ethical integrity, hallmarks of a collegial environment, enhance our cooperative efforts and shared use of resources for providing education training, student services, and community service”; and

Participatory Governance: “The contributions of all our members: All members of the Los Rios community are encouraged to contribute to our organizational success; on Informed and Decentralized decision-making: We value informed decisions made by people close to the issues; on Democratic practices: We observe democratic practices in our internal governance.” **(4A.16)**

These statements indicate that the Los Rios District is committed to strong, effective, shared governance structures and the nurturing of positive relationships among those involved in District decision-making.

Another example of how the District’s values impact practices relating to working together comes from another excerpt from the District’s strategic plan which affirms:

Relationships: “a blame-free culture: Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.” **(4A.16)**

This value has led to a commitment throughout the District to the principles of interest-based bargaining (or “interest-based approach,” IBA) as the principles for conflict resolution which can be applied to more than just the collective bargaining processes. The use of IBA principles is the common practice at both the District level and at the College. The District encourages all new employees to be trained in interest-based principles and supports advanced training for facilitators, refresher training, and other IBA-related forms of professional development. **(4A.49)**

At the College, one of the core values that we have identified is “working together,” which means that staff at all levels, in collaboration with students, work together to shape

programs and services to enhance student success. (4A.50) One example of the way in which the College has put this value into practice is the decision to utilize tri-chairs for the leadership of all standing and other committees (with the exception of Curriculum Committee). With this approach as common practice, the position of chair is shared by an administrator, a faculty member, and a classified staff member. (4A.3) In addition, student participation is encouraged on all committees while student representation is specified in the description of the prescribed composition of certain committees, such as CSPC. (4A.35, 4A.29)

A variety of mechanisms are utilized to ensure communication among the College's constituencies. A weekly email containing key information is distributed to all faculty, staff, and administrators (formerly called eNews and renamed City Chronicles in fall 2008). (4A.22) A wide variety of email communications on particular topics are distributed to everyone on campus; if the information is appropriate to only one constituency group, email can be limited to that group. Effectiveness of communication is assessed through periodic survey tools as well as by feedback through such groups as Executive Council, the College Strategic Planning Committee, the Academic and Classified Senates, and other participatory governance groups. (4A.51)

Self-Evaluation

Members of all constituency groups work together for the good of the College. The tri-chair approach to leadership of standing and other committees—which is unique among the Los Rios Colleges—helps to ensure representation of all constituencies. In addition, the College advocates a student-centered approach to education, and encourages their input, and students are regularly represented on College committees. Groups that bring the campus together to work on shared issues include the Associated Student Government, the Classified Senate, the Academic Senate, Senior Leadership Team, Executive Council, and the CSPC. (4A.52, 4A.33, 4A.27, 4A.30, 4A.36, 4A.29)

Although communication can always be more effective, the dissemination of information between committees and members of the community facilitates communication and the discussion of ideas. Regarding communication with the on-campus community, in the fall 2008 Faculty/Staff Self-Study Survey, 69.7 percent of respondents agreed or agreed strongly that “The College practices effective communication (clear, understood, widely available, and current),” while 9.7 percent of respondents didn't know and 20.4 percent disagreed or disagreed strongly. (4A.53)

Planning Agenda

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

At the College, the President and executive staff work closely to ensure compliance with the Accreditation Commission standards, policies, and guidelines. The College has

produced self-study reports on a regular basis and collaborated to ensure that site visits have gone smoothly. The College filed the required mid-term report in 2006, which was accepted by the Commission. (4A.54) SCC has responded to recommendations from the Commission from the 2003 Self-Study and has worked through the self-identified planning agenda items contained in that report. (4A.55) Since the last site visit, the College has been active in the development and assessment of SLOs and has submitted the required reports to the Commission to record progress in this area. (4A.56) The College has also filed substantive change reports with the Commission, such as the one filed to request approval for the Bell Helicopter program. (4A.48)

At the District level, the Chancellor and his staff communicate regularly with the Commission about important changes in the District, for example a change in a College presidency, the status of the District's educational Centers, and the progress it has made in respect to the District-centered accreditation recommendation from the 2003 site visit about the Centers' development. (4A.57)

SCC has established ongoing partnerships with a variety of external agencies, such as the American Association of Schools and Colleges, the Community College League of California, the California Student Aid Commission, the U.S. Department of Education, the Department of Veterans Affairs, the California Post-Secondary Education Commission, the National Association for the Education of Young Children, the California Community College Athletic Association, the California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technicians, the Commission on Dental Accreditation, the Dental Bureau of California, the Commission on Accreditation in Physical Therapy Education, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, and the California Board of Cosmetology and Barbering. (4A.58)

The College also maintains partnerships with the Western Association of Schools and Colleges as well as with the Chancellor's Office, California Community Colleges, and many city, county, and state offices. Coordination of a multitude of College programs, such as categorical programs, grants, etc., requires ongoing interaction with many organizations, often through the Los Rios District Office. The College also engages in interactions with other governmental organizations that are required for the conduct of school activities in the community, such as the City and County of Sacramento, law enforcement and emergency responder agencies, and other regulatory agencies (OSHA, EPA, HHS, etc.).

Many of the state and federal agencies require regular documentation that the College is meeting its guidelines, which is provided in the form of formative and summative evaluations, budget reports, and other evidence as requested. Responsibility for this documentation is assigned to specific offices and deadlines are met in a timely manner, as are self-study reports related to accreditation. Records are maintained in the Evidence Repository on the College's 2009 Accreditation website; the most recent self-study is the 2006 Midterm Report. (4A.59, 4A.56)

At the District level, the Chancellor and his staff communicate regularly with the external agencies that fund or regulate the District, and the District is well-regarded for its honest and effective interactions with these agencies.

Self-Evaluation

The College and District take their roles as public institutions seriously and recognize the importance of making information about programs and operations both available to the

public and transparent. All reports to the Commission and those due to external agencies and partners have been filed in a timely fashion. This diligence and open attitude have been invaluable in maintaining existing partnerships and creating the public trust to develop new ones.

Planning Agenda

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

SCC uses a variety of surveys to regularly evaluate the institution's governance and decision-making structures and processes. Every two years, an employee satisfaction survey is administered by the District. This survey is designed to assess how employees feel about their work in the District, perceptions about the District, and levels of employee satisfaction. (4A.60) In addition, during each accreditation self-study cycle, faculty and staff are surveyed on a wide variety of topics, including their assessment of governance structures and processes. (4A.61)

The Executive Council reviews the standing committee structure and responsibilities of each committee via a survey to the standing committee tri-chairs to determine the effectiveness of the committees. (4A.51, 4A.62) Specifically, committees are asked if the charge is appropriate or needs to be revised, if member participation is satisfactory, and if the meeting time is satisfactory. Committees suggest changes when these are needed to enhance effectiveness. For example, the PRIE Committee is currently re-assessing its charge and activities in light of the formation of the CSPC in order to ensure that the two groups work in the most effective manner to support College planning activities. (4A.63)

The creation of the CSPC was the direct result of much dialogue and consideration about how a variety of planning processes could be better integrated and made more effective. For several years, new approaches to planning were attempted, then evaluated, and, after dialogue, changed for the next year's planning cycle. The eventual result of this ongoing discussion and evaluation was the creation of the CSPC which formally draws all planning processes together. (4A.6)

A number of other groups conduct formal reviews of their processes on an ongoing basis. Each year the Academic Senate considers requests for new faculty positions and prioritizes these requests. After the prioritization process is complete, the Senate reviews the effectiveness of the process and changes are then made to further refine the process for the following year. (4A.64, 4A.65)

In many cases, the review of processes and structures occurs in informal dialogue both within groups and in broader discussions across the campus. Since the last accreditation self-study report, the Department Chairs Council was created after a need was identified for more communication among faculty in instructional areas and between instructional and student services faculty. The Department Chairs Council has become an additional venue in which faculty can discuss student learning programs and services. (4A.28)

This dialogue about improving the effectiveness of governance structures and processes also occurs at the District level. For example, leaders in several separate classified unions and in classified senates realized that there were often topics of mutual interest were often discussed in different groups. The Collaborative Issues Committee was formed to include members from the classified unions, classified senates, and District Office staff to provide effective dialogue and information- sharing opportunities across the District. **(4A.66)**

Self-Evaluation

The Standing Committee Tri-Chair survey provides valuable information on existing standing committees, including their structure and charge. This survey has resulted in changes being made to increase effectiveness, but the results of the survey itself are not broadly disseminated to the campus community. The evaluations that are conducted within various governance groups are utilized to make changes in their processes to enhance effectiveness; yet, while the changes that are made are broadly communicated, the actual review process may not be known outside of the particular group. Many examples of informal review resulting in changes to improve structures and processes exist; however, there is a need to formalize these review process and to communicate the results of these evaluations. **(4A.51)**

Planning Agenda

Beginning in 2009-2010, the PRIE Dean will regularize the process for obtaining feedback on the effectiveness of the College governance structures and broaden the dissemination of results to the campus community.

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- 4A.16 Los Rios Community College District, Strategic Plan.**
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- 4A.20 Sacramento City College, Campus Issues Process.**
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Standard IVB. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

As indicated in Los Rios Community College District (LRCCD) Policies 3111, 3112, 3113, 3114, 8315, 8321, 8323, 8611, which specify the Board of Trustees' size, duties, responsibilities and procedures, the Board reflects the public interest by developing policy and providing oversight for the District and by setting policy and strategic direction of the District. (**4B.1**) The Board is actively involved in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3412:

The Los Rios Community College Board of Trustees has the responsibility for formulating broad public policy in community college education. It

shall function as the legislative and policy making body charged with the oversight and control of the District. The formulation and adoption of policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the District. The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate. The Board of Trustees must be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs. The study and evaluation of reports concerning the execution of policies shall constitute the basic method by which the Board of Trustees shall exercise its control over the operation of the District. Responsibility is delineated in four (4) areas [Responsibilities, Adoption of Policies, Evaluation, and Maintaining Relationships]. **(4B.2)**

As evidenced by its agendas and minutes, the Los Rios Board of Trustees acts in accordance with the policies and bylaws. The District's policies are reviewed on a three-year rotating schedule, the details of which can be viewed on the District Counsel's website. Further, policies and regulations are amended to address changes in the District's operation, law, and the needs of students. **(4B.3)**

Each year, the Board, in concert with the Chancellor, develops its goals for the coming year and prepares a report on its accomplishments of the previous year. **(4B.4)** Further, the Board annually reviews the performance of the Chancellor in October, which includes a formal evaluation with input from various constituency groups. The Chancellor and Board also annually review the performance of the District's Executive Staff (College presidents, District deputy chancellor, and vice chancellors). **(4B.5-4B.7)** In addition, the Board participates in the review of final candidates for these high-level positions and makes the ultimate decision regarding the hiring of these candidates.

Self-Evaluation

The LRCCD Board is an independent Board, and acts on behalf of the District and in the best interest of SCC. The Board adheres to LRCCD Policy 3113 to ensure that, when decisions are made, the Board acts as a whole. **(4B.1)** The Board's published policies and bylaws are consistent with the District's mission, and Board procedures and decisions are made to ensure the quality of instruction at all Los Rios Colleges. **(4B.8)**

The Board of Trustees demonstrates an exceptional spirit of collegiality and vision in supporting the improvement of student learning programs and services. In response to the last accreditation, the Board directed the Chancellor and the Colleges to develop a research-based Education Initiative to lead to greater access and success of first-year College students. **(4B.9)** In his initial remarks to faculty and administrative College leaders, the Chancellor directed participants to "think outside the box" in creating new programs for student success and asserted that he would secure the funds necessary. This courageous move was made when state-level funding to the District was being reduced. The Board supported individual College initiatives through the adoption of prudent budgets and provided consistency so that educational development is assured year after year.

The Board establishes policies to ensure educational quality, financial integrity, and for all legal matters involving the District. The Board also has ultimate responsibility for educational quality, legal matters, and financial integrity. This authority is clearly

outlined in LRCCD Policy 3112; and in Policy 8315, clear responsibility is given to the Board to approve large contracts, collective bargaining agreements, hiring, etc. (**4B.1, 4B.10**)

Even in austere times, there is a prevailing atmosphere that the support and development of staff (faculty/classified/administrative) leadership is valued. This support is demonstrated in many ways. Faculty leaders of the Academic Senate are provided reassigned time. Members of the District Academic Senate regularly attend the Academic Senate of California Community Colleges Plenary Sessions, Curriculum, Accreditation and Leadership Institutes and other appropriate events. In addition, faculty at SCC have assumed statewide leadership roles and offices that are recognized, encouraged, and supported by the Board and Chancellor. (**4B.11**) Support for classified staff includes funding for local “in-house” training, referred to as the Los Rios Community College Classified Leadership Academy, and other classified retreats. Classified staff attend the Annual CCLC Statewide Convention. (**4B.12**) One of the College’s classified staff is the Statewide Classified Senate President and also serves on the CCLC Board. (**4B.13**) Administrators have leadership roles on the Council of the American Historical Association, Council on Developmental Disabilities (Area 3), the Statewide Health Occupations Advisory Committee, and the Association of California Community College Administrators, among other organizations.

Policies regarding the Board of Trustee’s size, duties, responsibilities, structure, and operating procedures are published and publically accessible. As shown in agenda and minutes, the Los Rios Board of Trustees acts in accordance with its own policies and bylaws. (**4B.14**) All District policies are reviewed on a three-year rotating schedule, as shown on the District Counsel’s website. (**4B.3**)

Planning Agenda

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

New members of the Board of Trustees take part in orientations in which they meet with District officials and the College presidents, often taking tours of the Colleges. Even prior to election to the Los Rios board, all candidates for the Board are given the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the Chancellor, vice chancellors, and College presidents. New members are sent to the Community College League of California New Trustee Orientation workshop which is offered each January. In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the District. The orientation process is extended to the student trustee as well. (**4B.15**) The expected attributes of and guidelines for the conduct of Board members are clearly laid out in LRCCD Policy 3113 which, among other points, indicates that trustees must possess the willingness to devote time to the business of the Board. (**4B.8**)

The governing board of the Los Rios District is comprised of seven members elected by the voters within their service areas, and one student trustee elected by students Districtwide. Board members serve four-year terms which are staggered so that three

members are up for election followed by the other four members two years later. **(4B.16)** The student trustee serves a one-year term. **(4B.15)**

Self-Evaluation

Board members, including the student trustee, are provided with a number of opportunities for orientation to their positions and are prepared for their work as Board members. In informal conversations, Board members confirmed the value of the orientations and the level of preparation to do the work of the District. Staggered terms, as described in the descriptive summary above, allow for continuity of membership and orderly replacement.

Planning Agenda

None.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

According to LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, under “Evaluation, 2.3.4.2: The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear; and in 2.3.4.3: The Board of Trustees will informally discuss their performance as a Board annually.” **(4B.1)**

In their self-evaluation process, which is repeated annually, the LRCCD Board of Trustees meet at their retreat to complete their annual Board Self-Evaluation. **(4B.5)** In following this process, the Board completed the Self-Evaluation instrument at their October 2007 retreat; and the results were then tabulated, reviewed, and discussed at the March 7, 2008 retreat.

Self-Evaluation

The Board’s self-evaluation process is clearly defined in Policy 3112. A memo from the Chancellor describing the process for evaluation in 2007 and the evaluation instrument is available on the District accreditation website. **(4B.5)** The Chancellor’s memo indicates that the results of the self-evaluation survey were tabulated and discussed at their March 2008 retreat.

Planning Agenda

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board of Trustees’ “Statement of Ethics” is clearly described in LRCCD Policy 3114, with additional ethics-related policies found in LRCCD Policies 8315 and 8611. **(4B.1, 4B.10, 4B.17)** Policy 3114 provides an overall statement of ethics and describes twelve elements that each member of the Board adheres to in performing the duties of the office. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California

Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate (in Government Code Section 83116) the prescribed sanctions when standards of conduct are violated. **(4B.18)**

Self-Evaluation

The Board's "Statement of Ethics" presented in Policy 3114 provides the expectations for Board members, that members, for example, "make decisions in the best interest of students and the District," "devote adequate time and effort to Board responsibilities," and "avoid conflicts of interest." This Statement of Ethics ensures a clearly defined code of ethics for the Board.

Planning Agenda

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees receives regular updates about the accreditation process. It received and commented on a presentation about accreditation at the August 2007 Board of Trustees meeting. **(4B.19)** At its October 2007 and October 2008 Board of Trustees Retreats, the Board received updates about and discussed the accreditation process and the Commission's rubric for evaluating institutions in the areas of program review, institutional planning, and student learning outcome development. **(4B.20)** In November 2008, members of the Board of Trustees met with representatives of the Standard IV committees from the four Colleges to assist the Colleges in writing their responses relative to this standard. **(4B.21)** In addition, the Board of Trustees reviews and acts on all accreditation Substantive Change Requests, Mid-Term Reports, and Self-Study drafts.

Self-Evaluation

The Board receives regular reports about the accreditation process. At the November 2008 meeting between Board members and Standard Four committee members, Board members both offered information about Standard IV and asked questions about how the process was proceeding at the Colleges.

Planning Agenda

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively.

In multi-College Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Descriptive Summary

As described in LRCCD Policies 4111 and 9142, the Board is responsible for the recruitment, selection and evaluation of the District Chancellor. The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board of Trustees entrusts the Chancellor with the full responsibility for the implementation and administration of Board policies, as asserted in the following statement from LRCCD Policy 3112: “The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate,” and from LRCCD Policy 4111: “1.1 The Chancellor shall serve as the chief executive officer for Los Rios Community College District Board of Trustees. **(4B.1, 4B.22)** The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District.” **(4B.22)** In addition, the Board of Trustees appoints the College presidents, District Deputy Chancellor, and Vice Chancellors upon recommendation by the Chancellor.

The ongoing Board evaluation of the Chancellor is conducted three times each year. The first two involve discussions of the performance of the Chancellor related to the joint Board of Trustees and Chancellor Desired Outcomes at retreats held in October and March. The third occurs when the Board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October. The formal evaluation is based on three elements: an evaluation instrument completed by members of the Board and constituent groups and community leaders; the Chancellor’s Self-Evaluation; and a review of the “Annual Desired Outcomes of the Board of Trustees and Chancellor.” While the contents of the evaluation are confidential, copies of the Desired Outcomes and evaluation instruments are available in the Office of Human Resources. **(4B.6, 4B.23)**

College presidents are selected with reference to and within the guidelines of LRCCD Policy 9141; their annual evaluation includes two sessions conducted in February and September of each year at which the Chancellor and the College presidents review progress on the presidents’ previously agreed-upon goals/desired outcomes. This process also includes a discussion with each president of the results of the online College president evaluation questionnaire created in 2007 by the Academic Senate. **(4B.24)** While contents of the evaluation are confidential, copies of the Desired Outcomes documents and the faculty evaluation instrument are available for review in the Chancellor’s Office.

Self-Evaluation

The Board has responsibility for the selection and evaluation the Chancellor, who in turn is given the responsibility to govern the District and to implement Board policies. In addition, the Board selects and evaluates its presidents in accordance with Board policy. During the selection of the last two presidents, the Chancellor, in collaboration with the Academic Senate President, provided the opportunity to expand the faculty role from three to six representatives on the Presidential Selection Committee. In the last accreditation reports, faculty at each of the Los Rios Community Colleges requested the opportunity to play a role in the evaluation of their College president. **(4B.25)** The District Academic Senate agreed upon a process with the Chancellor that would be

College-specific and anonymous. This new process has allowed for direct faculty input into the evaluation of College presidents. The Chancellor is the only person to observe the results and presents them to each College president. Although the Chancellor is happy to accept input from any member of the other constituency groups, it would be useful to create a process for broad input from these groups that is similar to the faculty-input process.

Planning Agenda

Beginning in 2009-2010, the Senior Leadership Team Chair and Classified Senate President will explore interest in developing a formal Districtwide process in which classified and administrative staff members participate in an evaluation of a College President. The results of their exploration should be reported to the campus and district by fall 2010.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

LRCCD Board Policy identifies the president as “the chief administrator of the College in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees.” (4B.24) The President chairs Executive Council, a participatory decision-making group that meets bi-monthly to review issues presented by the President and those brought forward by the leaders of each constituency group. The President also meets regularly with administrative staff and individually with the Presidents of the Academic Senate, Classified Senate, and Associated Student Government to ensure an awareness of issues as they arise and works with campus leaders to address these issues as needed. The President communicates regularly with all members of the College community at convocation and attends governance group meetings to communicate information when needed. The President oversees the College budget, makes final budget allocations, and informs the College about budget issues. The President plays a key role in selecting new faculty and management personnel, conducting final interviews, and making final selection decisions.

The President oversees instructional programs, student services, and all support services through the unit plan process, the most local level in the overall strategic planning process. Each operational unit submits an annual unit plan, which includes an annual data review, and identifies specific objectives to be addressed the following year and the resources needed to accomplish them. (4B.26) In addition, programs participate in the program review process, which is directly overseen by vice presidents and deans. (4B.27) The President provides leadership by ensuring that the planning and program review processes are consistently followed in a timely manner.

The President also provides leadership in matters related to growth and expansion. The College has been increasing in FTES each year and is making the necessary adjustments to accommodate the growing student population. With very limited opportunities for growth on the main campus, the primary strategies have involved the expansion of outreach centers and distance education, both of which are closely monitored by the President. The District’s 2002 bond issue passed, and SCC has been deeply involved in

facilities projects since that time. **(4B.28)** A new bond issue passed on November 4, 2008, which will support the projects in the facilities planning document for which funding had not yet been identified. **(4B.29)** Detailed information regarding those projects is located in the self-study section for Standard III. In order to address the transfer and career development needs of students, curriculum has also undergone significant expansion. That information is located in the Standard II section, along with details regarding the introduction of Student Learning Outcomes (SLO) into a large percentage of classes. **(4B.30)** Although this work is directly overseen by other members of the administration, the President provides leadership and support and is consulted as needed.

Self-Evaluation

The College and District are recognized throughout the state for their organizational and planning structures, maximization of human resources through their commitment to the shared governance process, fiscal stability, proactive approaches to meeting the academic and career development needs of the region, and high level of involvement in the community. These achievements require a great deal of oversight by the President, and all of the College's presidents have provided positive leadership in accomplishing these goals. Two of the College's most laudable achievements in the past six years were in establishing the contract with Sutter Health to significantly expand the Nursing program in 2003 and, under the current President, finalizing the first-ever contract between Bell Helicopter and a community college. Both partnerships significantly increase the academic opportunities for students and more fully address the workforce development needs of the Sacramento region. **(4B.31, 4B.32)**

SCC is a successful College for many reasons; in addition to those already listed, one prominent reason is its willingness to acknowledge problems as they arise and find innovative ways to address them. This doesn't always take place as quickly as it should, but the presidents need to be given credit for the changes they have made and those that have been identified as necessary by internal research. Despite specific concerns that arise occasionally, the College presidents have valued the knowledge, skills, and unique perspective of its faculty, administrative, and classified staff members and routinely include them in the decision-making process.

Innovative ideas like the Education Initiative illustrate how well this inclusive process works. It was introduced long before funding was available to fully execute it. But the Board of Trustees provided leadership to encourage planning to go forward, and the Chancellor's willingness to dedicate funding in the experimental phase of the project enabled every College in the District to act immediately when the economic situation improved. As a result, each of the four Colleges had a pilot project in place that could be quickly implemented. The Chancellor provided the initial leadership by presenting the concept to the District Academic Senate, and a faculty-led, Districtwide steering committee, with active College and District administrative participation, was formed to explore ways to approach the challenge of meeting the unique student and community needs of each College. Shared objectives were identified by the committee, but each College had the freedom to independently create the programs that best meet its needs. College presidents provided the leadership and support to implement these programs. The College presidents have ensured that Education Initiative activities are fully integrated with other campus initiatives, and that the Education Initiative activities have become institutionalized. **(4B.9)**

The Education Initiative is only one of many examples of the enterprising, collaborative style that has enabled the District and College to plan ahead in order to be ready when opportunities arise. This inclusive approach has resulted in a high level of financial and political support at the community, state, and federal levels, and innovative new programs, widespread improvement of buildings and other aspects of the physical plant, a growing student population (despite serious space limitations), partnerships with industry and local government agencies, and representation of the College in a wide variety of community organizations by members of all constituency groups.

Planning Agenda

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

District Policy 2411 identifies that the College President, as the chief administrator, has responsibility for the overall operation of the College. The President adds or deletes positions or moves or reclassifies positions as necessary for the effective operation of the College. The President delegates authority to the vice presidents and other administrators on many processes and responsibilities. **(4B.24)**

Self-Evaluation

Since the last self-study in 2003, SCC has had five presidents (three permanent and two interim). Although decisions and approaches about staffing, administrative structure, and delegation of responsibilities have varied with each president, the overall leadership structure of the College has maintained stability in College operations. Any new administrative position is allocated to the College from the District. Since the last accreditation, the administrative structure has changed only slightly several times. **(4B.33)** Decisions by the College Presidents related to changes in administrative structure have been consistent with the responsibility of that position.

Planning Agenda

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The College President guides the process for College planning and institutional improvement by overseeing the College's strategic planning system, institutional

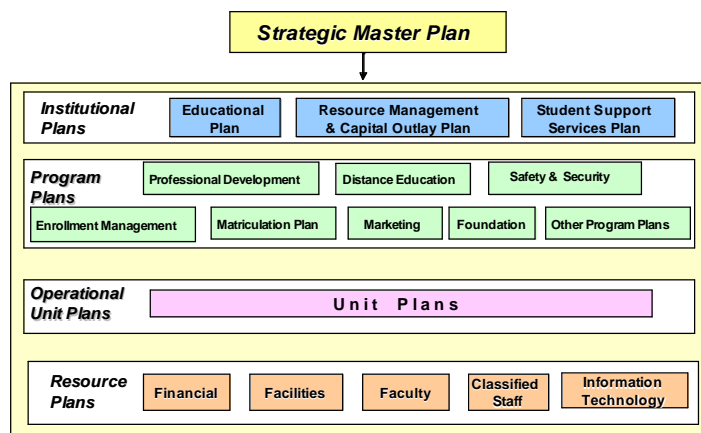
planning in the three major service areas (Instruction, Student Services, and Administration), program planning, unit planning, and resource allocation. In the academic year 2005-2006, a new President called on the College community to develop a vision statement that reflected the College’s mission and values, as well as the community’s needs and goals. The new College vision statement was adopted in Spring 2006. **(4B.34)** During this time period, the President charged the PRIE Committee with developing new College goals. The President brought in a consultant to work with key stakeholders as the first step in that goal-setting process. Further examples of presidential leadership in the area of planning was evidenced by the President’s charge to the College Vice Presidents to develop a strategic planning system that built on the strengths of existing College processes but refocused the emphasis on the plan as guiding resource allocation. **(4B.35)** The resultant SCC Strategic Plan includes a process by which the College Strategic Planning Committee annually reviews the College mission, values, and goals and forwards suggestions for change to the President through Executive Council. **(4B.36, 4B.37)**

In addition to incorporating College planning into various talks to the College community, the President communicates the mission, vision, and values of the College through the Strategic Planning System brochure, a tri-fold document made available to everyone on campus. This brochure is a quick reference of the entire strategic planning system. **(4B.38)** Convocations held at the beginning of both the fall and spring semesters provide opportunities for the President to address the College community on College goals and achievements, data related to College programs and institutional effectiveness, and plans for the academic year. **(4B.39)** Additionally, the President gives an annual report to the Board of Trustees detailing the College’s accomplishments related to current year’s goals as well as setting the College’s goals for the next academic year.

Self-Evaluation

In recent years, the President initiated the re-invigoration of the processes through which the College can be fully engaged in institutional planning. The 2005 planning charette offered the entire campus community the opportunity to provide input into the College goals. In 2006, the College drafted, revised, and refined a vision statement to guide planning. In spring 2007, the College President charged the three Vice Presidents

SCC Family of Plans



with developing a strategic planning system that would integrate all planning and resource allocation systems on campus. They developed a framework for the new SCC Strategic Plan, a data-driven planning system that includes a “family of plans” to include institutional plans, program plans, unit plans, and resource request tools. (4B.40) A diagram of this plan follows:

College planning now starts with a review of data and ends with outcomes or accomplishments which in turn contribute to the next year’s planning process. The College’s *InsideSCC* website, accessible to all staff, has a page with links to data used in the planning process. Data categories include College Goals for 2009-2010, LRCCD Strategic Plan, Internal Environmental Scan, External Environmental Scan, Operational Definitions, Planning Agenda Status Report, Student Demographic Data, SCC Enrollment Data, Student Achievement Data, SCC Survey Data, and Accountability Data. Each of these categories includes links to specific data sets. (4B.41) The emphasis on a culture of evidence is ensured by the fact that the Dean of PRIE reports directly to the President. The College Strategic Planning Committee meets at the beginning of the fall semester to review the previous year’s planning process (including College goals and data on goal achievement), to forward input from the College community, and to evaluate the planning system, all in preparation for the coming year’s planning, particularly unit-planning and resource requests. (4B.37) In the fall 2008 Faculty-Staff Survey, nearly 70 percent of the respondents agreed or agreed strongly that “the College administration provides effective leadership and management, which supports the College mission.” (4B.42)

These actions taken by the President have guided the institution in developing planning processes that are systematic, goal-driven, fully engaged in by the College community, and tied to resource allocation.

Planning Agenda

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

District policy 2411 ensures that the College President supervises the operation of the College consistent with the directives from the District Chancellor and policies of the Board of Trustees. The President expects that all administrators on campus are familiar with Board policies and conduct their operations consistent with them. (4B.24)

Self-Evaluation

The President holds weekly meetings with the cabinet (three Vice Presidents and direct reports) and monthly meetings with the Senior Leadership Team (formerly Managers Council) which consists of all the managers on campus. At these meetings, the President provides updates from the Board of Trustees and from the Chancellor’s Cabinet, in this way informing managers of any issues related to Board Policies and Regulations or to directives of the Chancellor and the mission of the District. The managers also use these meetings as an opportunity to discuss issues with the President and to make recommendations. (4B.43) The President takes responsibility that the College adheres

to all Board policies and regulations and works with the management team to ensure that institutional practices are consistent with them.

The President has direct responsibility for the three major service areas: Instruction, Student Services, and Administration. The three Vice Presidents for these areas report directly to the President. The three Vice Presidents and the President are the four primary persons who comprise the President's Cabinet. (4B.33) The President depends upon the Vice Presidents to move the College forward through their leadership, innovation, and adherence to both District and College goals. Even though this College has had five presidents (three permanent and two interim) since the last self-study, the College has maintained continuity due in large part to its leadership structure and performance by individuals in key leadership roles.

Planning Agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The President controls budget and expenditures by supporting the processes that are in place to conduct College planning and budgeting and by participating in the process at critical junctures. The College planning process directly links budget decisions to the College's mission statement and College goals. (4B.35, 4B.44) In the unit-planning process, units develop objectives based on College goals. These objectives are linked at the unit, division, and College service area levels. (4B.36) For those objectives that require resources, resource request forms are completed for financial, information technology, and facilities needs. Needs for faculty and classified staff are also identified as part of the unit-planning process. (4B.26) Requests for information technology are prioritized by the Information Technology Committee; requests for facilities are prioritized by the Campus Development committee. These priorities are communicated to the Budget Committee, which develops recommendations for resource allocations that are sent to the President for action. Hiring requests are prioritized by the appropriate senate (Academic Senate for faculty hiring and Classified Senate for classified hiring) and recommendations go to the President for action. (4B.44) The current method of operating is both process and data-driven, and it is designed to be transparent to the College community.

The President's participation in this process is demonstrated in a number of ways:

- At the outset of the planning process, the President works with the administrative team to identify Collegewide issues and initiatives that require financial support as well as Collegewide processes that have developed program plans. These expenditures are referred to as "above the line."
- During the initial stages of the planning process, the President works with the VPA to identify available funding sources that can be committed to both Collegewide expenditures and to the budgetary process conducted by the Budget Committee. The President then details "above the line" expenditures, sources of funding, and amounts available for disbursement through the Budget Committee in a memo to the Committee.

- After the Budget Committee conducts its processes and develops a list of funding priorities, that list is submitted to the President for consideration and action. The President reviews and approves or modifies the list.
- Based on the College’s goals and fiscal environment, the President can charge the Budget Committee to review and recommend changes to the College budgetary process. As an example, in 2006, the President requested that the Budget Committee consider a change in process so that “carry-over” funds (unspent funds from one fiscal year to the next) would not be automatic. The Budget Committee recommended that 50 percent of carry-over funds be returned to the College for re-allocation. The President accepted that recommendation.
- On an ongoing basis, the President meets with the VPA to ensure that College expenditures are appropriate and that changes in the financial picture for the College are communicated to the College community. (4B.45, 4B.36)

Self-Evaluation

The President is effective at managing the College budget and expenditures. The College is fiscally stable and has an integrated planning and budget process, a process that is achieved through participatory decision-making. (4B.45, 4B.36) The President’s support for this process has helped SCC to maintain a stable fiscal environment during a period of strong growth. The College is fiscally sound and regularly schedules internal and external audits to maintain its credibility as a fiscally responsible organization. Periodic audits are performed by internal auditors, financial analysts, Business Services staff, and the VPA to evaluate controls and processes designed to ensure appropriate, effective, and efficient use of College resources. (4B.46-4B.49) The President monitors these processes and communicates with the College community on challenges and opportunities as appropriate.

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President is very active in the community and communicates routinely with leaders of community agencies, legislators, local chambers of commerce, potential scholarship and equipment donors, and former employees and students. The President’s active involvement in relationship-building benefits the College by creating greater awareness of the importance of its programs and services, linking the College to broader community discussions about education across K-12 and higher education sectors and promoting opportunities for stronger connections and new and expanded partnerships among those engaged in promoting workforce, economic, and community development.

The President makes presentations to local groups, such as the SCC Emeriti Alumnae Association and the South Sacramento Rotary Club, and participates in many organizations, serving on local, state, and national committees and boards as a representative of the College and the District. These affiliations include, but are not limited to, the Sacramento Metropolitan Chamber of Commerce, South Sacramento Rotary Club, Davis Rotary Club, Sacramento Black Chamber of Commerce, Sacramento

Committee of Honor for the Smithsonian Institute’s “Freedom’s Sisters Exhibition,” MLK365 Committee, and CEO Advisory Group for Community Colleges engaged in High Growth Industries under the U.S. Dept. of Education. The President is often called upon to address student groups and community groups, to provide testimony on critical issues before state legislators, to welcome dignitaries from foreign countries, such as Russia and China, during visits to the College to learn about exemplary practices in technical and career education, to serve on advisory boards for local charter high schools, and to make presentations to the Board of Governors of California Community Colleges.

(4B.50)

Self-Evaluation

The President enthusiastically welcomes all opportunities to advance the mission and vision of the College. All the College’s presidents in the past six years have maintained a high profile in the community, which has resulted in increasing numbers of partnerships and continuing community support, as evidenced by the recent passage of the second bond measure in six years. Although SCC’s presidents have worked and communicated with many organizations in the community that the College serves, increased information about these activities in publications such as *eNews* would create greater awareness among faculty and staff of the president’s work in the community. **(4B.51)**

Planning Agenda

None.

IV.B.3. In multi-College Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the governing board.

IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The extensive array of meetings that take place among the participatory decision-making committees and other affiliated groups ensure that there is clear delineation and communication about the operational responsibilities and functions in the District. The District Function Mapping document outlines the way in which the District currently allocates responsibility among the District and the Colleges for the many operational functions of the District. **(4B.52)** The document indicates whether the Colleges or the District has primary, secondary, or shared responsibility for a particular operational function and includes definitions of those responsibilities. Using the accreditation standards as a structural frame and reflecting the original District map created in 2002, the current mapping document was developed by the District Accreditation Coordinating Committee in late 2007, reviewed by the constituencies in the District, and revised in Spring 2008. **(4B.53, 4B.52)** The mapping document has continued to be the subject of ongoing dialogue both at the College and throughout the District, in order to produce as clear a picture as possible of how operational responsibility in the District is assigned.

The District prides itself on remaining flexible so that the delineation of responsibilities can change as circumstances and needs change.

Self-Evaluation

In general, through the shared governance structure of LRCCD, there is a clear delineation and communication about the operational responsibilities and functions in the District. Important to the concept of the mapping document is the determination that this document is a tool to guide continuing dialogue about the effectiveness for the District's structures in addressing the standards as well as operational effectiveness in general. The District Accreditation Coordinating Committee (DACC) held as a key principal that the mapping document is reflective of an ongoing process, and toward that end, it was determined by the DACC in early Spring 2009 that the College accreditation steering committees would review the mapping document again and suggest College planning agenda items related to areas of concern or possible improvement in the structures that the map represents or in the map itself. (4B.54) To assure both continued dialogue about the College/District function relationship and effectiveness in addressing the accreditation standards, the DACC determined that it would reconvene after the current self study process was completed and before the midterm report writing time to revisit the mapping document to follow up on any planning agenda items relating to the map arising from the four Colleges' self studies, to reconsider the accuracy of the map as representative of the District/College functions, and to discuss possible suggestions for change to the functional alignment in order to assure that the accreditation standards are met as effectively as possible.

It will be important to communicate the role of the mapping document and the delineation of responsibilities between the District and Colleges on an ongoing basis; new employees need to be made aware of such materials, for example. The District should continue to show flexibility so that the delineation of responsibilities can change over time as circumstances and needs change.

Planning Agenda

None.

IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.

Descriptive Summary

The District provides or partners with the Colleges in providing a number of vital services that assist the Colleges in the performances of their missions and functions in the areas of fiscal services, human resources, information technology, facilities development and maintenance, research, public information and other areas. To ensure their quality, the District services undergo their own program review processes which involve a review of data from existing measures or indicators of performance (such as surveys, when those exist relative to the performance of the unit) by the members of the affected unit and dialogue based on that data inside the unit about strengths and possible areas of improvement. (4B.55)

Self-Evaluation

The District provides effective services to support SCC's missions and functions. As shown through the mapping document, the District partners with the Colleges in good faith to provide the vital services as needed. The LRCCD is a multi-College District and

prioritizes well the ways to best support the mission and functions of all of the Colleges. Program review is fundamental in the viability of the District, especially in terms of providing quality assurances in fiscal services, human resources, information technology, facilities development and maintenance, research, public information and other areas. In the fall 2008 Faculty/Staff Self-Study Survey, faculty and staff were asked to respond to the statement “The Los Rios District Office staff provides services that support the mission and functions of the College.” Among respondents, 66.3 percent agreed with the statement, 7.7 percent disagreed, and 26.1 percent of respondents answered that they did not know. (4B.56)

Planning Agenda

None.

IV.B.3.c. The District/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

IV.B.3.d. The District/system effectively controls its expenditures.

Descriptive Summary

The District has a long history of conservative financial management that contributes to stability and consistency in District operations. A Districtwide budget committee ensures broad-based constituency input into District fiscal policies. The District has a process to ensure the even and fair distribution of financial resources as described in the current LRCCD budget book. (4B.57) The District’s “bucket” formula assists in ensuring a fair distribution of resources. The allocation of funds in many areas is determined through the consideration of several factors, such as enrollment, weekly student contact hours, and assignable square footage at the Colleges. Faculty staffing decisions consider criteria that are described in the current, revised “Guide to the Replacement of Faculty” document used by the Colleges in determining their local priorities and by the participants in the District faculty position allocation process. (4B.58) While the ratio is not an accreditation standard-related measurement or metric, the District’s interest in achieving a reasonably equitable ratio of 75/25 (full-time to adjunct faculty) is important to the faculty position allocation process across the District, since the District wants to achieve as even a distribution relative to this measure as possible in all the Colleges in the District. Productivity/access goals are also a consideration. (4B.59) The budget process guidelines, District budget committee membership, and the District budget calendar are clearly described in District Policy 8122. (4B.60)

Self-Evaluation

Due to its consistency and fairness to all units, the District’s “bucket” formula has proven to be successful. In fact, Colleges throughout the state have sought advice from the District and LRCFT staff to assist in the implementation of a similar process in their Districts.

The District’s “long history of conservative financial management” and the District Budget Committee have ensured stability and consistency in District operations. Even during tough financial circumstances, reduction of the number of faculty and staff in the District and in the operations of the College and District facilities has been minimal.

The District’s budget book and “Guide to the Replacement of Faculty” documents are not well-known on the SCC campus. (4B.57, 4B.58) In determining the allocation of

positions, the District takes into consideration the full-time/part-time ratios of each campus. The College strives to achieve the 75/25 full-time/part-time ratio when assigning faculty positions. Due to the increase in the number of courses offered each year and faculty retirements, the College has not yet achieved this goal. To help reach this goal, SCC received 31 positions for fall 2008. **(4B.61)** Since fall 2005, the College productivity (measure of WSCH divided by FTEF) has increased from 438 to 531. During this time, the College has converted to a compressed calendar (16.4 weeks) with primarily block scheduling (MW/TTH) and increased the lab calculation from 67 percent to 75 percent. Through all this change, the District's financial stability has maintained stable operations at SCC.

Planning Agenda

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.

Descriptive Summary

The Chancellor meets regularly with the four College presidents to review operational issues, Board policies, District and College goals and objectives, and other concerns related to ensuring the capacity of the District to fulfill its educational mission through the efficient and effective implementation of District and College programs and services. The Chancellor meets with the four College presidents at weekly Chancellor's Executive Staff meetings, monthly Chancellor's Cabinet meetings, bi-annual meetings, periodic executive staff retreats, and at other times as needed in the course of an academic year. The Chancellor delegates responsibility for administering the Colleges to the presidents and holds them accountable for the operation of their respective College and for meeting College goals related to the five goal areas of the District strategic plan. **(4B.62)** Accountability is assessed via annual comprehensive evaluations which review the achievement of strategic goals and objectives. **(4B.7)** The delegated District policies are determined by the District Board of Trustees and the Chancellor. The College presidents set goals for their respective Colleges through a participatory decision-making process that engages all constituency groups to build consensus on College strategic directions; however, the President is the delegated authority and has accountability for the decisions made.

Self-Evaluation

The College's chief executive officer is the College President, who holds full responsibility and authority for administering District and system policies. The President's role is to effectively manage resources, provide leadership in establishing both long and short term goals, plans, initiatives, and priorities. Where appropriate, the College goals reflect and support the goals put forth by the Chancellor in the District Strategic plan. The Education Initiative is an example of a District Goal championed by the Board of Trustees and Chancellor that, once given to the individual Colleges, allowed for program development appropriate to that campus culture.

The College President has direct responsibility for the three major administrative areas: Instruction, Student Services, and Administration. The three Vice Presidents of these areas report directly to the President. The three Vice Presidents and College President

are the four primary persons who comprise the President's Cabinet. (4B.33) The President works with the Vice Presidents to move the College forward through their leadership, innovation, and adherence to both District policies and College goals.

The College President, while adhering to the District Policies and Regulations, may develop local policy or sustain local policy via the participatory decision-making process. The Executive Council is the primary participatory decision-making body for the College. (4B.43) The Council is comprised of the President and one representative from each of the following constituency groups: Academic Senate, Classified Senate, Associated Student Government, and the Senior Leadership Team. The three Vice Presidents, the Dean of Planning, Research and Institutional Effectiveness, and Public Information Officer, all serve as ex-officio resource people. Recommendations from standing committees, constituency groups, or Campus Issues submissions are given to the Executive Council for review. (4B.63) The Executive Council members receive input from their respective groups or pertinent groups and/or individuals. Based on recommendations from these sources, Executive Council provides viewpoints and perspectives to the President who makes the final decision. Communication to the campus community about the President's and/or Executive Council's decisions are made available in a variety of ways, including the electronic newsletter *eNews*. (4B.64) Although there was a brief period during which *eNews* was discontinued, it has now been combined with *Staff News* to create *City Chronicles*, an online newsletter that covers all news and events. (4B.65)

Planning Agenda

None.

IV.B.3.f. The District/system acts as the liaison between the Colleges and the governing board. The District/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Chancellor and District Office staff act as liaisons between the Colleges and the Board of Trustees and use many forms of communication to ensure the flow of information from the Colleges to the Board and from the Board back to all College employees. Communications vehicles include the "Chancellor's Updates," which are sent as hard copy or email to all employees; emails to employees regarding important issues or changes relating to information technology, human resources, financial aid and other issues; *Venture*, a Districtwide publication produced each semester and sent to all employees; and the *Annual Report*, which is published each year in March. (4B.66, 4B.67) In addition, the Chancellor speaks directly to College staff on issues of importance to the District at each of the four College convocations twice a year. (4B.39)

Another important form of cross-District communication occurs in the many meetings of the District-level shared governance committees (e.g., the District Curriculum Coordinating Committee, the District Matriculation Coordinating Committee, the District International Education Committee, the District Budget Committee, the District Academic Calendar Committee, the District Educational Technology Committee, the District Student and Academic Services Committee, and the District Administrative Technology Committee) and other work groups, such as the Vice Presidents of Instruction and Student Services group, Vice Presidents of Administration group, Career

and Technical Education Leadership group (formerly known as the Occupational Education Deans group), the District Research Council, the Public Information Officers group, the Information Technology Deans group, and the Learning Resources Deans group. **(4B.68)** The District publishes the agendas and minutes of many of its committees, the Academic Senate, vice president groups and other groups on its website. **(4B.69)** In addition to what is currently available, the District is responding to the request that agendas and minutes from additional groups be made more easily accessible through the District website.

Self-Evaluation

The Chancellor acts as a liaison between the Colleges and the Board of Trustees. Updates from the Chancellor and the College presidents are distributed widely via email, web posting, and hard copy. The Chancellor, members of the Board, and College presidents regularly present information in person at the convocations that begin each semester. District committee agendas and minutes and District Academic Senate agendas and minutes are important in ensuring effective communication within the District. In the past, these materials have not been made easily accessible to those who do not serve on these committees but have become increasingly available on the District Office website.

In SCC's fall 2008 Faculty-Staff Survey, faculty, managers, and staff were asked for a response to the statement "The District and the College utilize effective methods of communication and exchange information in a timely and efficient manner." Of the respondents, 52.4 percent agreed or agreed strongly; 26.8 percent said they did not know; and 20.7 percent disagreed or disagreed strongly. **(4B.70)** These survey results suggest that, while there are many communication modes being utilized to share information between the District and the College, there is still room for improvement in this area.

Planning Agenda

See Planning Agenda for I.A.3.

IV.B.3.g. The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

At the District level, review of the institution's governance and decision-making structure involves discussions of information gathered from student and employee satisfaction surveys, from the District's governance and decision-making processes in the Chancellor's Executive Staff group and other District groups like the vice presidents' group and the Academic Senate, and from the review of related regulation and policy changes that occur in the Chancellor's Cabinet. In addition, in May 2007, the District Academic Senate (DAS) reviewed all District shared governance committees and focused on the following:

- Mission of the committee,
- Membership and terms of office,
- Decision making processes,
- Reporting structure,

- Status of the shared governance group,
- Meeting schedule, and
- Subcommittees. **(4B.71)**

Chairs of the following District governance committees--Budget Committee, District Curriculum Coordinating Committee (DCCC), Math Competency Committee, District Matriculation Committee (DMC), Assessment Coordination Committee, Faculty Diversity Internship Program, Student Academic Services, and the Transfer Coordinating Council--responded. **(4B.72)** Their responses were compiled and sent back to the committee chairs for further feedback. Based on the feedback received, findings were finalized as recommendations and presented to the Chancellor for comment. In fall 2008, the Vice Chancellor of Education and Technology and the DAS Executive team formed a task group to work on instituting the most pressing recommendations. Notably, this task group is in the process of developing a web page for all shared governance groups so that DAS committee information regarding mission, membership, meeting schedule and minutes can be stored and accessed more effectively. During the fall 2008 semester, District committee chairs were contacted and asked for updates regarding implementation of recommendations.

Self-Evaluation

The DAS formed a task group that conducted a study of District shared governance committees in 2007. Responses of chairs of eight committees were reviewed, and twenty recommendations, compiled in a document entitled "Pertaining to All Shared Governance Groups and their Subcommittees: Recommendations for Strengthening Shared Governance Communication with the District," were presented to the Chancellor. **(4B.73)** One of those recommendations led to a substantial revision of the District mathematics, reading, and writing competency skills committees and District Regulation R-3412: 1.2.8.1 and 1.2.8.2. **(4B.74)**

A second recommendation of the DAS task group, to develop a Web page to provide information regarding the mission, membership, meeting schedule and minutes for all shared governance committees and subcommittees, resulted in a working draft, current as of October 7, 2008, titled "Districtwide Committee Membership." It is currently available through the *InsideSCC* website in the "Governance" folder and provides information about committee and subcommittee membership, reporting structure, terms of office, and charge. **(4B.68)**

The Los Rios District administered the "How Are We Doing?" Employee Survey to classified staff, faculty, managers, and contract employees in 2001, 2006, and 2008. **(4B.75, 4B.76)** There were no survey questions that directly asked about the District's "role delineation" or "governance and decision- making structures and processes." A question might be added to future survey instruments to investigate employees' satisfaction with the District with regard to these issues.

Planning Agenda

During 2009-2010, College constituency leaders will work through the District governance processes to create a formal process by which the District governance committees are regularly evaluated and the results are communicated to the College community.

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PLANNING AGENDA SUMMARY

Planning Agenda Summary

The following is a compilation of the planning agendas developed during Sacramento City College self study process. These plans, along with student learning outcome efforts and additional strategies in the program and unit plans will be integrated in the College's comprehensive Strategic Plan.

Standards I.A.3, I.B.3, I.B.6, III.A.6, III.B.2.b, III.D.2.b, IV.A.2, IV.B.3.f

By spring 2010, the College President and the Public Information Officer (PIO) will convene a task force to evaluate and report on the effectiveness of the numerous paths of communication, training, and dissemination of information used to promote broad-based understanding and engagement in such College processes as planning and governance. This report will be reviewed for feedback through the constituency process outlined in the Blue Book with implementation of approved methods by spring 2011.

Standards I.B.1, II.A.1.c, II.A.2.a, and II.A.2.f

By fall 2010, the Offices of Instruction and Student Services in conjunction with the PRIE Dean and SLO Advisory Group will engage the campus in broad-based dialogue on student success measured through learning outcomes assessment data and the design and implementation of processes to integrate this data with the program review process and the planning framework of the College.

Standard I.B.5

By fall 2010, the Planning Research and Institutional Effectiveness (PRIE) Office will work with the PRIE Committee to provide ongoing training to the College community in working with data to assess institutional quality and student success that will affect change.

Standard II.A.1.b

Continuing through spring 2012, the Instructional and Student Services Leadership and the PRIE Dean will conduct workshops focusing on the use of data such as the Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Student Satisfaction Survey in program review, Student Learning Outcomes (SLO) assessment, and planning.

Standards II.B.1 and II.B.3.c

Beginning in fall 2009, Student Services Leadership in conjunction with the Matriculation Committee will reconfigure matriculation processes based on recent program reviews. This redesign will focus on (1) fostering high levels of student engagement and (2) ensuring that more first-time students are aware of and access matriculation services (i.e., orientation, assessment, and counseling/advising services) prior to registration. A matriculation tracking system will be developed in order to identify and monitor the various pathways new students take through front door matriculation activities.

Standard II.B.4

During 2009-2010, Student Services Leadership will complete a comprehensive evaluation of the administrative and reporting structures within its service areas with the goal of identifying further administrative and departmental realignments that will lead

to improved service to students and strengthen interpersonal and organizational relationships.

Standard II.C.1.a

By spring 2010, the Learning Resources Dean (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.

Standard II.C.2

Beginning fall 2009, the PRIE Dean will work with learning support service areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicate the results of the evaluations.

Standard III.A.1.a

By fall 2010, the College Equity Officer will convene a task form with representation from the constituency groups to work with District Human Resources to explore options for increasing the breadth of information obtained during the interview process, while working within the framework of District hiring processes. The results of this analysis will be reported to the College.

Standard III.B.2.b

By spring 2010, the Director of Operations in conjunction with the Campus Development Committee will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-going communication between all parties in the process including end-users. The result of this evaluation will inform future major facilities projects.

Standard IV.A.1

Beginning in fall 2009, the College President will work with the Classified Senate to gather information on institutional practices related to staff participation in College governance processes and will report their findings to the Executive Council no later than May 2010. Executive Council will recommend appropriate action.

Standard IV.A.5

Beginning in 2009-2010, the PRIE Dean will standardize the process for obtaining feedback on the effectiveness of the College governance structures and broaden the dissemination of results to the campus community.

Standard IV.B.1.j

Beginning in 2009-2010, the Senior Leadership Team Chair and Classified Senate President will explore interest in developing a formal district-wide process in which classified and administrative staff members participate in an evaluation of a College President. The results of their exploration should be reported to the campus and district by fall 2010.

Standard IV.B.3.g

During 2009-2010, College constituency leaders will work through the district governance processes to create a formal process by which the District governance committees are regularly evaluated and the results are communicated to the College community.

GLOSSARY OF TERMS

Accreditation-Self Study Glossary of Terms

A&R	Admissions & Records
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
ARC	American River College
ARCC	Accountability Reporting for Community Colleges
ASBO	Association of Business Officials International
ASF	Assignable Square Footage
ASG	Associated Student Government
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer
AT	Advanced Technology
BOGG	Board of Governor's Grant
CAHSEE	California High School Exit Exam
CalWORKS	California Work Opportunities and Responsibilities to Kids
CARE	Cooperative Agencies Resources
CCCCO	California Community College Chancellor's Office
CCCT	California Community College Trustees
CCCTran	California Community Colleges electronic Transcript system
CCLC	Community College League of California
CCR	California Code of Regulations
CCSSE	Community College Survey of Student Engagement
CDF	College Discretionary Fund
CIS	Computer Information Science
CISA	Computer Information Science-Applications
CLR	Capacity Load Ratio
CLP	Cumulative Licensing Program
CMS	Content Management System
COC	Citizens Oversight Committee
COLA	Cost of Living Adjustment
COP	Certificate of Participation
CPEC	California Postsecondary Education Commission
CRC	Cosumnes River College
CSPC	College Strategic Planning Committee
CSU	California State University
CTE	Career Technical Education
D2L	Desire2Learn (Learning Management System)
DAS	District Academic Senate
DCCC	District Curriculum Coordinating Committee
DE	Distance Education
DRC	Disability Resource Center
DSPS	Disabled Students Program & Services
EEO	Equal Employment Opportunity
ENGRD	English – Reading
ENGWR	English – Writing

EOPS	Extended Opportunities Programs & Services
EOS	End of Semester
ESL	English as Second Language
FAA	Federal Aviation Administration
FACCC	Faculty Association of California Community Colleges
FAO	Financial Aid Office
FCA	Facilities Condition Assessment
FERPA	Family Educational Rights and Privacy Act
FLC	Folsom Lake College
Flex	Flexible learning classes for professional development
FM	Facilities Management
FSEOG	Federal Supplemental Educational Opportunity Grant
FTE	Full Time Equivalent
GASB	Governmental Accounting Standards Board
GELO	General Education Learning Outcomes
HCD	Human Career Development
HR	Human Resources
IA	Instructional Assistant
IBA	Interest-Based Approach
IGETC	Intersegmental General Education Transfer Curriculum
IR	Institutional Research
IT	Information Technology
ITPAC	Information Technology Planning & Advisory Committee
iTV	Instructional Television
KPI	Key Performance Indicators
LMS	Learning Management System
LOIS	Los Rios Online Information System
LRC	Learning Resource Center
LRCCD	Los Rios Community College District
LRCCPD	Los Rios Community College Police Department
LRCEA	Los Rios Classified Employees Association
LRCFT	Los Rios College Federation of Teachers
LRCNP	Long Range Capital Needs Plan
LSTC	Learning Skills and Tutoring Center
MESA	Math Engineering & Science Achievement
MET	Mechanical Electrical Technology
MIS	Management Information System
MOE	Maintenance of Effort
MUFHL	Music Fundamentals History & Lit
OGS	Online Grading System
OPR	Office of Primary Responsibility
OTA	Occupational Therapy Assistant
OTO	One Time Only (purchasing)
PDF	Program Development Funds
PERS	Public Employees' Retirement System
PPC	Program Placement Council

PRIE	Planning, Research, and Institutional Effectiveness
ProLO	Program Learning Outcomes
PTA	Physical Therapist Assistant
RISE	Respect – Integrity – Self-determination – Education program
RP	Research, Planning, and Assessment Group
SARS	Scheduling and Reporting System
SCC	Sacramento City College
SEIU	Service Employees International Union
SGVT	Student Government
SLOs	Student Learning Outcomes
SLT	Senior Leadership Team
SMSR	Scheduled Maintenance and Special Repairs
SMUD	Sacramento Municipal Utility District
SOCRATES	System for Online Curriculum Review and Technological Education Support (Curriculum Management System)
SOS	Students Obtaining Success
SPA	Student Personnel Assistant
SS-SLO	Student Services' Student Learning Outcomes
TAP	Transportation Access and Parking Plan
TCO	Total Cost of Ownership
TRANS	Tax Revenue Anticipation Notes
TTIP	Telecommunications and Technology Infrastructure Program
TII	Turninit
UC	University of California
UCD	University of California Davis
VPA	Vice President of Administration
VPI	Vice President of Instruction
VPSS	Vice President of Student Services
VTEA	Vocational and Technical Education Act
WSCH	Weekly Student Contact Hours

